

SECTION 1 : SAFETY PRACTICES, TOOLS, EQUIPMENT, AND BASIC TOOL SKILLS. pdf

1: ExamBank - Practice Industrial Mechanic (Millwright) Exams

Be fully conversant with basic safety procedures and practices as well as good How hand tools and basic equipment The uses of hand tools In this section a.

Learn the basic principals of Total Quality Management TQM and why maintaining quality is important to the target population, to funders, and to the community. Why is quality important to you? What are the basic principles of TQM? What is TQM and its relevance to your organization? How do you achieve quality performance, using TQM and other principles? How do you maintain quality performance? The Fourteen Points W. Edwards Deming, a businessman who was influential in American industry during World War II and Japanese industry afterwards developed successful management principles based on quality. His ideas are often referred to as Total Quality Management TQM , and they have led to a number of similar theories of management and numerous innovations in businesses around the world. Why is quality important for you? Exactly what does quality mean in the context of advocacy, community development, health, or human service organizations or initiatives? Responds as effectively as possible to the needs it was designed to meet Is totally consistent with the mission and philosophy of the organization or group carrying it out Is sensitive to the needs and culture of the target population Is a model of ethical behavior But why is quality important for a grass roots organization? Much of the following discussion is based on material contained in Introduction to Total Quality: Full source citation can be found under Resources. There are some basic assumptions that underlie the idea of TQM. Key elements of total quality Customer Focus: Everything an organization does should have the needs of the customer as its starting point. In your work, the "customer" is the target population or the community that will benefit from what you are offering or doing. What are the needs to which you are responding? Planning carefully, monitoring your work, and constant reevaluation and adjustment are all extremely important. Everyone in the organization must understand and adopt this point of view if the organization is truly going to have quality performance. Continual Improvement of Systems: The work of an organization must be viewed as a process that is never finished. Any program can always be improved, and must be changed as the needs of the community or the target population change. In order for quality to be achieved, everyone in an organization or business has to work together toward common goals. That means mutual support throughout the organization , not turf battles, not jealousy, not unnecessary competition. All interactions among people in the organization should be mutually helpful and aimed at achieving the best possible performance of the organization as a whole. Working in teams, rather than individually, people make better connections with their colleagues and the organization, and create better results. Teamwork removes performance pressure from the individual and usually coaxes better performance from everyone. If everyone in an organization is to be committed to quality performance, then all staff members should have the ability to contribute to its achievement. Achieving quality requires constant learning for everyone in an organization, and that learning needs to be part of the organizational culture. Not only should staff members be learning from others in the organization, but they should also be encouraged to take courses, to attend organization-sponsored trainings and workshops, to visit other organizations, etc. For grass roots and community-based organizations, this means using the best research available, as well as the experience of others, to construct an effective program or initiative. That approach is much more likely to result in success and high quality than relying only on intuition or on what seems politically correct. The founders of a Massachusetts community-based adult literacy program, with backgrounds in both developmental psychology and reading theory, based their program on the best available research in both areas. They made sure that the educational and support elements of the program fit together properly, and trained staff with that in mind. Quality is a long-term concept: It is important to note that the principles of TQM were designed for the business sector, so while some aspects are relevant to organizations concerned with advocacy, community development, health, and human services, other aspects may be contrary to the goals of those organizations.

