



## Task Title: Misconceptions About Skilled Trades

### OALCF Cover Sheet – Practitioner Copy

**Learner Name:** \_\_\_\_\_

**Date Started:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Successful Completion:** Yes ☐ No ☐

**Goal Path:** Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

**Task Description:** The learner will read a short text about misconceptions about skilled trades, and answer questions.

#### Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Write continuous text/B2.2

#### Materials Required:

- Pen/pencil and paper and/or digital device

## Learner Information

Many people have heard misconceptions about skilled trades. Learning more about myths and realities in skilled trades can help people make informed decisions about their careers.

Read “Misconceptions and Realities About Skilled Trades”.

## **Misconceptions and Realities About Skilled Trades**

Myth: Skilled trades jobs do not pay well.

Reality: Skilled trades workers earn competitive salaries. Apprentices also 'earn while you learn' so they earn money as they work towards their trade certification.

Myth: Skilled trades jobs do not offer consistent pay. They are seasonal or contractual.

Reality: Skilled trade workers often take on year-round projects. This opportunity represents thousands of high-paying, long-term, and permanent jobs for Ontarians.

Myth: Working in the skilled trades is a dead-end career.

Reality: There are many opportunities for advancement within the skilled trades; from supervisory roles, to management roles, to owning your own business.

Myth: Working in the trades is dangerous.

Reality: Ontario's health and safety requirements for jobs in the skilled trades are among the highest in the world.

Myth: Working in the skilled trades is too physically demanding.

Reality: Most positions are hands-on, but jobs in the trades are diverse. Not all positions require physical labour. Lots of careers in the skilled trades include design, planning, project management, and administration careers.

Myth: Skilled trades work isn't important.

Reality: Skilled trades work touches almost every aspect of our daily lives: Roads and sidewalks, schools, hospitals, bridges, offices, homes, cars, food from processing plants, water and electricity from Ontario's growing resource sector and many others.

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Myth: Positions in the skilled trades aren't flexible.

Reality: There are many careers in the skilled trades that offer you flexible hours, travel and the opportunity to be outdoors. This is especially true for qualified tradespeople who own their own businesses.

Myth: There's no work in Ontario.

Reality: Ontario is entering a major natural resource and construction era that will require thousands of skilled trades workers. Ontario's demand for skilled workers is set to increase in the future.

Myth: Skilled trades are for men.

Reality: More and more women are choosing the skilled trades. The idea that women don't belong in skilled trades is an outdated stereotype.

Text adapted from: <https://www.oyappajo.com/myths/>

## Work Sheet

**Task 1: Choose one of the myths about skilled trades. Write two or three sentences explaining why you believe this myth could be convincing.**

Answer:

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**Task 2: In your own words, write two or three sentences describing what you would say to someone who believes skilled trades are too physically demanding.**

Answer:

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**Task 3: If someone believes skilled trades are only for men, write two or three sentences explaining how you might convince them that anyone can work in skilled trades.**

Answer:

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## Answers

Answers will vary.

## Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	scans text to locate information			
	locates multiple pieces of information in simple texts			
	makes low-level inferences			
	makes connections between sentences and between paragraphs in a single text			
	reads more complex texts to locate a single piece of information			
	follows the main events of descriptive, narrative and informational texts			
	obtains information from detailed reading			
	begins to identify sources and evaluate information			
B2.2	writes texts to explain or describe			
	conveys intended meaning on familiar topics for a limited range of purposes and audiences			
	begins to sequence writing with some attention to organizing principles (e.g. time, importance)			

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Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
	connects ideas using paragraph structure			
	uses a limited range of vocabulary and punctuation appropriate to the task			
	begins to select words and tone appropriate to the task			
	begins to organize writing to communicate effectively			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print):

Learner (print):