

# P2W Skills for Success

## Activity Set 4: Tables



[www.pathwaytowork.ca](http://www.pathwaytowork.ca)

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Canada

p2w  
pathway  
to work

ptp  
Adult Learning and  
Employment Programs

# 4.1: Getting Started

## What?

Tables present information in rows and columns.

| Lessons and Activities         | ES* | ES Levels |   |   | Signposts      | Page |
|--------------------------------|-----|-----------|---|---|----------------|------|
|                                |     | 1         | 2 | 3 |                |      |
| 1.00 Workplace Labels (lesson) | D * |           |   |   | Read labels    | 13   |
| 1.01A File Labels              | D * |           |   |   | Read labels    | 16   |
| 1.01B File Labels              | D * |           |   |   | Read labels    | 17   |
| 1.02 Address Labels            | D * |           |   |   | Read labels    | 18   |
| 1.03 Address Labels            | D * |           |   |   | Read labels    | 20   |
| 1.04 File Labels               | D * |           |   |   | Read labels    | 22   |
| 1.04A File Labels              | D * |           |   |   | Read labels    | 23   |
| 1.05 Workplace Lists (lesson)  | D * |           |   |   | Refer to lists | 26   |
| 1.06 Employee Extension List   | D * |           |   |   | Refer to lists | 28   |
| 1.06A Employee Extension List  | D * |           |   |   | Refer to lists | 30   |
| 1.06B Employee Extension List  | D * |           |   |   | Refer to lists | 31   |
| 1.07 Work Teams List           | D * |           |   |   | Refer to lists | 32   |
| 1.08 Clearing List             | D * |           |   |   | Refer to lists | ...  |

| EXT | FIRST | LAST  | DEPT     | EXT | FIRST   | LAST    | DEPT     |
|-----|-------|-------|----------|-----|---------|---------|----------|
| 100 | John  | Smith | Shipping | 101 | Michael | Holland | Shipping |
| 101 | John  | Smith | Shipping | 102 | Michael | Holland | Shipping |
| 102 | John  | Smith | Shipping | 103 | Michael | Holland | Shipping |
| 103 | John  | Smith | Shipping | 104 | Michael | Holland | Shipping |
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| 123 | John  | Smith | Shipping | 124 | Michael | Holland | Shipping |
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| 197 | John  | Smith | Shipping | 198 | Michael | Holland | Shipping |
| 198 | John  | Smith | Shipping | 199 | Michael | Holland | Shipping |
| 199 | John  | Smith | Shipping | 200 | Michael | Holland | Shipping |

|             | Monday |    | Tuesday |    | Wednesday |    | Thursday |    | Friday |    |
|-------------|--------|----|---------|----|-----------|----|----------|----|--------|----|
|             | am     | pm | am      | pm | am        | pm | am       | pm | am     | pm |
| John R.     | X      |    |         | X  |           | X  |          | X  |        | X  |
| Mark T.     |        |    | X       |    | X         |    | X        |    | X      |    |
| Samantha L. |        | X  |         |    |           |    |          | X  |        | X  |
| Tanya H.    | X      | X  | X       | X  | X         | X  | X        | X  | X      | X  |
| Roy O.      |        | X  | X       | X  | X         | X  | X        | X  |        |    |

## Why?

To organize information and make it easier to understand

## Who?

- ✓ Purchasing clerks look in catalogues for information about tools and supplies.
- ✓ Shippers and receivers read production schedules so they can make sure there are enough empty cases and pallets to ship materials.
- ✓ Sports fans refer to game scores and other statistics displayed in tables.

## What's involved?

- Navigating row and column format
- Interpreting headings and labels
- Scanning to locate details

## How about you?



List some examples of tables you have used.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How comfortable are you using tables?

I need a lot of practice I'm very comfortable

1
2
3
4
5
6
7
8
9
10

## 4.2: Table Format

Tables use columns and rows to organize information. The table below shows the average high and low temperatures in Edmonton, Alberta by month.

| Month     | Average high temperature °C | Average low temperature °C |
|-----------|-----------------------------|----------------------------|
| January   | -6                          | -14                        |
| February  | -3                          | -12                        |
| March     | -3                          | -7                         |
| April     | 12                          | 0                          |
| May       | 18                          | 6                          |
| June      | 21                          | 10                         |
| July      | 23                          | 13                         |
| August    | 22                          | 11                         |
| September | 18                          | 6                          |
| October   | 10                          | 1                          |
| November  | 0                           | -7                         |
| December  | -5                          | -13                        |

To interpret information in tables, start by reading the column and row headings so you know what information the table contains. Then, read back and forth along rows and up and down columns to get specific information.

