

December 2023



RESOURCE GUIDE: Apprenticeship

*Annotated List of Curricula & Curricula Resources
in Apprenticeship & Skilled Trades*



Acknowledgements

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Introduction

[Community Literacy of Ontario \(CLO\)](#) is pleased to share our newest resource: *an Annotated List of Curricula & Curricula Resources in Apprenticeship & Skilled Trades*.

Community Literacy of Ontario is a provincial network of community-based Literacy and Basic Skills (LBS) agencies. You can learn more about our organization by visiting our website and following us on Facebook, X, and Instagram.

As part of our 2023/2024 business plan, Community Literacy of Ontario researched and annotated this list of 26 resources. With the many new curricula resources developed in 2022-2023, this annotated list will act as a summary of those new resources.

The Annotated List of Curricula & Curricula Resources in Apprenticeship & Skilled Trades will support LBS instructors with their search for relevant instructional materials for learners with skilled trades and apprenticeship goals. All resources selected are free of charge and accessible via the Internet. The URLs are accurate as of December 2023.

To learn more about this topic, CLO's Apprentice and Skilled Trades Factsheets will also be a helpful resource:

- [Challenges For Learners with Apprenticeship & Skilled Trades Goals](#)
- [Strategies For Learners with Apprenticeship & Skilled Trades Goals](#)
- [Resources For Learners with Apprenticeship & Skilled Trades Goals](#)

Community Literacy of Ontario sincerely hopes that this annotated list of resources is helpful to LBS practitioners as they continue to support adult learners with their apprenticeship and skilled trades goals.

1. Apprenticeship Answers

Author: Community Literacy of Ontario

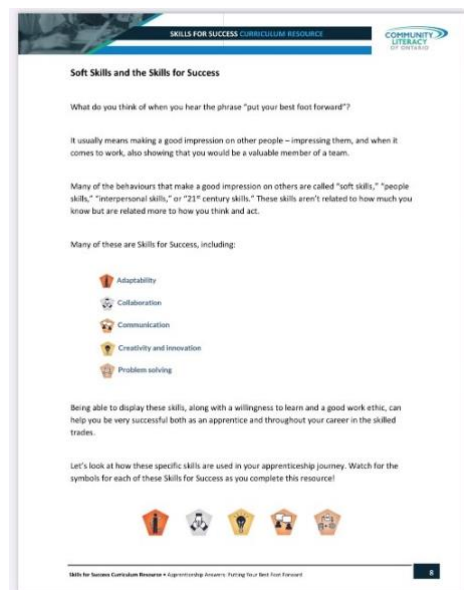
File of all six fillable resources:

https://lbsresourcesandforum.contactnorth.ca/pluginfile.php/820/mod_data/content/3212/Apprenticeship%20Answers%20Six%20Workbook%20Series%20%28CLO%29.zip

Annotation: Apprenticeship Answers is a series of six fillable PDFs that help learners prepare to become an apprentice.

Exploring Apprenticeship: This fillable PDF describes what apprenticeship is, based on the different kinds of apprenticeships, and explains the four sectors. This resource includes three activities that focus on identifying skills, the type of work the learner prefers, and the trades that may best suit the learner.

How Do I Become An Apprentice?: This fillable PDF explains the process of becoming an apprentice through finding an employer, understanding what employers are looking for, and strategies for contacting an employer. Registering as an apprentice is also discussed with a section on creating a 'My Ontario' account. The activity in this resource is a practice version of the Application for Apprenticeship.



Skills For Apprenticeship Success: This fillable PDF defines the nine skills for success identified by the Government of Canada. There are two activities which allow the learner to self-assess their skill level, create a summary of their skills, and identify their transferable skills.

By The Numbers: This fillable PDF looks at budgeting basics, wage increases, finding financial support, keeping records of hours worked, and why math matters in apprenticeships. There are five activities in this resource based on these topics as well as valuable resources such as the Government of Canada's Trades Math Workbook and the Financial Supports for Apprentices website.

Working As An Apprentice: This fillable PDF prepares the learner for going back to school and manages expectations for in-school apprenticeship training and on-the-job apprenticeship training. Earning certifications, as well as rights and responsibilities, are also covered. There are six activities in this resource.

Continues...

[Putting Your Best Foot Forward](#): This fillable PDF focuses on skills for success in learning and soft skills. This resource includes five activities based on working with others, building creativity, asking questions, understanding non-verbal communication, and self-care outside of work.

2. Activities to Explore Skilled Trades

Author: Community Literacy of Ontario

URL: <https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CL27271.pdf>

Annotation: This resource is organized into six sections with an activity for each one.

The first section gives an overview of the trades and explains:

- the number of skilled trades available in Ontario
- definitions for each of the four trade sectors
- the difference between a compulsory and a non-compulsory trade
- the benefits of earning a Certificate of Completion

The activity that follows contains three questions based on this overview.

The second section consists of a Sectors and Trades Chart that lists the 144 trades available in Ontario. The chart is categorized by sector and indicates which trades are compulsory with the letter 'C.' The activity contains four questions based on reviewing the chart.

The third section directs learners to a website for an activity where they can select the trade they are interested in and complete a chart about the following:

- name of the trade
- minimum grade required to enter the trade
- total number of training hours
- wage range
- types of employers who hire for this trade

The second part of the activity is a self-rating quiz, related to the trade the learner has chosen, that explores whether it is a good fit for them.

Sectors and Trades

Now you know that the skilled trades in Ontario are divided into four sectors, and that some trades are compulsory while others are non-compulsory. Now, look at the Sectors and Trades chart that starts below and continues on the following pages. It lists all 144 skilled trades broken down by sector.

If you see the letter 'C' next to a trade name, that is a compulsory trade.

Sector: Construction	Sector: Manufacturing
Architectural Glass and Metal Technician	Ironworker Native Residential Construction Worker
Brick and Stone Mason	Painter/Decorator
Carpenter (General)	Plumber C
Cement Mason	Powerline Technician
Cement or Precast (Concrete) Finisher	Precast Concrete Erector
Concrete Pump Operator	Refractory Mason
Construction Boilermaker	Refrigeration and AC Mechanic C
Construction Craft Worker	Reinforcing Rodworker
Construction Millwright	Residential Air Conditioning System Mechanic (Branch 2) C
Drywall Acoustic & Lathing Applicator	Residential (Low Rise) Sheet Metal Installer C
Drywall Finisher and Plasterer	Restoration Mason
Electrician (Construction & Maintenance) C	Roofer
Electrician (Domestic & Rural) C	Sheet Metal Worker C
Exterior Insulated Finishing Systems Mechanic	Sprinkler and Fire Protection Installer C
Floor Covering Installer	Steamfitter C
Hazardous Materials Worker	Terrazzo Tile and Marble Setter
Heat and Frost Insulator	
Heavy Equipment Operator	
Hoisting Engineer C	

Continues...

The fourth section directs the learner to watch a video that debunks apprenticeship myths. For the activity, the learner is asked to answer two questions explaining why these myths are not true.

The fifth section offers resources to learn more about apprenticeship with descriptions and links for the following three websites:

- apprenticesearch.com
- Skilled Trades Ontario
- The Canadian Apprenticeship Forum / Forum canadien sur l'apprentissage (CAF-FCA)

The activity for this section directs the learner to answer a question about each of the three websites.

