

Photocopying

Photocopying

Office assistants will frequently be asked to make photocopies, so in this unit the students will learn the basic steps involved in simple photocopying. Since all photocopiers are not the same, only the main parts, common to all models, will be taught. Although training should be given at each actual work site, it is essential that students have a general understanding of how a photocopier works and of how to use it before being sent to a work location.

Hands-on practice is the best way to learn to use photocopiers. Use the photocopier in your classroom or in the office at your location. If a photocopier is not available in your classroom or office, a trip to a local library, business or an office supply store would be advisable. Many drug stores have photocopiers for public use, as do stores such as Staples.

Because photocopiers are computer controlled equipment, Computer Use at Level 1 is inherent each time the copier is used. If the student is using the copier, it is a Level 1 skill.

PREREQUISITE AND ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Simple measurement – how to measure and record inches and centimeters
- Letter / sound recognition
- Some decoding skills
- Spatial awareness
- Concept of abbreviations
- Concepts of horizontal and vertical
- Concepts of left and right, top and bottom, front and back

OBJECTIVES

Students will

- Recognize the main parts of a photocopier
- Know the functions of the main parts
- Place originals in appropriate places for copying
- Make single sided copies
- Load paper
- Know the difference between letter and legal size paper
- Recognize symbols which give specific directions, such as “Add toner”.
- Follow written steps in making one or more copies. (transferrable to other photocopying tasks.)
- Understand the rules of safe operation of the photocopier, including when to ask for help.

MATERIALS

- Photocopier
- Instruction booklet for photocopier (paper or on photocopier itself)
- Variety of paper in various colours in both 8½" X 11" and 8½" X 14" sizes
- Collection of other paper sizes: notepads, memos, post-its, etc.
- Overhead projector and transparencies
- Chart paper & markers
- Camera

VOCABULARY

- Add
- Camera
- Cassette
- Clear
- Control panel
- Copy / copies
- Cover
- Darker
- Document
- Feeder
- Gently
- Glass
- Legal (LGL)
- Letter (LTR)
- Lighter
- Margin
- Metal
- Operation
- Original
- Output tray
- Paper
- Platen glass
- Start
- Stop
- Stuck
- Tabs
- Tap
- Toner
- Tray
- Wait

RESOURCES

- Your own office will be a good resource for materials: paper, photocopier, etc.
- A library, local office supply store, print and copy store, or even drug store will often have photocopiers available for public use.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	Tour – how it works									2							1	*
2.	Tour – label		1							2	1	1		*				*
3.	Tour – review	1	1	1						1	1	1		*				*
4.	Rules, rules, rules	1	1							2	2	1		*				*
5.	Letter size paper		1				1	1	1	2	1	1						*
6.	Legal size paper		1				1	1	1	2	1	1						*
7.	Choose the paper		1							2	1	1		*				*
8.	Platen glass									1	1	1		*				*
9.	Place paper accurately									1	2	1		*				*
10.	Use arrows to locate									1	2	1		*				*
11.	Placing the paper 1		1							1								*
12.	Placing the paper 2	1	1							1	1	1		*	1		1	*
13.	On / off		1							1	1	1		*	1		1	*
14.	Control panel symbols	1	1							1	1	1		*	1		1	*
15.	How many		1							1	1	1	1	*			1	*
16.	Following written directions	1	1							1	1	1	1	*			1	*
17.	Check it									1								*
18.	Paper needed		1							1								*
19.	Loading paper	1	1							1	1	1	1	*			1	*
20.	2-sided copying	1	1							2	2	1	1	*	1		1	*

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
21.	Other specialized functions	1	1							1	1	1	1	*	1		1	*
D	Copy Cat	1	1								2	1	1	*			1	

LEARNING ACTIVITIES

<p>1. TOUR – HOW IT WORKS</p> <ul style="list-style-type: none"> • Oral Communication 2 • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Photocopier in your office
<p>Take students to the office for a demonstration of how your photocopier works. **</p> <p>Explain that not all photocopiers look the same or perform all of the same tasks. Ask students what the main function of the photocopy machine is. (to make multiple copies of a document)</p> <p>Demonstrate how to use your photocopier, talking through each step as you perform it. Show how to make 1-sided copies using both letter and legal size paper. If your machine sorts and collates, show this process too. Remind students that not all machines have this feature.</p> <p>Have each student make a single sided copy. They must place the original in the correct position and select the correct button to push.</p> <p>** See introduction on page 101 for what to do if there is not a photocopier available in your teaching location.</p>	

<p>2. TOUR - LABEL</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Office photocopier • Teaching Aid: <i>Parts of a Photocopier</i>
<p>Have a set of vocabulary cards ready to label the parts of your photocopier: glass, tray, paper feeder, toner, feeder cover, etc. You may need to add some of your own vocabulary words as each copier has different parts and features that you will want to teach.</p> <ul style="list-style-type: none"> • Place labels on the appropriate part of your photocopier. • Read labels to students. • Then, ask them to read the labels with you as you point to them. • After several practices, remove labels. <ul style="list-style-type: none"> ◦ Hold up one label at a time. ◦ Ask students to read label out loud. (Some may use the initial sound only as a clue.) ◦ Ask students to place each label, as it is read, onto the appropriate part of your photocopier. • Review again the function of each labeled part. <p>Use Teaching Aid: <i>Parts of a Photocopier</i> for the major parts.</p>	

<p>3. TOUR – REVIEW</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Chart paper & markers • Student Activity Sheet: <i>Label Me</i>
<p>Upon your return to the classroom, draw a simple outline of a photocopier (that looks like the one you worked with) on chart paper.</p> <ul style="list-style-type: none"> • Label each main part. • Discuss, as a review, the function of each part. <p>Use Student Activity Sheet: <i>Label Me</i> as a review exercise. Read aloud the label words if necessary. (If this picture looks significantly different from the photocopier you have in the office, you may have to help students problem solve what the different parts might be.)</p>	

<p>4. RULES, RULES, RULES</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Rules, Rules, Rules</i> • <i>Safety</i> unit in this manual
<p>Although all photocopy machines may not be the same, there are general rules which apply to working with all photocopiers.</p> <p>Use Teaching Aid: <i>Rules, Rules, Rules</i>.</p> <ul style="list-style-type: none"> • Read each rule with the students. • Discuss with the students why each rule might be important (safety issues, damage to machine). • Place special emphasis on Rule 5. <ul style="list-style-type: none"> ◦ Explain that training should be given on how to use the photocopier at the workplace. ◦ If the training is not given, or if a student is not sure of a particular step, the student should ask for help. <p>Refer to the <i>Safety</i> unit in this manual for ideas on how to recognize when you might need help and what to do.</p>	

