

Task Title: Understand a Cleaning Product MSDS

# OALCF Cover Sheet – Practitioner Copy

 

**Learner Name:**

**Date Started (m/d/yyyy):**

**Date Completed (m/d/yyyy):**

**Successful Completion:**  Yes No 

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Task Description:** The learner becomes familiar with a cleaning product MSDS as used in jobs where cleaning is important.

**Competency:** A Find and Use Information

B Communicate Ideas and Information

**Task Groups:** A2: Interpret documents

B2 Write continuous text

**Level Indicators:**

* A2.1: Interpret very simple documents to locate specific details
* A2.2: Interpret simple documents to locate and connect information
* B2.1: Write brief texts to convey simple ideas and factual information

**Performance Descriptors:** See chart on last page

**Preparation for this task**

Bridging the Employment Gap Janitorial Safety Module, especially **5. Learn how to protect yourself** and **6. Personal Protective Equipment (PPE)**

Check <https://2ky701279qlou23p6256zftv-wpengine.netdna-ssl.com/wp-content/uploads/2020/08/Janitorial.pdf>

**Materials Required:**

* Pen and paper and/or digital device
* cleaning product MSDS: formula409glasssurfacecleaner082012.pdf taken from <http://www.thecloroxcompany.com/products/msds/>
* Question Sheet

# Learner Information

Cleaners and workers in jobs where cleaning is important (like Early Childhood Educators) need to use products that have a Material Safety Data Sheet (MSDS). Look at the Material Safety Data Sheet provided.



# Work Sheet

**Task 1: What is the product Name.**

Answer:



**Task 2: Who is the distributor for this product?**

Answer:



 **Task 3: What is the purpose of the Health Hazard Data section?**

Answer:



**Task 4: What should the cleaner do if Formula 409 is accidentally swallowed?**

Answer:



**Task 5: What should the cleaner do if they are splashed by Formula 409?**

Answer:



**Task 6: List the recommended PPE (Personal Protective Equipment) items.**

Answer:



**Task 7: What should the cleaner do to minimize exposure to product mist?**

Answer:



**Task 8: Why would the cleaner use this product?**

Answer:



# Answer Key

**Task 1:** What is the product name.

**Formula 409® glass & surface cleaner**

**Task 2:** Who is the distributor for this product?

**The Clorox Sales Company**

**Task 3:** What is the purpose of the Health Hazard Data section?

**It gives directions in case of injury or discomfort from exposure when using the product.**

**Task 4:** What should the cleaner do if Formula 409 is accidentally swallowed?

**Drink a glassful of water. Call a doctor or poison control centre.**

**Task 5:** What should the cleaner do if they are splashed by Formula 409? **Rinse with plenty of water. If irritation persists, call a doctor.**

**Task 6:** What are the recommended PPE (Personal Protective Equipment) items?

**Safety glasses; use gloves if you have sensitive skin.**

**Task 7:** What should the cleaner do to minimize exposure to product mist? **Use general ventilation to minimize exposure to product mist.**

**Task 8:** Why would the cleaner use this product?

**To clean glass and other surfaces.**

# Performance Descriptors 1

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A2.1 | Scans to locate specific details  |  |  |  |
|  | Requires support to identify sources and to evaluate and integrate information |  |  |  |
| A2.2 | Performs limited searches using one or two search criteria |  |  |  |
|  | Extracts information from tables and forms |  |  |  |
|  | Uses layout to locate information |  |  |  |
|  | Makes connections between parts of documents |  |  |  |
|  | Makes low-level inferences |  |  |  |
|  | Begins to identify sources and evaluate information |  |  |  |
| B2.1 | Writes simple texts to request, remind or inform |  |  |  |
|  | Conveys simple ideas and factual information |  |  |  |
|  | Demonstrates a limited understanding of sequence |  |  |  |
|  | Uses sentence structure, upper and lower case and basic punctuation |  |  |  |
|  | Uses highly familiar vocabulary |  |  |  |

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# Performance Descriptors 2

This task: Was successfully completed Needs to be tried again 

Learner Comments:

Instructor (print):