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Some elements of TQM that would work toward quality in any environment include: Using the Deming Cycle while keeping some of the basic TQM principles in mind can help you design, deliver, refine, and maintain an effective program or initiative. Plan Conduct consumer research and use it for planning the product. The "product" here is the actual program you intend to conduct, and the "consumer research" is an examination of actual needs of the target population, the community, and others who will be affected. Thus, the "Plan" part of the cycle might include the following: Conducting a needs assessment , involving everyone concerned Deciding what the desirable outcomes are, from the perspectives of the target population, the organization, and the larger community Determining ways to reach those outcomes that are feasible, consistent with the guiding principles of the organization, inclusive respectful of all and beneficial to as many people and groups as possible , and consistent with the needs and culture of the target population Developing indicators to show when you have reached either outcomes themselves or significant points on the way to reaching those outcomes Inviting all stakeholders to participate in the development of the plan Do Produce the product. The "production" part of the process is the actual design of the program, outreach effort, treatment strategy, etc. Much of the actual work here depends not only on TQM principles teamwork, employee involvement, scientific approach, obsession with quality, and customer focus , but also on common sense and organizing principles. The following are important elements of designing an effective program: Check Check the product to make sure it was produced in accordance with the plan. Compare the details and overall shape of the program or initiative to the plan. Does it align with the needs assessment? Does it look like it will address the desired outcomes in desired ways? Was everyone involved in its development? Is it ready to go? Act Market the product. Everyone involved should understand the process that led up to this program, as well as the philosophy, concept, and workings of it Everyone involved should be committed to making every effort to bring about success. Does the program or initiative actually address the identified needs? Are these needs the same as when the original assessment was conducted? Does the program or initiative reach, or help participants reach, the desired outcomes? Were those outcomes the right ones to aim for, or do they need to be changed? Is the plan in fact feasible? Can the program or initiative be run with the time, resources, and personnel available? Is it accessible to participants? Are staff and volunteers able to do their jobs without having to work to exhaustion, or beyond reasonable expectations? Is the program or initiative accepted by the community and other organizations? Is the program or initiative consistent with the vision, mission, philosophy and guiding principles of the organization and are those still the same as when the plan was formulated? Does what actually goes on in the program or initiative -- working conditions, empowerment, relations among staff, participants, volunteers, and the community -- mirror its desired effect on the community and society? Is the program or initiative inclusive and respectful of the target population and the community? Is the program or initiative ethical? Are you skirting your own principles in any way? Are you ignoring basic principles of fairness, honesty, civility, democracy, or responsibility for your actions? Although the two are usually congruent, ethical is not always exactly the same as legal. The exercise of civil disobedience may be profoundly ethical, while being, at the same time, inarguably illegal. While the maintenance of quality is, to some extent, built into the Deming Cycle, it requires some particular commitments and action. Institutionalization of dynamism An organization needs to be dynamic, always moving and always seeking continued improvement, and to institutionalize its dynamic character. An assumption of dynamism needs to be part of the organizational culture, with everyone understanding and buying into it. Encouraging and providing support -- to staff, volunteers, and participants -- for learning. If financial resources are not available, other means of institutional support -- release time or leave time, special recognition, a library for the organization, study circles or reading groups, etc. Everyone in the organization, including administrators and Board members, should be encouraged to take advantage of learning opportunities and to model learning behavior. Listening to and carefully evaluating ideas from everyone. Encouraging openness to change and experimentation with new ideas and strategies Administrators and Board members need to model such openness by being willing to reexamine and change procedures, policies, etc.

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Staff and volunteers should be given room to try out even things that others may be skeptical about, as long as they can justify the attempt "It worked elsewhere" and "I learned about it in a course" are both reasonable justifications. If such an attempt is honestly carried out, it should be seen as a positive even if it fails: Never being complacent and always being open to the idea that the work could be done differently -- and better. Incorporating constant reevaluation, including feedback and ideas from the target population. Always being aware of the original mission, but not being afraid of change. While the mission itself may change as the community and circumstances do, it should nonetheless remain consistent with the principles and philosophy upon which the organization was founded. Long-range strategic planning To maintain quality, an organization needs to continually look at itself over and for the long term. It needs to ask some questions about its role and its future: Is it meeting an ongoing need effectively? If not, what does it need to do to become more effective? Have community needs changed? Are they likely to? If so, how can the organization regroup to meet new needs? Are there more or different things it should be doing? Does it need to expand its present activities to meet current or projected community needs? Does it need more resources, or will it in the future? What are some likely sources? An organization dedicated to empowerment, for instance, may not be consistent if its internal structure is hierarchical and authoritarian. Are its goals, vision, and philosophy still relevant to the realities of the community and in keeping with its organizational mission and guiding principles?