<p>5. LETTER SIZE PAPER</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 ◦ Data Analysis 1 ◦ Numerical Estimation 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Sheet of 8½" X 11" paper • Ruler: inches • Photocopier
<p>Give each student a sheet of 8½" X 11" paper.</p> <p>Using a ruler marked in inches, show students how to measure the width of the paper across the top.</p> <ul style="list-style-type: none"> • Write 8½" on the board. • Ask students to write 8½" in both top corners of the page, drawing a line from side to side. <p>Then, help students to measure the length of the paper.</p> <ul style="list-style-type: none"> • Write 11" on the board, and ask students to write 11" in the top and bottom left corners of the page, drawing a line from top to bottom. <p>Ask which side is longer. Explain that paper this size is referred to as "letter size" paper.</p> <p>Sometimes, on photocopiers, the short form LTR is used.</p> <ul style="list-style-type: none"> • Write the abbreviation on the board. • If possible, show them the places where LTR is used on the photocopier (platen glass, paper tray, display screen for paper choice, etc.) 	

<p>6. LEGAL SIZE PAPER</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Measurement & Calculation 1 ◦ Data Analysis 1 ◦ Numerical Estimation 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • 8½" X 11" and 8½" X 14" paper • Ruler: inches • Photocopier
<p>Give each student a sheet of 8½" x 14" paper.</p> <p>Help students to measure the width and the length.</p> <ul style="list-style-type: none"> • Write the dimensions on the paper as above. • Which side is longer? <p>Ask students to put the two pieces of paper on top of each other to find out which sheet of paper is longer.</p> <p>Explain that this longer paper is referred to as "legal-size" paper.</p> <ul style="list-style-type: none"> • Sometimes on photocopiers, LGL is the short-form used. • Write the abbreviation on the board. • If possible, show them the places where LGL is used on the photocopier (platen glass, paper tray, display screen for paper choice, etc.) 	

<p>7. CHOOSE THE PAPER</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Variety of paper, letter, legal and non-standard sizes.
<p>To practise recognition of paper sizes, put an assortment of papers on a table. Include non-standard paper as well as the letter and legal size, such as telephone message memos, post-its, deposit slips, etc.</p> <p>Hold up a letter size paper and ask students to identify it; repeat with legal size.</p> <p>Ask students to get a piece of legal size, or a piece of letter size paper. You could ask for other papers as well. (“Mark, would you get me a piece of letter size paper, please.”)</p> <p>Make this a role play with students so that they can practise asking politely for something (the piece of paper).</p>	

<p>8. PLATEN GLASS</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Photocopier
<p>Ask what the purpose is of the glass plate (called the platen glass) on the photocopier? (to allow the camera underneath to take a picture of what is on the original)</p> <p>Demonstrate by making a copy.</p> <p>Ask what would happen if the paper was partly off the glass (copy would be missing that part of the print on the page).</p> <ul style="list-style-type: none"> • Compare this to taking a photograph of too many people and when the print comes back, some people are cut off. • To prevent this from happening, most copiers indicate how to fit the paper onto the glass. 	

<p>9. PLACE PAPER ACCURATELY</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Sheets of coloured paper, letter and legal size • Tape, table • Sheets of white paper, letter and legal size
<p>Use coloured samples of paper, in both letter and legal sizes. Tape these to a table, some in vertical and some in horizontal orientation.</p> <p>Ask students to place white letter size and legal size papers on top of the ones on the table.</p> <ul style="list-style-type: none"> • Stress that each must fit exactly over the coloured papers. This is important as this is how exact they must be when placing papers on a photocopier. • Review what would happen if the paper isn't placed in the exact position. (some information would not be copied.) <p>Margins on the original do give some leeway; however, by misplacing and copying, you can demonstrate how sloppy placement affects the quality of the copy: it may be skewed even if all the printing shows. In a business setting, they will need to make copies that look professional, not sloppy.</p>	

<p>10. USE ARROWS TO LOCATE</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Sheets of white paper, letter and legal size • Table with arrows taped to mark corners (letter & legal size)
<p>A photocopier often uses arrows to mark where the original paper should go.</p> <p>Replace the coloured papers taped to the table with arrows or small lines to mark where the paper should go.</p> <p>Ask students to place letter and legal size white pages on the table aligned with the arrows, matching the corners exactly.</p>	

<p>11. PLACING THE PAPER 1</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Placing the Paper 1</i> • Blackboard or chart paper • 2 different colour markers or chalk
<p>There are two basic orientations used for paper placement on photocopiers. Practising with both will help students to recognize the visual cues on whatever machine they use.</p> <p>Use Teaching Aid: <i>Placing the Paper 1</i>.</p> <ul style="list-style-type: none"> • Ask students what LTR stands for. • Ask what LGL stands for. <p>Use a blackboard or chart paper as the glass surface:</p> <ul style="list-style-type: none"> • Show how to lay the LTR paper on the “glass”. • Show how to lay the LGL paper on the “glass”. • (If doing both sizes is too difficult, mark one size of paper at a time.) • The blackboard or chart paper will allow you to show the overlay of paper: use a different colour marker or chalk to outline the different size papers. 	

<p>12. PLACING THE PAPER 2</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of memory ◦ Finding Information 1 • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Placing the Paper 2</i> • Blackboard or chart paper • 2 different colour markers or chalk • Student Activity Sheet: <i>Place Me</i> • Student Activity Sheet: <i>Place Me Again</i> • Photocopier
<p>Use Teaching Aid: <i>Placing the Paper 2</i>.</p> <ul style="list-style-type: none"> • Ask students what LTR stands for. • Ask what LGL stands for. <p>Using a blackboard or chart paper as the glass surface,</p> <ul style="list-style-type: none"> • show how to lay the LTR paper on the “glass”. • Show how to lay the LGL paper on the “glass”. • (If doing both sizes is too difficult, mark one size of paper at a time.) • The blackboard or chart paper will allow you to show the overlay of paper: use a different colour marker or chalk to outline the different size papers. <p>This is a visual concept and may be very difficult for some students. Practise as much as is necessary to enable all students to recognize the cues they should use for aligning the different size papers.</p> <p>Use Student Activity Sheets: <i>Place Me</i> and <i>Place Me Again</i> for additional practice.</p> <p>Finally, allow students to place originals on the photocopier as they think they should be aligned, and then to make the copy.</p> <ul style="list-style-type: none"> • Did they do it correctly? 	