The sixth section provides an article called 'Financial Supports for Apprentices' which explains the four financial supports available:

- Tools Grant – a grant available to apprentices with the amount varying by trade sector
- Apprentice Development Benefit – available to apprentices while they are attending full-time, in-class training
- Apprenticeship Completion Bonus – a \$2,000 taxable cash grant available to those out of high school who have completed training in a non-Red Seal trade
- Support for Apprentices with Disabilities – a program for the accommodation and accessibility needs of apprentices with disabilities attending colleges across Ontario

The eligibility requirements and how to apply for these supports are included. The activity for this section directs the learner to complete five questions based on the article.

The conclusion presents five questions to the learner about the information in this resource.

3. Apprenticeship in Manufacturing

Author: Community Literacy of Ontario

URL: <https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CLO-SF4.pdf>

Annotation: This resource defines key terms that apply to an apprenticeship in manufacturing and explains the following:

- what apprenticeship is
- what the four sectors are
- the levels that apprenticeship is broken down into
- the process of earning a Certificate of Apprenticeship and a Certificate of Qualification
- the benefit of obtaining a Red Seal

The nine Skills for Success used in the manufacturing sector are detailed:

- adaptability
- collaboration
- communication
- creativity and innovation
- digital
- numeracy
- problem-solving
- reading
- writing

Within these definitions, there are five prompts to pause and reflect on the information, and the learner is encouraged to discuss these reflections with their instructor.



Continues...

The next section introduces the organization, Skilled Trades Ontario, and explains their responsibilities:

- establishing apprenticeship programs which include training standards, curriculum standards and certification exams
- issuing Certificates of Qualification in all trades with certifying exams
- renewing Certificates of Qualification in compulsory trades
- maintaining a public register of people authorized to work in compulsory trades
- conducting research related to apprenticeship and the trades

In the first activity of this resource, the learner is directed to visit the Skilled Trades Ontario website and review the 144 trades listed to locate a specific one, in order to answer seven questions by researching the website.

The second activity also uses the Skilled Trades Ontario website and includes links to overviews of what is learned on the job and in class during apprenticeships as:

- a Tool and Die Maker
- a General Machinist
- an Industrial Mechanic Millwright

Learners answer nine questions about these options and choose one. They are then asked to select three Skills for Success that apply to the chosen apprenticeship and answer three questions about how they would use those skills.

This resource ends with a reflection question and a brief section about the services offered by Employment Ontario. It contains links to find local service providers for employment services and adult learning programs.

4. Getting Ready for a Career as an Automotive Service Technician

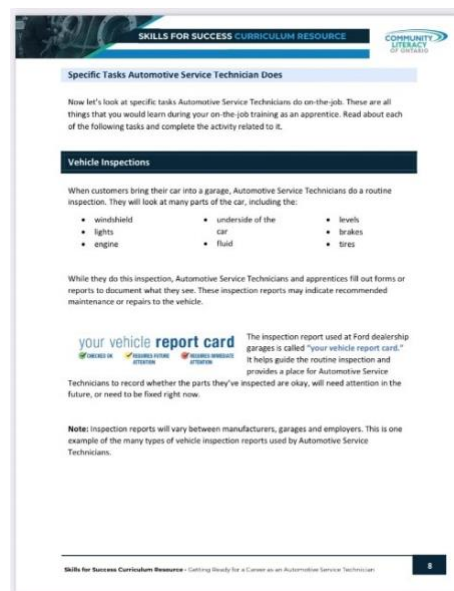
Author: Community Literacy of Ontario

URL: <https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CL53F11.pdf>

Annotation: This resource is organized into six sections with an activity for each one and has been updated and revised to reflect current automotive standards and processes.

The first section:

- describes the role and the skills required to be an Automotive Service Technician
- explains the preparation required for this compulsory trade
- lists the steps to obtain a Certificate of Qualification and the optional Red Seal
- states the wage rates
- outlines future prospects in this field



The learner is asked eleven self-rating questions and completes a task that contains six questions about the information in the section.

The second section directs the learner to watch a video about an Automotive Service Technician explaining their work and the skills they use. After the video, the learner is asked to answer three questions.

The third section looks at the specific tasks that an Automotive Service Technician does during a routine vehicle inspection. The learner then reads a sample description of a vehicle inspection and completes the activity by filling out a Vehicle Report Card based on the information in the example.

The fourth section discusses the use of technology to diagnose issues and explains the importance of on-board diagnostics (OBD). An example chart of error codes used with OBD systems is included, followed by an activity where the learner answers four questions about interpreting automotive error codes.

Continues...

The fifth section looks at automotive invoices and directs the learner to explain the mathematical skills required to create an invoice. An example of an automotive invoice is provided, and the learner is tasked with calculating the math for seven questions.

The sixth section discusses the exam requirements to become certified as an Automotive Service Technician after completing 7,220 hours on the job and in class. The learner is asked to complete six questions using the link provided for the exam preparation guide. In addition, the learner is directed to the section on general studying tips in the guide to answer six questions.

This resource concludes by asking the learner to define their next steps if they are interested in the Automotive Service Technician trade.

5. Skills for Success in the Service Sector

Author: Community Literacy of Ontario

URL: <https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CLO-SF1.pdf>

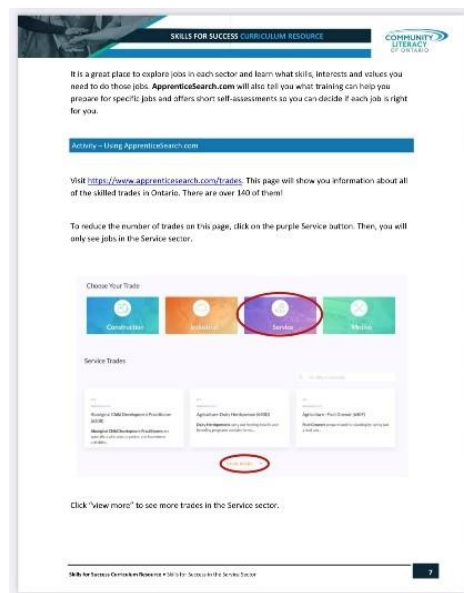
Annotation: This resource defines the nine Skills for Success and asks the learner to share an experience that relates to each of the following skills:

- adaptability
- collaboration
- communication
- creativity and innovation
- digital
- numeracy
- problem-solving
- reading
- writing

The learner is presented with seven questions about these skills, with an option for group work.

The next section explains the basics of using the apprenticesearch.com website. It contains an activity based on refining the search process to discover jobs in the service sector. The learner is tasked with five questions about choosing a specific career.

In the next activity, the learner returns to the About Trades section of the website and completes five scavenger hunts by answering four questions. The learner answers additional self-rating questions in the final scavenger hunt to assess whether the service trade they have chosen is a good fit.



6. Training and Working in Skilled Trades

Author: Community Literacy of Ontario

URL: <https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CLO-SF2.pdf>

Annotation: This resource is separated into three sections. The first section about the skilled trades contains:

- definitions of skilled trades
- the steps to attending a post-secondary institution compared with the steps to becoming an apprentice
- questions for the learner to describe three differences between the path to post-secondary and the path to apprenticeship
- two questions about the types of skills a good worker uses

The second section focuses on the Skills for Success in the context of how each of the following skills would be used during apprenticeship:

- adaptability
- collaboration
- communication
- creativity and innovation
- digital
- numeracy
- problem-solving
- reading
- writing

The learner is given an activity to describe how each skill could be used during apprenticeship.



