

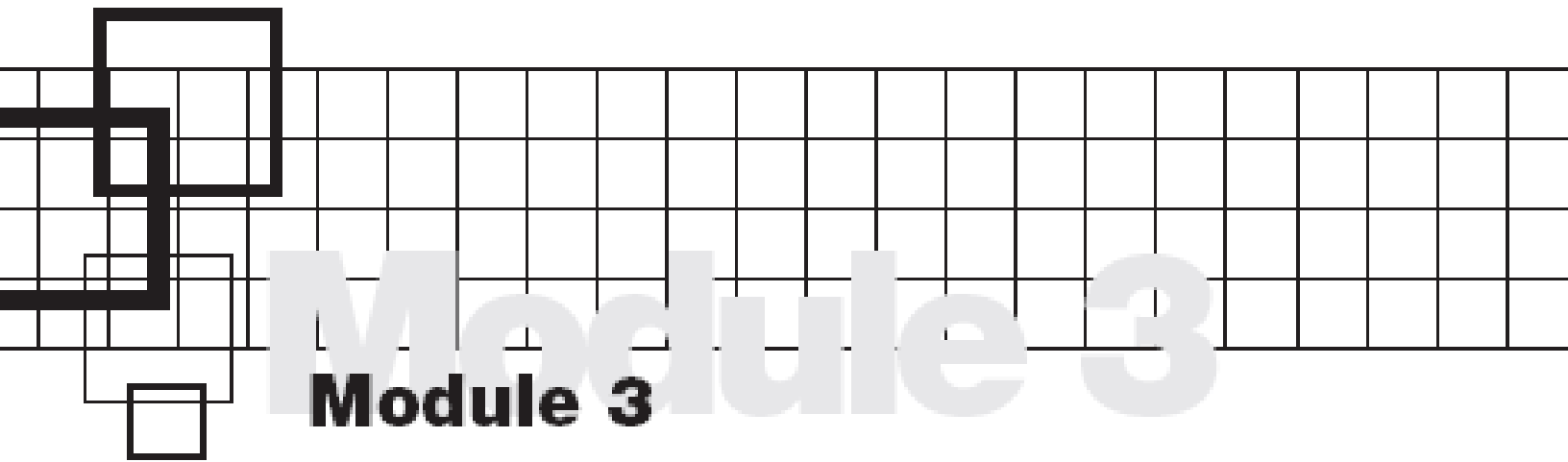
# LEADER GUIDE

## BUILDING A **Safe Workplace** COMMUNITY

Canadian Language Benchmark 5

**A NEW CANADIAN'S GUIDE TO HOW CULTURE  
IMPACTS HEALTH AND SAFETY**





# Module 3

**Module 3**



# Building a Safe Workplace Community

## A New Canadian's Guide to How Culture Impacts Health and Safety (CLB 5)

### Module 3: Being Safe at Work – What You Need to Know

Method	Training Resource	Explanation	Time
Presentation	<ul style="list-style-type: none"> <li>PP Slide #1 – <i>BSWC: Being Safe at Work...</i></li> </ul>	Welcome to <i>Module 3: Being Safe at Work...</i>	1 – 2 mins.
Presentation	<ul style="list-style-type: none"> <li>PP Slide #2 – <i>Objectives of the Module</i></li> </ul>	State objectives of the module.	3 – 5 mins.
Activity	<ul style="list-style-type: none"> <li>PP Slide #3 – <i>Vocabulary</i></li> <li>PP Slides #4 - 7 – <i>Definitions</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce the vocabulary on PP Slide #3 – <i>Vocabulary</i>.</li> <li>2. Divide participants into working groups (or in pairs, or individually if a small group), and divide the words among the groups.</li> <li>3. Instruct each group to discuss the words assigned to them, and to define the term in their own words.</li> <li>4. Ask each group to present their definition to the larger group.</li> <li>5. Review each group's definition and compare it to the definition on PP Slides #4 – 9 – <i>Definitions</i>.</li> <li>6. Ask participants if they have any additional questions/comments.</li> </ol>	5 mins.
Activity & Discussion	<ul style="list-style-type: none"> <li>Handout #1A – <i>Quiz: What Would You Do?</i></li> <li>Handout #1B – <i>Quiz: What Would You Do? – Answer Sheet</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Have participants remain in their working groups and distribute Handout #1A – <i>Quiz: What Would You Do?</i></li> <li>2. Ask participants to complete the quiz.</li> <li>3. Distribute Handout #1B – <i>Quiz: What Would You Do? – Answer Sheet</i>.</li> <li>4. Review the answers with the groups and discuss.</li> </ol>	5 mins.
Activity & Discussion	<ul style="list-style-type: none"> <li>Handout #2 – <i>General Safety Rules</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Have participants remain in their working groups and distribute Handout #2 – <i>General Safety Rules</i> (these rules are also listed on pages 24 and 25 of the manual).</li> <li>2. Assign one or more safety rules to each group and ask them to discuss the rule(s) and why they feel the safety rule is important.</li> <li>3. Ask each group to present their responses to the larger group, and facilitate a discussion.</li> </ol>	
Presentation & Discussion	<ul style="list-style-type: none"> <li>PP Slides #8, 9 &amp; 10 – <i>Questions to Ask Your Employer About Safety Rules</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Review the information on PP Slides #9, 10 &amp; 11 – <i>Questions to Ask Your Employer About Safety Rules</i>.</li> <li>2. Ask participants for comments/questions about each point.</li> </ol>	
Presentation & Discussion	<ul style="list-style-type: none"> <li>Handout #3 – <i>Personal Protective Equipment (PPE)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Distribute Handout #3 – <i>Personal Protective Equipment (PPE)</i> (also listed on pages 24 and 25 of the manual).</li> <li>2. Facilitate a discussion about what protective equipment the participants have used, and what protective equipment they are required to use in the workplace.</li> </ol>	

