MODULE OVERVIEW
This module covers the applications and construction methods for various types of forming and form hardware systems for walls, columns, and stairs, as well as slip forms, climbing forms, and shaft forms. This module also provides an overview of the assembly, erection, and stripping of gang forms.

PREREQUISITES
Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: Core Curriculum; Carpentry Level One; Carpentry Level Two; and Carpentry Level Three, Modules 27301-07 through 27307-07.

OBJECTIVES
Upon completion of this module, the trainee will be able to do the following:
1. Explain safety procedures associated with using concrete wall forms.
2. Identify the various types of concrete wall forms.
3. Identify the components of each type of vertical forming system.
4. Erect, plumb, and brace a selected wall.
5. Recognize various types of manufactured forms.
6. State the differences in construction and use among different types of forms.
7. Erect, plumb, and brace a column form.
8. Erect, plumb, and brace a stair form.
9. Locate and install bulkheads and embedded forms.

PERFORMANCE TASKS
Under the supervision of the instructor, the trainee should be able to do the following:
1. Erect, plumb, and brace a selected wall form.
2. Erect, plumb, and brace a column form.
3. Erect, plumb, and brace a stair form.
4. Install blockouts and embedded items.

MATERIALS AND EQUIPMENT LIST
- Overhead projector and screen
- Transparencies
- Blank acetate sheets
- Transparency pens
- Whiteboard/chalkboard
- Markers/chalk
- Pencils and scratch paper
- Appropriate personal protective equipment
- Sheets of plywood
- Components used to construct wall forms, including assembly hardware, walers, strongbacks, braces, and stakes
- Manufacturers’ literature on different types of gang forms
- Manufacturers’ literature on different types of flexible wall forms
- Tools and materials to construct a wall form
- Materials to construct blockouts and embedments
- Materials inventory
- Tools and materials to construct column forms
- Circular saw
- Form assembly hardware
- OSHA Standard 1926:700-701
- Walers
- Strongbacks
- Manufacturers’ literature on different types of wall-forming systems
- Manufacturers’ literature on different types of column forms
- Drawings with design details
SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize basic site safety. This module may require trainees to visit job sites. Make sure that all trainees are briefed on site safety procedures. This module requires that trainees work with concrete forms. Ensure that all trainees are properly briefed on lifting and tool safety procedures before working with forms.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than task training.

Scaffold, Shoring, and Forming Institute. www.ssfi.org

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 27½ hours are suggested to cover Vertical Formwork. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Planned Time</th>
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<tbody>
<tr>
<td><strong>Sessions I and II. Formwork Planning and Wall Forms</strong></td>
<td></td>
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<tr>
<td>A. Introduction</td>
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<tr>
<td>B. Formwork Planning</td>
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<tr>
<td>C. Wall Forms</td>
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<tr>
<td>D. Patented Wall-Forming Systems</td>
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<tr>
<td>E. Framing Wall Openings</td>
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<tr>
<td>F. Laboratory</td>
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</tr>
<tr>
<td>Trainees practice installing blockouts and embedded items. This laboratory corresponds to Performance Task 4.</td>
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<tr>
<td><strong>Sessions III and IV. Form Construction</strong></td>
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<tr>
<td>A. Preparation</td>
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<tr>
<td>B. Assembly</td>
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<tr>
<td>C. Setting the Form</td>
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<tr>
<td>D. Laboratory</td>
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<tr>
<td>Trainees practice erecting, plumbing, and bracing a selected wall form. This laboratory corresponds to Performance Task 1.</td>
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</tr>
</tbody>
</table>
Sessions V through VII. Column Forms and Slipforming

A. Fiber Column Forms
B. Steel Column Forms
C. Job-Built Column Forms
D. Laboratory
   Trainees practice erecting, plumbing, and bracing a column form.
   This laboratory corresponds to Performance Task 2.
E. Vertical Slipforming

Sessions VIII through X. Stair and Other Forms

A. Stair Forms
B. Laboratory
   Trainees practice erecting, plumbing, and bracing a stair form. This laboratory
   corresponds to Performance Task 3.
C. Vertical Architectural Forms
D. Polystyrene Forms

Session XI. Review and Testing

A. Module Review
B. Module Examination
   1. Trainees must score 70% or higher to receive recognition from NCCER.
   2. Record the testing results on Craft Training Report Form 200, and submit
      the results to the Training Program Sponsor.
C. Performance Testing
   1. Trainees must perform each task to the satisfaction of the instructor to
      receive recognition from NCCER. If applicable, proficiency noted during
      laboratory exercises can be used to satisfy the Performance Testing
      requirements.
   2. Record the testing results on Craft Training Report Form 200, and submit
      the results to the Training Program Sponsor.
MODULE OVERVIEW

This module covers the types of elevated decks and the formwork systems and methods used in their construction. It covers joist, pan, metal deck, and flat slab systems and provides instructions for the use of flying forms, as well as shoring and reshoring systems.

PREREQUISITES

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: Core Curriculum; Carpentry Level One; Carpentry Level Two; and Carpentry Level Three, Modules 27301-07 through 27308-07.

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Identify the safety hazards associated with elevated deck formwork and explain how to eliminate them.
2. Identify the different types of elevated decks.
3. Identify the different types of flying form systems.
4. Identify different types of handset form systems.
5. Erect, plumb, brace, and level different types of handset deck form systems.
6. Install edge forms, blockouts, embedments, and construction joints.
7. Identify typical bridge and culvert form systems.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to do the following:

1. Erect, plumb, brace, and level different types of handset deck form systems.
2. Install edge forms.
3. Install blockouts and embedded items.
4. Locate and install construction joints.