Continues...

The third section defines what the Skilled Trades Ontario organization is and explains how to use the Skilled Trades Ontario website to:

- find a description of each trade and the tasks involved
- learn the kinds of certifications required
- learn whether the trade is compulsory or non-compulsory
- learn how to navigate the Trades Information page
- learn how to use the 'View Detail' button to learn more about what is taught on-the-job and in-class training and the number of training hours required for this trade

This section continues defining the Apprenticeship Training Standard and the Curriculum Training Standard found in the section of the page titled 'Apprenticeship Resources.' It is explained that due to the website updates, these resources might be temporarily missing or may be found under the previous designation of 'Ontario College of Trades.'

The Apprenticeship Training Standard document and the Curriculum Training Standard document for the Arborist trade are described in depth and explain:

- the skill set completion form
- the performance objectives
- the reportable subjects summary
- the learning outcomes

This section follows with a scavenger hunt that directs the learner to become familiar with the website by completing eight challenges about various apprenticeships.

7. Working in a Professional Kitchen

Author: Community Literacy of Ontario

URL: <https://www.communityliteracyofontario.ca/wp/wp-content/uploads/CLO-SF3.pdf>

Annotation: The resource 'Working in a Professional Kitchen' is a compilation of new curriculum related to the culinary trades, including several task-based activities that were updated to reflect the apprenticeship system in Ontario as of February 2023.

The tasks ask the learner to:

- investigate a trade in foods
- complete a self-assessment to help determine career exploration
- understand a soup recipe for a restaurant
- explore the cooking trade
- calculate items from a cook purchase order

The first section shows the difference between a job ad for a kitchen position and a job ad for an apprenticeship in a kitchen and asks the learner to identify what is required in each position.

The types of apprenticeships in a professional kitchen are listed next, and the learner is asked to choose which ones they are interested in:

- Baker
- Baker/Pâtissier
- Chef
- Cook
- Cook-Assistant
- Institutional Cook

The learner is then instructed to fill out a checklist with twenty items to determine if working in a professional kitchen would suit them.



Continues...

The next section directs the learner to the apprenticesearch.com website as well as the Skilled Trades Ontario website. The learner is shown how to search for a particular kitchen trade on each website and is asked several questions about the information they have found.

The second section focuses on the Skills for Success and defines each skill in the context of how it would be used during an apprenticeship. The learner is given an activity to describe how each of the following skills could be used during an apprenticeship in a professional kitchen:

- adaptability
- collaboration
- communication
- creativity and innovation
- digital
- numeracy
- problem-solving
- reading
- writing

The next section provides a recipe for Clam Chowder soup, and the learner is asked several numeracy questions to assess their understanding of it. A recipe for a Chicken Caesar salad is also presented, and the learner is instructed to calculate the math if only a quarter of the recipe is required.

Another activity follows that directs the learner to calculate the cost of numerous kitchen items using an example of a Purchase Order. This resource ends by asking the learner about their interest in a career in a professional kitchen and offers a link to find free numeracy skill programs across Ontario.

8. Four Sectors of Apprenticeship eLearning Module

Author: CESBA

URL: <https://cesba.com/wp-content/uploads/2023/03/1.-Four-Sectors-of-Apprenticeship.pdf>

Articulate Course: <https://rise.articulate.com/share/Tx3MYEhCclztcTPONobvqMznhBobmA8Z>

Annotation: This resource can either be completed online as an Articulate course or as a PDF that can be printed out and is not fillable. Activities vary between the two versions.

The first lesson explains what apprenticeship is and includes two videos for the learner to view, with questions afterwards to assess whether apprenticeship is the right path. Assessments in the Articulate version are called 'Knowledge Checks.'

The second lesson gives definitions and examples for:

- the four sectors: construction, motive power, industrial and service
- voluntary and compulsory trades
- Red Seal trades



The PDF version follows with a poster about the four sectors, and the learner is asked to complete a chart by entering information about the poster.

The Articulate version uses several knowledge checks instead. Both versions include vocabulary tasks based on the lessons.

In the next section, both versions ask the learner to visit the Job Bank. The PDF version gives instructions for:

- signing up for a standard account
- choosing an apprenticeship
- exploring the occupation
- answering questions about what they have learned.

This is the end of the PDF course. The Articulate ends with a series of quizzes followed by a course review.

9. Five Steps to Apprenticeship

Author: CESBA

URL: <https://cesba.com/wp-content/uploads/2023/03/2.-The-Five-Steps-to-Apprenticeship.pdf>

Annotation: This resource is a workbook outlining the five steps to an apprenticeship, including an answer guide. It is not a fillable PDF.

The first section defines apprenticeship and instructs learners to watch two videos and answer ten questions about what they have learned.

The second section discusses the five steps to an apprenticeship, including:

- an activity to assess whether the learner qualifies for apprenticeship and includes a list of trades accessible with a Grade 10 education
- information about getting co-op credits for a youth apprenticeship
- information about pre-apprenticeship training and local upgrading courses available
- a self-assessment checklist for the trades on the Government of Canada website with a skills summary activity
- resources for finding an employer or sponsor, with an activity to make a personalized plan
- preparing for an interview that includes interview questions for the learner
- gathering the information required to complete an application for apprenticeship
- a blank application for the learner to use for practice
- information about accepting a training agreement and completing certification
- definitions for a Certificate of Apprenticeship, a Certificate of Qualification, and Red Seal trades
- roles and responsibilities as an apprentice



The final task of this resource is to visit the apprenticeship section of the Ontario Government website to learn about apprenticeship success stories. Learners choose three jobs from these stories, answer questions about them, and choose one for further research.

10. Pathways to Apprenticeship

Author: CESBA

URL: <https://cesba.com/wp-content/uploads/2023/04/3.-Pathways-to-Apprenticeship.pdf>

Annotation: Pathways to Apprenticeship outlines information on the various pathways available when considering an apprenticeship. It includes an answer guide and is available as a PDF that is not fillable.

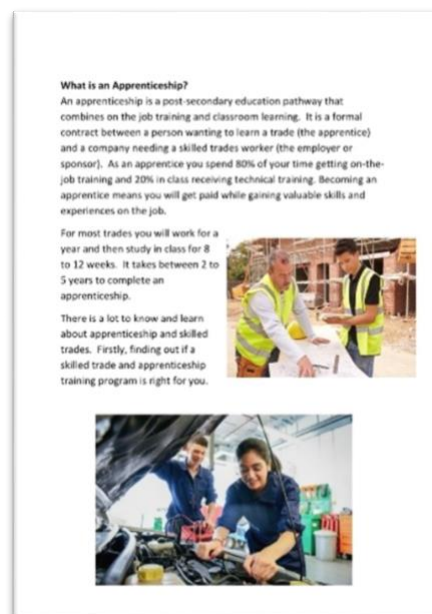
This resource begins with an outline of apprenticeship and directs the learner to watch two videos and answer thirteen questions.

