



WORKING AS A PAINTER

A Workbook to Introduce you to the Basics

Developed for the Ontario Adult Literacy and Basic Skills Sector

Developed by:



Funded by:



© Metro Toronto Movement for Literacy, 2025-2026

The copyright holders give permission for users of the document to make copies or distribute digital version for educational use within their organizations. For any other copying or distribution, permission must be received in writing from:

Metro Toronto Movement for Literacy

P.O. Box 43172, Sheppard Centre PO, Toronto, ON. M2N 6N1, Canada

416-961-5557 | info@mtml.ca | www.mtml.ca

Table of Contents

Unit 1: Introduction 1

About this Workbook 2

Working in Painting: An Introduction 3

Unit 2: The Skilled Trades 6

The Skilled Trades: An Introduction 7

Compulsory and Non-Compulsory Trades 8

Skilled Trades Ontario 10

Unit 3: Paint Basics 12

What Painters Paint 13

Paint types: Water Based and Oil Based 16

Paint Finishes 18

Unit 4: Painting Skills and Tools 20

Preparing Surfaces: Skills 21

Preparing Surfaces: Tools 23

Painting Surfaces: Skills 25

Painting Surfaces: Tools 26

Estimating How Much Paint to Buy 28

Unit 5: Reading a Tape Measure 32

Parts of a Tape Measure 33

Estimating Length 35

Reading a Tape Measure 37

Unit 6: Safety at Work 42

Personal Protective Equipment (PPE) 43

Fall Protection: Fall Arrest System 45

Asbestos and Lead Paint 47

Working Outdoors in the Summer 49

Working at Heights 51

Ladder Safety.....	53
Workplace Safety: The Law	54
Getting Injured on the Job.....	55
Hazard Symbols	56
Unit 7: Working	60
Communicating at Work.....	61
Looking for a Job	65
 Answer Key	 69
OALCF Alignment (for practitioners)	76

Unit 1: Introduction



There are many aspects to working as a painter. Becoming a skilled painter takes time and effort.

In this unit, you will learn:

- About this Workbook
- Working in Painting: An Introduction

About this Workbook

Welcome to **Working as a Painter!**

You don't need to know anything about painting to read this workbook. It will introduce you to the basics of painting. You can print it or use it on your computer or phone and type in answers to the questions.

You will learn about:

- The skilled trades and apprenticeships
- The basics of paint and painting
- Painting skills and tools
- Reading a tape measure
- Safety at work
- Communicating on the job
- Finding work



Brainstorm what you want to learn about working in painting. Make a list below.

- _____
- _____
- _____
- _____

Working in Painting: An Introduction

Painters apply paint, wallpaper and other finishes to interior and exterior surfaces of homes and buildings. They work for themselves, or they get jobs with construction companies or painting contractors.

Painting is a skilled job. It takes time to learn to do the job well. When you begin working, you can start as a helper and gradually learn painting skills.

Here are the main tasks of a painter:

Preparing surfaces before painting:

- Remove old wallpaper if needed
- Scrape surfaces to remove old loose paint and materials
- Repair cracks and holes in walls by applying sealer (e.g., spackling, drywall compound)
- Sand surfaces to smooth them
- Clean surfaces to remove dirt and dust
- Apply primer where needed to prepare surfaces for finishing coats of paint

Painting:

- Determine quantities of paint needed for a job
- Select paint type based on the surface of the walls and function of the room
- Mix paint to get desired colour and texture
- Apply paint using brushes, rollers or spray equipment
- Clean painting equipment (brushes, rollers)

Working with others:

- Advise customers on paint types and colour schemes
- Update customers, co-workers and supervisors on work
- Estimates costs and materials and communicate estimate to clients





It's important to understand work-related vocabulary. There may be words on the previous page you don't understand. List them below. Write what you think each word means. You will learn more about these words in this workbook.



Word	What you think it means



Discuss:

1. Have you ever worked as a painter helper or a construction helper?
2. What were your job duties?



B

Write the correct word in each blank. Use the words from the box below.

- | | | |
|----------|-------------|------------|
| ▪ Sand | ▪ Scrape | ▪ Clean |
| ▪ Update | ▪ Determine | ▪ Maintain |
| ▪ Mix | ▪ Select | ▪ Repair |
| ▪ Apply | | ▪ Remove |



Preparing Surfaces:

- _____ old wallpaper
- _____ surfaces to remove loose paint
- _____ cracks and holes by applying sealer
- _____ surfaces to smooth them
- _____ surfaces to remove dirt and dust



Painting:

- _____ quantities of materials needed
- _____ paint types
- _____ paint to get desired colour and texture
- _____ paint to surfaces
- _____ and clean painting equipment
- _____ customers, co-workers and supervisors

Unit 2: The Skilled Trades



Painting is a skilled trade. This unit will explain what a skilled trade is.

In this unit, you will learn about:

- Skilled Trades in Ontario
- Compulsory and Non-Compulsory Trades
- The Skilled Trades Ontario Website

The Skilled Trades: An Introduction

What is a skilled trade?

A skilled trade is an occupation that requires special skills that are gained mostly through on-the-job training and experience. There are 144 skilled trades in Ontario. Painting is one of them.

What is an apprenticeship?

An apprenticeship is a training program for a skilled trade. It is a combination of on-the-job experience and classroom learning. Each skilled trade has an apprenticeship program.

To be an apprentice, you need a sponsor. A sponsor is usually an employer or skilled tradesperson who makes sure you get the training you need. You and your sponsor sign a training agreement and register it with Skilled Trades Ontario. Skilled Trades Ontario (www.skilledtradesontario.ca) is the organization that oversees the apprenticeship system in Ontario.

Most apprenticeships are 2-5 years long. During that time, you and your employer keep track of your training in an apprenticeship training logbook. Each trade has its own logbook. It outlines all the skills you need for the trade. When you finish the apprenticeship, you receive a Certificate of Apprenticeship from Skilled Trades Ontario. Some trades have a licensing exam. When you pass the exam, you receive a Certificate of Qualification.



A For each term below, find it in the reading and underline it. Then copy the meaning of the term on the line.

1. Skilled trade

2. Apprenticeship

3. Sponsor

4. Skilled Trades Ontario

5. Logbook

6. Certificate of Apprenticeship

7. Certificate of Qualification

Compulsory and Non-Compulsory Trades

Compulsory Trades

Some trades are “compulsory.” In those trades, you can only work if you are a registered apprentice or have a Certificate of Qualification. There are 23 compulsory trades in Ontario. Some examples are electrician, hairstylist, plumber, and auto body repairer. All compulsory trades have a licensing exam after the apprenticeship is complete. When you pass the exam, you receive a Certificate of Qualification.

Non-Compulsory Trades

Most skilled trades in Ontario are non-compulsory. That means that you do not *have* to be a registered apprentice to work in the trade. There are 121 non-compulsory trades in Ontario. Some examples are arborist, carpenter, cook, roofer, drywall finisher and painter.

For non-compulsory trades, you can become an apprentice and earn a Certificate of Apprenticeship if you want to. However, you do not have to. You can legally work in the trade without an apprenticeship. You can start as a helper and gradually become a skilled tradesperson.



B Answer the questions.

- 1. How many compulsory trades are there in Ontario? _____
- 2. How many non-compulsory trades are there? _____
- 3. List two examples of a non-compulsory trade. _____

- 4. Explain the difference between a compulsory trade and a non-compulsory trade.



C Write the correct letter beside each term.

- | | |
|--|---|
| 1. _____ Skilled trade | A. The number of skilled trades in Ontario. |
| 2. _____ Apprenticeship | B. You can only work in these trades if you are a registered apprentice or have a certificate of qualification. |
| 3. _____ Compulsory trades | C. The organization in Ontario that oversees all apprenticeships. |
| 4. _____ Non-compulsory trades | D. You receive it when you pass a trade licensing exam. Not all trades have a licensing exam. |
| 5. _____ Certificate of Apprenticeship | E. You receive it when you finish an apprenticeship. |
| 6. _____ Certificate of Qualification | F. You can work in these trades whether you are an apprentice or not. |
| 7. _____ Skilled Trades Ontario | G. An occupation that requires special skills, usually gained through work experience. |
| 8. _____ 144 | H. A training program that combines on-the-job experience with classroom learning to learn a trade. |

Skilled Trades Ontario

Skilled Trades Ontario is the organization that oversees all apprenticeships in Ontario. The website includes:

- information about 144 skilled trades
- information about apprenticeships
- an apprenticeship training logbook for each trade



Follow the steps below to find the list of 144 skilled trades.

STEP 1

- Go to www.skilledtradesontario.ca

On a phone:

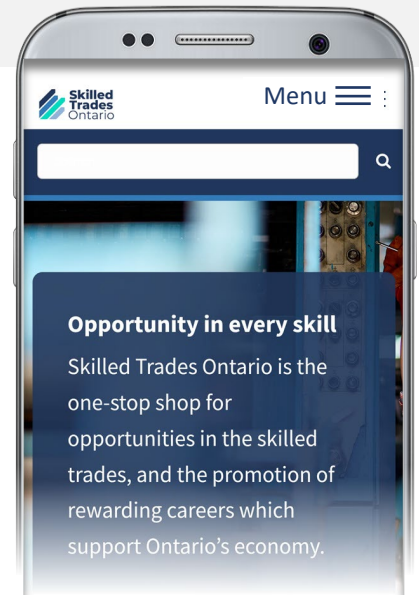
- Tap on the menu (three horizontal lines in the top right corner).
- Tap on Trades Information.

On a computer:

- Hover your cursor over About Trades.
- Select Trades Information from the dropdown menu.

STEP 2

- Scroll down to the list of 144 skilled trades.
- Type “painter” in the trades search bar. Tap on “Search.”
- Scroll down to find the trade information for Painter and Decorator – Commercial and Residential (see below).



Copy the information from the webpage onto the chart below.

Trade Name	
Trade Code	
Classification	
Trade Details	View Details →

STEP 3

- Tap on **View Details**.