<p>13. ON / OFF</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Photocopier
<p>Point out when a photocopier is turned on, it often takes some time to warm up.</p> <p>There is usually a red light near the start button.</p> <ul style="list-style-type: none"> • Ask students what does "red" mean? (Stop) • Explain that whenever the red light appears, the machine is not ready or able to print. • Sometimes a message may appear as well: PLEASE WAIT. Have students guess at the word "wait" by looking at the sound of the first letter and thinking about the red light. • Ask what do drivers have to do at a red stop light after they stop? • Ask students to guess how they will know when it is OK to begin copying (green light). <p>Find the on/ off switch on your photocopier.</p> <ul style="list-style-type: none"> • If possible, turn the photocopier off. • Wait a few minutes then turn it on. • How do you know on this photocopier when it is ready to copy? (Some have a "stand by" function to conserve energy; some should only be shut down at the end of the day. Check with the office before shutting off the photocopier, in case it takes a long time to warm up!) 	

<p>14. CONTROL PANEL SYMBOLS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>Control Panel Symbols</i> • Student Activity Sheet: <i>What Do I Mean?</i>
<p>Take a picture of the control panel on the photocopier you are using. (Or draw it, or photocopy the appropriate page from the instruction booklet.) Enlarge this, make a transparency and place it on an overhead projector.</p> <p>Explain that the control panel is how they will tell the photocopier what to do. Ask students what some things might be that they would want the photocopier to do: start printing, stop, make a certain number of copies, make the copies darker or lighter, larger or smaller, etc.</p> <p>Explain that there are a number of symbols on a photocopier that are on most machines. Using the Teaching Aid: <i>Control Panel Symbols</i>, go over the symbols for "start" and "stop", "lighter" and "darker" and the vocabulary words.</p> <p>Show your template of the control panel on the photocopier in your location, and ask students to find these symbols and words on the panel.</p> <p>Explain that they will be trained to use the photocopier at their place of work and may have to ask for help if a symbol appears on the panel: for example, some offices have one person who replaces toner, etc.</p> <ul style="list-style-type: none"> • Tell students that they must ask for help if they have not been shown how to deal with the symbols which appear on the control panel. • Ask why it would be better to ask for help than to try to fix something on their own. (Might hurt themselves or do damage to the machine: both are costly to the employer.) <p>Use Student Activity Sheet: <i>What Do I Mean?</i> To reinforce understanding of symbols.</p>	

<p>15. HOW MANY</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Control panel template • Photocopier • Several originals
<p>Explain to students that by pressing the numbers, they set the number of copies wanted. Usually the copier is set at one. So if they don't press any number, they will get one copy. If they make a mistake, they can press the "Clear" button and start again.</p> <p>Give students practice pressing different numbers of copies on the simulated control panel. When possible, have students make photocopies needed in the class, entering the correct numbers. You could also use the keypad on the computer for practice entering numbers accurately. (The visual display on the computer screen allows both student and instructor to verify accuracy.)</p> <p>Use different originals so that students may have practice removing the original and the number of copies when completed and stacking identical copies with the Original in a pile on a table. They must next put the next original in, key in the number of copies and proceed.</p> <p>This would be an appropriate time to make sure that students can discriminate identical and non-identical pages in the output tray.</p>	

<p>16. FOLLOWING WRITTEN DIRECTIONS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>How to Make Copies</i> • Photocopier
<p>Use the Teaching Aid: <i>How to Make Copies</i>.</p> <ul style="list-style-type: none"> • Read each step, one at a time. • Encourage students to use their known vocabulary to figure out what each sentence says. <p>If students have access to a photocopier, let them try to follow the directions, step by step, for both ways of placing the originals into a copier.</p> <p>Stress that students should never try to add more originals, or take out any of the originals, once copying has begun.</p> <p>When students become familiar with the copier, encourage them to help with office or classroom photocopying.</p>	

17. CHECK IT <ul style="list-style-type: none"> • Oral Communication 1 • Continuous Learning 	Materials: None
<p>Suggest to students that photocopying work should always be checked to make all of the pages copied properly. This can often be done as the copies come out of the machine into the output tray.</p> <p>Ask what kind of problems they have seen on copies (printing off centre, only printing half a page, two pages going through together, print too light, etc.)</p>	

18. PAPER NEEDED <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Continuous Learning 	Materials <ul style="list-style-type: none"> • Teaching Aid: <i>Control Panel Symbols</i> • Sample of photocopy paper in packaging
<p>Using Teaching Aid: <i>Control Panel Symbols</i>, review the symbol that indicates more paper is needed in the paper tray.</p> <p>Point out that paper must not be damp or curled at the edges.</p> <ul style="list-style-type: none"> • It is important to store paper in a cool, dry place in its packaging so that it doesn't curl. This will also help to keep the paper clean and free of dust. • Add that paper must also not be torn or wrinkled. If it is, it will get stuck in the machine. <p>Stress that office workers must never open the paper tray while the copier is printing.</p>	

<p>19. LOADING PAPER</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Teaching Aid: <i>How to Load Paper</i> • Photocopier
<p>Using the Teaching Aid: <i>How to Load Paper</i>, read each step one at a time.</p> <ul style="list-style-type: none"> • Encourage students to use their known vocabulary to figure out what each sentence says. <p>If students have access to a photocopier, help students to follow the directions step by step to load the paper into the paper tray.</p>	

<p>20. 2-SIDED COPYING</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 2 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Photocopier
<p>Students may be asked to do 2-sided copying. This is a skill that must be seen and practiced according to the operating procedures of each machine. Some machines have two-sided copying as an automatic feature on the control panel; others require manual special handling.</p> <p>The concepts of “place upside down”, “turn over”, and “re-feed” must be understood.</p> <p>Trial pieces of paper should be fed individually through the machine to discover how that machine does the second side. This can be an excellent problem solving activity.</p> <ul style="list-style-type: none"> • For instance, if the second side comes out upside down, what must be done to correct the problem the next time? • For some students, teaching how to make 2-sided copies can be an opportunity for you to gauge their ability to remember specific training (Significant Use of Memory skills). <p>Students should be encouraged to develop problem solving and memory strategies.</p>	

<p>21. OTHER SPECIALIZED FUNCTIONS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Computer Use 1 • Continuous Learning 	<p>Materials</p> <ul style="list-style-type: none"> • Photocopier
<p>Other specialized functions, such as making copies lighter or darker, larger or smaller, could all be taught as is appropriate to the skill level of the student.</p> <p>Each machine will have its own method for doing these tasks, and the student should either be shown or encouraged to use the instruction booklet, depending on the student's skill level and learning style.</p> <p>These would be taught in the workplace, but practicing how to learn them is helpful in the classroom.</p>	