### Examples

- What is the average high temperature in March?
  - Locate row for March then follow the row to the column for average high temperature.
- Which months have an average low temperature of  $-7^{\circ}\text{C}$ ?
  - Locate column for average low temperatures, scan down to locate  $-7$ , then follow rows across to find the months.
- Which month has the highest average high temperature?
  - Read down the average high temperature column to find the highest number. Follow the row across to find the month.

## 4.3: Inspection Form

### WORKPLACE INSPECTION RECORDING FORM

INSPECTION LOCATION: Plant #1DATE OF INSPECTION: 12/15/20DEPARTMENTS/AREAS COVERED: Finishing Area ATIME OF INSPECTION: 16:50

| INSPECTION                               |  |             |    | FOR FOLLOW-UP                     |               |       |                   |
|--|--|-------------|----|-----------------------------------|---------------|-------|-------------------|
| ITEM<br>(location)                       | HAZARDS<br>OBSERVED                        | REPEAT ITEM |    | RECOMMENDED<br>ACTION             | ACTION TAKEN  | DONE  | AUTH<br>SIGNATURE |
|  |  | yes         | no |                                   |               |       |                   |
| press<br>machine #2                      | pool of oil<br>under left<br>side          | ✓           |    | replace hose                      | sealed leak   | 12/16 | TSmith            |
| sanding<br>machine<br>#10                | belt loose<br>on sander                    |             | ✓  | tighten belt<br>or replace        | belt replaced | 12/17 | TSmith            |
| storage bins<br>- rear plant<br>entrance | bins stacked<br>improperly -<br>no signage | ✓           |    | restack bins<br>& replace<br>sign |               |       |                   |

COPIES TO: (For Action): Jack RodriguesINSPECTED BY: Tom Smith(For Information): Dept. Manager

## 4.3: Inspection Form

Read the workplace inspection form, then answer the questions below.

1. What is the purpose of the inspection?

---

2. Which department was inspected?

---

3. What was the problem with the press machine?

---

4. Which of the three hazards reported had not occurred before?

---

5. How many days after the inspection was the press machine problem fixed?

---

6. What action did the inspector recommend to address the sanding machine hazard?

---

7. Which hazard has not yet been followed up on?

---

### Let's Talk!

- Who completes this inspection form?
- Do you have any experience with safety instructions?
- Compare the inspection form to the table in Activity 4.2: Table format. What similarities and differences do you see?

## 4.4: Workplace Hazards

Julia's supervisor gave her this information sheet when she joined the health and safety committee. It explains what workplace hazards are and gives examples so employees like Julia know how to identify them.

### Hazards at work

A hazard is anything that poses a risk to workers' safety. There are many types of hazards which can cause harm or adverse effects in the workplace.

The following types of hazards can be found in many workplaces.

| Types of hazards | Examples   |
|------------------|--|
| Chemical         | Cleaning products<br>Diesel exhaust<br>Fuel<br>Pesticides<br>Wood dust                                 |
| Ergonomic        | Lifting, pushing, pulling<br>Lighting<br>Shiftwork<br>Sitting, standing<br>Tools<br>Workstation set-up |
| Physical         | Indoor air quality<br>Mould<br>Noise<br>Temperature  |
| Psychosocial     | Bullying<br>Stress<br>Violence   |
| Safety           | Driving<br>Electrical<br>Ladders<br>Machinery<br>Material handling<br>Tools                            |

## 4.4: Workplace Hazards

Read the information about hazards, then answer the questions below.

1. What is a hazard?

---

2. What are the different types of hazards?

---

3. What is an example of an ergonomic hazard?

---

4. What type of hazard is stress considered?

---

### Let's Talk!

- What type(s) of hazards do you think the following measures can address?
  - Safety gloves
  - Hearing protection
  - Respiratory protection
  - Keyboard position
  - Regular work breaks
  - Safety boots
  - Labels
  - Safety glasses





## 4.5: Completing and Creating Tables

2. Count the number of participants that gave each answer.

Number of participants with...

0 sisters:

---

1 sister:

---

2 sisters:

---

3 sisters:

---

4 or more sisters:

---

Number of participants with...

0 brothers:

---

1 brother:

---

2 brothers:

---

3 brothers:

---

4 or more brothers:

---

## 4.5: Completing and Creating Tables

### PART 2

1. Check the box that describes what you can do using Word.

| Tasks  | Yes | A bit | No |
|--|-----|-------|----|
| a) Insert a table in MS Word.                                  |     |       |    |
| b) Enter text into a table.                                    |     |       |    |
| c) Add or delete rows in MS Word.                              |     |       |    |
| d) Format a table (e.g., add styles; change shading, borders). |     |       |    |

2. Need to learn more?



### Yes, please!

Ask your instructor to help you learn or review these skills.



### No, I'm good.

Use Word to create a table.

1. Create a table to display some or all of the information from question 2.
2. Format the table.
3. Save the table in a folder on the computer.
4. Show your table to a partner. Have them interpret the information you included.