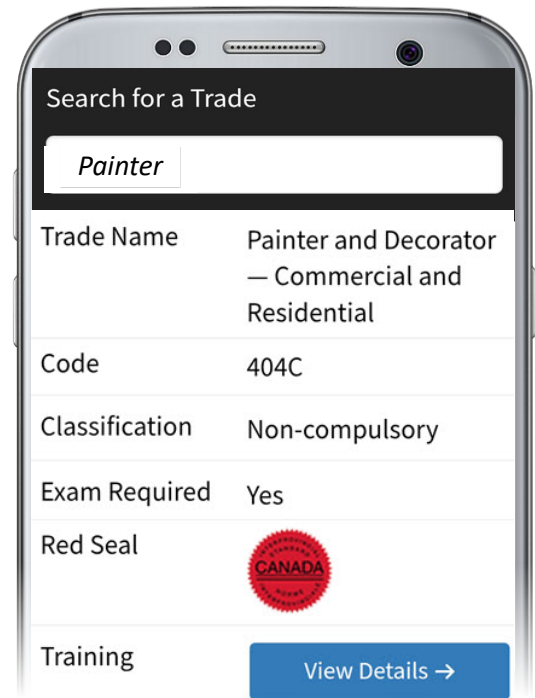
STEP 4

- Scroll down.
- Tap **Apprenticeship Training Standard**.

The Apprenticeship Logbook for Painter and Decorator should be displayed.

The logbook outlines all the training and skills for the trade. The logbook is long. You do not have to read the whole logbook, but it's helpful to know where to find it.

Each of the 144 skilled trades has it's own logbook.



Unit 3: Paint Basics



In this unit, you will learn about the basics of paint. This unit will cover:

- What Painters Paint
- Paint Types
- Paint Finishes

What Painters Paint: Interior

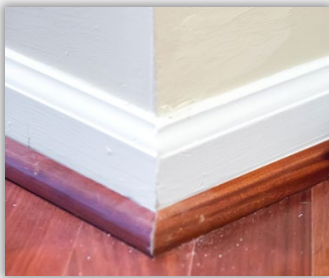
Painters paint the inside of buildings (the interior) and the outside of buildings (the exterior). Interior painters paint inside walls, ceilings, doors, and the items below.



Crown Molding
Molding at the top of a wall



Baseboard
Molding at the bottom of a wall



Quarter-round or Shoe Molding
Trim at the bottom of baseboards to cover gaps between the baseboard and floor



Wainscoting
Paneling on the lower part of a wall



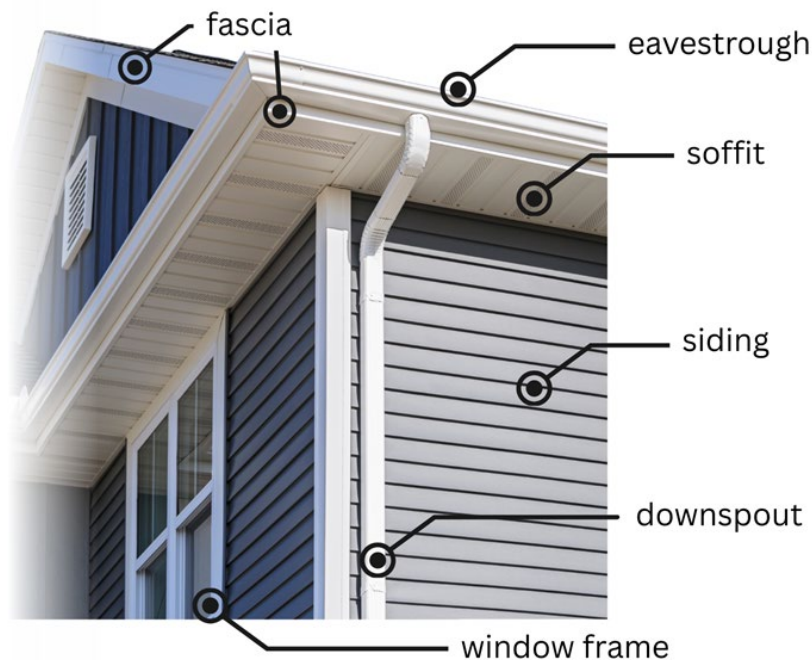
Trim
Material around windows and doors



Chair Rail
A horizontal strip of molding on the wall usually at the height of a chair

What Painters Paint: Exterior

Exterior painters paint the outside of buildings. They paint siding, brick, trim, doors, window frames, and the items below.

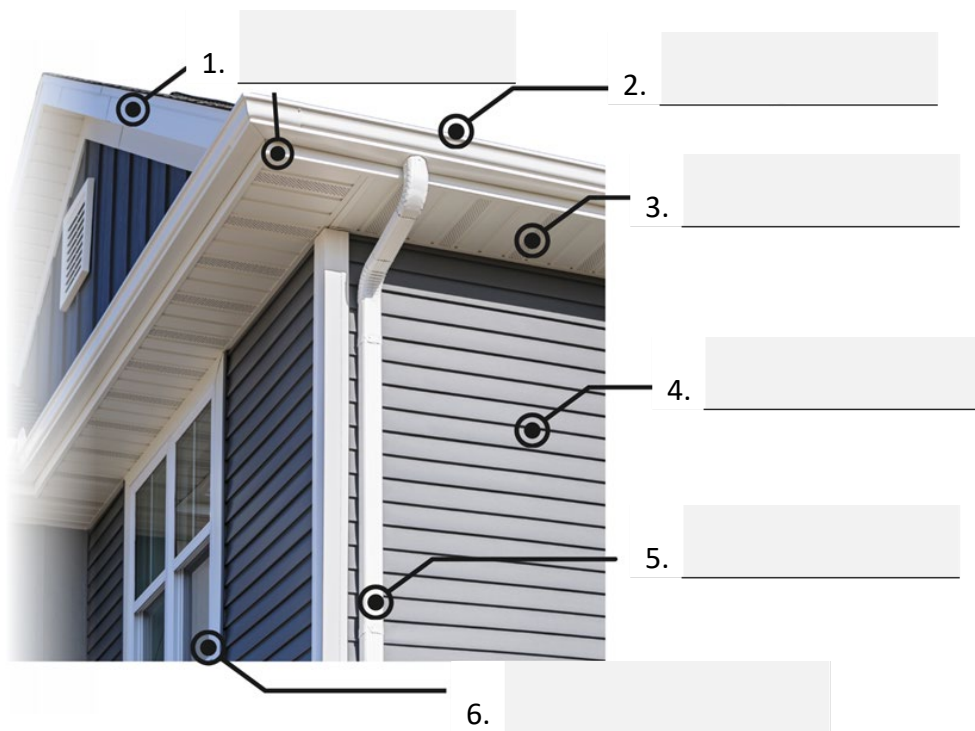


Eavestrough	The gutter along the edge of a roof to collect rainwater.
Downspout	A vertical pipe that connects to the eavestrough. It carries rainwater from the roof to the ground.
Walls	The outside surface of the building, which may be siding, brick or stucco.
Soffit	The bottom part of the roof overhang.
Window frames	The outer structure of the windows that surround the glass. The frame may be made of wood, vinyl, or aluminum.
Fascia	Long boards that run along the edges of the roof. The eavestrough is usually attached to the fascia.



A Write or type the name for each part of a building. Use the words in the box.

window frame ■ siding ■ downspout ■ soffit ■ fascia ■ eavestrough



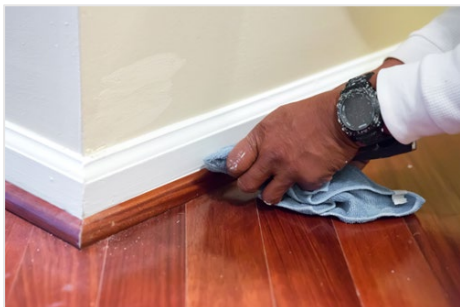
B Answer the questions.

1.



What is the worker painting?

2.



What is the worker cleaning?

Paint Types: Water Based and Oil Based

There are two main types of paint: oil-based and water-based paint. Oil-based paint is also sometimes called alkyd paint. Water-based paint is also called latex paint.

Painters usually use water-based paint for both interior and exterior painting jobs. Here are the main differences between oil-based and water-based paint.

Oil-based Paint

- Made with oils and solvents
- Dries slower, but creates a hard, durable finish
- Is water-resistant and protects against rust
- Has a strong smell
- Needs special chemicals to clean the brushes and rollers



Water-based Paint

- Made with water (not oil)
- Dries quickly
- Has fewer fumes and is better for the environment
- Is easy to clean off of brushes and rollers with water
- Is the most common choice for interior painting





A

Copy the descriptions below under the correct heading: oil-based or water-based.

- | | | |
|---------------------------|--------------------------------|-------------------------------|
| • Low odour | • Dries quickly | • Strong odour |
| • Also called latex paint | • Clean brushes with water | • Resists rust |
| • Dries slowly | • Clean brushes with chemicals | • Used for most painting jobs |

OIL-BASED PAINT

- _____
- _____
- _____
- _____

WATER-BASED PAINT

- _____
- _____
- _____
- _____
- _____



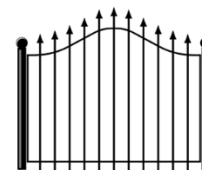
B

Answer the questions.

1. Which paint is best for an outdoor metal fence? (check one)

☐ oil-based paint ☐ water-based paint

Why?



2. Which paint is best for a living room wall? (check one)


☐ oil-based paint ☐ water-based paint

Why?



Paint Finishes (Sheen)

Paint finish (or sheen) refers to how paint looks after it dries. It describes how shiny or dull the paint is. Most paint comes in six common finishes.