MATERIALS AND EQUIPMENT LIST

<table>
<thead>
<tr>
<th>Hand tools</th>
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<tbody>
<tr>
<td>Levels</td>
</tr>
<tr>
<td>Bracing materials</td>
</tr>
<tr>
<td>Shoring deck systems</td>
</tr>
<tr>
<td>Edge forms</td>
</tr>
<tr>
<td>Manufacturers’ literature on different types of pan forms</td>
</tr>
<tr>
<td>Manufacturers’ literature on shoring</td>
</tr>
<tr>
<td>Wood shores</td>
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<tr>
<td>Metal post shores</td>
</tr>
<tr>
<td>Manufacturers’ literature on aluminum shoring</td>
</tr>
<tr>
<td>Samples of exterior grade plywood</td>
</tr>
<tr>
<td>Plyform®</td>
</tr>
<tr>
<td>Stringers</td>
</tr>
<tr>
<td>Joists</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overhead projector and screen</th>
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<tbody>
<tr>
<td>Transparencies</td>
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<tr>
<td>Blank acetate sheets</td>
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<tr>
<td>Transparency pens</td>
</tr>
<tr>
<td>Whiteboard/chalkboard</td>
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<tr>
<td>Markers/chalk</td>
</tr>
<tr>
<td>Pencils and scratch paper</td>
</tr>
<tr>
<td>Appropriate personal protective equipment</td>
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<tr>
<td>Walers</td>
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<tr>
<td>Strongbacks</td>
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<tr>
<td>Manufacturers’ literature on deck framing systems</td>
</tr>
<tr>
<td>Manufacturers’ literature on flying decks</td>
</tr>
<tr>
<td>Manufacturers’ literature on column-mounted tables</td>
</tr>
</tbody>
</table>
SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize basic site safety. This module may require trainees to visit job sites. Make sure that all trainees are briefed on site safety procedures. This module requires that trainees work with concrete forms. Ensure that all trainees are properly briefed on lifting and tool safety procedures before working with forms.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.

- American Concrete Institute (ACI). [www.concrete.org](http://www.concrete.org)
- Cement Association of Canada. [www.cement.ca](http://www.cement.ca)
- Portland Cement Association. [www.cement.org](http://www.cement.org)

TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 22½ hours are suggested to cover *Horizontal Formwork*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Planned Time</th>
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<tbody>
<tr>
<td><strong>Session I. Concrete Floor and Roof Slabs</strong></td>
<td></td>
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<tr>
<td>A. Introduction</td>
<td></td>
</tr>
<tr>
<td>B. Types of Structural-Concrete Floor and Roof Slabs</td>
<td></td>
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<tr>
<td>C. Types of Form Systems</td>
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<tr>
<td><strong>Session II. Shoring</strong></td>
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<tr>
<td>A. Types of Shoring</td>
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<tr>
<td>B. Adjustable Wood Shoring</td>
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<tr>
<td>C. Manufactured Shoring</td>
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<tr>
<td><strong>Sessions III and IV. Form Construction</strong></td>
<td></td>
</tr>
<tr>
<td>A. Types of Decks</td>
<td></td>
</tr>
<tr>
<td>B. Laboratory</td>
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</tr>
<tr>
<td>Trainees practice erecting, plumbing, bracing, and leveling selected handset deck form systems. This laboratory corresponds to Performance Task 1.</td>
<td></td>
</tr>
<tr>
<td>C. Grading Elevated Slab Decks</td>
<td></td>
</tr>
</tbody>
</table>
Sessions V through VII. Additional Form Elements

A. Edge Forms
B. Laboratory
   Trainees practice installing edge forms. This laboratory corresponds to Performance Task 2.
C. Blockouts and Embedments
D. Laboratory
   Trainees practice installing blockouts and embedded items. This laboratory corresponds to Performance Task 3.
E. Jointing
F. Laboratory
   Trainees practice installing construction joints. This laboratory corresponds to Performance Task 4.

Session VIII. Bridges, Culverts, and Safety

A. Bridge Deck Forms
B. EFCO Culvert-Forming Systems
C. General Forming and Shoring Safety

Session IX. Review and Testing

A. Module Review
B. Module Examination
   1. Trainees must score 70% or higher to receive recognition from NCCER.
   2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
C. Performance Testing
   1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
   2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
MODULE OVERVIEW

This course introduces the masonry trainee to the methods and procedures used in setting up and maintaining elevated systems.

PREREQUISITES

Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: Core Curriculum; Masonry Level One; and Masonry Level Two, Modules 28201 through 28206.

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Describe the appropriate steps necessary for setting up and maintaining elevated workstations.
2. Properly operate material handling and hoisting equipment.
3. Describe the safety requirements and guidelines employed in elevated and high-rise construction.
4. Describe basic activities that can be used on the job to prevent elevated workstation accidents.
5. Understand scaffolding positioning and how it affected laying techniques.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to do the following:

1. Properly set up a section of tubular steel scaffolding.
2. Properly put on a safety harness and attach it to the building.
3. Demonstrate safe elevated working procedures for stacking materials.