In the second activity, a poster that shows three ways to reach career goals is presented, and the learner is asked to list three benefits of using the apprenticeship pathway to achieve their goals.

The following section focuses on the different pathways to apprenticeship. The traditional direct apprenticeship route is defined, and information is provided about the following pathways:

Specialist High Skills Major Program (SHSM):

- who is eligible for the SHSM
- benefits of the SHSM Pathway
- what completion of the SHSM look like
- the nineteen sectors available for SHSM with links to each of them
- a resource to find local high schools that offer SHSM with instructions



Continues...

Ontario Youth Apprenticeship Program (OYAP):

- who is eligible for OYAP
- benefits of the OYAP Pathway with a video
- what completion of the OYAP look like
- a webpage link about the myths and facts about apprenticeship with a question for the learner

Dual Credit Programs:

- what these programs are
- who is eligible
- the two types of dual credit programs: college-delivered and team-taught
- benefits of dual credit programs

College Full-time Certificate Programs:

- who is eligible

Pre-Apprenticeship Programs:

- who is eligible
- benefits of the pre-apprenticeship pathway
- a link to service providers who can find local pre-apprenticeship programs

Union or Industry Approved Training:

- a website link is provided to find unions and trade associations who have their own training centres that can hold contracts with an apprentice instead of an employer

This resource ends with a section explaining a Registered Training Agreement. The learner is tasked with a final activity to answer three questions about the pathway they plan to take, their responsibilities as an apprentice, and the Registered Training Agreement.

11. Soft Skills for Apprenticeship

Author: CESBA

URL: <https://cesba.com/wp-content/uploads/2023/03/4.-Soft-Skills-for-Apprenticeship.pdf>

Annotation: Soft Skills for Apprenticeship explores soft skills in-depth with nine lessons in the context of apprenticeship. It includes an answer guide and is available as a PDF that is not fillable.

Lesson one in this resource lists soft skills, defines transferable soft skills, and explains why soft skills are essential. Two activities follow this including:

- a checklist for the learner to complete a self-inventory of their soft skills
- two questions for the learner to identify their strengths when using soft skills

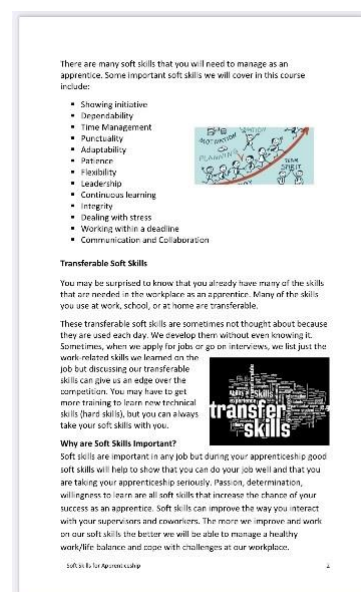
Lesson two discusses time management and asks the learner to complete several activities including:

- identifying time management tips
- strategies to manage time using a schedule
- dealing with inner and outer distractions
- online searches for a quote and a cartoon

Lesson three provides tips on showing initiative and asks the learner six questions about understanding initiative.

Lesson four defines adaptability and flexibility, and contains two activities:

- four questions about how the learner would use adaptability and flexibility in various scenarios
- four “what if” questions about using adaptability in the workplace



Continues...

Lesson five focuses on decision-making with two activities:

- a pros and cons list for the learner to decide on the best choice for a scenario and explain their answer
- the masquerade approach is presented for the learner to decide on the best choice for a scenario and explain their answer

Lesson six offers tips on the soft skill of accountability and does not include a lesson.

Lesson seven looks at dealing with stress and contains the following three activities:

- circling pictures of people handling stress well
- listing stressors and strategies to manage stress
- a video for the learner to watch with a question to complete

Lesson eight covers problem-solving with four activities:

- a website link is provided for the learner to assess their learning style
- the six steps of solving a problem are listed, and the learner is asked to explain how they would solve a problem using these steps
- the learner is instructed to watch a YouTube video and answer five questions about how a problem was solved
- the steps for team problem-solving are discussed with a question for the learner about whether the team made the right decision

Lesson nine examines communication and teamwork in the workplace and includes four activities:

- a video about the power of smiling with a question for the learner about the benefits
- a self-survey is provided for the learner with suggestions depending on their grade
- a video about teamwork with three questions for the learner
- four questions for the learner to share their experiences with teamwork

This resource finishes with two questions for the learner to reflect on what they have learned about soft skills.

12. Trades Math Essentials

Author: CESBA

URL: <https://cesba.com/wp-content/uploads/2023/04/5.-Trades-Math-Essentials.pdf>

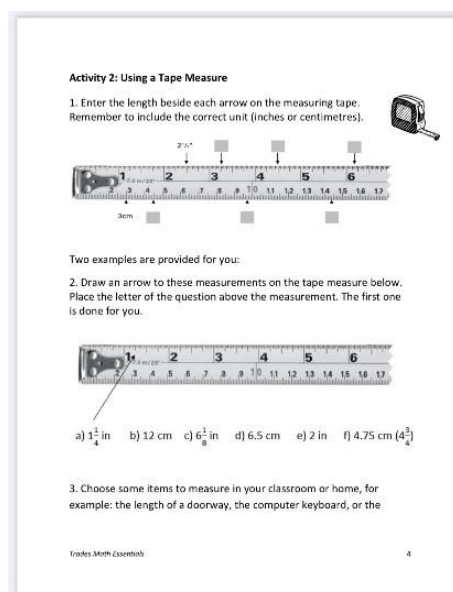
Annotation: Trades Math Essentials explores math skills with five lessons in the context of apprenticeship. It includes an answer guide and is available as a PDF that is not fillable.

Lesson one focuses on measurement and calculations and why they are important in various trades. The first section contains two activities:

- learning how to read a tape measure by watching a training video
- recording imperial and metric measurements for three chosen objects

Lesson two looks at fractions with six activities:

- using fractions in daily life and finding the lower common denominator
- factoring practice
- review of mixed and improper fractions
- multiplying and dividing fractions
- fraction word problems and reducing fractions
- reducing fractions to their simplest form



Lesson three offers practice for finding the equal decimal point for fractions and the decimals of a foot with two activities:

- using decimals
- calculating conversions

Lesson four focuses on calculating perimeter, area, and volume with four activities:

- finding perimeter
- finding circumference
- calculating area
- finding volume

Lesson five is based on working with ratios, with one activity about using ratios in the trades.

13. Child Development Practitioner Apprenticeship

Author: CESBA

File containing five non-fillable PDFs:

https://lbsresourcesandforum.contactnorth.ca/pluginfile.php/820/mod_data/content/3444/Child%20Development%20Practitioner%20%28CESBA%29.zip

Annotation: The Child Development Practitioner Apprenticeship is a voluntary trade providing an alternate pathway to the traditional college pathway for Early Childhood Educators. Apprentices who complete their apprenticeship training receive a Certificate of Apprenticeship from the Ministry of Labour, Immigration, Training and Skills Development and they can continue with formal college studies to receive their Early Childhood Education (ECE) diploma at a community college.