Flat and Matte	<p>Flat paint has no shine or gloss at all. Matte paint has almost no shine, but slightly more than flat paint.</p> <p>Because these two paint finishes are not shiny, they cover wall imperfections well. However, a wall painted with flat or matte finish is hard to wash or wipe clean.</p> <p>Flat and matte paint is good for very low-traffic areas like ceilings or adult bedrooms.</p>	
Eggshell	<p>Eggshell has a little more shine than matte paint. It is considered low shine, like an egg. It is more durable than flat or matte paint, because it is easier to wipe clean.</p> <p>It is good for dining rooms and living rooms.</p>	
Satin	<p>Satin paint has more shine than eggshell. It is considered medium shine. It is a little more durable than eggshell because it is easier to wipe clean.</p> <p>Satin paint is good for higher-traffic areas like kitchens, hallways and bathrooms. It is also good for baseboards and doors.</p>	
Semi-gloss	<p>Semi-gloss paint has a shinier finish than satin, but is still considered medium shine. Because it has a shiny finish, it shows imperfections in the walls.</p> <p>Semi-gloss paint is good for areas that get a lot of scuff marks, like trim, doors and kitchen cabinets.</p>	
High-gloss	<p>High gloss paint has a very glossy, shiny finish. It is the most durable finish because it's easy to wipe clean and resists stains. However, because it is so shiny, it shows imperfections on the walls.</p> <p>High gloss paint is good for areas that get a lot of scuff marks, like trim, doors and kitchen cabinets.</p>	



A Write or type the correct letter beside each word.

- | | |
|-------------------------|--|
| 1. _____ Finish | A. Areas where people walk or touch a lot, like doors, kitchens and hallways |
| 2. _____ High-traffic | B. A word that describes how shiny or dull the paint looks on a surface |
| 3. _____ Low-traffic | C. Small problems on walls, such as dents, bumps and cracks |
| 4. _____ Imperfections | D. Very shiny and smooth |
| 5. _____ Durable | E. These two paint finishes are good for very low-traffic areas, like ceilings |
| 6. _____ Glossy | F. Dark marks left on walls when shoes or furniture rub against them |
| 7. _____ Scuff marks | G. Areas that are not used or touched often, such as bedrooms or ceilings |
| 8. _____ Flat and matte | H. Strong and long-lasting |



B Write or type the correct paint finish in the table below. Use the words in the box.

high-gloss ■ eggshell ■ semi-gloss ■ flat ■ satin

No sheen ▼	Low sheen ▼	Medium sheen ▼	High sheen ▼
_____	_____	_____ _____	_____

Unit 4: Painting Skills and Tools

In this unit, you will learn about the skills and tools painters use to do their job. The unit will cover:

- Skills for Preparing Surfaces
- Tools for Preparing Surfaces
- Skills for Painting Surfaces
- Tools for Painting Surfaces
- Estimating How Much Paint to Buy



Preparing Surfaces: Skills

Preparing surfaces for painting involves making sure a surface is clean and smooth and ready for painting. It involves the following skills:

- Cleaning: Wipe away dust, grease and dirt so paint sticks well.
- Scraping: Remove loose or old paint.
- Filling: Use a filler (e.g., spackle or drywall compound) to cover holes and cracks.
- Sanding: Smooth rough spots for an even finish.
- Replacing drywall: If areas of drywall are damaged, cut them out and replace with new drywall.
- Removing plate covers: Remove covers so you can paint around outlets and light switches.
- Taping: Use painter's tape to cover edges, trim, or areas that should not be painted.
- Protecting furniture: Cover the floor and furniture with drop cloths to protect them from paint.



Before you paint, PREPARE!

- If a wall is dirty, new paint may peel off.
- If you leave old, loose paint on the wall, new paint won't stick properly.
- If you don't fill holes and cracks, they will be visible even with new paint.
- If the surface is rough, new paint will look uneven.
- If you don't use tape, new paint lines will be uneven.





A Write or type the correct skill in the spaces below. Use the skills in the box.

Removing plate covers ■ Protecting furniture ■ Cleaning
Filling ■ Replacing drywall ■ Scraping ■ Sanding

1. Wipe away dust, grease and dirt so paint sticks well.
2. Scrape to remove loose or old paint.
3. Use filler (e.g., spackle or drywall compound) to cover holes and cracks.
4. Smooth rough spots to make the surface even.
5. If drywall is damaged, cut it out and replace with new drywall.
6. Remove covers so you can paint around outlets and light switches.
7. Use painter's tape to cover trim or areas that shouldn't be painted.
8. Cover the floor and furniture with drop cloths to protect them from paint.



Think about the skills involved in preparing surfaces. Discuss the questions below with your classmates or teacher.

1. Do you have experience with any of the skills?
2. Describe your experience.

Preparing Surfaces: Tools

Painters use many tools and materials to prepare surfaces for painting.



Spackle

Spackle is a pre-mixed putty that can fill small holes, cracks and defects in drywall. Painters use it to repair small holes in the wall.



Scraper | Putty knife

A putty knife is used to spread spackle or drywall compound (also called putty) to fill small holes in the wall.

A scraper looks like a putty knife, but is used for removing and scraping things, like old paint or wall paper. The blade is stiffer.



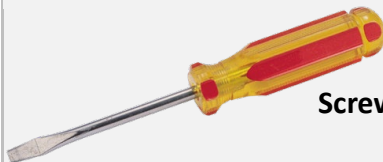
Drop cloth

A drop cloth is a large sheet of canvas or plastic. It protects floors and furniture from paint splatter and dust.



Painter's tape

Painters tape is tape that is easily removed and doesn't damage surfaces. Painters put it along the edges of areas they don't want to paint, such as baseboards or ceilings.



Screwdriver

A screwdriver has a handle, a shaft and a tip. Painters often use it to remove outlet covers and hinges before painting.



Sander and sandpaper

A sander is a hand tool with sandpaper on it. Painters use it to smooth surfaces or remove old paint.



B

For each picture, describe what the worker is doing and what can happen if the worker does not do it (see page 21 for help).

1.



2.



3.



4.



Painting Surfaces: Skills

After painters prepare a surface, they paint it. Painting involves the following skills:

- Priming: Apply a first coat of paint (called primer) to help prepare the surface for new paint. Primer helps new paint stick better.
- Cutting in: Use a brush to paint along the edges of the surface, such where the wall meets the ceiling. This makes it easier to use a roller to paint the rest of the surface.
- Rolling: Use a paint roller to cover large areas quickly, such as walls and ceilings.
- Brushing: Use a paintbrush to paint small areas of the surface.
- Blending: Using a brush or roller, mixing two areas of paint on a surface so there are no brush or roller lines between the areas.
- Layering: Apply a second or third coat of paint, letting each coat dry first.
- Finishing: After painting, check for drips and streaks and make sure the surface looks even. Complete any touch-ups.



A

For each picture, describe what the worker is doing.

1.



2.



3.



Painting Surfaces: Tools

Painters use many tools and materials to paint surfaces.



Paintbrushes

Paintbrushes come in various sizes, from 1 to 6 inches wide. Larger brushes hold more paint, but smaller brushes give you more control.



Paint Rollers | Roller Tray

A paint roller is a roller on a frame. Painters use it to paint large flat surfaces. Paint rollers come in various sizes.

A roller tray is a pan that holds paint. It is used with paint rollers.



Extension Pole

An extension pole is a long pole that attaches to a paint roller. Painters use it to reach high areas.



Paint Stir Stick | Paint Can Opener

Painters use a stir stick to mix paint. They use a paint can opener (or a screwdriver) to lift the lid off a paint can.



Paint

Paint comes in two types: oil and water based. Most painters use water-based because it dries fast, is odor free and easier to clean. Paint comes in finishes from flat to high-gloss.



B Write or type the correct letter beside each picture.

1. _____



2. _____



3. _____



4. _____



5. _____



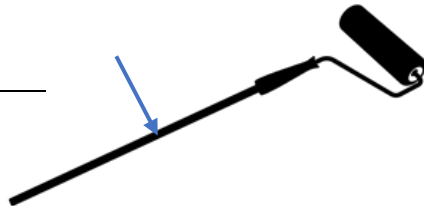
6. _____



7. _____



8. _____



A. Spackling

B. Paint brushes

C. Putty knife

D. Roller tray and roller

E. Painters tape

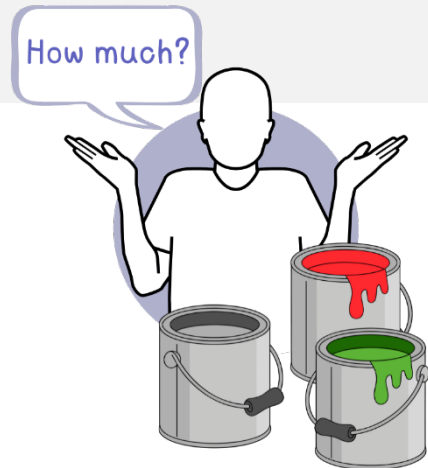
F. Extension pole

G. Paint can opener

H. Drop cloth

Estimating How Much Paint to Buy

When painters start a job, they need to know how much paint to buy. They usually measure the room to estimate the amount. Follow the steps below to estimate the paint needed for a room.

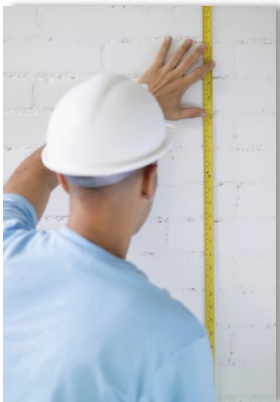


STEP 1 Measure the height and width of each wall.

The height of a wall is the vertical measurement, from the top to the bottom of the wall. The width of a wall is the horizontal measurement, from one side of the wall to the other. Use a tape measure to measure the height and width of the wall.



A What is the worker measuring? Write or type either **width** or **height** under each picture.



STEP 2 Calculate the area of each wall.

The area means how much surface there is to paint. Calculate the area of each wall by multiplying the wall's height by its width.

$$\text{Height} \times \text{Width} = \text{Area}$$

For Example:

- **In Imperial:** A wall that is 8 feet high and 12.5 feet wide has an area of 100 sq. ft. This means the area to paint is 100 square feet.
- **In Metric:** The same wall in metric is 2.4 metres high and 3.81 metres wide. It has an area of 9.14 m². This means the area to paint is 9.14 square metres.

STEP 3 Add the area of each of the four walls.

Calculate the area of the room by adding the area of each wall. For example, consider the bedroom below. There are four walls, but only two walls are visible. Walls 3 and 4 are the same area as walls 1 and 2.