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen
Whiteboard/chalkboard
Safety harness(es)
Tubular steel scaffolding components
Appropriate Personal Protective Equipment
Hand tools
Trainee Task Module
Transparencies

Markers/chalk
Paper and pencils
Brick
Planks
Dimensional lumber
Module Examinations
Performance Profile Sheets

SAFETY CONSIDERATIONS

Ensure that trainees are equipped with appropriate personal protective equipment.
TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 15 hours are suggested to cover Elevated Work. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of trainees may be noted during these exercises for Performance Testing purposes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Planned Time</th>
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<tbody>
<tr>
<td>Session I. Introduction-Special Problems:</td>
<td>Sections 1.0.0–2.4.3</td>
</tr>
<tr>
<td>Session II. Tubular Steel Sectional Scaffolding-Tear Down; Demonstration:</td>
<td>Sections 3.0.0-3.4.0</td>
</tr>
<tr>
<td>Session III. Tubular Steel Sectional Scaffolding-Laboratory:</td>
<td>Sections 3.0.0-3.4.0</td>
</tr>
<tr>
<td>Session IV. Adjustable Tower Scaffolding-The Elevated Workstation:</td>
<td>Sections 4.0.0-7.1.0</td>
</tr>
<tr>
<td>Session V. Demonstration (Field Trip): Sections 1.0.0-7.1.0</td>
<td></td>
</tr>
<tr>
<td>Session VI. Module Examination and Performance Profile Examination</td>
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</tr>
</tbody>
</table>
MODULE OVERVIEW
This module introduces the Mobile Crane Operations trainee to the types of cranes and their varied uses, as well as career opportunities and personal requirements for mobile crane operators.

PREREQUISITES
Please refer to the Course Map in the Trainee Module. Prior to training with this module, it is recommended that the trainee shall have successfully completed the following:

Core Curriculum

OBJECTIVES
Upon completion of this module, the trainee will be able to do the following:

1. Identify career opportunities in the mobile crane industry.
2. Describe the duties and responsibilities of mobile crane operators.
3. Describe the physical requirements for mobile crane operators.
4. Name the different categories of mobile cranes and describe how each is used.
5. Identify common mobile crane attachments and explain how each is used.

PERFORMANCE TASKS
There are no performance tasks for this module.

MATERIALS AND EQUIPMENT LIST
Overhead projector and screen
Transparencies
Whiteboard/chalkboard
Markers/chalk
Blank acetate sheets
Transparency pens
Pencils and scratch paper
Appropriate personal protective equipment:
  Hard hats
  Work gloves
  Safety harnesses
  Safety shoes
  Ear protection

Model crane (hydraulic boom)
Model crane (lattice boom)
Copies of company policies and procedures
Copies of site evacuation plans
Copies of ANSI and OSHA standards
TV and VCR
Videotape: Construction Safety: Choice or Chance, by the Occupational Safety and Health Administration
Module Examinations*

SAFETY CONSIDERATIONS
Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize heavy equipment and work site safety. The topics in this module require the trainee to observe cranes in different configurations. This may require that the trainees visit job sites or crane yards. Ensure that trainees are briefed on site safety policies prior to any site visits.
ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.


TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover Orientation to the Trade. You will need to adjust the time required for hands-on activity and testing based on your class size and resources.

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Session I. Introduction to the Mobile Crane Industry</td>
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<tr>
<td>A. Introduction</td>
<td></td>
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<tr>
<td>B. The Mobile Crane Industry</td>
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<tr>
<td>C. General Standards</td>
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<tr>
<td>1. ANSI Standard B30.5</td>
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<tr>
<td>2. Crane Operator’s Typical Responsibilities</td>
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<tr>
<td>D. Crane Types and Uses</td>
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<tr>
<td>E. Attachments</td>
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<tr>
<td>Session II. Training Program and Operator Responsibilities</td>
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<tr>
<td>A. Your Training Program</td>
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<tr>
<td>B. Your Responsibilities</td>
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<td>C. Human Relations</td>
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<tr>
<td>D. Employer and Employee Safety Obligations</td>
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<tr>
<td>E. Review</td>
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<tr>
<td>F. Module Examination</td>
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<tr>
<td>1. Trainees must score 70% or higher to receive recognition from NCCER.</td>
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<tr>
<td>2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.</td>
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</tbody>
</table>
Module Overview

This module presents the historical development of the ironworking trade. It explains personal qualities that contribute to successful employment. It also describes the organization and purpose of apprenticeship training, and the safety obligations of the employer and employee.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed Core Curriculum.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Identify the personal qualities that contribute to successful employment.
2. Describe the historical development of the trade.
3. Identify the organization and purpose of apprenticeship training.
4. Identify employer and employee safety obligations.

Performance Tasks

This is a knowledge-based module; there are no performance tasks.

Materials and Equipment

- Multimedia projector and screen
- Computer
- Whiteboard/chalkboard
- Markers/chalk
- Pencils and scratch paper
- Appropriate personal protective equipment
- Copies of the Quick Quiz*
- Module Examinations**

* Located in the back of this module.
**Single-module AIG purchases include the printed exam and performance task sheet. If you have purchased the perfect-bound version of this title, download these materials from the IRC using your access code.

Additional Resources

This module presents thorough resources for task training. The following resource material is suggested for further study.

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 5 hours are suggested to cover *Introduction to the Trade*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources.