Parts of a Photocopier

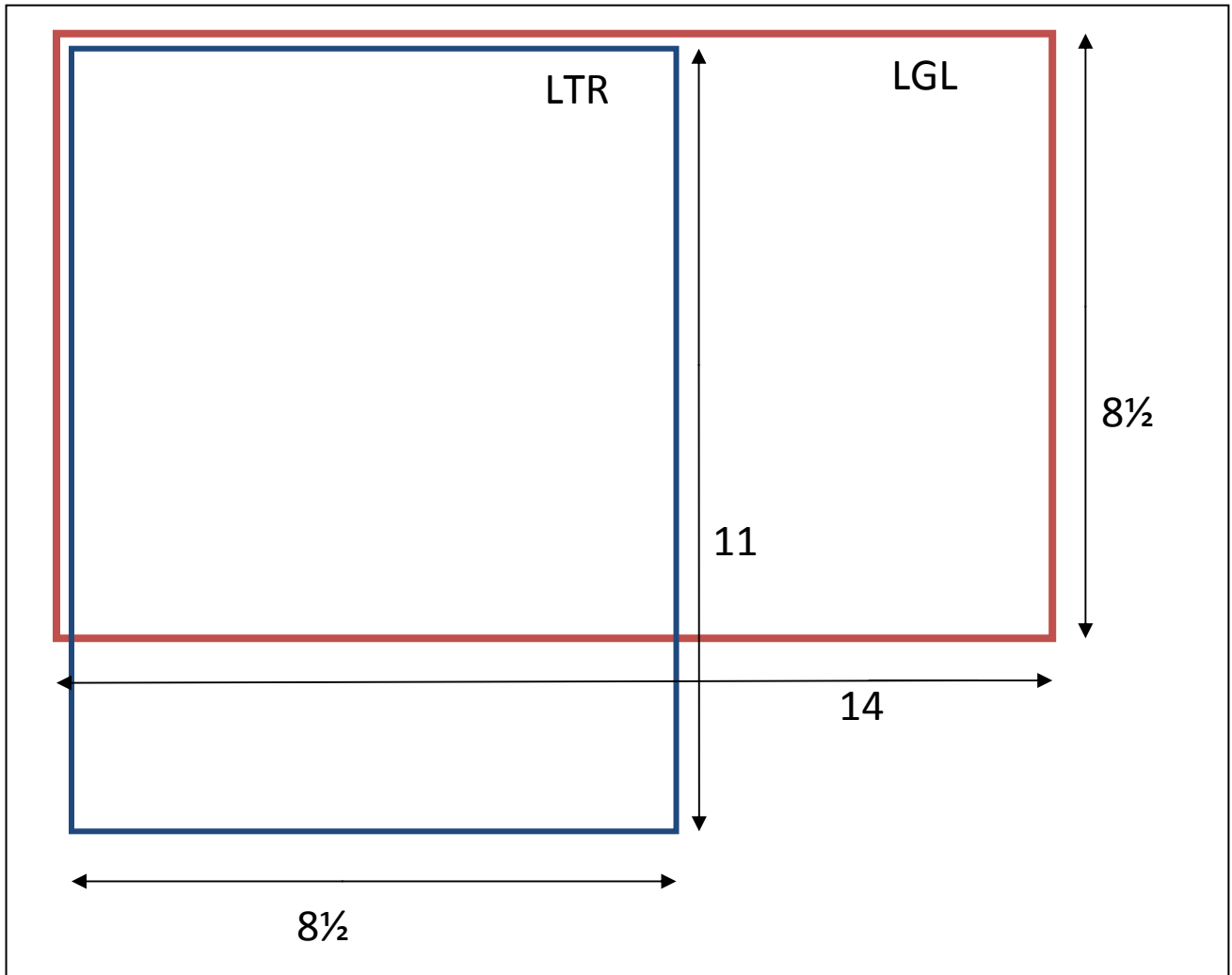
PART	FUNCTION
glass (or platen glass) and glass cover	<p>The original has to be face down on the glass so the "camera" can take a picture of what is on the page.</p> <p>The glass cover holds the original flat and snug against the glass so the picture is sharp.</p>
paper tray (or cassette)	<p>This is where the blank paper is loaded (usually at the bottom). The paper generally moves through the machine in a right to left direction. As it passes by the original, the picture is transferred onto the blank paper.</p>
copy (or output) tray	<p>This holds the copies after they are printed (usually on the left side).</p>
feeder and paper guides	<p>Rather than placing the original on the glass, the original may be automatically fed through the cover to the glass area. The guides hold the paper(s) in line in the right place.</p>
original tray	<p>This holds the originals after they have gone through the feeder and have been copied. Point out that the original is either placed on the glass or is fed automatically through the feeder, but not both.</p>
control panel	<p>This tells the copier when to start and stop, how many copies, etc.</p>