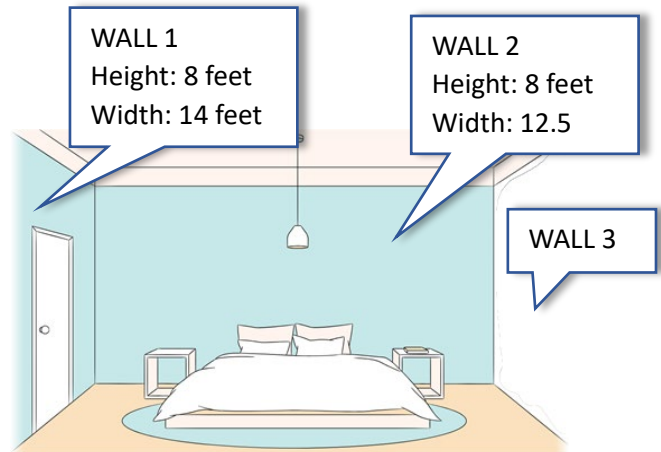
Note: This example uses imperial measures.

- Wall 1: $8 \times 14 = 112$ sq. ft.
- Wall 2: $8 \times 12.5 = 100$ sq. ft.
- Wall 3: 112 sq. ft.
- Wall 4: 100 sq. ft.

Area of the room:

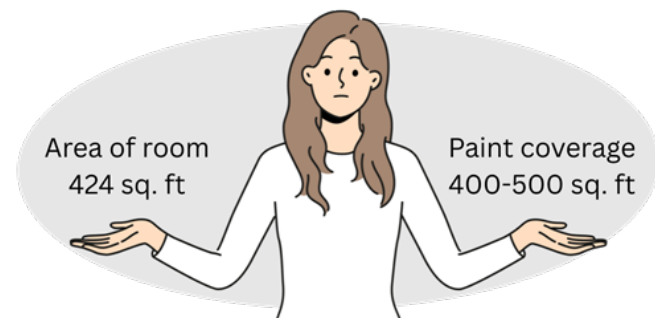
$$112 + 100 + 112 + 100 = 424 \text{ sq. ft.}$$

The area of the room is about 424 sq. ft. Since the room has a door and a window, the actual area is lower.



STEP 4 Find out the paint coverage.

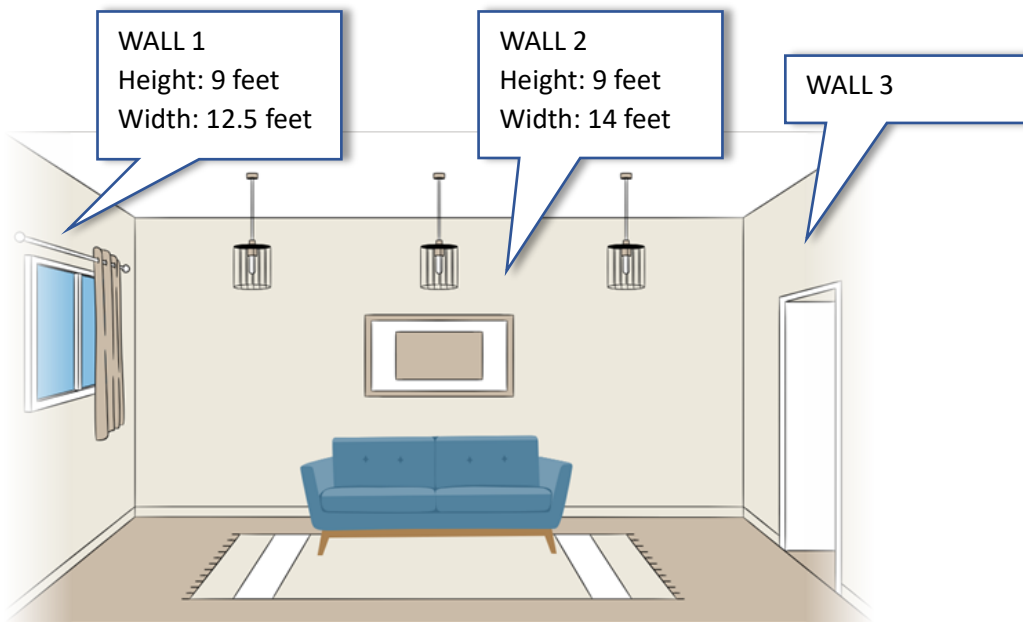
Look for the “coverage” on the back of the paint can. The paint to the right covers an area of 400-500 sq. ft. Compare the coverage to the area of the room.



Since the bedroom room has a door and a window, one can of this paint is enough for one coat of paint. To apply two coats, the painter should buy two cans of paint.



- B Calculate the area of the living room below. Write or type the correct numbers in each box.
Walls 3 and 4 have the same area as walls 1 and 2.



Area of each wall:

1. WALL 1: x = sq. ft.

2. WALL 2: x = sq. ft.

3. WALL 3: sq. ft.

4. WALL 4: sq. ft.

Area of the living room:

5. + + + = sq. ft.



Discuss with classmates or your teacher:

In the construction industry (which includes painting), workers usually measure using the imperial system of measurement, which uses inches and feet.

1. Do you understand the imperial system of length?
2. How confident do you feel about reading a tape measure?
3. How confident do you feel about your understanding of fractions of an inch?

If you need help with reading a tape measure, read the next unit.



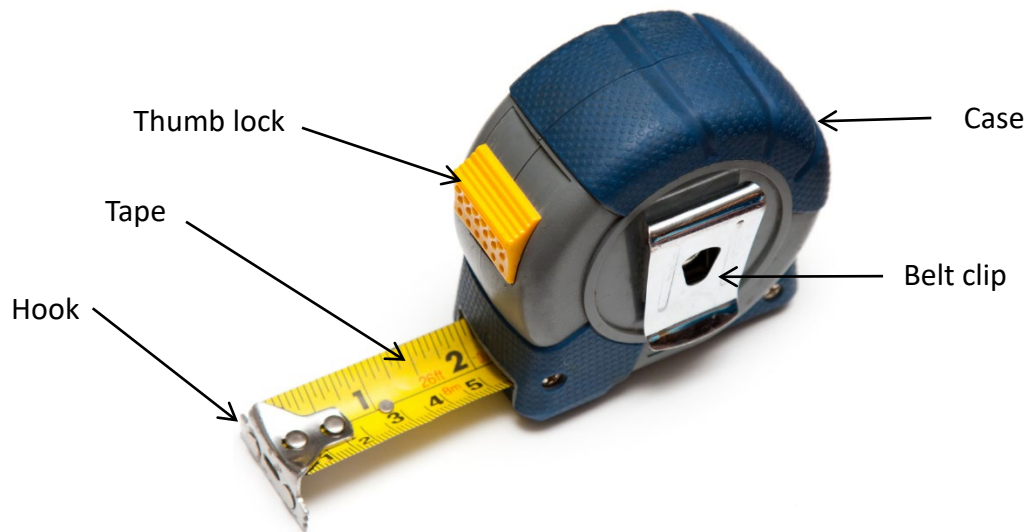
Unit 5: Reading a Tape Measure

For any job in the construction industry, it is necessary to read a tape measure and understand metric and imperial measures. In this unit, you will learn about:

- Parts of a Tape Measure
- Estimating Lengths in Imperial Measures
- Reading a Tape Measure in Imperial



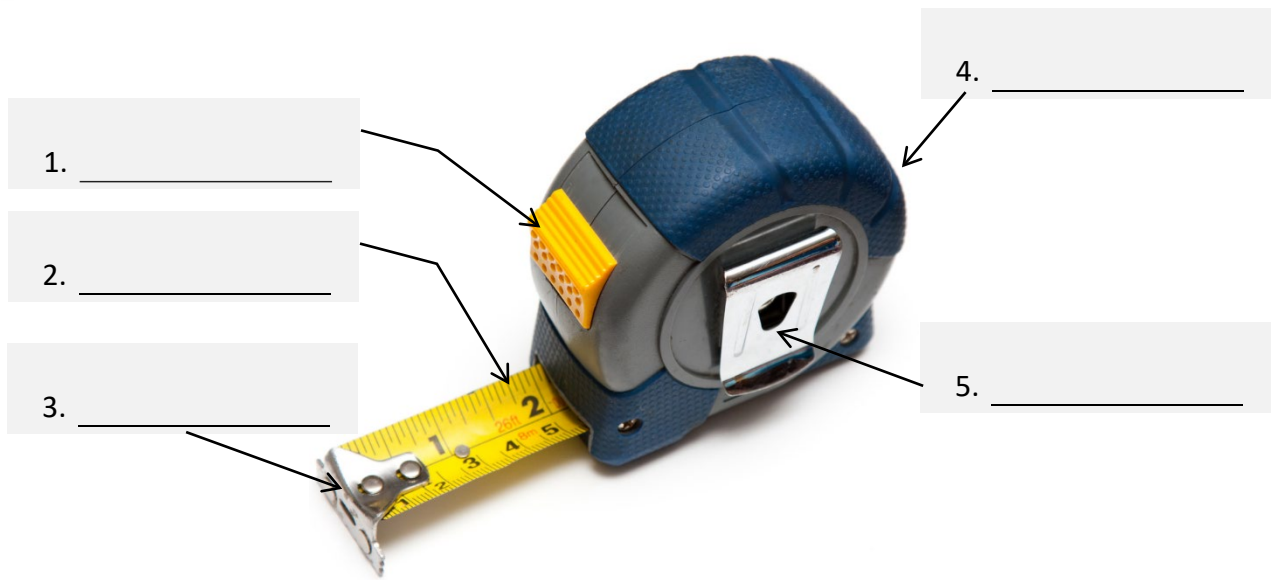
The Parts of a Tape Measure



Case:	The case is the exterior shell of the tape measure.
Thumb Lock:	The thumb lock is a button on the case. When workers extend the tape, they can press the lock button so the tape stays extended. They can release the button to retract the tape back into the case.
Belt Clip:	The belt clip is a clip on the side of the case. Workers use it to hang the tape measure onto their belt or pocket.
Tape:	The tape is the extendable part of the tape measure. It comes in various lengths, from 6 feet to 30 feet long or longer. The length of the tape is printed on the case. It often includes both imperial and metric measures.
Hook:	The hook is on the end of the tape. Workers use it to hook onto the edge of what they measure.



A Write the correct name on each line.