### Session I. Introduction; Opportunities; Your Training Program; Responsibilities

<table>
<thead>
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<th>Topic</th>
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<tbody>
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<td>A. Introduction</td>
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<tr>
<td>B. Ironworking Trade</td>
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<tr>
<td>1. History of Structural Steel Building Materials</td>
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<tr>
<td>2. Ironworking</td>
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<tr>
<td>C. Opportunities in the Construction Industry</td>
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<tr>
<td>D. Your Training Program</td>
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<tr>
<td>1. Standardized Training by NCCER</td>
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<tr>
<td>2. Apprenticeship Program</td>
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<tr>
<td>E. Responsibilities of the Employee</td>
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<tr>
<td>1. Professionalism</td>
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<tr>
<td>2. Honesty</td>
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<tr>
<td>3. Loyalty</td>
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<tr>
<td>4. Willingness to Learn</td>
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<td>5. Willingness to Take Responsibility</td>
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<td>6. Willingness to Cooperate</td>
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<tr>
<td>7. Rules and Regulations</td>
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<td>8. Tardiness and Absenteeism</td>
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</table>

### Session II. Human Relations; Safety Obligations; Review; Module Exam

<table>
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<th>Topic</th>
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<tbody>
<tr>
<td>A. Human Relations</td>
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<td>1. Making Human Relations Work</td>
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<tr>
<td>2. Human Relations and Productivity</td>
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<tr>
<td>3. Attitude</td>
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<tr>
<td>4. Maintaining a Positive Attitude</td>
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<tr>
<td>B. Employer and Employee Safety Obligations</td>
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<tr>
<td>C. Module Review</td>
<td></td>
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<tr>
<td>D. Module Examination</td>
<td></td>
</tr>
<tr>
<td>1. Trainees must score 70 percent or higher to receive recognition from NCCER.</td>
<td></td>
</tr>
<tr>
<td>2. Record the testing results on Training Report Form 200, and submit the results to the Training Program Sponsor.</td>
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</tr>
</tbody>
</table>
Module Overview

This module introduces the trainees to the safety rules and regulations for electricians, including the necessary precautions for avoiding various job site hazards.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed Core Curriculum; Electrical Level One, Module 26101-11.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Recognize safe working practices in the construction environment.
2. Explain the purpose of OSHA and how it promotes safety on the job.
3. Identify electrical hazards and how to avoid or minimize them in the workplace.
4. Explain electrical safety issues concerning lockout/tagout procedures, confined space entry, respiratory protection, and fall protection systems.
5. Develop a task plan and a hazard assessment for a given task and select the appropriate PPE and work methods to safely perform the task.

Performance Tasks

Under the supervision of the instructor, the trainee should be able to do the following:

1. Perform a visual inspection on various types of ladders.
2. Set up a ladder properly to perform a task.
3. Properly don a harness.
4. Perform a hazard assessment of a job such as replacing the lights in your classroom.
   • Discuss the work to be performed and the hazards involved.
   • Locate the phone closest to the work site and ensure that the local emergency telephone numbers are either posted at the phone or known by you and your partner(s).
   • Plan an escape route from the location in the event of an accident.

Materials and Equipment

Multimedia projector and screen

*Electrical Level One* PowerPoint® Presentation Slides
Computer
Whiteboard/chalkboard
Markers/chalk
Pencils and scratch paper
Copy of the latest edition of the National Electrical Code®
OSHA Electrical Safety Guidelines (pocket guide)
NFPA 70E®
Company safety manual
Solvent MSDS
Access to eye wash station

Various types of personal protective and safety equipment, including:

- Rubber gloves
- Insulating blankets
- Hot sticks
- Fuse pullers
- Shorting probes
- Safety glasses
- Face shields
- Hard hats
- GFCI device
- Company lockout/tagout procedures
- Lockout/tagout devices and labels
- Stepladders
- Straight ladders

(continued)
Single-module AIG purchases include the printed exam and performance task sheet. If you have purchased the perfect-bound version of this title, download these materials from the IRC using your access code.

**Safety Considerations**

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to work with ladders. Make sure that all trainees are briefed on appropriate safety procedures. Emphasize electrical safety.

**Additional Resources**

This module presents thorough resources for task training. The following resource material is suggested for further study.

- *Managing Electrical Hazards*, © 2009, NCCER/Pearson Education.

**Teaching Time for this Module**

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2⅓ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover *Electrical Safety*. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Planned Time</th>
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<tbody>
<tr>
<td><strong>Session I. Introduction; Electrical Hazards</strong></td>
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<tr>
<td>A. Introduction</td>
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<tr>
<td>B. Electrical Shock</td>
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<tr>
<td>C. Protective Equipment</td>
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<tr>
<td>D. OSHA</td>
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<tr>
<td>E. NFPA 70E®</td>
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<tr>
<td><strong>Session II. Ladders, Lifts, and Lifting</strong></td>
<td></td>
</tr>
<tr>
<td>A. Ladders and Scaffolds</td>
<td></td>
</tr>
<tr>
<td>B. Laboratory</td>
<td></td>
</tr>
<tr>
<td>Have trainees practice visually inspecting ladders. This laboratory corresponds to Performance Task 1.</td>
<td></td>
</tr>
<tr>
<td>C. Laboratory</td>
<td></td>
</tr>
<tr>
<td>Have trainees practice setting up a ladder. This laboratory corresponds to Performance Task 2.</td>
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<tr>
<td>D. Lifts, Hoists, and Cranes</td>
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<tr>
<td>E. Lifting</td>
<td></td>
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<tr>
<td>F. Basic Tool Safety</td>
<td></td>
</tr>
</tbody>
</table>
Session III. General Construction Safety Topics
A. Confined Space Entry Procedures
B. First Aid
C. Solvents and Toxic Vapors
D. Asbestos, Batteries, PCBs, and Vapor Lamps