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Method	Training Resource	Explanation	Time
Presentation & Discussion	<ul style="list-style-type: none"> <li>PP Slide #11 – <i>Workplace Hazard</i></li> </ul>	<ol style="list-style-type: none"> <li>Ask participants if anyone can define what a workplace hazard is.</li> <li>Show PP Slide #13 – <i>Workplace Hazard</i>, and review the definition on the slide.</li> </ol>	
Activity and Discussion	<ul style="list-style-type: none"> <li>Handout #4A – <i>Workplace Hazards</i></li> <li>Handout #4B – <i>Workplace Hazards – Answer Sheet</i></li> </ul>	<ol style="list-style-type: none"> <li>Distribute handout #4A – <i>Workplace Hazards</i>, and have the participants complete the exercise individually or in small groups.</li> <li>When they have completed the exercise, distribute Handout #4B – <i>Workplace Hazards – Answer Sheet</i>, and discuss the answers.</li> </ol>	
Presentation & Discussion	<ul style="list-style-type: none"> <li>PP Slide #12 – <i>“What If…” Questions</i></li> </ul>	<ol style="list-style-type: none"> <li>Review the information on PP Slide #12 – <i>“What If…” Questions</i>.</li> <li>Ask participants to provide a ‘what if’ question that applies to their workplace, and discuss.</li> </ol>	
Activity & Discussion	<ul style="list-style-type: none"> <li>Handout #5 – <i>Asking “What If…” Questions</i></li> </ul>	<ol style="list-style-type: none"> <li>Divide participants into working groups (or in pairs, or individually if a small group), and distribute Handout #5 – <i>Asking “What If…” Questions</i>.</li> <li>Assign a few of the tasks/incidents on the handout to each of the groups and ask them to come up with 3 “What if…” questions for each of the tasks/incidents they were assigned. (Provide an example to get them started.)</li> <li>Once complete, ask each group to come up with ways that the hazards they have identified could be reduced or eliminated.</li> <li>Have the groups present their responses to the larger group.</li> <li>Facilitate a discussion regarding the responses.</li> </ol>	30 mins.
Activity and Discussion	<ul style="list-style-type: none"> <li>Handout #6A – <i>Other Things That Put New Workers at Risk</i></li> <li>Handout #6B – <i>Other Things That Put New Workers at Risk – Answer Sheet</i></li> </ul>	<ol style="list-style-type: none"> <li>Refer the participants to Handout #6A – <i>Other Things That Put New Workers at Risk</i>.</li> <li>Divide the participants into working groups.</li> <li>Read out each of the situations and ask the groups to identify the risk involved in each case</li> <li>Discuss the answers</li> <li>Distribute Handout #6B – <i>Other Things That Put New Workers at Risk – Answer Sheet</i>, to summarize the exercise.</li> </ol>	
Presentation & Discussion	<ul style="list-style-type: none"> <li>PP Slide #13 – <i>A Story: Hang (Image/Audio)</i></li> </ul>	<ol style="list-style-type: none"> <li><b>Show/play</b> PP Slide #13 – <i>A Story: Hang</i> <b>Click icon to play audio.</b> <ul style="list-style-type: none"> <li>Note: Audio is of a worker injured on the job and returning to work early.</li> </ul> </li> <li>Ask: <ul style="list-style-type: none"> <li><i>Why was Hang sent home?</i></li> <li><i>What is the legal situation? (Answer: If he was at work while on sick leave, he would not be eligible to collect sick pay.)</i></li> </ul> </li> <li>Discuss the responses with the group.</li> </ol>	