B

The length on each tape measure below is in imperial and metric. The symbol for feet is '. What is the length of each tape? Check the correct answer.

1.



- ☐ a) 25 inches
- ☐ b) 25 feet
- ☐ c) 25 metres

2.



- ☐ a) 16 metres
- ☐ b) 5 metres
- ☐ c) 5 feet

3.



- ☐ a) 2 metres
- ☐ b) 2 feet
- ☐ c) 6 metres

Estimating Length



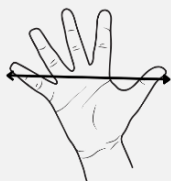
In the construction industry (which includes painting), workers often use imperial measures, rather than metric measures. There are 12 inches in one foot.

Even if you know how to read a tape measure and measure in inches and feet, it's a good idea to practise estimating measurements. This will help you to estimate lengths on the job.

You can use your own body to estimate inches and feet. For example, an inch is about the width of two fingers. Use a tape measure to measure the following body parts. Knowing these measures will help you estimate other objects at work.



Width of two fingers



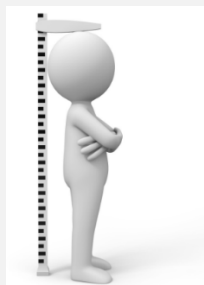
Hand span



Finger and thumb span



Your foot



Your height



A

Estimate the length of the items below. Check the correct answer.

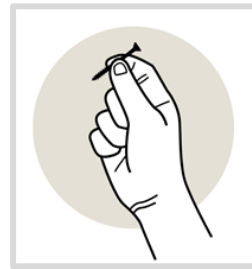
1. Estimate the height of a wall.

- ☐ a) 2 feet
☐ b) 5 feet
☐ c) 10 feet



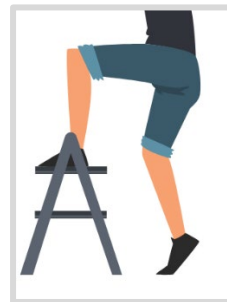
2. Estimate the length of the nail.

- ☐ a) 6 inches
☐ b) 4 inches
☐ c) 1 inch



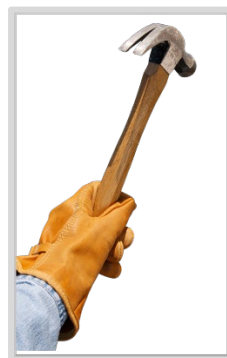
3. Estimate the height of the step ladder.

- ☐ a) 1 ½ feet
☐ b) 4 feet
☐ c) 6.5 feet



4. Estimate the length of the hammer.

- ☐ a) 14 feet
☐ b) 4 inches
☐ c) 14 inches



Reading a Tape Measure

Length of the Tape

The length of the entire tape is printed near the start of the tape, in red print.

Numbers for Inches and Centimetres

Numbers for each whole inch and centimetre are printed on the tape. The numbers on the top half of the tape are for inches (imperial). The numbers on the bottom half are for centimetres (metric).



- 1. What is the length of the entire tape in imperial? _____
- 2. How many inches can you see on the tape above? _____
- 3. What is the length of the entire tape in metric? _____
- 4. How many cm can you see on the tape above? _____

Numbers for Feet

On the top portion of the tape, each foot is marked in black. There are 12 inches in a foot. At the 12-inch mark, instead of the number 12, it says **1F**.



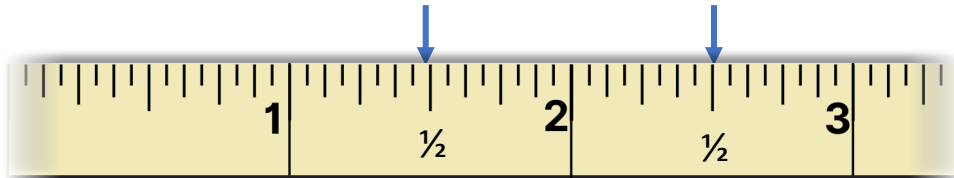
- 1. How many inches are there at the 2F mark? _____
- 2. How many inches are there at the 3F mark? _____

Lines Between Each Inch

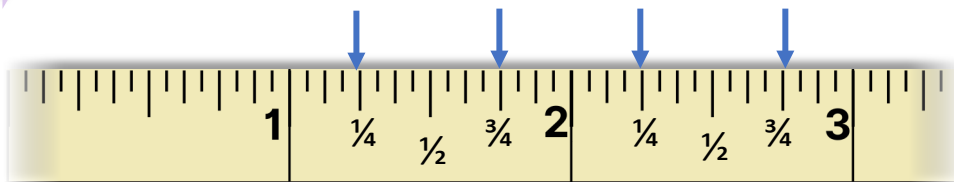
Each inch is divided into 16 parts. The lines between each inch represent fractions of an inch. The lines are different heights.

Inches → The longest lines are whole inches. They are numbered.

Halves → The second longest lines are halves of an inch.

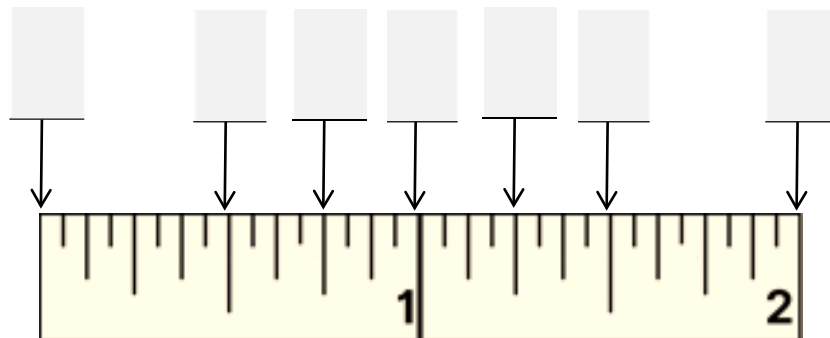


Quarters → The third longest lines are quarters of an inch.



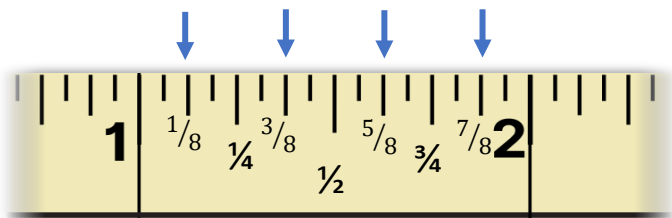
C Write or type the number or fraction on each line below. Use the numbers in the box.

$1\frac{1}{4}$ ■ 2 ■ $\frac{1}{2}$ ■ $1\frac{1}{2}$ ■ $\frac{3}{4}$ ■ 1 ■ 0



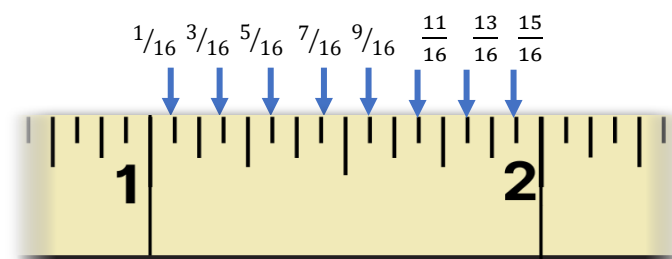
Eighths

The next longest lines are eighths of an inch.



Sixteenths

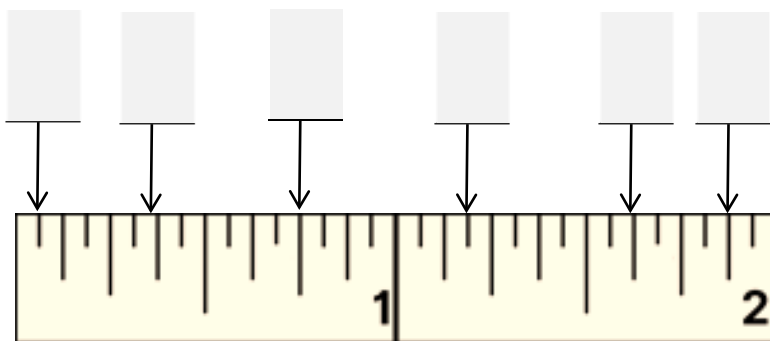
Finally, the shortest lines are sixteenths of an inch.



D

Write or type the correct fraction on each line. Use the fractions in the box.

$1 \frac{3}{16}$ ■ $1 \frac{7}{8}$ ■ $\frac{1}{16}$ ■ $\frac{3}{8}$ ■ $\frac{3}{4}$ ■ $1 \frac{5}{8}$





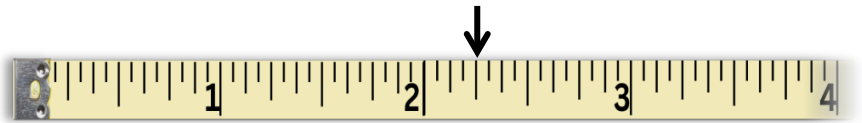
E

Check the correct fraction for numbers 1-4 below. For numbers 5-7, write the correct fraction. There are no sixteenths.

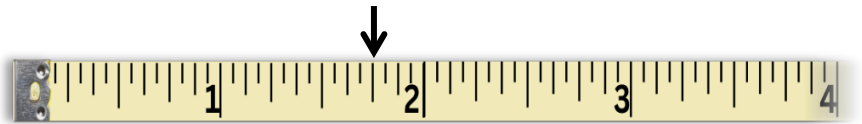
1. ☐ a) $1\frac{1}{2}$ inches
☐ b) $\frac{1}{2}$ inch
☐ c) $1\frac{1}{4}$ inches



2. ☐ a) $2\frac{1}{2}$ inches
☐ b) $2\frac{3}{8}$ inches
☐ c) $2\frac{1}{4}$ inches



3. ☐ a) $2\frac{3}{4}$ inches
☐ b) $1\frac{3}{4}$ inch
☐ c) $1\frac{5}{8}$ inches



4. ☐ a) $3\frac{5}{8}$
☐ b) $3\frac{1}{4}$
☐ c) $2\frac{1}{4}$



5. _____



6. _____



7. _____





Watch the video **Learn How to Use a Tape Measure.**

www.youtube.com/watch?v=mKarbrOme_Y



1. Did the video help you understand how to read a tape measure? Why?

2. Search for other videos about how to read a tape measure. In the browser search bar, you can type "How to use a tape measure." Copy the URL for the video you liked best below.