Rules, Rules, Rules

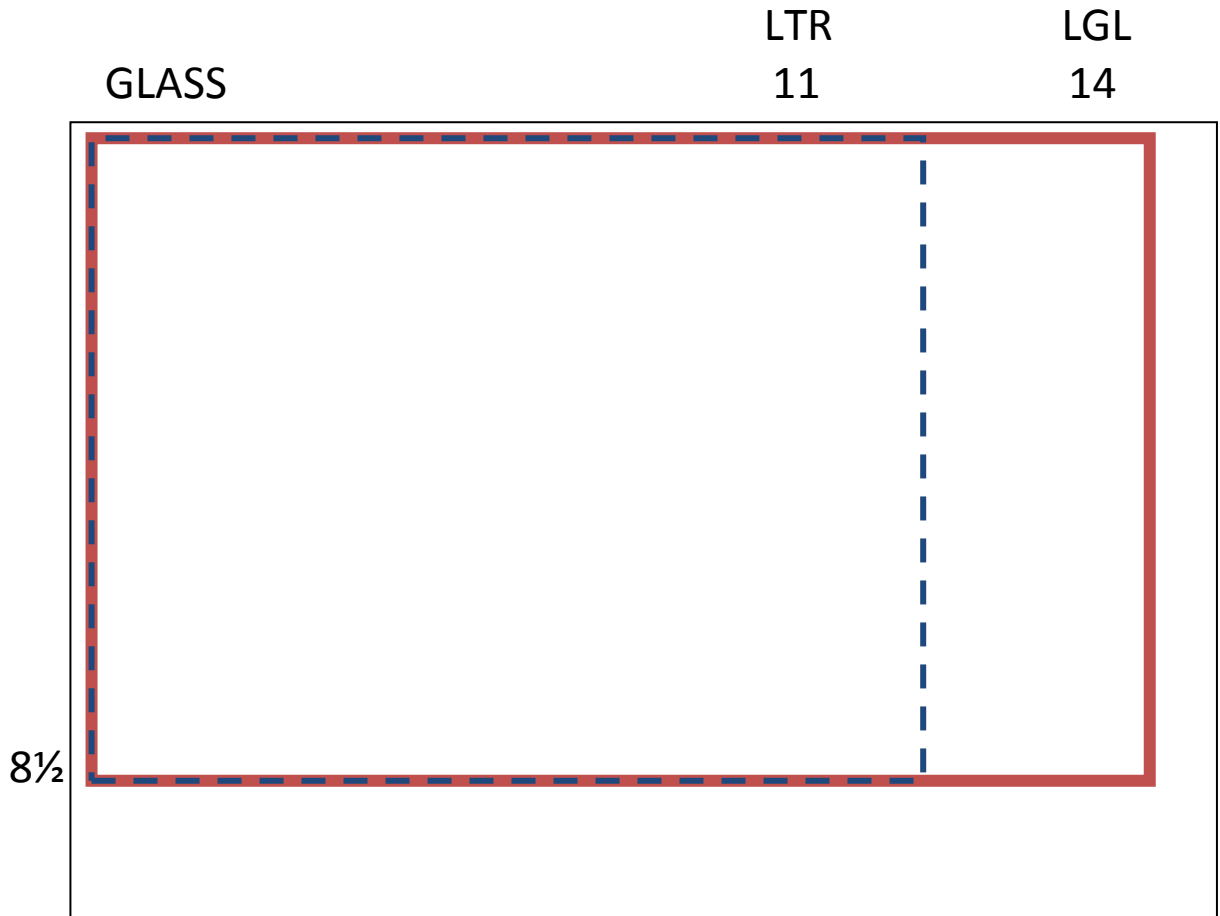
1. Do not eat or drink near a photocopier.
2. Do not put any objects into slots or openings. This could cause a shock or a fire.
3. Unplug the photocopier before cleaning it or moving it.
4. While printing, do not turn it off, unplug it, or open any part of the photocopier. Press “Stop” or “Cancel”. Wait till it stops printing; then you may turn it off, unplug it, or open it.
5. If unsure how to use the photocopier, ask for help!!

Placing the Paper 1

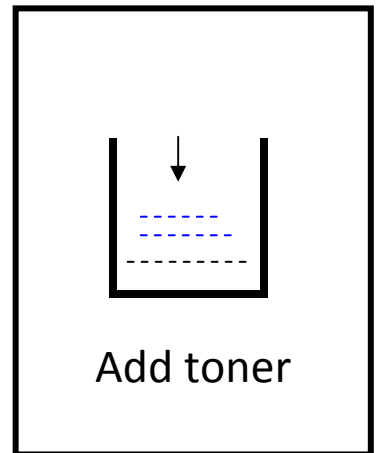
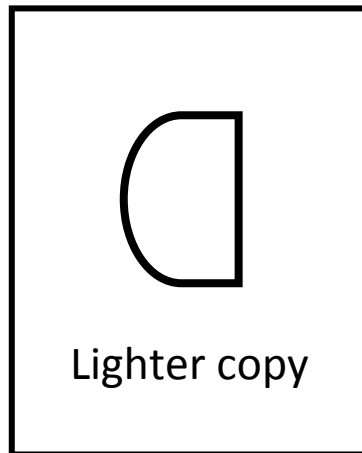
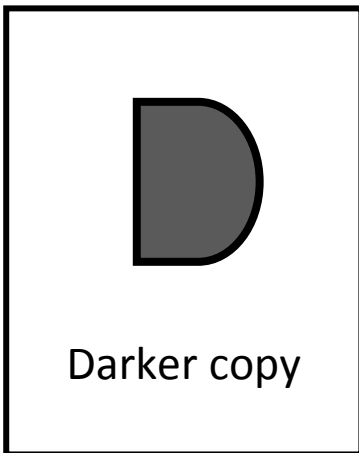
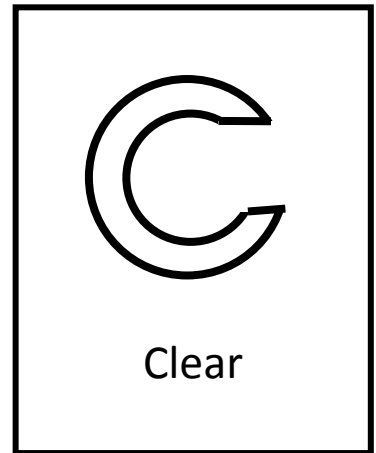
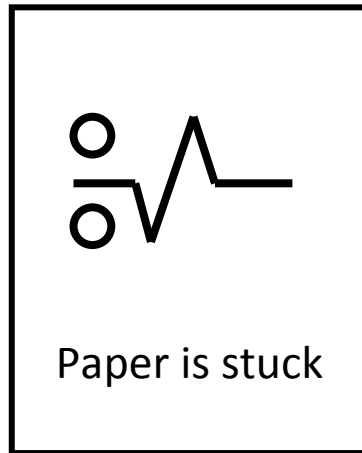
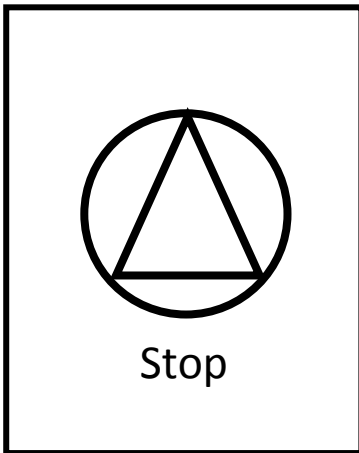
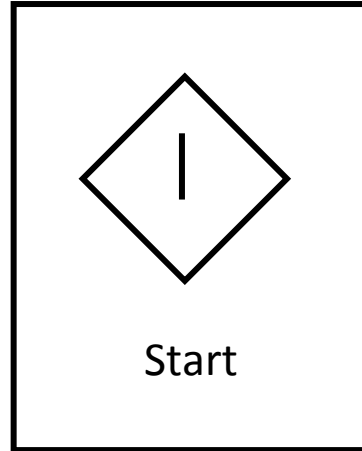
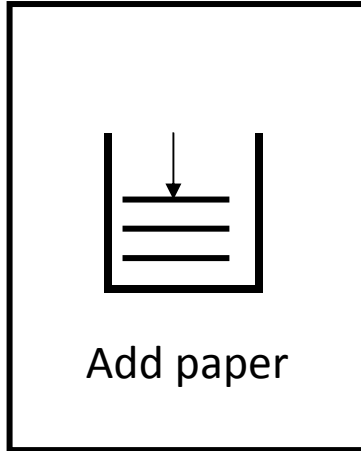
Glass



Placing the Paper 2



Control Panel Symbols



How to Make Copies 1

Using the glass plate:

1. Lift the glass cover.
2. Set the original face down on the glass.
3. Set the original in the correct position (letter or legal).
4. Close the cover gently.
5. Do not press on the cover.
6. Check the settings: paper size, size of copy, etc.
7. Set the number of copies.
8. Press "Start".