Session IV. Lead Safety; Fall Protection; Hazard Assessment; Review and Testing
A. Lead Safety
B. Fall Protection
C. Laboratory
   Have trainees practice donning a safety harness. This laboratory corresponds to Performance Task 3.
D. Hazard Assessment
E. Laboratory
   Have trainees practice performing a hazard assessment. This laboratory corresponds to Performance Task 4.
F. Review
G. Module Examination
   1. Trainees must score 70% or higher to receive recognition from NCCER.
   2. Record the testing results on Training Report Form 200, and submit the results to the Training Program Sponsor.
H. Performance Testing
   1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
   2. Record the testing results on Training Report Form 200, and submit the results to the Training Program Sponsor.
MODULE OVERVIEW

This module explains the applications, proper use, and safety considerations for using light equipment, including aerial lifts, skid steer loaders, trenchers, generators, compressors, forklifts, and backhoe/loaders.

PREREQUISITES

Prior to training with this module, it is recommended that the trainee shall have successfully completed Core Curriculum; Carpentry Level One; Carpentry Level Two; Carpentry Level Three; and Carpentry Level Four, Modules 27401-08 through 27405-08.

OBJECTIVES

Upon completion of this module, the trainee will be able to do the following:

1. Identify and explain the operation and use of various pieces of light equipment, including:
   - Aerial lifts
   - Skid steer loaders
   - Trenchers
   - Generators
   - Compressors
   - Compactors
   - Forklifts
   - Backhoe

2. State the safety precautions associated with light equipment.

3. Operate selected items of light equipment.

PERFORMANCE TASKS

Under the supervision of the instructor, the trainee should be able to do the following:

1. Demonstrate or simulate the procedures for the safe and proper operation of one or more types of selected light equipment, including:
   - Aerial lift
   - Skid steer loader
   - Trencher
   - Generator
   - Air compressor
   - Compactor
   - Fork lift
   - Backhoe/loader

MATERIALS AND EQUIPMENT LIST

Overhead projector and screen
Transparencies
Blank acetate sheets
Transparency pens
Whiteboard/chalkboard

Markers/chalk
Pencils and scratch paper
Appropriate personal protective equipment
Aerial lift and operator’s manual
Skid steer loader and operator’s manual
SAFETY CONSIDERATIONS

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to use various types of light equipment. Review hazards associated with each type of equipment and general precautions needed when operating light equipment.

ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.


TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 10 hours are suggested to cover Introduction to Light Equipment. You will need to adjust the time required for hands-on activity and testing based on your class size and resources.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Planned Time</th>
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</thead>
<tbody>
<tr>
<td><strong>Session I. Introduction, Safety, Aerial Lifts, and Skid Steer Loaders</strong></td>
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<tr>
<td>A. Introduction</td>
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<tr>
<td>B. Safety Precautions</td>
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<tr>
<td>C. Aerial Lifts</td>
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<tr>
<td>D. Laboratory</td>
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</tr>
<tr>
<td></td>
<td>Trainees practice the safe operation of aerial lifts. This laboratory corresponds to Performance Task 1.</td>
</tr>
<tr>
<td>E. Skid Steer Loaders</td>
<td></td>
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<tr>
<td>F. Laboratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trainees practice the safe operation of skid steer loaders. This laboratory corresponds to Performance Task 1.</td>
</tr>
</tbody>
</table>
Session II. Trenchers, Generators, and Air Compressors

A. Trenchers
B. Laboratory
   Trainees practice the safe operation of trenchers. This laboratory corresponds to Performance Task 1.

C. Generators
D. Laboratory
   Trainees practice the safe operation of generators. This laboratory corresponds to Performance Task 1.

E. Air Compressors
F. Laboratory
   Trainees practice the safe operation of air compressors. This laboratory corresponds to Performance Task 1.

Session III. Compaction Equipment, Forklifts, and Backhoes

A. Compaction Equipment
B. Laboratory
   Trainees practice the safe operation of compaction equipment. This laboratory corresponds to Performance Task 1.

C. Forklifts
D. Laboratory
   Trainees practice the safe operation of forklifts. This laboratory corresponds to Performance Task 1.

E. Backhoes
F. Laboratory
   Trainees practice the safe operation of backhoes. This laboratory corresponds to Performance Task 1.

Session IV. Review and Testing

A. Review
B. Module Examination
   1. Trainees must score 70% or higher to receive recognition from NCCER.
   2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

C. Performance Testing
   1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
   2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
MODULE OVERVIEW
This module covers the different types of forklifts and their applications on construction sites. It includes instructions for lifting, transporting, and placing various types of loads. It also describes the duties and responsibilities of operators, as well as safety rules, and operator preventive maintenance duties.

PREREQUISITES
Prior to training with this module, it is recommended that the trainee shall have successfully completed Core Curriculum; Heavy Equipment Operations Level One; and Heavy Equipment Operations Level Two, Modules 22201-06 through 22205-06.

OBJECTIVES
Upon completion of this module, the trainee will be able to do the following:
1. Describe the uses of a forklift.
2. Identify the components and controls on a typical forklift.
3. Explain safety rules for operating a forklift.
4. Perform prestart inspection and maintenance procedures.
5. Start, warm up, and shut down a forklift.
6. Perform basic maneuvers with a forklift.
7. Perform basic lifting operations with a forklift.
8. Describe the accessories used on forklifts.