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2: Fundamentals of Automotive Technology

UC Monthly Safety Spotlight, February Shop, Tool and Electrical Safety Tool Safety Basics – Employers are responsible for the safe condition of tools and equipment used by employees, including tools and.

Adaptable PowerPoint presentations that provide you with a powerful way to make presentations that are educational and engaging to your students. These slides can be modified and edited to meet your needs. Lecture outlines that provide you with complete, ready-to-use lecture outlines that include all of the topics covered in the text. Offered in Word Documents, the lecture outlines can be modified and customized to fit your course Electronic test bank that includes multiple-choice and scenario-based questions, and allows you to originate tailor-made classroom tests and quizzes quickly and easily by selecting, editing, organizing, and printing a test along with an answer key, including page references to the text Answers to all end-of-chapter student questions found in the text Image and table bank that provides you with a selection of the most important images and tables found in the textbook. You can use them to incorporate more images into the PowerPoint presentations, make handouts, or enlarge a specific image for further discussion. The following instructor resources are available to qualified instructors for download ISBN This engaging companion website provides a wealth of resources that are free and available to all, including: Your personal access code gives you special user privileges. Your access code provides free admission to additional interactive and mobile educational resources such as: Audio Book in mp3 Format: Listen to your reading assignments anywhere and at any time. Apply your knowledge using these real-world scenarios. Discover your strengths and weaknesses. Anatomy of a Car: Identify automotive components and systems with these interactive figure labeling exercises. The Student Workbook is designed to encourage critical thinking and aid comprehension through a variety of exercises in each chapter, including: Skill Drill Activities – Test your skills with photo jumbles and caption fill-ins. Place photos in the correct order to test your knowledge of a skill and fill-in the captions to ensure that you know all the details of each step. Labeling – Master visual recognition with labeling activities that test your knowledge of automotive tools, parts, and systems. This manual will assist students in demonstrating hands-on performance and proficiency in fundamentals, diagnosis, service, and repair of cars and light trucks. It can also serve as a personal portfolio of documented experience for prospective employment. List of required and recommended materials and equipment for each task Critical safety issues relevant to the task Student Notes boxes offering vital information the student needs to consider while performing the task Time Card feature to allow students to track the time they spend on each task Performance rating and instructor sign-off for each task A correlation guide cross-referencing the tasks with their NATEF task numbers Additional Buy Options.

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3: Occupational Health And Safety Specialist Resume Sample | LiveCareer

Automotive HAnd tools And Power tools Skills Exploration 3 Activity 1. Workstations should be set up with a variety of similar tools grouped together. Have students identify them by name and then explain how they are used.