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Method	Training Resource	Explanation	Time
Activity & Discussion	<ul style="list-style-type: none"> <li>Handout #7 – <i>Safe and Unsafe Work Practices</i></li> </ul>	<ol style="list-style-type: none"> <li>Have participants remain in their working groups and distribute Handout #7 – <i>Safe and Unsafe Practices</i>.</li> <li>Ask the groups to circle the 'safe' way to do each task.</li> <li>Discuss the answers with the larger group, and ask for comments/questions.</li> </ol>	
Presentation & Discussion	<ul style="list-style-type: none"> <li>PP Slide #14 – <i>Reasons a New Canadian...</i></li> </ul>	<ol style="list-style-type: none"> <li>Review the points on PP Slide #14 – <i>Reasons a New Canadian May Not Report an Injury</i>.</li> <li>Ask participants if they would feel comfortable reporting an injury to their supervisor, and if they wouldn't, why not?</li> </ol>	
Presentation & Discussion	<ul style="list-style-type: none"> <li>PP Slide #15 – <i>Reporting Injuries</i></li> <li>PP Slide #16 – <i>What Happens When I Report an Injury?</i></li> <li>PP Slide #17 – <i>If you Get Hurt at Work</i></li> </ul>	<ol style="list-style-type: none"> <li>Review the information on PP Slides #17 – 19 (see also pages 32 – 33 of the manual).</li> <li>As you review the slides, ask participants for comments/questions, or examples of a time they might have been injured on the job and how it was handled; is this different than in other cultures?</li> </ol>	
Activity & Discussion		<p><u>The Right to Refuse Work</u> (page 33 of the manual).</p> <ol style="list-style-type: none"> <li>Have participants remain in, or return to, their working groups.</li> <li>Ask participants if they have ever done something at work that they believed was unsafe. Ask: <ul style="list-style-type: none"> <li><i>What was the risk or danger?</i></li> <li><i>Why did they do it?</i></li> <li><i>How did they feel while doing the unsafe task?</i></li> </ul> </li> <li>Have participants discuss these questions in their groups.</li> <li>Have the groups present their responses to the larger group and discuss.</li> </ol>	
Presentation	<ul style="list-style-type: none"> <li>PP Slide #18 – <i>The Right to Refuse Unsafe Work</i></li> </ul>	Present the information on PP Slide #18 – <i>The Right to Refuse Unsafe Work</i> .	5 mins.
Presentation	<ul style="list-style-type: none"> <li>PP Slide #19 – <i>How to Refuse Unsafe Work</i></li> </ul>	<ol style="list-style-type: none"> <li>Present the information on PP slide #19 – <i>How to Refuse Unsafe Work</i> by building the flowchart (page 34 in the manual) box by box, explaining each box as you proceed.</li> <li>Ask participants for comments/questions as you proceed.</li> </ol>	15 mins.
Presentation & Discussion	<ul style="list-style-type: none"> <li>PP Slide #20 – <i>Workplace Health &amp; Safety Coordinator (Image/Audio)</i></li> </ul>	<ol style="list-style-type: none"> <li><b>Show/play</b> PP Slide #20 – <i>Workplace Health &amp; Safety Coordinator</i>. <b>Click icon to play audio.</b> <ul style="list-style-type: none"> <li>Note: Audio is of H&amp;S coordinator talking about the benefit of reporting hazards in the workplace.</li> </ul> </li> <li>Ask participants for comments/feedback.</li> </ol>	10 mins.