PERFORMANCE TASKS
Under the supervision of the instructor, the trainee should be able to do the following:
1. Complete proper prestart inspection and maintenance for a forklift.
2. Perform proper startup, warmup, and shutdown procedures.
3. Execute basic maneuvers with a forklift.
4. Perform basic lifting operations with a forklift.
5. Demonstrate proper parking of a forklift (with forks down).

MATERIALS AND EQUIPMENT LIST

<table>
<thead>
<tr>
<th>Material/Equipment</th>
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<tbody>
<tr>
<td>Overhead projector and screen</td>
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<tr>
<td>Transparencies</td>
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<td>Blank acetate sheets</td>
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<tr>
<td>Transparency pens</td>
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<tr>
<td>Whiteboard/chalkboard</td>
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<tr>
<td>Markers/chalk</td>
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<tr>
<td>Pencils and scratch paper</td>
</tr>
<tr>
<td>Appropriate personal protective equipment</td>
</tr>
<tr>
<td>Forklift</td>
</tr>
<tr>
<td>Hand tools</td>
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<tr>
<td>Grease gun</td>
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<tr>
<td>Air gauge</td>
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<tr>
<td>Hydrometer</td>
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<tr>
<td>Rags</td>
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<tr>
<td>Fluids for equipment servicing</td>
</tr>
<tr>
<td>Company safety manual</td>
</tr>
<tr>
<td>Daily inspection checklist</td>
</tr>
<tr>
<td>Forklift operator’s manual</td>
</tr>
<tr>
<td>Forklift maintenance manual</td>
</tr>
<tr>
<td>Machine maintenance records</td>
</tr>
<tr>
<td>Chocks and tie-down equipment</td>
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<tr>
<td>OSHA PowerPoint® presentation on forklift safety</td>
</tr>
<tr>
<td>or video on forklift safety (optional)</td>
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<tr>
<td>TV/VCR/DVD player (optional)</td>
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<tr>
<td>Multimedia projector for PowerPoint® presentation (optional)</td>
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<tr>
<td>Computer with internet access (optional)</td>
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<tr>
<td>Base with upright and extension to hang a load (optional)</td>
</tr>
<tr>
<td>Wooden blocks or sample loads for tipping demonstration (optional)</td>
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*Located in the Test Booklet.

**SAFETY CONSIDERATIONS**

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module requires trainees to operate heavy equipment. Ensure that all trainees are briefed on machine safety rules and review the operator’s manual before operating equipment. This module may require trainees to visit construction sites. Ensure that all trainees are briefed on site safety policy and have appropriate personal protection equipment.

**ADDITIONAL RESOURCES**

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.


**TEACHING TIME FOR THIS MODULE**

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 17½ hours are suggested to cover Forklifts. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>Session I. Introduction and Identification of Equipment</td>
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<tr>
<td>A. Introduction</td>
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<tr>
<td>B. Identification of Equipment</td>
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<tr>
<td>C. Attachments</td>
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<tr>
<td>Session II. Safety, Inspection, and Maintenance</td>
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<tr>
<td>A. Safety</td>
<td></td>
</tr>
<tr>
<td>B. Inspection and Maintenance</td>
<td></td>
</tr>
<tr>
<td>C. Laboratory – Trainees practice completing proper prestart inspection and maintenance. This laboratory corresponds to Performance Task 1.</td>
<td></td>
</tr>
<tr>
<td>Sessions III and IV. Basic Operation</td>
<td></td>
</tr>
<tr>
<td>A. Preparing to Work</td>
<td></td>
</tr>
<tr>
<td>B. Laboratory – Trainees practice performing proper startup, warmup, shutdown procedures, and parking. This laboratory corresponds to Performance Tasks 2 and 5.</td>
<td></td>
</tr>
</tbody>
</table>
C. Basic Maneuvering
D. Laboratory – Trainees practice executing basic maneuvers with a forklift. This laboratory corresponds to Performance Task 3.

Sessions IV through VI. Work Activities and Review
A. Basic Operational Movement
B. Laboratory – Trainees practice performing basic lifting operations with a forklift. This laboratory corresponds to Performance Task 4.
C. Special Attachments
D. Transporting a Forklift
E. Review

Session VII. Module Examination and Performance Testing
A. Module Examination
   1. Trainees must score 70 percent or higher to receive recognition from NCCER.
   2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
B. Performance Testing
   1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.
   2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.
Module Overview

This module teaches principles of safe oxyfuel cutting. Setup, care, and maintenance are covered, as well as procedures and methods for performing various types of oxyfuel cuts.

Prerequisites

Prior to training with this module, it is recommended that the trainee shall have successfully completed the following: Core Curriculum and Welding Level One, Module 29101-09.

Objectives

Upon completion of this module, the trainee will be able to do the following:

1. Identify and explain the use of oxyfuel cutting equipment.
2. Set up oxyfuel equipment.
3. Light and adjust an oxyfuel torch.
4. Shut down oxyfuel cutting equipment.
5. Disassemble oxyfuel equipment.
7. Perform oxyfuel cutting:
   - Straight line and square shapes
   - Piercing and slot cutting
   - Bevels
   - Washing
   - Gouging
8. Operate a motorized, portable oxyfuel gas cutting machine.