Check Your Understanding Chapter Description This chapter discusses safe lab procedures and basic safety practices for the workplace, correct tool usage, and the proper disposal of computer components and supplies. The guidelines presented help keep IT workers safe while protecting the environment and workplace from contamination caused by improperly discarded materials. Safety guidelines help protect individuals from accidents and injury. They also help to protect equipment from damage. Some of these guidelines are designed to protect the environment from contamination caused by improperly discarded materials. A safe workspace is clean, organized, and properly lighted. Everyone must understand and follow safety procedures. Follow the basic safety guidelines to prevent cuts, burns, electrical shock, and damage to eyesight. As a best practice, make sure that a fire extinguisher and first-aid kit are available in case of fire or injury. Poorly placed or unsecured cables can cause tripping hazards in a network installation. Cables should be installed in conduit or cable trays to prevent hazards. This is a partial list of basic safety precautions to use when working on a computer: Remove your watch and jewelry and secure loose clothing. Turn off the power and unplug equipment before performing service. Cover sharp edges inside the computer case with tape. Never open a power supply or a CRT monitor. Do not touch areas in printers that are hot or that use high voltage. Know where the fire extinguisher is located and how to use it. Keep food and drinks out of your workspace. Keep your workspace clean and free of clutter. Bend your knees when lifting heavy objects to avoid injuring your back. Power supplies and CRT monitors contain high voltage. Only experienced technicians should attempt to repair power supplies and CRT monitors. Some printer parts become hot during use, and other parts might contain high voltage. Check the printer manual for the location of high-voltage components. Some components retain a high voltage even after the printer is turned off. Make sure that the printer has had time to cool before making the repair. Electrical devices have certain power requirements. For example, AC adapters are manufactured for specific laptops. Exchanging power cords with a different type of laptop or device may cause damage to both the AC adapter and the laptop. To avoid an electrical shock and to prevent damage to the computer, turn off and unplug the computer before beginning a repair. Fire can spread rapidly and be very costly. Proper use of a fire extinguisher can prevent a small fire from getting out of control. When working with computer components, be aware of the possibility of an accidental fire and know how to react. Be alert for odors emitting from computers and electronic devices. When electronic components overheat or short out, they emit a burning odor. If there is a fire, follow these safety procedures: Never fight a fire that is out of control or not contained. Always have a planned fire escape route before beginning any work. Get out of the building quickly. Contact emergency services for help. Locate and read the instructions on the fire extinguishers in your workplace before you have to use them. Be familiar with the types of fire extinguishers used in your country or region. Each type of fire extinguisher has specific chemicals to fight different types of fires: Paper, wood, plastics, cardboard Electrical equipment Combustible metals It is important to know how to use a fire extinguisher. Use the memory aid P-A-S-S to remember the basic rules of fire extinguisher operation: Aim at the base of the fire, not at the flames. Procedures to Protect Equipment and Data 2.

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4: Section 1 - PRINCIPLES AND METHODS OF TRAINING

HAND TOOLS AND MECHANICAL DEVICES SAMPLE QUESTIONS The sample questions below consist of basic hand tools and devices used in construction, maintenance, and repair activities.

The presentation should commence with a discussion based on a series of questions carefully devised by the trainer, for example: This question is a link to Module 1 and offers the opportunity for a few minutes revision of the previous module. It is important that the trainees identify the characteristics and convert them to elements by themselves. As each is identified it could be discussed in detail. The trainer can project transparencies showing the elements to reinforce them in the minds of trainees, but only after they have been identified by the trainees. Exercise Each trainee is required to give a three- to four-minute impromptu talk. The following are examples of possible subjects: A handout sheet may be helpful to assist the trainees with their short presentations. The following is an example: Learning outcome The participants should be familiar with the essential elements of effective oral communication. Men and women in training positions are expected to be highly competent at presenting ideas, giving directions and explaining procedures. The information you communicate as a trainer is often critical to the people you train and to the workings of the organization as a whole. The way you explain procedures or give directions can make the difference between an employee being productive or frustrated. Sometimes clear information from you can make the difference between people doing a job safely or unsafely, working efficiently or inefficiently or doing things correctly or incorrectly. How you present even an obviously brilliant idea can make the difference between whether or not anyone listens to you. The way in which you interpret and transmit information about agency policies, goals, values and procedures has significant influence on the way your staff or subordinates develop their perceptions and their commitments to the organization. Communicating clearly - "getting your message across" - is not an inherited ability; people are not born with it. It is a learned skill developed through planning and practice. They will not be distracted by trying to guess what your point is, but will be mentally prepared to follow along as you develop your discussion. Introductory phrases like the following help to make your purpose clear at the start. After the main point has been made, it can be highlighted with expressions like: Strengthen your main point with supporting points Your explanations, instructions or ideas are more compelling when supported by clear facts and observations. Your objective is to gain respect and belief from your listeners and for them to gain insight into the details of the message you are communicating. The following guidelines will make the transmission of your message effective. Avoid technical jargon unless you are sure that everyone understands it. Do not swamp them with unnecessary detail which is called "overloading". Check to see whether you got your message across You must find out whether you got your message across. Checking this may also introduce you to views of your listeners that were not apparent to you, or reveal misunderstandings that need to be quickly corrected. In addition, checking often helps listeners feel involved: Their responses might uncover some problems not earlier apparent to you. The best way of checking is by questions. Respond to reactions to what you have presented It is important that your trainees see you as somebody who is honest with them. A good part of this quality of openness is reflected in the way you respond to people when they question your statements, instructions or opinions. Listeners question speakers because they have not received not understood the message, or because it is unclear, or because the details are vague. Generally, they are not challenging the speaker as a person; they are simply seeking clarification. In answering questions, make sure you understand the question. If you do not understand the question, ask the questioner to repeat it. If you still do not understand it, start questioning the questioner. Sometimes you may understand the question or statement but feel that other listeners are having trouble with it. In such cases put the question or statement into your own words and restate it, ensuring that your restatement is correct by asking for confirmation from the person who has proposed the question or statement. Never, never make fun of a questioner who has completely missed your message. Make light of the misunderstanding, and repeat the message to help him or