This resource consists of five PDFs for learners looking to complete an apprenticeship as a child development practitioner:

1. [Steps to Becoming a Child Development Practitioner](#) contains an answer key and consists of four steps with the following sections and activities:

- finding an employer/sponsor
- a planning activity for finding a sponsor
- an activity to prepare for a job interview
- tips to prepare for the interview
- tips for the day of the interview with interview practice questions
- an activity based on a video about the power of smiling



Step two is based on applying for a Child Development Practitioner Apprentice, and the activity consists of filling out the application.

Step three explains the process of accepting your Trade Agreement and provides information about the learner's roles and responsibilities as an apprentice.

Continues...

Step four includes information about:

- certification and starting a career
- in-school training with an activity on completing research
- receiving a Certificate of Apprenticeship with an activity based on learning about the CDP program
- learning about where a CDP apprentice can complete their placement requirements with an activity based on learning about these requirements

The final section is about further education with an activity about planning ahead and information about the employment outlook for CDP apprentices. This is followed by tips on staying motivated and dealing with stress while completing an apprenticeship, with two activities on these topics.

2. [Child Development Practitioner Apprenticeship – Suitability, Duties and Responsibilities](#) contains an answer key and consists of five lessons with the following sections and activities:

Lesson One – Is a CDP Apprenticeship Right for You?:

- the roles and duties of a CDP apprentice
- qualities and attributes of a CDP apprentice
- CDP apprentice suitability
- sharing your ideas
- a day in the life of an early childhood educator

Lesson Two – Teamwork and Working with Others:

- working with others as a CDP – apply your knowledge
- self-survey
- analyzing a scenario
- talking about barriers

Lesson Three – Initiative, Resourcefulness, and Teaching Children:

- understanding initiative
- resourcefulness and your circle of support
- looking at Sarah’s circle of support

Continues...

Lesson Four – Confidentiality:

- confidentiality reflection
- privacy and workplace gossip
- privacy and social media
- three common types of dual relationships
- referring to workplace examples

Lesson Five – Duty to Report:

- procedure, privacy, and the duty to report
- understanding neglect and when to report it
- gaining information from a reading about this topic
- duty to report

3. [Child Development Practitioner Apprenticeship – Introduction to Understanding Specific Needs](#) contains an answer key and consists of eight lessons with the following sections and activities:

Lesson One – Understanding Learning Styles:

- pre-lesson brainstorming
- my learning style
- using what you have learned
- person-first language

Lesson Two – Autism Spectrum Disorder:

- what autism spectrum disorder is
- what the DSM is, and what it stands for
- how autism is diagnosed
- the spectrum and its indicators
- characteristics of autism
- sharing your opinion
- creating a poster

Lesson Three – Down Syndrome:

- research Down Syndrome

Continues...

Lesson Four – Fetal Alcohol Spectrum Disorder:

- how a child becomes diagnosed with FASD
- how a child gets FASD
- facial features of FASD
- how FASD affects learning
- filling in the blanks

Lesson Five – Oppositional Defiance Disorder:

- sharing your opinion

Lesson Six – Cerebral Palsy (CP):

- Finding information from a video

Lesson Seven – Learning Disabilities:

- types of learning disabilities and learning limitations
- match the learning disabilities to the symptoms
- interpreting examples of learning disabilities
- interpreting a poster

Lesson Eight – Assisting Children with Specific Needs:

- using positive reinforcement
- examples of positive reinforcement to use with children
- positive reinforcement examples

4. [Child Development Practitioner Apprentice – Introduction to Childhood Development, Milestones and Learning](#) contains an answer key and consists of four lessons with the following sections and activities:

Lesson One – Childhood Milestones:

- four areas of development
- physical development
- personal development
- social development
- cognitive development
- monitoring childhood milestones

Continues...

Lesson Two – Theories of Childhood Development:

- Jean Piaget and cognitive development
- Piaget’s theory of cognitive development
- Erikson’s Psychosocial Development Theory
- Erikson’s developmental stages

Lesson Three – Childhood Immunizations:

- vaccinations
- immunization schedule

Lesson Four – Curriculum, Themes, and Schedules:

- kindergarten curriculum
- play-based learning
- creating an activity for kindergarten children
- using online resources
- exploring websites for activities
- activities and schedules in childcare settings
- creating a daily plan
- reading with children
- choosing age-appropriate books

5. [Child Development Practitioner Apprenticeship: Learning about Growth Mindset, Self-Regulation, and Behaviours](#) contains an answer key and consists of six lessons with the following sections and activities:

Lesson One – Encouraging a Growth Mindset in Children:

- learning about a growth mindset, self-regulation, and behaviours
- discussing what you have learned
- gathering information from a video

Continues...

Lesson Two – Transitions and Behaviours:

- preparing children for transitions
- transition tools
- helping children by using visual supports
- visual timers and countdowns
- visual schedules and first/then boards
- transition cues and choice boards
- creating and using visual supports

Lesson Three – Avoiding Power Struggles:

- choose your battles and ignore what you can ignore
- be kind and respectful
- check in with the child
- back out of the struggle
- diffusing power struggles with young children

Lesson Four – Self-regulation:

- five domains of self-regulation
- watch the video on “Self-Regulation in Young Children”
- self-regulation vs self-control
- researching activities online
- zones of regulation
- researching zones
- matching zone colours with feelings

Lesson Five – Dealing with Behaviours:

- positive consequences
- negative consequences
- ignoring the behaviour
- strategies to effectively deal with behaviours
- using positive and negative consequences

Lesson Six – Creating a Safe and Fun Childcare Environment:

- sharing your opinion
- gathering information from a video

14. Ken the Heavy Equipment Operator

Author: Laubach Literacy Ontario

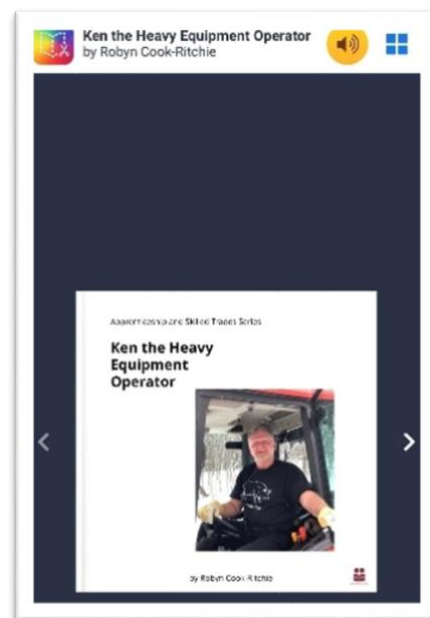
URL:

<https://read.bookcreator.com/KnJVwat595azbYfZeIei4A0ifJ62/3BQkQKryToGt7Tbgparncw/EKgR1cyqTeaPJG2hWs66bw>

Annotation: This resource is an online book based on a true story about a heavy equipment operator. It can be accessed online or downloaded as an ePUB or PDF file and comes with a fillable PDF activity book. The book can be read to the learner by clicking an icon at the top of the page.