Performance Tasks

1. Set up oxyfuel equipment.
2. Light and adjust an oxyfuel torch.
3. Shut down oxyfuel cutting equipment.
4. Disassemble oxyfuel equipment.
5. Change empty cylinders.
6. Cut shapes from various thicknesses of steel, emphasizing:
   - Straight line
   - Square shape
   - Piercing
   - Bevel
   - Slot
7. Perform washing.
8. Perform gouging.

Materials and Equipment List

Markers/chalk
Pencils and scratch paper
Whiteboard/chalkboard
Multimedia projector and screen
Desktop or laptop computer
Appropriate personal protective equipment
Oxygen cylinder (with cap)
Fuel gas cylinder (with cap)
Extra empty cylinders
Regulators (oxygen and fuel gas)
Extra regulators with check valves and flashback arrestors
Hose set
A selection of usable and non-usable hoses
Combination cutting torch
One-piece cutting torch
Assorted torch nozzles (cutting, washing, gouging)
Safety Considerations

Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. Emphasize the special safety precautions associated with the handling and use of cylinders and oxyfuel cutting equipment. Ensure that trainees are briefed on shop safety procedures.

Additional Resources

This module is intended to present thorough resources for task training. The following reference work is suggested for both instructors and motivated trainees interested in further study. This is optional material for continued education rather than for task training.

ANSI Z49.1, Safety in Welding, Cutting, and Allied Processes, American Welding Society, Miami, FL.

Teaching Time for this Module

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 17½ hours are suggested to cover Oxyfuel Cutting. You will need to adjust the time required for testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Planned Time</th>
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<tbody>
<tr>
<td><strong>Session I. Introduction to Oxyfuel Safety; Oxyfuel Cutting Equipment, Part One</strong></td>
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</tr>
</tbody>
</table>
### Session II. Oxyfuel Cutting Equipment, Part Two

- A. Cutting Torches
- B. Cutting Torch Tips
- C. Tip Cleaners and Tip Drills
- D. Friction Lighters
- E. Cylinder Cart
- F. Soapstone Markers
- G. Specialized Cutting Equipment

### Session III. Setting Up Oxyfuel Equipment; Controlling the Oxyfuel Torch Flame

- A. Setting Up Oxyfuel Equipment
  1. Transporting and Securing Cylinders
  2. Cracking Cylinder Valves
  3. Attaching Regulators
  4. Installing Flashback Arrestors or Check Valves
  5. Connecting Hoses to Regulators
  6. Attaching Hoses to the Torch
  7. Connecting Cutting Attachments (Combination Torch Only)
  8. Installing Cutting Tips
  9. Closing Torch Valves and Loosening Regulator Adjusting Screws
  10. Opening Cylinder Valves
  11. Purging the Torch and Setting the Working Pressures
  12. Testing for Leaks
- B. Controlling the Oxyfuel Torch Flame
  1. Oxyfuel Flames
  2. Backfires and Flashbacks
  3. Igniting the Torch and Adjusting the Flame
  4. Shutting Off the Torch

### Session IV. Shutting Down Oxyfuel Cutting Equipment; Disassembling Oxyfuel Equipment; Changing Cylinders

- A. Shutting Down Oxyfuel Cutting Equipment
- B. Disassembling Oxyfuel Equipment
- C. Changing Cylinders
- D. Laboratory
  Have trainees set up, ignite, adjust, shut down, and disassemble oxyfuel equipment, as well as change cylinders. This laboratory corresponds to Performance Tasks 1 through 5.

### Session V. Performing Cutting Procedures, Part One

- A. Performing Cutting Procedures
  1. Inspecting the Cut
  2. Preparing for Oxyfuel Cutting with a Hand Cutting Torch
  3. Cutting Thin Steel
  4. Cutting Thick Steel
  5. Piercing a Plate
  6. Cutting Bevels
  7. Washing
  8. Gouging
Session VI. Performing Cutting Procedures, Part Two; Portable Oxyfuel Cutting Machine Operation

A. Laboratory

Have trainees perform straight-line cutting, square shape cutting, piercing, slot cutting, bevel cutting, washing, and gouging. This laboratory corresponds to Performance Tasks 6 through 8.

B. Portable Oxyfuel Cutting Machine Operation

1. Torch Adjustment
2. Straight-Line Cutting
   a. Laboratory
      Allow trainees to practice straight-line cutting with an oxyfuel machine.
3. Bevel Cutting
   a. Laboratory
      Allow trainees to practice bevel cutting with an oxyfuel machine.

Session VII. Review and Testing

A. Module Review

B. Module Examination

1. Trainees must score 70% or higher to receive recognition from NCCER.
2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.

C. Performance Testing

1. Trainees must complete each task to the satisfaction of the instructor to receive recognition from the NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the performance testing requirements.
2. Record the testing results on Craft Training Report Form 200 and submit the results to the Training Program Sponsor.

D. Performance Accreditation Tasks – Have trainees complete PATs 1 through 3 according to the acceptance criteria.

1. Have trainees perform PAT 1, Setting Up, Igniting, Adjusting, and Shutting Down Oxyfuel Equipment. This task corresponds to AWS EG2.0, Module 8 – Thermal Cutting Processes, Unit 1 – Manual OFC Principles, Key Indicators: 3 and 4.
2. Have trainees perform PAT 2, Cutting a Shape from Thin Steel. This task corresponds to AWS EG2.0, Module 8 – Thermal Cutting Processes, Unit 1 – Manual OFC Principles, Key Indicators: 5, 6, and 7.
3. Have trainees perform PAT 3, Cutting a Shape from Thick Steel. This task corresponds to AWS EG2.0, Module 8 – Thermal Cutting Processes, Unit 1 – Manual OFC Principles, Key Indicators: 5, 6, and 7.
MODULE OVERVIEW
This module describes the activities involved in organizing and implementing the construction of high-rise buildings. It focuses on the masonry construction techniques used in high-rise construction. Safety and logistics are emphasized.