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her understand. You might introduce your statement as follows: Let me repeat my main point again. Let me repeat the main points. Summarize your main points Your listeners will probably not be able to remember everything you have said, especially if you have presented several ideas. A short, simple restatement of the essential message s helps the listeners to remember and respond. Two ways to prevent these difficulties are: Letting the audience get to you - becoming defensive Do not get defensive when a trainee asks a question or makes a statement that is or appears to be a criticism of or an attack on you. As a trainer and communicator you must retain your objectivity. To become defensive and subjective quickly signals to the listeners that you are not sure of yourself or your facts, and they may assume that what you are saying is unreliable. This can lead to loss of your credibility. Criticism of your presentation Look upon critical statements or questions as a form of feedback. The information in them can tell you whether you are on the right track. However difficult it might be, handle yourself pleasantly and diplomatically, using responses such as: Module 3 - Why train?

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5: Safe Lab Procedures () > IT Essentials: Computer Lab Procedures and Tool Use

1) *Recognize and identify some of the basic hand tools and their proper uses in the construction trade.* 2) *Visually inspect hand tools to determine if they are safe to.*

Learn how to develop a plan for community assessment to guide efforts to better understand community needs and resources. What do we mean by needs and resources? Why develop a plan for assessing local needs and resources? Who should be involved in developing a plan for assessing local needs and resources? When should needs and assets be identified? How do you develop a plan for assessing local needs and resources? Developing a plan for identifying local needs and resources can help changemakers understand how to improve their communities in the most logical and efficient ways possible. This section provides a guide for developing and implementing a plan to assess the needs of communities and the resources available to them. Needs can be defined as the gap between what is and what should be. A need can be felt by an individual, a group, or an entire community. It can be as concrete as the need for food and water or as abstract as improved community cohesiveness. An obvious example might be the need for public transportation in a community where older adults have no means of getting around town. More important to these same adults, however, might be a need to be valued for their knowledge and experience. Examining situations closely helps uncover what is truly needed, and leads toward future improvement. Resources, or assets, can include individuals, organizations and institutions, buildings, landscapes, equipment -- anything that can be used to improve the quality of life. Every individual is a potential community asset, and everyone has assets that can be used for community building. There are really two questions here: The first is Why assess needs and resources? It will help you gain a deeper understanding of the community. Each community has its own needs and assets, as well as its own culture and social structure -- a unique web of relationships, history, strengths, and conflicts that defines it. That consideration can and should be the first step in their learning how to use their own resources to solve problems and improve community life. It will help you make decisions about priorities for program or system improvement. It would obviously be foolhardy to try to address community issues without fully understanding what they are and how they arose. It goes a long way toward eliminating unpleasant surprises down the road. The second question is: Why develop a plan for that assessment? Some reasons why you should: It allows you to involve community members from the very beginning of the process. This encourages both trust in the process and community buy-in and support, not only of the assessment, but of whatever actions are taken as a result of it. Full community participation in planning and carrying out an assessment also promotes leadership from within the community and gives voice to those who may feel they have none. An assessment is a great opportunity to use community-based participatory research , further involving community members and increasing community capacity. A good plan will provide an easy-to-follow road map for conducting an accurate assessment. Planning ahead will save time and effort in carrying out the process. A planning process will give community members the opportunity to voice their opinions, hopes, and fears about the community. Building relationships and credibility may be more important at the beginning of a long association than immediately tackling what seems to be the most pressing need. Among those who should be involved: Those experiencing needs that should be addressed. They know best what effects those conditions have on their lives, and including them in the planning process is more likely to produce a plan that actually speaks to their needs. Health and human service providers. These individuals and organizations, especially those that are community-based, often have both a deep understanding of the community and a strong empathic connection with the populations they serve. They can be helpful both by sharing their knowledge and by recruiting people from marginalized populations to contribute to the assessment. Elected and appointed officials are often those who can help or hinder a community change effort. Engaging them in planning and carrying out an assessment helps to ensure that they will take the effort seriously and work to make it successful. These can include individuals who are identified as leaders