The first section describes the tasks of a heavy equipment operator with photos of the most common types of heavy equipment including:

- excavators
- bulldozers
- backhoes
- graders
- telehandlers
- dump trucks
- compactors
- skid steers



The next section explains the path to becoming a heavy equipment operator. For Ken, this began with employment as a general labourer where he watched the other operators, showed interest, and asked questions. By building trust with the employer, he was allowed to use some of the heavy equipment. Over time, Ken took steps to advance in this role by:

- taking courses to obtain a certificate
- getting a high school diploma or equivalent
- getting a Class D license
- getting a Class A tractor license to operate a float truck

The book ends with Ken describing some of the challenges of this job and the things he likes most about it. There are icons on the back of the digital book to download the activity book as well as the answer key.

15. Tyler the Roofer

Author: Laubach Literacy Ontario

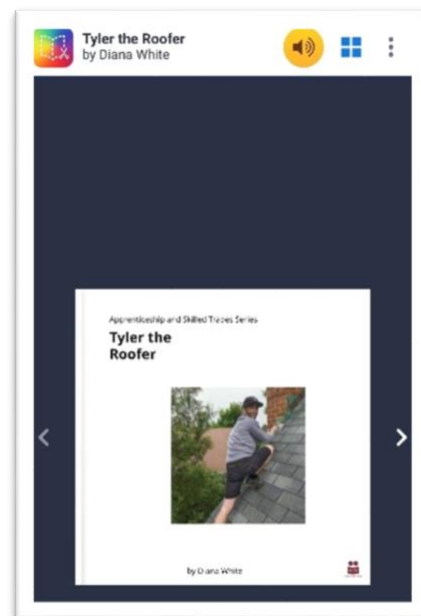
URL:

<https://read.bookcreator.com/KnJVwat595azbYfZeIei4A0ifJ62/hfdl49DJTImmklhniMzgVw/EKgR1cyqTeaPJG2hWs66bw>

Annotation: This resource is an online book based on a true story about a roofer. It can be accessed online or downloaded as an ePUB or PDF file and comes with a fillable PDF activity book. The book can be read to the learner by clicking an icon at the top of the page.

The story begins by describing Tyler's challenges with finishing high school and losing employment due to personal issues. From this relatable situation, he began to work with a roofing company where his employer registered Tyler with the Working at Heights training. This program is a requirement for workers who use fall protection systems, and topics include:

- assessing hazards and safe working practices
- training on basic occupational health and safety for working at heights
- fall prevention techniques and fall arrest systems
- minimizing fall injuries with fall protection measures



Tyler's employer offers to sponsor him for apprenticeship training, and the book explains that the Registrar of Skilled Trades Ontario has set the requirement of a roofer apprenticeship at 4000 hours, which includes 3,520 hours of on-the-job work experience plus 480 hours of in-class training. Tyler also describes:

- the benefits of earning income while attending training
- the tasks involved while working as a roofer
- the program outcomes for the in-class portion of the apprenticeship
- the seasonal aspect of the roofing profession
- the steady influx of roofing work available

The book ends with Tyler explaining why becoming a roofer was the best decision he has ever made. There are icons on the back of the digital book with links to a fillable PDF of the activity booklet and the activity booklet answer key.

Resource Guide: Apprenticeship

Annotated List of Curricula & Curricula Resources in Apprenticeship & Skilled Trades

16. Creating Apprenticeship-Friendly LBS Services #2- Preparing a Learner for Apprenticeship

Author: Laubach Literacy Ontario

URL: <https://drive.google.com/file/d/1gXydDuVgPsFYjakJNrA5xJ3oble2ipb4/view>

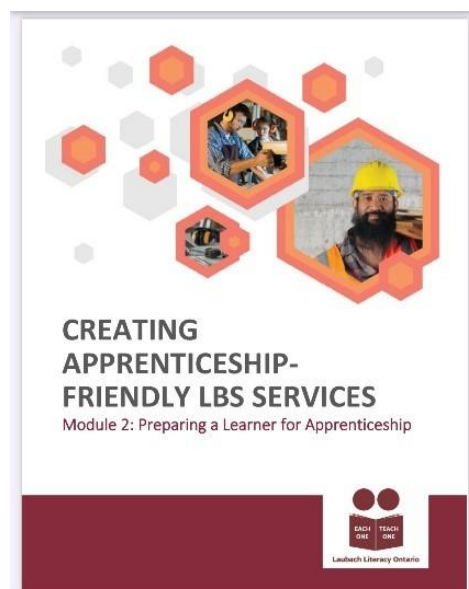
Annotation: This resource is Module #2 in a series of four resources by Laubach Literacy Ontario that focus on how LBS agencies can support adult learners considering apprenticeship. This module covers six topics about preparing a learner for apprenticeship, and each section consists of the following information and activities:

1. Before You Begin:

- a chart to assess how prepared an agency is for apprenticeship preparation
- activity to identify apprenticeship trends
- an explanation of how case studies are used in this resource to meet learning outcomes
- two case studies

2. Information and Referral:

- a chart to check in with how an agency is currently managing information and referrals for apprenticeship
- questions to add to intake and resources to support practitioners
- two case studies and next steps for the agency



Continues...

3. Assessment:

- a chart that checks in with how an agency is currently assessing incoming learners for competency related to the apprenticeship goal path
- what to assess in apprenticeship
- a chart that lists the changes in the new Skills for Success
- information about learning supports
- links to information about foreign credential recognition
- working with pre-apprenticeship programs
- tools for assessing a learner's knowledge about apprenticeship
- key questions to add to an assessment
- two case studies and next steps for the agency

4. Training Plan Development:

- a chart to check in with how an agency is currently assessing timelines for apprenticeships
- two case studies and next steps for the agency

5. Training:

- a chart to assess what learning activities and resources an agency currently has
- resources for individual skills, learning activities, and a select list of curricula in LBS that support the apprenticeship pathway
- two case studies and next steps for the agency

6. Evaluation/Follow-up:

- a question to assess the follow-up questions that the agency uses
- two case studies and next steps for the agency

At the end of this module, information about key partners such as unions and training delivery agents, the MLITSD, and local apprenticeship groups are listed. A sample training plan for an agency is also provided with links to several resources.

17. Creating Apprenticeship-Friendly LBS Services #3 - LBS and Apprentice Support

Author: Laubach Literacy Ontario

URL: <https://drive.google.com/file/d/1D2HvDcw5mQISJoVk6iMG-3InvV4n4CjV/view>

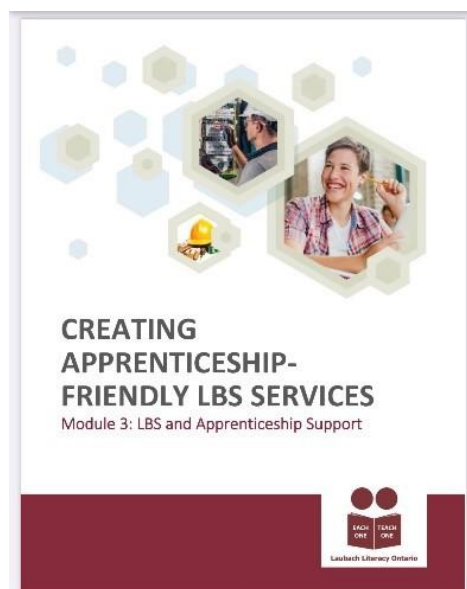
Annotation: This is Module #3 in the series of four resources by Laubach Literacy Ontario. It focuses on how LBS agencies can support adult learners who have become apprentices and need to build their skills to complete their in-class programming. Each section consists of the following information and activities:

1. Before You Begin:

- a chart to assess how prepared an agency is for apprenticeship support
- a case study
- checking in with how an agency currently supports adult learners who are successful in their apprenticeship but are struggling with the in-class portion

2. Information and Referral:

- check in question on what an LBS program currently does to support information and referral for learners who are currently registered as apprentices
- how to connect with individuals who are currently doing an apprenticeship to let them know about available supports
- how to prepare practitioners to support learners
- links to resources to support practitioners
- why supporting apprentices with in-class support is important
- types of skill building that LBS programs can support
- questions for intake
- a case study and next steps for the agency



Continues...