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Method	Training Resource	Explanation	Time
Presentation & Discussion	<ul style="list-style-type: none"> <li>• PP Slide #21 – <i>Common Warning Signs</i></li> <li>• PP Slide #22 – <i>Warning Sign 1</i></li> <li>• PP Slide #23 – <i>Warning Sign 2</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Review the information on PP Slide #21 – <i>Common Warning Signs</i>.</li> <li>2. Show PP Slide #22 – <i>Warning Sign 1</i> and ask participants if they know what the sign means.</li> <li>3. Show PP Slide #23 – <i>Warning Sign 2</i> and ask participants if they know what the sign means.</li> <li>4. Ask participants to give other examples of warning signs they have seen in the workplace, and what they mean.</li> </ol>	20 mins.
Presentation & Discussion	<ul style="list-style-type: none"> <li>• PP Slide #24 – <i>WHMIS</i></li> <li>• PP Slide #25 – <i>3 Parts of WHMIS – Warning Labels</i></li> <li>• PP Slide #26 – <i>3 Parts of WHMIS – MSDSs</i></li> <li>• PP Slide #27 – <i>3 Parts of WHMIS – Worker Education Program</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Review the information on PP Slide #24 – <i>WHMIS</i>.</li> <li>2. Review the information on PP Slide #25 – <i>3 Parts of WHMIS – Warning Labels</i>.</li> <li>3. Ask participants for other examples of warning labels they have seen on containers, and what they mean.</li> <li>4. Review the information on PP Slide #26 – <i>3 Parts of WHMIS – MSDSs</i>.</li> <li>5. Ask participants if they are familiar with MSDSs, and give other examples of chemicals and their MSDSs.</li> <li>6. Review PP Slide #27 – <i>3 Parts of WHMIS – Worker Education Program</i>.</li> <li>7. Ask participants if they have received this training in their workplace, and if they have any questions about how to read an MSDS.</li> </ol>	
Presentation & Discussion	PP Slides # 31, 32 & 33 – <i>Important Points to Remember</i>	<ol style="list-style-type: none"> <li>1. Review the information on PP Slides #31, 32 &amp; 33 – <i>Important Points to Remember</i>.</li> <li>2. As you review the points, invite participants to ask questions, make comments, etc.</li> <li>3. Ask participants if they have any other questions/discussion.</li> </ol>	10 – 15 mins.
Presentation	<ul style="list-style-type: none"> <li>• PP Slides #34 &amp; 35 – <i>Being Safe at Work – A Summary</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Review PP slides #34 &amp; 35 – <i>Being Safe at Work – A Summary</i>. As you review the slides, ask participants for comments/questions.</li> <li>2. Ask participants if there is any other information in the course they would like clarified.</li> </ol>	5 – 10 mins.
Presentation	<ul style="list-style-type: none"> <li>○ PP Slide #36 – <i>Owner of a Small Cleaning Company (Image/Audio)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Show/play</b> PP Slide #36 – <i>Owner of a Small Cleaning Company (Image/Audio)</i>. <b>Click icon to play audio.</b> <ul style="list-style-type: none"> <li>○ Note: Audio is of owner telling a story about protective equipment on the job.</li> </ul> </li> <li>2. Ask participants for comments/feedback.</li> <li>3. Remind participants that wearing protective equipment is important, and that the employer has a legal obligation to supply this equipment to employees.</li> </ol>	