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because of their positions -- college presidents, directors of hospitals and other major organizations, corporate CEOs -- because of the prestige of their professions -- doctors, professors, judges, clergy -- or because they are known to be people of intelligence, integrity, and good will who care about the community. People whose jobs or lives could be affected by the eventual actions taken as a result of the assessment. These include teachers, police, emergency room personnel, landlords, and others who might have to react if new community policies or procedures are put in place. People who have been involved in addressing policy or issues that could come up in the course of the assessment have a stake in planning the assessment as well. Businesses, especially those that employ people from populations of concern. The livelihoods of local business owners could be affected by the results of the assessment, as could the lives of their employees. Identifying needs and assets can be helpful to your organization at almost any point in your initiative. If your group has a specific goal, such as reducing teen pregnancy, identifying local needs better communication between parents and teens, education programs, etc. Assessments of resources and needs should be done regularly throughout your initiative: Prior to planning the initiative. This gives coalition members, community leaders, and those being served an idea of how to improve their circumstances. During implementation of an initiative. It is important to make sure that you are on target not only at the beginning and the end of a project, but also during its implementation. If car companies only did quality checks on the steel before the parts are constructed and the paint job after it rolled off the line, you might not be inclined to trust the engine. On an ongoing basis. During monitoring and evaluation, either ongoing or after the completion of a project, it is important to celebrate successes and to learn from setbacks to further community development. The best way to assess needs and assets is by using as many of the available sources of information as possible. Developing a plan will allow you to take these considerations into account and use the results to determine goals, devise methods, and create a structure for a community assessment that will give you the information you need to conduct a successful effort. The following guidelines, while they are laid out in a step-by-step order, may often turn out in practice to take a different sequence. You may find yourself carrying out two or more steps at once, for example, or switching the order of two steps. Recruit a planning group that represents all stakeholders and mirrors the diversity of the community Try to be as inclusive as you can, so that the group is diverse and truly representative of the community. You may have to work particularly hard to persuade people from groups that are generally not offered seats at the table -- low-income people, immigrants, etc. A truly representative planning group is not only more likely to come up with a plan that produces an accurate assessment, but is also a signal to community members that they are part of the process. They are more apt to trust that process and support whatever comes out of it. Now is also the time to think about whether the planning group will also oversee the assessment. That arrangement often makes the most sense, but not always. Another important determination at this point is whether the planning group and those who will actually conduct the assessment -- contact informants, construct surveys, facilitate public meetings, gather data, and report on and evaluate the assessment process -- will need training, and if so, how much and of what kind. In addition, many people may need training in data collection methods, evaluation, and other areas important to the assessment process. Whatever training is needed has to be not only anticipated but planned out, so that it gets done in a timely and useful way. Now is the time to start thinking about it. Design an evaluation process for the assessment , including the development of the plan Why is this step here, at the beginning of the planning process, rather than at the end? The answer is that evaluation should start at the beginning of an effort, so that you can monitor everything you do and be able to learn from and adjust any part of the process -- including planning -- to improve your work. Decide why you want to conduct the assessment There are a number of reasons why you might want to conduct a community assessment of needs and resources, among them: The reasons for an assessment will affect from whom and how you gather information, what is assessed, and what you do with the information you get. Determining how to address the needs of a particular underserved or neglected group. Conducting a community health assessment in order to launch a public health campaign or combat a particular disease or condition. Exploring how to steer the activities of a coalition of service providers or government