How to Make Copies 2

Using the Feeder (for more than one original):

1. Tap the originals on a desk to get them all even.
2. Set them face down into the feeder.
3. Set them in the same direction as the paper tray (LTR or LGL).
4. Push **gently** until they stop.
5. Make the guides fit the stack of papers
6. Set the number of copies.
7. Press "Start".
8. As papers come out, make piles of identical copies.
(there should be as many copies in each pile as the number selected in Step 6)

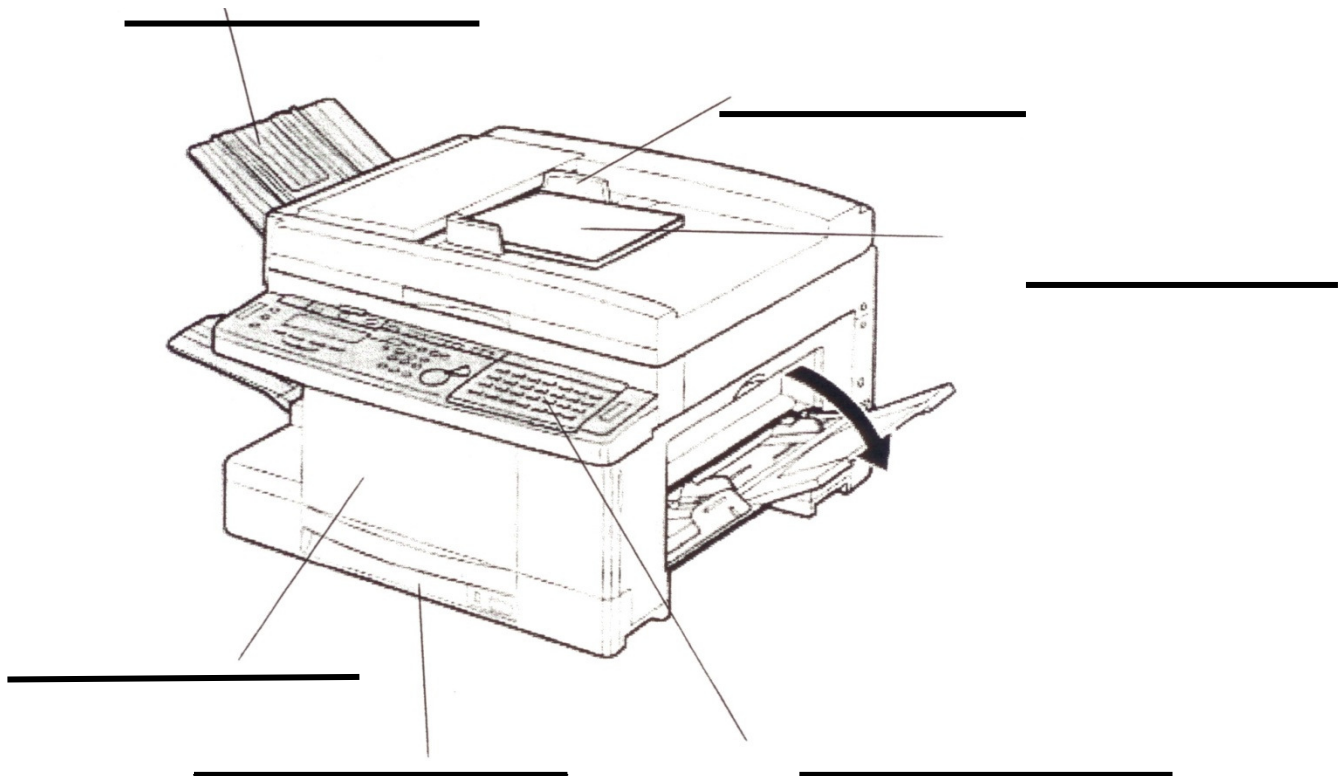
How to Load Paper

1. Pull out paper tray.
2. Unwrap paper.
3. Tap paper on the desk to get the edges even.
4. Slide paper into the tray.
5. Push corners of paper under the metal tabs.
6. Gently close tray.
7. Press "Start" again.