PREREQUISITES
Prior to training with this module, it is recommended that the trainee shall have successfully completed Core Curriculum; Masonry Level One; and Masonry Level Two.

OBJECTIVES
Upon completion of this module, the trainee will be able to do the following:
1. Recognize and explain the use of high-rise construction equipment.
2. Identify construction sequence in high-rise construction.
3. State the safety procedures in high-rise construction.
4. Safely work with materials handling equipment in high-rise construction.
5. Properly put on a safety harness, lanyard, and lifeline.
6. Demonstrate hand signals used for lifting materials.

PERFORMANCE TASKS
Under the supervision of the instructor, the trainee should be able to do the following:
1. Properly don a safety harness, lanyard, and lifeline.
2. Demonstrate hand signals used for lifting materials.

MATERIALS AND EQUIPMENT LIST

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Overhead projector and screen</td>
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<tr>
<td>Transparencies</td>
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<tr>
<td>Blank acetate sheets</td>
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<tr>
<td>Transparency pens</td>
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<td>Whiteboard(chalkboard)</td>
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<td>Markers/chalk</td>
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<td>Pencils and scratch paper</td>
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<tr>
<td>Appropriate personal protective equipment</td>
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<tr>
<td>Walkie-talkies</td>
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<tr>
<td>Throat microphone</td>
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<tr>
<td>ASME B30.5 Consensus Standard</td>
<td>Ground fault circuit interrupter</td>
</tr>
<tr>
<td>Safety harness</td>
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<tr>
<td>Lanyard</td>
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<tr>
<td>Lifeline</td>
<td></td>
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<tr>
<td>Television</td>
<td></td>
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<tr>
<td>VCR/DVD player</td>
<td></td>
</tr>
<tr>
<td>Module Examinations*</td>
<td>Module Examinations*</td>
</tr>
<tr>
<td>Performance Profile Sheets*</td>
<td>Performance Profile Sheets*</td>
</tr>
</tbody>
</table>

*Located in the Test Booklet.

SAFETY CONSIDERATIONS
Ensure that the trainees are equipped with appropriate personal protective equipment and know how to use it properly. This module may require that the trainees visit job sites. Ensure that trainees are briefed on site safety policies prior to any site visits.
ADDITIONAL RESOURCES

This module is intended to present thorough resources for task training. The following reference works are suggested for both instructors and motivated trainees interested in further study. These are optional materials for continued education rather than for task training.


TEACHING TIME FOR THIS MODULE

An outline for use in developing your lesson plan is presented below. Note that each Roman numeral in the outline equates to one session of instruction. Each session has a suggested time period of 2½ hours. This includes 10 minutes at the beginning of each session for administrative tasks and one 10-minute break during the session. Approximately 17½ hours are suggested to cover Masonry in High-Rise Construction. You will need to adjust the time required for hands-on activity and testing based on your class size and resources. Because laboratories often correspond to Performance Tasks, the proficiency of the trainees may be noted during these exercises for Performance Testing purposes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Planned Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session I. Introduction and High-Rise Construction</td>
<td></td>
</tr>
<tr>
<td>A. Introduction</td>
<td></td>
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<tr>
<td>B. Construction Sequences</td>
<td></td>
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<tr>
<td>C. Building Design</td>
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<tr>
<td>D. Exterior Walls</td>
<td></td>
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<tr>
<td>E. Interior Walls</td>
<td></td>
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<tr>
<td>Sessions II and III. Materials Handling</td>
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<tr>
<td>A. Working around Cranes</td>
<td></td>
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<tr>
<td>B. Working around Material Hoists</td>
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<tr>
<td>C. Moving and Stocking Materials</td>
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<tr>
<td>D. Elevated Workstations and Disposal Chutes</td>
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<tr>
<td>E. Laboratory – Trainees practice using hand signals used for lifting materials.</td>
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<tr>
<td>This laboratory corresponds to Performance Task 2.</td>
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<tr>
<td>Sessions IV through VI. Personal Protection</td>
<td></td>
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<tr>
<td>A. Work Area Safety</td>
<td></td>
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<tr>
<td>B. Fall Protection and Falling Objects</td>
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<tr>
<td>C. Laboratory – Trainees practice donning a safety harness, lanyard, and lifeline.</td>
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<tr>
<td>This laboratory corresponds to Performance Task 1.</td>
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<td>D. Personnel Lifts</td>
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<tr>
<td>E. Controlled Access Zones</td>
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<tr>
<td>Session VII. Review, Module Examination, and Performance Testing</td>
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<tr>
<td>A. Review</td>
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<tr>
<td>B. Module Examination</td>
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<tr>
<td>1. Trainees must score 70 percent or higher to receive recognition from NCCER.</td>
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<tr>
<td>2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.</td>
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</tbody>
</table>
C. Performance Testing

1. Trainees must perform each task to the satisfaction of the instructor to receive recognition from NCCER. If applicable, proficiency noted during laboratory exercises can be used to satisfy the Performance Testing requirements.

2. Record the testing results on Craft Training Report Form 200, and submit the results to the Training Program Sponsor.