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agencies. Understanding community needs and resources as a guide to advocacy efforts or policy change. Assessing the impact, intensity, and distribution of a particular issue, to inform strategies for approaching it. This may involve breaking the issue down still further, and investigating only a part of it. Rather than looking at the whole issue of violence, for instance, you might want to focus on domestic violence or youth violence or violence among teenage girls. Determine what data is already available. The chances are that a good deal of information about the community already exists. Even census data, which is extensive and generally reliable, is a snapshot of a particular time. Since a full census is a once-a-decade event, census information may be as much as ten years out of date. There are updates in between, but only to selected categories, and not every year. Federal government statistics, such as census and public health data. Assessments or studies conducted by other organizations. Hospitals, human service providers, Chambers of Commerce, and charitable organizations may all conduct community assessments for their own purposes, and may be willing -- or even eager -- to share their results. Studies conducted by researchers connected to local universities. What you already know about the needs and assets of the community. The caution here is to realize that what you think you know may either be wrong, or may conflict with the opinions of community members. Those questions will depend on your purposes. You will probably also want to hear the opinions of the people who serve or work with those people -- doctors, human service staff and administrators, teachers, police, social workers, advocates, etc. In addition, it will probably be helpful to look at some community level indicators, such as: The number of and reasons for emergency room or clinic visits. The number of places to buy fresh produce in various neighborhoods.

6: Culinary Arts Questions for Tests and Worksheets

Identify and learn use of simple sewing equipment with TOOLS OF THE TRADE, making a TOOL BOX, and SLIDES AND LADDERS! Learn and practice basic hand stitches with STITCH IT, A BOOK OF NEEDLES, and PIN PILLOWS!

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The Fuzzy What-Was-He Theatre Centre presents Trashed And image writer A faire and easie way to heaven Job alert current affairs Case of the seizure of the southern envoys My Journey with Pain The buckwheat (Tales of Hans Christian Andersen) Essays That Every Child Should Know Sixteen sermons formerly printed, now collected into one volume . 13 Fixing I/V line 14 Introduction of NG tube. 24 studies for the piano = Voice and Data Security Ice, Rock, and Beauty Why look beyond oil Donaldson type invariants for algebraic surfaces Lonely Planet Bushwalking in Papua New Guinea Outgrowing the pain Looking for Atlantis Hand Loom Weaving For Amateurs Religious authority : scripture, tradition, charisma Paul Gifford The two bulls and the frogs Music since 1970 : descriptive chronology, 1970-1985 Record sheets 3058 unabridged Scripture, canon, and commentary Growth with human capital and knowledge Post-Cold War Policy The Going Away Bag The meaning of communism Religious diversity in public schools: A suburban case study Presence on the path James dashner the scorch trials Staged ethnicity, acted modernity : identity and gender representations in Spanish visual culture (1968-2 Human rights, democracy, and capitalism Tamilnadu police exam model question paper with answers Famous orchestral composers I Saw Mommy Kicking Santa Claus Engineering physics diffraction of light Stevensons pyjamas Inorganic stereochemistry