Label Me

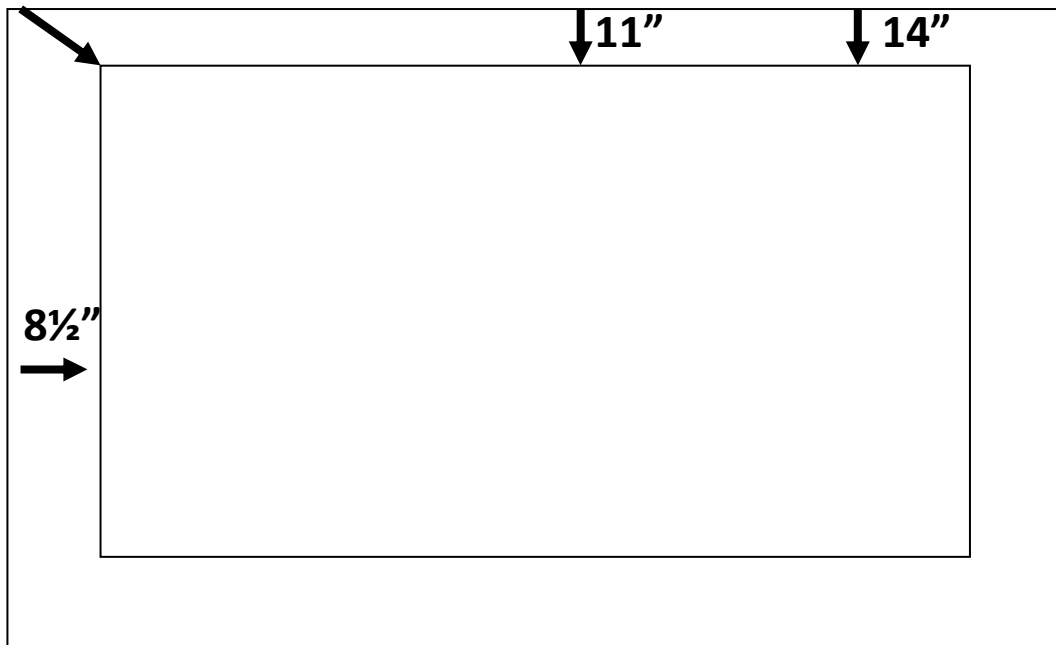
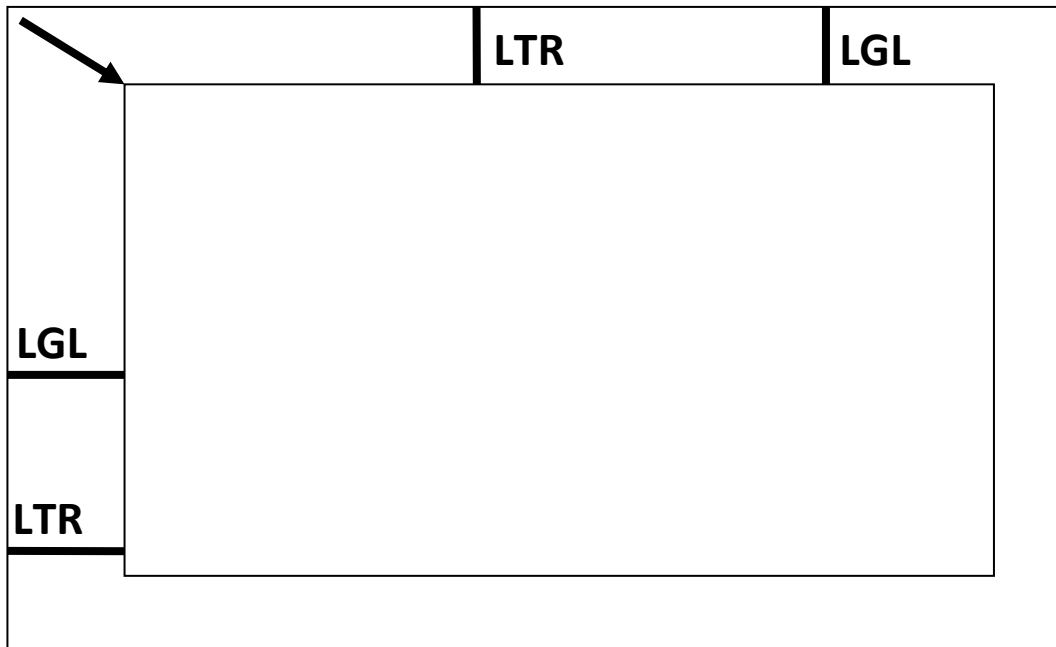
Put the following words in the correct places on the diagram:

- Document guides
- Document feeder
- Output tray
- Front cover
- Paper tray
- Control panel



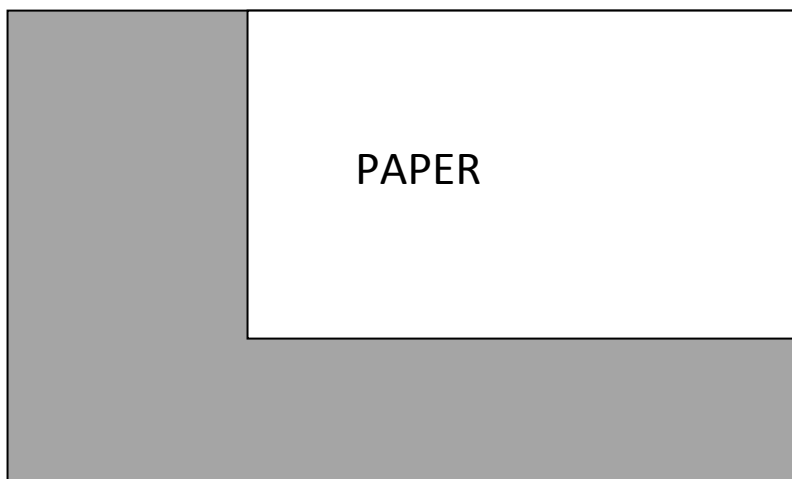
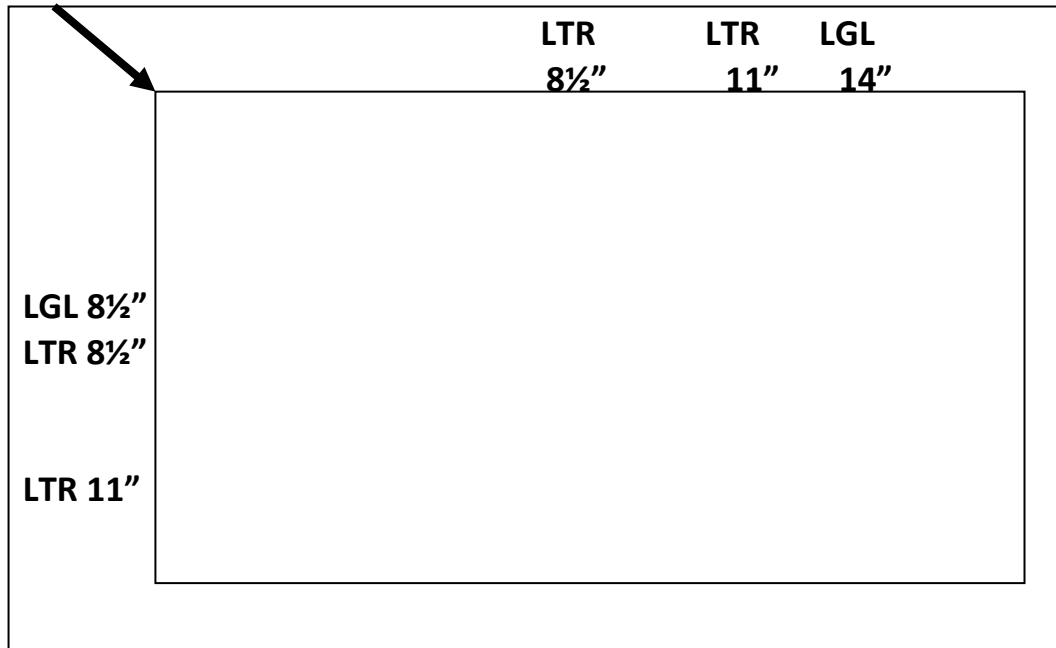
Place Me

Draw in where you would place your letter size (8½" X 11") paper on each photocopier below.