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Method	Training Resource	Explanation	Time
Presentation & Activity	<ul style="list-style-type: none"> <li>○ Handout #8 – <i>Module Evaluation Form</i></li> <li>○ Flipchart</li> </ul>	<ol style="list-style-type: none"> <li>4. Distribute Handout #9 – <i>Module Evaluation Form</i> to each participant.</li> <li>5. Have each participant complete Handout #6, and hand them in.</li> <li>6. Ask the participants what they found most useful about the module.</li> <li>7. Record the responses on the flipchart.</li> <li>8. Ask if anyone has any questions/discussion.</li> </ol>	5 – 10 mins.

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**Module 3: Being Safe at Work – What You Need to Know – Handout #1A**

*Quiz: What Would You Do?*

**In your group, discuss what you would do in each of the following situations:**

1. My utility knife broke but I can probably fix it myself.
  
2. I noticed not all my co-workers keep their hardhats on when they're supposed to.
  
3. The supervisor gave me a new task but I'm not sure what to do.
  
4. My supervisor gave me safety glasses to wear but I don't like them because they are uncomfortable.
  
5. I think I have the flu and even feel a little weak and dizzy, but my supervisor told our assembly unit that we are on a tight deadline so I feel I should stay.
  
6. The patient/resident requires a mechanical lift to move them from the bed to the wheelchair, but I know that I'm strong enough to transfer them without the machine.

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**Module 3: Being Safe at Work – What You Need to Know – Handout #1B**

*Quiz: What Would You Do? – Answer Sheet*

1. My utility knife broke but I can probably fix it myself.

*Tell the supervisor and he/she will get you a new knife. Never try to repair tools or machinery yourself.*

2. I noticed not all my co-workers keep their hard hats on when they're supposed to.

*Keep yours on! Tell your supervisor this is happening. Leave an anonymous note if you are worried about being a tattler. It is your responsibility.*

3. The supervisor gave me a new task but I'm not sure what to do.

*Do not let the supervisor leave until you are confident you know what to do. Suggest that someone work with you until you are trained, or ask the supervisor to show you.*

4. My supervisor gave me safety glasses to wear but I don't like them because they are uncomfortable.

*Most companies have standard safety glasses they give to all new employees. If you wear eye glasses you may not need to wear safety glasses, but you can't wear sunglasses or any glasses that obscure your pupils. Some prescription glasses will not be sufficient to protect your eyes in certain workplaces. Check with your supervisor.*

5. I think I have the flu and even feel a little weak and dizzy, but my supervisor told our assembly unit that we are on a tight deadline so I feel I should stay.

*Tell your supervisor that you are sick and feel dizzy. Ask to go home, and come back to work when you are not longer ill.*

6. The patient/resident requires a mechanical lift to move them from the bed to the wheelchair, but I know that I'm strong enough to transfer them without the machine.

*Always follow the patient/resident care plan or communication tool indicating the type of transfer/equipment for your own safety and patient/resident.*

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### Module 3: Being Safe at Work – What You Need to Know – Handout #2