3. Assessment:

- checking in with how LBS agencies assess incoming learners for skills
- what skills to assess in apprenticeship
- learning supports
- assessment tools with links to resources
- key questions to add to the assessment
- a case study and next steps for the agency

4. Learner Plan Development:

- timing – coordinating apprenticeship timelines with learner plans
- check-in to assess how prepared a practitioner is to coordinate plans with timelines
- a case study and next steps for the agency

5. Training:

- check in to assess the learning activities and resources within a program
- resources for individual skills
- a chart that lists skills necessary to develop
- learning activities found on the website ‘task-based activities for LBS’
- sources for curriculum materials with links to resources
- a case study and next steps for the agency

6. Evaluation /Follow-up:

- check in – the questions that an agency asks exiting learners
- a case study and next steps for the agency

At the end of this module information about key partners such as unions and training delivery agents, the MLITSD, and local apprenticeship groups are listed. For the purpose of professional development for practitioners, a sample training plan is provided with links to several resources before the conclusion.

18. Get Set for PSW

Author: Laubach Literacy Ontario

URL: <https://drive.google.com/file/d/1qTmXa20KEjG5XVfrGbpoHVo4XH-ZZDOm/view>

Annotation: This complete training package includes all the materials needed to run a workshop series for learners interested in pursuing a Personal Support Worker (PSW) program.

The training is designed to be delivered over fourteen sessions with the following points:

- each session will take 2-3 hours
- each session has a PowerPoint presentation
- there is one learner workbook which is used for all fourteen sessions
- the workbook can be printed or distributed online as a fillable PDF
- there is an answer key for some sessions
- there is a sample learner plan template with suggested milestones that can be used by Employment Ontario funded programs.

It also includes fourteen PowerPoint presentations based on the following fourteen sessions:

Session One:

- What is PSW?
- Career Exploration

Session Two:

- Skills for Success
- Test your Skills

Session Three:

- Work ethic and confidentiality
- Teamwork
- Problem solving
- Communication

Name: _____

Get Set for PSW Assessment

1. Using your best spelling, grammar and punctuation, write a 4-6 sentence paragraph describing why you want to be a PSW.

2. Using the numbers below, calculate how much it will cost to attend a post-secondary program for 1 year, including living expenses.

Expense	Cost
Tuition	\$800.00
Administration fee	\$25.90
Books	\$100.00
Rent	\$850.00 per month
Utilities	\$150.00 per month
Food	\$175.00 per month
Other	\$100.00 per month

Continues...

Session Four:

- Organizational skills
- Time management
- Stress management

Session Five:

- Budgeting to prepare for school
- Budgeting once employed

Session Six:

- Numeracy
- Measurement
- Inventory
- Understanding paystubs

Session Seven:

- Document Use
- Charts, graphs, and process diagrams
- Accessibility for Ontarians with Disabilities Act (AODA)

Session Eight:

- Equipment
- Training and continuous learning
- Health precautions

Session Nine:

- Anatomy
- Illness and disease

Session Ten:

- Grammar, spelling, and punctuation
- Professional writing

Continues...

Session Eleven:

- Resumes
- Cover letters
- Job interviews

Session Twelve:

- Microsoft Word

Session Thirteen:

- Microsoft Excel

Session Fourteen:

- Culminating project

The package also includes the following documents:

- facilitator guide
- learner plan template
- learner assessment
- learner workbook
- handouts and activities

19. Writing for Trades and the Workplace


Author: College Sector Committee for Adult Upgrading (CSC)

File: [Writing Self-Assess Trades Workplace 2023.pdf](#)

Annotation: This is one of the five resources adapted from the "Essential Skills Self-Assessment for the Trades," originally produced by Employment and Social Development Canada.

This resource is an overview of writing which is one of the Skills for Success. It is four pages long and includes:

- a writing self-assessment checklist
- a short writing activity
- a brief self-reflection on writing skills



Writing Self Assessment
Writing is your ability to share information using written words, symbols, and images. For example, we use this skill to fill out forms and applications, and write emails, reports and social media posts.

I can...	Yes	Sometimes	No
Write short reminder notes to myself or others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write simple lists (list of work tasks).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write notes in point form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write brief notes or emails to co-worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write down telephone messages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write text that is a paragraph or longer such as memos or letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use correct grammar and spelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Include details and examples to support my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailor my writing to a specific audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write long pieces of text such as letters or reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoroughly express my opinions in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write detailed emails or letters requesting information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rewrite text to improve clarity and flow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edit written materials to confirm proper grammar, spelling and formatting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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20. Reading for Trades and the Workplace


Author: College Sector Committee for Adult Upgrading (CSC)

File: [Reading Self-Assess Trades Workplace 2023.pdf](#)

Annotation: This is one of the five resources adapted from the "Essential Skills Self-Assessment for the Trades," originally produced by Employment and Social Development Canada.

This resource is an overview of reading which is one of the Skills for Success. It is ten pages long and includes:

- a reading self-assessment checklist
- a reading comprehension quiz about WHMIS
- self-reflection questions about reading
- the answer key for the WHMIS quiz



Reading Self Assessment
Reading is your ability to find, understand, and use information presented through words, symbols, and images. For example, we use this skill to locate information on forms and drawings, and to read items such as emails, reports, news articles, blog posts and instructions.

I can...	Yes	Somewhat	No
Read and understand familiar names, words and simple sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scan (quickly review) a short document, such as an email, memo or bulletin, and understand its meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and follow directions on a product label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a paragraph to find a key piece of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a catalogue to learn basic product information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and correctly follow written instructions (such as a recipe or job assignment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a product warning label and understand how to handle the product safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read and understand formal documents, such as a credit card agreement, employment contract or insurance policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer to several resources, such as handbooks and manuals, to use a new piece of equipment (e.g. fax machine, printer, cellular telephone, dishwasher).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read a newspaper editorial and understand the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer to appropriate resources, such as policy or procedural manuals, when dealing with unfamiliar or unusual problems at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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21. Numeracy and Problem Solving for Trades and the Workplace

Author: College Sector Committee for Adult Upgrading (CSC)

File: [Numeracy-Problem Solving Self-Assess Trades Workplace.pdf](#)

Annotation: This is one of the five resources adapted from the "Essential Skills Self-Assessment for the Trades," originally produced by Employment and Social Development Canada.

This resource is an overview of numeracy and problem-solving which are part of the Skills for Success. It is twenty pages long and includes:

- a numeracy and problem-solving self-assessment quiz
- self-reflection questions about numeracy skills
- self-reflection questions about problem-solving skills
- the answer key for the numeracy and problem-solving self-assessment quiz

Numeracy and Problem-Solving Self Assessment

Numeracy is your ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics. For example, we use this skill to perform calculations, manage budgets, analyze and model data and make estimations.