What did you like about this video?

Unit 6: Safety at Work



Safety on the job involves being aware of the dangers at work and protecting yourself from those dangers. In this unit, you will learn about:

- Personal Protective Equipment (PPE)
- Fall Protection
- Asbestos and Lead Paint
- Working Outdoors
- Working at Heights
- Ladder Safety
- Workplace Safety: The Law
- Getting Injured on the Job
- Hazard Symbols

Personal Protective Equipment (PPE)

PPE helps keep you safe on the job. Below are the common types of PPE painters use on the job.

Painter Overalls

Disposable overalls protect your clothing from paint.



Safety Glasses

Safety glasses protect your eyes from paint splatter and dust.



Steel Toe Boots

Steel toed boots protect your feet from falling or sharp objects.



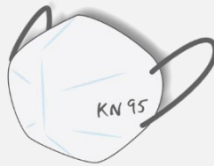
Head Covering

A hat protects your hair and scalp from paint splatter.



Dust Mask

A dust mask protects you from inhaling fumes, paint particles, and fine dust. N95 masks filter 95% of fine dust.



Respirator

A respirator protects you from inhaling harmful fumes, paint particles and fine dust. A respirator offers more protection than a dust mask.



Knee Pads

Knee pads protect your knees when you kneel while painting floors or baseboards.



Gloves

Gloves protect your hands from paint and chemicals.





A

Write or type the correct letter beside each picture.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



A. Safety Glasses

B. Steel Toe Boots

C. Respirator

D. Gloves

E. Coveralls

F. Dust Mask

G. Head covering

H. Knee Pads

Fall Protection: Fall Arrest System

Exterior painters are at risk of falling because they often work on ladders, scaffolding and lifts. When they work at heights, they wear fall protection equipment to keep them safe on the job.



Safety harness

Workers wear a safety harness around their thighs, chest and back. The harness works with a lanyard that connects to an anchor. During a fall, the harness keeps a worker upright.



Lanyard

A lanyard is a cable or rope with connectors on each end. One end connects to the safety harness and the other end connects to an anchor.



Anchor point

An anchor point is a secure place that workers attach their lanyard to so that they stay safe. The anchor point is often on scaffolding or a scissor lift.



Scaffolding

Scaffolding is a temporary structure and platform that supports workers and work materials. Exterior painters can use the scaffolding as an anchor point.



B

Write or type the correct word in each space. Use the words in the box.

scaffolding ■ safety harness ■ anchor point ■ lanyard



1.

2.

3.

4.

Asbestos and Lead Paint

When painting old homes or buildings, painters may be exposed to materials with asbestos or lead paint. If workers handle these materials, they can be dangerous to their health.

Asbestos

Asbestos is a harmful building material. It was used before the 1990s. It may be in old walls, ceilings, floors or roofing materials. Asbestos is dangerous because it is made of tiny fibres that can harm your health if you breathe them in.

Lead Paint

Lead paint is not used in Canada. However, in older homes and buildings, it may be on walls, doors and ceilings. Workers can breathe in lead dust, which can cause damage to their health.

When Asbestos and Lead Paint are Dangerous

If asbestos and lead paint are disturbed or broken apart, the asbestos fibres and the lead dust become airborne. If workers breathe in the fibres or dust, they can get serious health problems later, like lung disease, cancer and lead poisoning.

It is hard to know if an older building contains asbestos or lead paint. If you are working in an older building, be very careful.

In Ontario, there is training for working with asbestos or lead paint safely. Workers wear a respirator, protective coveralls, disposable gloves, foot covers, a hat or hood, and eye protection. This protects them from breathing in or touching asbestos fibres and dust from lead paint.



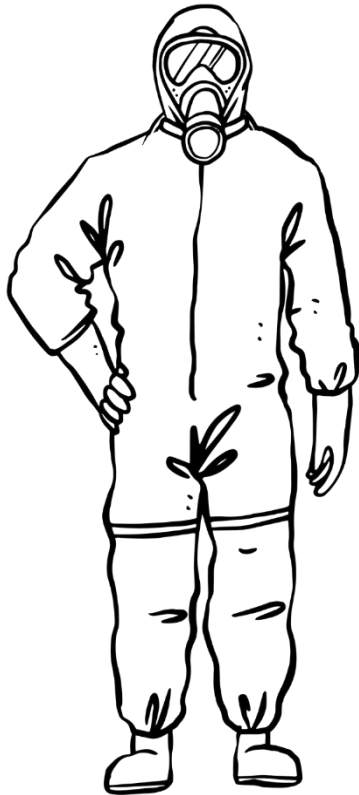
A Answer the question.

When can asbestos and lead paint become dangerous?

1. List six items in the picture.



2. List four or more items in the picture.



Working Outdoors in the Summer

Exterior painters spend many hours working outdoors. In the summer, they are at risk of sunburn, heat exhaustion and heat stroke.

- **Sunburn:** Exposure to the sun's UV rays can cause sunburn and blistering. This can increase the risk of skin cancer.
- **Heat exhaustion:** Heat exhaustion happens when your body overheats. If it is not addressed, it can progress to heat stroke.

Common symptoms of heat exhaustion include heavy sweating, dizziness, nausea or vomiting, muscle cramps and fatigue. If you have these symptoms, move to a cool place, rest and drink water.

- **Heat stroke:** Heat stroke happens when your body temperature becomes very high. It is a medical emergency. If it is not treated, it can cause brain damage and even death.

Common symptoms of heat stroke include high body temperature, nausea or vomiting, dizziness, hot red skin and an altered mental state (such as confusion, seizures or loss of consciousness). If you have these symptoms, move to a cool place, rest, cool down with water or wet cloths, and call 911.



TIPS


Sun Safety Tips


- Wear long-sleeved shirts and light coloured, loose-fitting, breathable clothing
- Wear a wide-brimmed hat
- Use broad spectrum sunscreen and apply it every 2 hours
- Use sunglasses that block UV rays
- Drink plenty of water throughout the day
- If possible, schedule work during cooler parts of the day
- Take breaks in the shade
- Use a cooling towel or bandana



**A**

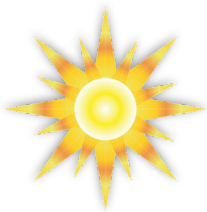
Complete the chart below.

 Heat exhaustion	
Symptoms	What to do:
• _____	
• _____	
• _____	
• _____	
• _____	

 Heat stroke	
Symptoms	What to do:
• _____	
• _____	
• _____	
• _____	
• _____	

**B**

List a few tips for keeping safe while working outdoors in hot weather.



- _____
- _____
- _____
- _____
- _____

Working at Heights

Falls are the leading cause of injury or death in the construction industry. Painters are at risk of falls because they often work on ladders, scaffolding and lifts.

In Ontario, painters must get fall protection training if they work at heights greater than 10 feet (or 3 metres). It's the law. This training is called Working at Heights (WAH).

Working at Heights training is usually a one-day training about the dangers of working at heights and how to work safely. The course includes information (theory) and practice with the safety equipment (practical). Workers who complete the training get a certificate that is valid for three years.

Read the flyer below. Then answer the questions on the next page.



WorkRight
Training Centre

Working at Heights Training

1-day course: 9-4:30

\$155 | Certificate issued



Our 1-day course covers what you need to know to safely work at heights. You will learn about fall hazards and protection, and get hands-on practice with safety equipment.

Theory - 3 hours

- Your rights and responsibilities
- Identifying fall hazards
- Ladder safety
- Barriers and safety nets

Practical - 4 hours

- Fall protection systems
- Personal fall protection equipment
- Anchor points
- Ladders and platforms
- Rescuing a worker



Answer the questions about the flyer on the previous page.

1. What is course called? _____
2. What time does the course begin and end? _____
3. How much does the course cost? _____
4. How many hours of the course is theory? _____
5. List two topics in the theory part of the course.

6. How many hours of the course is practical? _____
7. List two topics in the practical portion of the course.



Discuss with classmates or your teacher:

1. Have you ever taken a Working at Heights course?
2. Are you interested in taking one? Why?
3. What do you think the difference is between the theory part of the course and the practical part of the course?
4. With a partner, search online for a Working at Heights course in your area. Enter the search terms *Working at Heights* and the name of your city. Discuss what you found online.



Ladder Safety

Read the flyer on ladder safety. Copy four tips related to climbing stairs.

LADDER SAFETY

TIPS

- Make sure your shoes are clear of mud or grease
- Face the ladder when climbing up or down
- Climb up or down slowly
- Always have 3 points of contact with the ladder when you are climbing (e.g., 2 hands and 1 foot, or 2 feet and 1 hand)
- Do not carry supplies in your hands while climbing; attach them to your belt or hoist them
- When you paint, do not stand on the top 2 rungs of a ladder



When **climbing** up or down stairs:

- _____
- _____
- _____
- _____

Workplace Safety: The Law



In Ontario, the law that covers safety at work is called the *Occupational Health and Safety Act (OHSA)*. It is a set of rules that help to keep workers safe.

The OHSA explains the duties and rights of employers and workers to make sure the workplace is safe.

Duties of the employer

- Make sure workers know about dangers in the workplace
- Make sure workers wear the right protective equipment

Duties of the worker

- Report hazards or dangers in the workplace
- Wear protective equipment

Rights of the worker

- The right to know about hazards at work
- The right to help keep your workplace safe (you can ask questions about safety and give ideas)
- The right to refuse unsafe work



In the table below, list two duties of employers and two duties of workers.

Duties of employers	Duties of workers
•	•
•	•

Getting Injured on the Job

If you get hurt at work, you may be able to get workers' compensation. This means you can get paid while you recover from your injury.

The money comes from the Workplace Safety and Insurance Board (WSIB). The WSIB is an Ontario government agency. It provides insurance for workplace injuries.

You may be able to get workers' compensation if:

- Your employer is registered with the WSIB. All construction employers must register, but some do not.
- Your injury or illness happened at work.