#### *General Safety Rules*

1. Tell your supervisor immediately if you get sick or hurt.
2. Obey all safety signs.
3. Do not wear loose clothing or jewelry around machinery.
4. Use the safety equipment that the company says is needed for your job.
5. Keep aisles and hallways clear. Do not block doorways or building exits.
6. Keep your work area clean.
7. Never smoke inside your workplace. Find out where smoking is allowed.
8. Turn off the machine and lock it out before cleaning, fixing, or repairing it.
9. Do not leave an unattended machine running or energized.
10. Do not run or do horseplay at work.
11. Do not use or work on any machines or equipment until you are properly trained and your supervisor says it is okay.
12. Tell your supervisor about anything you see that is unsafe.
13. Lift properly – use your leg muscles, not your back muscles. For heavier loads, ask for help.
14. Never throw anything.
15. Clear up any spills immediately. If you don't know what is spilled, talk to your supervisor before cleaning it up.
16. Do not wear sandals if you work in a factory.
17. Do not put garbage and paper in cans provided for cigarette butts.
18. Never use equipment with a frayed electrical cord.
19. Know where all safety equipment is kept.
20. Know where the fire exits are.
21. Replace old or broken tools immediately or tell your supervisor.
22. Replace worn-out safety equipment immediately or tell your supervisor.

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**Module 3: Being Safe at Work – What You Need to Know – Handout #3**

*Personal Protective Equipment (PPE)*

<b>Manufacturing</b>	<b>Food Processing</b>
Safety Footwear	Protective Gloves
Protective Gloves	Hair nets
Safety Glasses	Aprons
Ear Plugs	
Ear Muffs	
Respirator	
<b>Health Care</b>	<b>Trucking / Transportation</b>
Protective Gloves	Reflective vests
Uniforms	Safety boots
Non-slip footwear	Hard hats
Masks	Ear plugs
	Safety Glasses
<b>Hospitality</b>	<b>Construction</b>
Protective gloves	Safety boots
Non-slip footwear	Reflective vests
Hair nets	Ear plugs
	Safety glasses
	Hard hats
	Respirators
	Gloves
	Fall prevention harness





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**Module 3: Being Safe at Work – What You Need to Know – Handout #4A**



*Workplace Hazards*

Identify the harm that each of these workplace hazards could cause.

<b>Workplace Hazard</b>	<b>The Harm it Could Cause</b>
<p><b>Utility Knife</b></p> 	
<p><b>Wet Floor</b></p> 	
<p><b>Cold/Hot temperatures</b></p>	
<p><b>Unclean restrooms</b></p> 	
<p><b>Insect stings</b></p>	
<p><b>Toxic cleaning products</b></p> 	

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<p><b>Welding</b></p> 	
<p><b>Shift work</b></p>	
<p><b>Repetitive movements</b></p> 	

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**Module 3: Being Safe at Work – What You Need to Know – Handout #4B**

*Workplace Hazards – Answer Sheet*

<b>Workplace Hazard</b>	<b>The Harm it Could Cause</b>
<b>Utility Knife</b> 	<b>Cuts</b>
<b>Wet Floor</b> 	<b>Falling or slipping</b>
<b>Cold/Hot temperatures</b>	<b>Aching muscles/fatigue</b>
<b>Unclean restrooms</b> 	<b>Illness from bacteria or viruses</b>
<b>Insect stings</b>	<b>Allergic reaction</b>
<b>Toxic cleaning products</b> 	<b>Illness or disease over time</b>

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<p><b>Welding</b></p> 	<p><b>Metal fume fever</b></p>
<p><b>Shift work</b></p>	<p><b>Fatigue, difficulty sleeping</b></p>
<p><b>Repetitive movements</b></p> 	<p><b>Back, wrist injury</b></p>

## **Module 3: Being Safe at Work – Asking What If Questions What You Need to Know – Handout #5**

### *Asking “What If...” Questions*

Ask three (3) “What if...” questions for each of the following work-related tasks:

1. Sawing a piece of lumber with a power saw.
  
2. Cleaning windows on an extension ladder.
  
3. Working in an area where there are a number of open paint cans and open containers of paint thinner.
  
4. Removing a heavy object from a high shelf.
  
5. Sitting in front of a computer for eight hours a day.
  
6. Washing the floor when others are working in or near the area.
  
7. Working in a place where there is a lot of noisy equipment.
  
8. Noticing that a fellow employee is constantly being teased and harassed because of her poor English skills and headwear.
  