Problem-solving is your ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience. For example, we use this skill to troubleshoot technical failures.

1. Louise makes a purchase of \$19.49 and pays 6% sales tax. To the nearest whole cent, what is the amount of sales tax on her purchase?

☐ a) \$0.79
☐ b) \$0.94
☐ c) \$0.92
☐ d) \$1.03
☐ e) \$1.17

2. Brigham loans his brother-in-law \$690 at 8% interest for 8 months. How much will the brother-in-law pay back when the loan is due?

☐ a) \$718.08
☐ b) \$726.80
☐ c) \$750.00
☐ d) \$764.25
☐ e) \$775.90

3. Which of the following represents 0.0037 written in scientific notation?

☐ a) 3.7×10^2
☐ b) 0.37×10^{-2}
☐ c) 3.7×10^{-3}
☐ d) 0.037×10^3
☐ e) 3.7×10^4

4. When 23 is subtracted from the sum of two consecutive numbers, the answer is 32. What are the consecutive numbers?

☐ a) 25 and 26
☐ b) 27 and 28
☐ c) 26 and 27
☐ d) 29 and 30
☐ e) 24 and 25

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22. Digital Skills and Adaptability for Trades and the Workplace


Author: College Sector Committee for Adult Upgrading (CSC)

File: [Digital-Adaptability Self-Assess Trades Workplace 2023.pdf](#)

Annotation: This is one of the five resources adapted from the "Essential Skills Self-Assessment for the Trades," originally produced by Employment and Social Development Canada.

This resource is an overview of digital skills and adaptability which are part of the Skills for Success. It is six pages long and includes:

- a digital skills self-assessment checklist
- self-reflection questions about digital skills
- an adaptability self-assessment checklist
- self-reflection questions about adaptability



Digital Skills: Your ability to use digital technology and tools to find, manage, apply, create and share information and content. For example, we use this skill to create spreadsheets, safely use social media, and securely make online purchases.

Please read the following statements and place a checkmark in the column that best suits your answer:

I can...	Yes	Somewhat	No
Use a bank machine for deposits, withdrawals, and bill payments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use a calculator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use GPS handheld/vehicle systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Download music from the Internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use texting to communicate with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do online banking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and differentiate between specific online security aspects including spam, privacy policies, phishing and cookies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use the mouse to open and navigate programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily locate keys on the keyboard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Save my work on a computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open a new blank document within a word processing program (for example, MS Word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locate and use the Control Panel and make changes to computer desktop background, screen saver, and to adjust other computer settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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23. Communication and Collaboration for Trades and the Workplace

Author: College Sector Committee for Adult Upgrading (CSC)

File: [Communicate-Collaborate Self-Assess Trades Workplace 2023.pdf](#)

Annotation: This is one of the five resources adapted from the "Essential Skills Self-Assessment for the Trades," originally produced by Employment and Social Development Canada. It is an overview of communication and collaboration which are part of the Skills for Success.

This resource is six pages long and includes:

- a communication self-assessment checklist
- a collaboration self-assessment checklist
- self-reflection questions about communication
- self-reflection questions about collaboration

Skilled Trades Collaboration and Communication Self-Assessment

Communication: Your ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others. For example, we use this skill to listen to instructions, serve customers and discuss ideas.

I am confident in my ability to...	Yes	Somewhat	No
Speak comfortably in different situations or to different groups of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speak in front of a group of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate information clearly and concisely (e.g., explain a work-related issue to a supervisor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to co-workers about work-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to customers about services to be provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gather information by asking questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand information or questions that are presented orally (e.g., instructions for repairing a piece of equipment).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to others without interruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuade others by speaking convincingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restate, in my own words, information given to me to confirm my understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check for meaning; ask questions to check for correct understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask for more details when necessary; ask questions for clarification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain honest and respectful communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage team members to share ideas by asking questions and listening attentively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 P a g e

24. Refresher: Measuring Length

Author: College Sector Committee for Adult Upgrading (CSC)

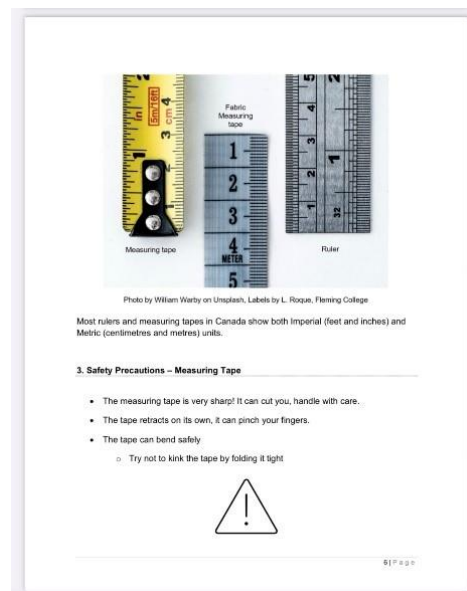
File: [Refresher - Measuring Length 2023.pdf](#)

Annotation: In this resource, learners will complete a quick review of the following concepts:

- converting fractions to decimals
- converting decimals to fractions
- why units are essential in measuring
- the difference between metric and imperial units
- how to use and read a measuring tape to measure length
- how to use and read a ruler to measure length

A short activity directs learners to convert fractions to decimals and decimals to fractions and to measure and record length measurements with correct units.

This resource also has an answer key.



25. Refresher: Perimeter and Area (Rectangles and Triangles)

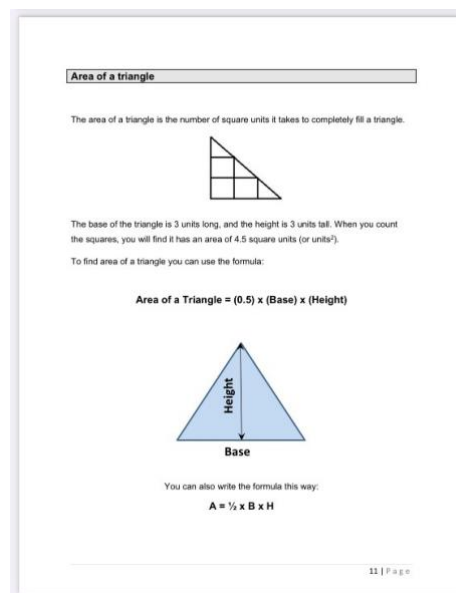
Author: College Sector Committee for Adult Upgrading (CSC)

File: [Refresher - Perimeter and Area 2023.pdf](#)

Annotation: In this resource, learners will complete the following:

- a review of calculating the perimeter and area for rectangles and triangles
- a review of units of measurement
- examples and practice question
- a short activity involving applied calculations

This resource has an answer key.



26. Refresher: Operations with Fractions

Author: College Sector Committee for Adult Upgrading (CSC)

File: [Refresher-Operations with Fractions 2023.pdf](#)

Annotation: In this resource, learners will complete the following:

- a quick review of operations with fractions
- examples and practice questions
- a short activity answering questions applied to construction trades

This resource has an answer key.