What to do if you get Injured at Work

- Tell your employer about your injury.
- Get medical help. Go to a doctor or a hospital.
- If you cannot work, fill out a Workers' Report of Injury/Disease (Form 6). Send it to the WSIB.

Your employer also must fill out a form.



Discuss with classmates or your teacher:

5. Have you ever been injured at work?
6. What happened?
7. Did you need to take time off work?
8. Did you get paid while you were off work?

Hazard Symbols: Consumer Products

Consumer products are things people buy for personal or household use. Many small painting businesses use consumer products, such as caulking or paint. These products may have health warnings or hazard symbols on them.

There are four hazard symbols for consumer products, in two shapes. A triangle shape means the container is hazardous. An octagon shape means the contents are hazardous.



A

Write the correct word beside each symbol. Use the words in the box.

Poison ■ Flammable ■ Explosive ■ Corrosive



The product can burn your skin or eyes. If you swallow it, it can damage your throat and stomach.



The product or its fumes will catch fire easily if it's near heat, flames or sparks.



If you swallow, lick or breathe in the chemical, you can become sick or die.



The container can explode if heated or punctured.

**B**

Look at a few paint or cleaning products in your home or at a hardware store. Write details about the hazardous symbols or caution messages on the container.










The first one is done as an example.



Product	Hazard symbols	Caution message
<i>All Weather Sealant</i>	<i>none</i>	<i>Fumes may be harmful. May irritate eyes and skin. Do not breathe fumes. Do not get in eyes or on skin or clothing. Wear safety glasses and rubber gloves.</i>

Hazard Symbols: WHMIS

Commercial products are things made for work, not for homes. WHMIS is a system for commercial products that helps workers understand their dangers. It stands for Workplace Hazardous Materials Information System. WHMIS information includes labels, information sheets, training, and symbols. Each WHMIS symbol tells us about the danger of a product.

	Flame The product can catch fire easily.
	Flame Over Circle The product is oxidizing. Oxidizing materials make fires hotter.
	Corrosion The product can burn skin or damage eyes.
	Exclamation Mark The product may cause skin or eye irritation.
	Gas Cylinder The product has gas under pressure. It can explode if heated or damaged.
	Biohazardous Infectious Materials The product can cause diseases.
	Environment The product can cause damage to the aquatic environment.
	Exploding Bomb The product can explode.
	Skull and Crossbones The product can be very toxic.
	Health Hazard The product can cause long-term health problems.



C Write or type the correct letter beside each picture.

1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



- A. Exploding bomb
- B. Gas cylinder
- C. Corrosion
- D. Skull and Crossbones
- E. Flame
- F. Health Hazard
- G. Exclamation mark
- H. Flame over circle
- I. Environment
- J. Biohazardous Infectious Materials

Unit 7: Working



Finding a job as a painter is not easy, especially if you don't have experience. But there are entry-level jobs you can apply for.

When you get a job, it's important to have good communication skills. In this unit, you will learn about:

- Communicating at Work
- Finding Work in Painting

Communicating at Work

Good communication is important at work, for many reasons.

- It prevents mistakes and injuries on the job
- It helps you work well with others
- It helps you learn how to do the job well
- It creates a respectful work environment

Here are six tips for communicating at work. Tips 1, 2 and 3 are related to understanding instructions.



1

Show that you understand

- *Okay, I understand.*
- *Got it. I'll get started right away.*
- *Sounds good.*



2

Ask questions to get clarification

- *What do you mean?*
- *Can you explain that?*
- *Can you repeat that? I'll take notes so I don't forget.*
- *Can you demonstrate how to do that?*
- *Do you want me to scrape the wallpaper off now?*
- *Is this the kind of screwdriver you mean?*
- *I'm not sure I understand. Can you go over that again?*



3

Repeat instructions in your own words

- *Okay, so you want me to cut in this room first, then cut the dining room.*
- *You said to get the Phillips screwdriver, right?*
- *So, you're saying I should arrive at 7 am?*
- *Let me know if I understand correctly. I should ...*





4

Update others about your tasks

- *I'm finished the first coat of paint. What can I do next?*
- *I'm finished painting the baseboards. I'm going to take my lunch break now. I'll be back at 1.*
- *I'm going to start unloading the truck. When I'm don't, I can help you with preparing the walls.*
- *It's taking longer than expected, but I'll be done by the end of the day.*



5

Ask for and offer help

- *Can you help me? These paint cans are heavy.*
- *Can you show me how to do this?*
- *Can you watch me and tell me if I'm doing it right?*
- *Do you want help with that?*
- *Feel free to use my drill.*
- *I'll give you a hand.*



6

Be respectful and polite

Greet coworkers:

- *Good morning. Hope you had a nice weekend.*
- *See you tomorrow. Have a nice evening.*

Show appreciation:

- *Thank you.*
- *I appreciate you showing me how to do this.*

Apologize for mistakes:

- *I made a mistake on measuring. I'll need to do it again. I'm sorry about that.*

Notice when others do a good job:

- *Great job. You're a really efficient worker.*





Martin is working as a painter's helper. A supervisor is giving him detailed instructions on his work for the day. Write or discuss examples of what Martin could say for each tip below.



1

Show that you understand



2

Ask questions to get clarification



3

Repeat instructions in your own words



4

Update others about your work tasks



5

Ask for and offer help



6

Be respectful and polite

Think About It



Think about your communication skills. Fill out the chart below.

	I do this well.	I need to work on this.
Show that you understand.	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to get clarification.	<input type="checkbox"/>	<input type="checkbox"/>
Repeat instructions in your own words.	<input type="checkbox"/>	<input type="checkbox"/>
Update others about your work tasks.	<input type="checkbox"/>	<input type="checkbox"/>
Ask for and offer help.	<input type="checkbox"/>	<input type="checkbox"/>
Be respectful and polite.	<input type="checkbox"/>	<input type="checkbox"/>

Looking a Job

Painting is a good job. You can earn a good wage if you are skilled at it. There is a demand for painters in Ontario, mainly because of these reasons:

- Population growth: Many cities in Ontario are growing, especially Toronto. New houses and buildings are being built. They need painting.
- Renovations: Many homeowners renovate their homes, rather than move to newer homes. Renovations often involve painting.
- Shortage of skilled tradespeople: There is a shortage of skilled painters in Ontario. Many workers are nearing retirement.

It can be hard to find a job or become an apprentice if you don't have painting experience. It's a good idea to look for work as a painting or construction *helper* and gain painting skills on the job. Look for jobs that say "no experience required," with the following titles:

- Painter's helper
- Painting labourer
- Painter



Discuss:

1. Have you ever looked for work as a labourer or painter's helper?
2. How did you look for jobs (e.g., talk to friends, look at job ads)?
3. Describe your experience looking for work.

Job Postings



There are many ways to look for work, such as:

- **Job listing websites:** You can look for job postings on job-listing websites, such as Indeed (<https://ca.indeed.com>), the Job Bank (www.jobbank.gc.ca) or Monster (www.monster.ca). On the websites, you can search for painter, painter helper or construction helper jobs.
- **Painting work sites:** You can go to work sites or painting companies and talk to a supervisor.
- **Friends and family:** You can ask friends or family if they know of any job openings.

Look at the job ads below. Answer the questions on the next page.

Job 1

Painter's Helper

PaintMates | \$18-22/hr, 35-44 hrs/week

[Apply now](#)

We are a busy painting company seeking hard-working people to join our team.

Requirements:

- Able to lift 30 lbs, work on your feet for long hours, and work on ladders
- Positive attitude, willing to learn, reliable
- Painting experience an asset, but not required (training provided)
- Drivers licence an asset, but not required
- Must have steel-toe boots
- Working at Heights certificate is an asset

Tasks:

- Prepare rooms for painting (sand and clean walls, move furniture, tape edges)
- Load and unload supplies
- Assist painters with painting tasks
- Clean tools and work areas

Job 2

Painter

Quality Work Inc | \$20 an hour

[Apply now](#)

Urgently seeking painters. Ideal candidates have a strong work ethic. Experience in residential construction or painting is an asset, but not required.

Must have:

- Ability to lift up to 50 pounds
- Ability to communicate in English
- Reliable and punctual
- Steel-toed boots

Tasks:

- Prepare surfaces for painting by cleaning, patching, sanding, and priming
- Apply paints and coatings using brushes, rollers, and sprayers
- Maintain cleanliness and organization of work areas.
- Communicate clearly with site supervisors and team members
- Follow safety procedures



A When you are job searching, it's a good idea to keep notes on the jobs you are interested in. Fill out the chart below with details from the job postings on the previous page.

	Job 1	Job 2
Job title →		
Employer →		
Required →		
An asset →		



When you apply for a job, you may need to apply by email. In your email, you can tell the employer why you are good for the job, and attach a resume. Check the items below.

	I can do this.	I need help.
Create a resume	<input type="checkbox"/>	<input type="checkbox"/>
Email an employer about a job ad	<input type="checkbox"/>	<input type="checkbox"/>
Describe why the employer should hire me	<input type="checkbox"/>	<input type="checkbox"/>

**B**

Look at the job ad below, for more experienced workers. Answer the questions.

Painter

LG Painters

Pay: \$24-\$35 per hour

Apply now

We are a commercial and residential painting company seeking experienced painters.