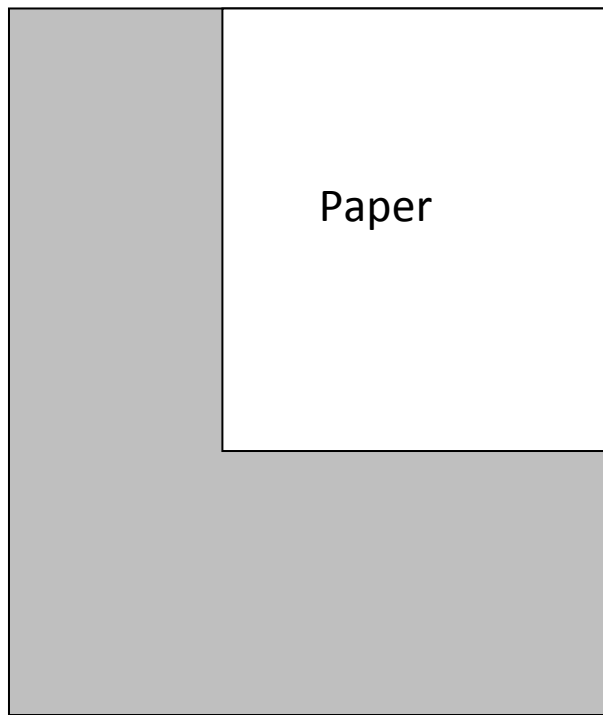
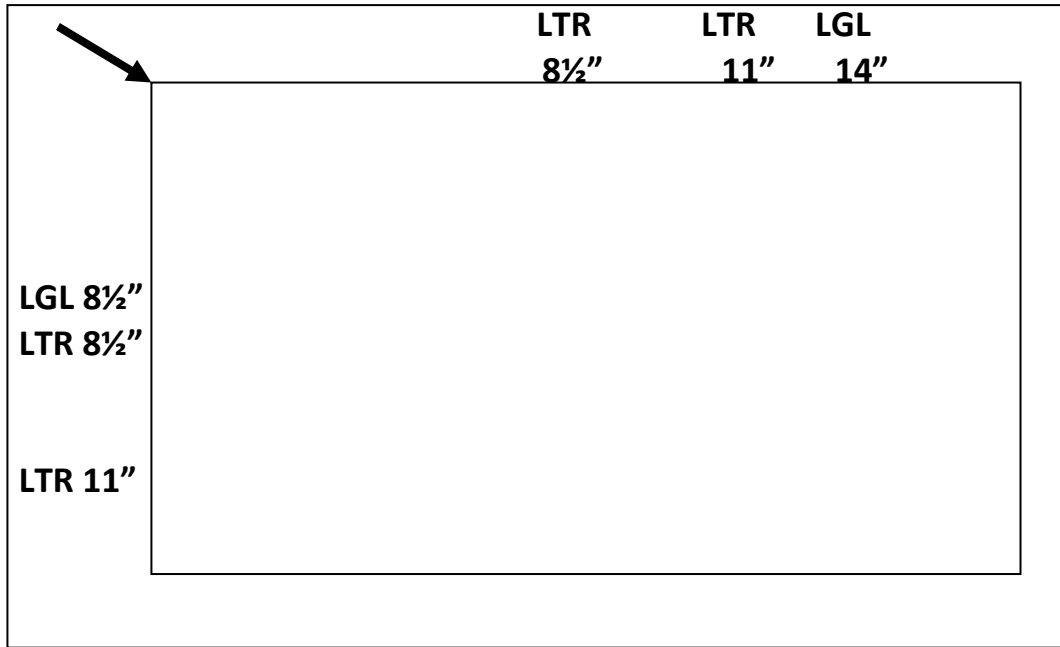


Place Me Again

Draw in how you would place your letter size original on the glass of each photocopier below to match the paper in the paper tray.



Place Me Again, cont.

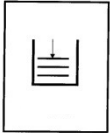


What Do I Mean?

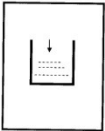
Draw a line to match the symbol to what it means.



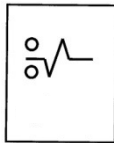
Clear



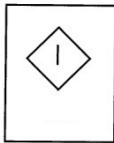
Paper is stuck



Start



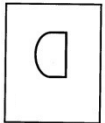
Darker copy



Add toner



Add paper



Stop



Lighter copy

DEMONSTRATION INSTRUCTOR PAGE

Copy Cat**ESSENTIAL****SKILLS**

- Reading Text 1
- Document Use 1
- Computer Use 1
- Thinking Skills
 - Problem Solving 2
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will photocopy several originals, following instructions. The student will assess his / her own work.

INSTRUCTOR NOTES

- Provide access to a photocopier.
- Remove all but 2 pieces of paper from the paper trays so that the student must choose and load the appropriate paper.
- Provide *What I Have Learned and Skills Practised* to link demonstration tasks to the Essential Skills.

With student

- Read over the steps for how to make a photocopy, how to load paper in the photocopier, and also the rules for safe use of the photocopier. Clarify any questions that arise prior to the demonstration.
- Read instructions aloud if necessary.

ACHIEVEMENT INDICATORS

- Used the photocopier safely.
 - Arranged originals in feeder or on glass, depending on photocopier used.
 - Set number of copies
 - Set paper size
 - Chose and loaded appropriate paper
 - Collected photocopied materials
 - Sorted and stacked sets of photocopies
 - Checked for accuracy
 - Assessed own performance
-

Copy Cat

TASK 1

1. You have been given several pages of material to photocopy.
2. The copies are to be on letter size paper.
3. You must make 5 copies of each page.
4. When you have completed the copying, you have to put each set of 5 identical pages in separate bundles on a table.
5. You may need to add paper if the photocopier runs out.
6. You should check your work.
7. Then, your instructor will check your work.

Copy Cat

TASK 2

I Can Photocopy

I CAN	DATE
I feel comfortable using the photocopier	
I know what letter size paper is.	
I know how to position the original properly.	
I can read the steps for photocopying and follow them.	
I set the number of pages correctly.	
I set the paper size correctly.	
I recognized the error symbol and knew what it meant.	
I selected the right paper.	
I loaded the paper in the paper tray.	
I sorted the finished copies into piles.	
I checked my work.	
I asked for help if I needed it.	
I know how to use the photocopier safely .	

DEMONSTRATION ASSESSMENT

Copy Cat

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No
Details: _____

Accommodations?: Yes No
Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Thinking Skills**
 - Problem Solving 2
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory
- **Computer Use 1**

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Used the photocopier safely			
• Arranged originals in feeder or on glass, depending on photocopier used.			
• Set number of copies			
• Set paper size			
• Chose and loaded appropriate paper			
• Collected photocopied materials			
• Sorted and stacked sets of photocopies			
• Checked for accuracy			
• Assessed own performance			

ADDITIONAL COMMENTS