9. Working the night shift.

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**Module 3: Being Safe at Work – What You Need to Know – Handout #6A**

*Things That Put New Workers at Risk*

Explain why each of the following is “risky” behaviour.

1. Working too quickly.

The new Canadian wants to get his work done quickly so the supervisor thinks he is a good worker.

What is the safety risk in working quickly?

2. Frustration.

The new Canadian is upset because something is going wrong or he does not understand how to do a task. He wants to do his job well.

What is the safety risk in being frustrated?

3. Being tired.

The new Canadian is tired from working two jobs or being on shift work. She wants to support her family and do well in Canada.

What is the safety risk of being tired?

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#### 4. Work is too easy

The new Canadian is over-qualified for the job. She thinks the work is too easy and does it very well. She feels there is nothing to worry about.

What is the safety risk of thinking the work is too easy?

#### 5. Moving to a new country

The move to Canada is a big adjustment or change. There may be different ways of doing things in Canada. For example learning the rules of the workplace or how to take a bus to work may be different. The worker and his family may feel alone, scared or sad.

What is the safety risk of feeling alone or scared?

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### Module 3: Being Safe at Work – What You Need to Know – Handout #6B

#### *Things That Put New Workers at Risk*

Explain why each of the following is “risky” behaviour.

1. Working too quickly.

The new Canadian wants to get his work done quickly so the supervisor thinks he is a good worker.

What is the safety risk in working quickly?

*Employers value working at a good pace but not when it is a risk to the worker's safety. Accidents are more likely to happen when high productivity (working very quickly) is more important than working safely.*

2. Frustration.

The new Canadian is upset because something is going wrong or he does not understand how to do a task. He wants to do his job well.

What is the safety risk in being frustrated?

*Workers must pay attention to their work. If they are upset or frustrated, they may not give their full attention to the task. This puts the worker at risk. If you are being trained by experienced workers, you may not be able to keep up with them until you get better at your job. This is okay, as long as you work at a pace that allows you to be productive and safe.*

3. Being tired.

The new Canadian is tired from working two jobs or being on shift work. She wants to support her family and do well in Canada.

What is the safety risk of being tired?

*Some people need to work two jobs. It can sometimes make workers too tired to work safely. Some workplaces have workers stretch before and during their shifts. Try to stretch during your breaks as much as possible.*

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#### 4. Work is too easy.

The new Canadian is over-qualified for the job. She thinks the work is too easy and does it very well. She feels there is nothing to worry about.

What is the safety risk of thinking the work is too easy?

*If the worker is too relaxed or confident, she may not pay attention to working safely. The task may be simple, but injury can still happen.*

#### 5. Moving to a new country.

The move to Canada is a big adjustment or change. There may be different ways of doing things in Canada. There may be different ways of doing things in Canada. For example learning the rules of the workplace or how to take a bus to work may be different. The worker and his family may feel alone, scared or sad

What is the safety risk of feeling alone or scared?

*It takes time for a new Canadian to learn about his new home. If a worker is unhappy, this is a safety risk to him and his co-workers. New Canadians may want to talk with other people who have immigrated.*

*Ask your supervisor to help you make a support group with other newcomers.*

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**Module 3: Being Safe at Work – What You Need to Know – Handout #7**

*Safe and Unsafe Work Practices*

Circle the picture that shows the “safe way” to do each task.



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**Module 3: Being Safe at Work – What You Need to Know – Handout #8**

*Module Evaluation*

1. For each statement below, please mark an X in one of the boxes to indicate your response.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented effectively.					
The information was practical.					
The module topics were useful.					
The module was too short.					
The module was too long.					
The material was clear and understandable.					

2. On a scale of 1 – 5, with 5 being the highest score, please indicate your overall satisfaction with the module.

1	2	3	4	5
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3. Do you have any suggestions for improving the module? If so, please list them below.

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