Required:

- Positive attitude, strong work ethic, willingness to learn new skills
- Professional and polite communication with coworkers and clients
- Vehicle and valid driver's license
- Knowledge of safe work procedures
- At least 2 years experience in commercial or residential painting
- Steel-toe safety boots

Duties:

- Prepare, clean and sand surfaces to be painted
- Repair cracks and holes
- Mix paint to desired colour and texture
- Advise clients on colours
- Apply paint and other materials and finishes to interior and exterior surfaces
- Estimate costs and materials
- Work at heights on step ladders and extension ladders

1. What is the name of the company?

2. What is the pay?

3. How many years of painting experience are required?

4. Name two personal qualities the employer is looking for.

5. Look at the required qualifications. Which ones do you have?

6. Which of the required qualifications do you lack?



Unit 1: Introduction

Working in Painting: An Introduction (p. 3-5)

B Preparing Surfaces

- Remove old wallpaper
- Scrape surfaces to remove loose paint
- Repair cracks and holes by applying sealer
- Sand surfaces to smooth them
- Clean surfaces to remove dirt and dust

Painting

- determine quantities of materials needed
- Select Paint type
- Mix Paint to get desired colour and texture
- Apply Paint to surfaces
- Maintain And clean painting equipment
- Update Customers, co-workers and supervisors

Unit 2: The Skilled Trades

The Skilled Trades: An Introduction (p. 7)

- A
1. Skilled trade: An occupation that requires special skills gained mostly through on-the-job training and experience
 2. Apprenticeship: A training program for a skilled trade
 3. Sponsor: An employer who makes sure you get the training you need.
 4. Skilled Trades Ontario: Organization that oversees the apprenticeship system in Ontario
 5. Logbook: Outlines all the skills you need for a trade
 6. Certificate of Apprenticeship: A certificate for finishing an apprenticeship
 7. Certificate of Qualification: A certificate for passing a trades licensing exam

The Skilled Trades: Compulsory and Non-compulsory (p. 8-9)

- B
1. 23
 2. 121
 3. Answers will vary
 4. For compulsory trades, you must be a registered apprentice or have a Certificate of Qualification. For non-compulsory trades, you can legally work without either.

- C
1. G Skilled trade
 2. H Apprenticeship
 3. B Compulsory trades
 4. F Non-compulsory trades
 5. E Certificate of Apprenticeship
 6. D Certificate of Qualification
 7. C Skilled Trades Ontario
 8. A 144

Skilled Trades Ontario (p. 10-11)

A Trade name: Painter and Decorator
 Code: 404C
 Classification: Non-compulsory

Unit 3: Paint Basics

What Painters Paint: Interior and Exterior (p. 13-15)

- A
1. fascia
 2. eavestrough
 3. soffit
 4. siding
 5. downspout
 6. Window frame

- B
1. baseboard
 2. quarter round

Paint Types: Water based and oil based (p. 16-17)

A	Oil-based paint	Water-based paint
	<ul style="list-style-type: none"> • Dries slowly • Clean brushes with chemicals • Strong odour • Resists rust 	<ul style="list-style-type: none"> • Low odour • Dries quickly • Also called latex paint • Clean brushes with water • Used for most painting jobs

- B
1. Oil-based paint: It is water-resistant and protects against rust.
 2. Water-based paint: It is odour-free, dries quickly and is easy to clean off of brushes and rollers.

Paint Finishes (p. 18-19)

- A
1. B
 2. A
 3. G
 4. C
 5. H
 6. D
 7. F
 8. E

B	No sheen	Low sheen	Medium sheen	High sheen
	<ul style="list-style-type: none">• flat	<ul style="list-style-type: none">• eggshell	<ul style="list-style-type: none">• satin• semi gloss	<ul style="list-style-type: none">• High gloss

Unit 4: Painting Skills and Tools

Preparing Surfaces: Skills and Tools (p. 21-24)

- A
1. Cleaning
 2. Scraping
 3. Filling
 4. Sanding
 5. Replacing drywall
 6. Removing plate covers
 7. Taping
 8. Protecting furniture

- B
1. The worker is using a putty knife to fill holes with spackle. If the worker doesn't do this, the holes will be visible even with new paint.
 2. The worker is using a scraper to remove old paint. If the worker doesn't do this, new paint won't stick properly.
 3. The worker is cleaning the wall to remove grease and dirt. If the worker does not do this, new paint may peel off.
 4. The worker is taping the bottom of the wall. If the worker does not do this, paint may get on areas that shouldn't be painted.

Painting Surfaces: Skills and Tools (p. 25-27)

- A
1. The worker is using a brush to cut in along the top of the wall.
 2. The worker is using a roller to paint a wall.
 3. The worker is using a brush to paint the trim.

- B
1. G
 2. E
 3. H
 4. C
 5. A
 6. B
 7. D
 8. F

Estimating How Much Paint to Buy (p. 28-30)

A height _____ width _____

- B
1. Wall 1: $9 \times 12.5 = 112.5$ sq. ft.
 2. Wall 2: $9 \times 14 = 126$ sq. ft.
 3. Wall 3: 112.5 sq. ft.
 4. Wall 4: 126 sq. ft.
 5. $112.5 + 126 + 112.5 + 126 = 477$ sq. ft.

Unit 5: Reading a Tape Measure

The Parts of a Tape Measure (p. 33-34)

- A
- | | |
|---------------|--------------|
| 1. Thumb lock | 4. Case |
| 2. Tape | 5. Belt clip |
| 3. Hook | |

- B
1. b
 2. b
 3. a

Estimating Length (p. 35-36)

- A
1. c
 2. c
 3. a
 4. c

Reading a Tape Measure (p. 37-41)

- A
1. 16 feet
 2. two
 3. 5 metres
 4. five

- B
1. 24
 2. 36

- C
- | | | | | | | |
|---|---------------|---------------|---|----------------|----------------|---|
| 0 | $\frac{1}{2}$ | $\frac{3}{4}$ | 1 | $1\frac{1}{4}$ | $1\frac{1}{2}$ | 2 |
|---|---------------|---------------|---|----------------|----------------|---|

- D
- | | | | | | |
|----------------|---------------|---------------|-----------------|----------------|----------------|
| $\frac{1}{16}$ | $\frac{3}{8}$ | $\frac{3}{4}$ | $1\frac{3}{16}$ | $1\frac{5}{8}$ | $1\frac{7}{8}$ |
|----------------|---------------|---------------|-----------------|----------------|----------------|

- E
1. A
 2. C
 3. B
 4. B
 5. $1\frac{1}{8}$
 6. $1\frac{1}{4}$
 7. $2\frac{5}{8}$

Unit 6: Safety at Work

Personal Protective Equipment (p. 43-46)

- A
1. D
 2. H
 3. G
 4. A
 5. B
 6. F
 7. C
 8. E

- B
1. safety harness
 2. lanyard
 3. anchor
 4. scaffolding

Asbestos and lead Paint (p. 47-48)

- A
- Asbestos and lead paint can become dangerous when they are disturbed or broken apart. The asbestos fibres and lead dust can become airborne.

- B
1. gloves, steel toe boots, dust mask, safety glasses, knee pads, hat
 2. At least four of: respirator, protective coveralls, gloves, hood, foot covers, safety glasses

Working Outdoors (p. 49-50)

A	Heat exhaustion	
	Symptoms	What to do
	<ul style="list-style-type: none"> • Heavy sweating • Dizziness • Nausea or vomiting • Muscle cramps • fatigue 	<i>Move to a cool place, rest and drink water.</i>
	Heat stroke	
	Symptoms	What to do
	<ul style="list-style-type: none"> • high body temperature • nausea or vomiting • dizziness • hot red skin • confusion • altered mental state 	<i>Move to a cool place, rest, cool with water and call 911.</i>

Working at Heights (p. 51-52)

A	1. Working at heights
	2. 9-4:30
	3. \$155
	4. 3 hours
	5. Any two of: rights and responsibilities, fall hazards, ladder safety, barriers and safety nets
	6. 4 hours
	7. Any two of: fall protection systems, personal fall protection equipment, anchor points, ladders and platforms, rescuing a worker

Workplace Safety: The Law (p. 54)

A	Duties of Employers	Duties of Workers
	<ul style="list-style-type: none"> • Make sure workers know about dangers at work. • Make sure workers wear protective equipment. 	<ul style="list-style-type: none"> • Report hazards or dangers at work. • Wear protective equipment.

Hazard Symbols (p. 56-59)

A	Corrosive
	Flammable
	Poison
	Explosive

- C
1. E Flame
 2. H Flame over circle
 3. C Corrosion
 4. G Exclamation mark
 5. B Gas cylinder
 6. J Biohazardous infectious materials
 7. I Environment
 8. A Exploding bomb
 9. D Skull and crossbones
 10. F Health hazard

Unit 7: Working

Looking for a Job (p. 65-68)

A	Job 1	Job 2
Job title:	Painter's Helper	Painter
Employer:	PaintMates	Quality Work Inc.
Required:	<ul style="list-style-type: none"> - Lift up to 30 lbs - Work on feet - Work on ladders - Positive attitude, willing to learn, reliable - Steel toe boots 	<ul style="list-style-type: none"> - Ability to lift 50 lb - Communicate in English - Reliable and punctual - Steel toe boots
An asset:	<ul style="list-style-type: none"> - Painting experience - Drivers licence - Working at Heights certificate 	<ul style="list-style-type: none"> - Experience in painting - Experience in construction

- B
1. LG Painters
 2. \$24-35 per hour
 3. At least 2 years
 4. Positive attitude, strong work ethic
 5. Answers will vary
 6. Answers will vary

OALCF Alignment



This information is for practitioners who work with adult learners in Ontario Literacy and Basic Skills programs. It outlines how this workbook is aligned with the Ontario Adult Literacy Curriculum Framework (OALCF).

This workbook is relevant to learners with the goal paths of Employment or Apprenticeship, with a particular interest in roofing work. It is aligned to the following OALCF competencies:

Competency A – Find and Use Information

- A1: Read Continuous Text (level 1, 2)
- A2: Interpret documents (level 1)
- A3: Extract Information from films, broadcasts and presentations

Competency B – Communicate Ideas and Information

- B1: Interact with Others (level 1)
- B2: Write Continuous text (level 1)

Competency C – Understand and use Numbers

- C3: Use measures (level 1, 2)

Competency D – Use Digital Technology (level 1, 2)

Task based Learning

Many of the learning activities in this workbook are skill-building in nature, designed to help learners recall understand what they are reading. However, learners can complete various tasks to demonstrate and apply their learning in real life contexts. For example:

- Task related to Competency A1: Read a job ad for a painter. Identify key details and determine whether you meet the qualifications.
- Task related to Competency A2: Read the hazard symbols on a product and determine how to safely work with it.
- Task related to Competency A3 and Competency D: Locate a short online video related to a topic in this workbook; view the video and describe something you learned from it.
- Task related to Competency B1 and B2: Approach or write to an employer to ask if there are jobs available; describe your skills and why you are a good fit for the job.
- Task related to Competency C3: Calculate the area of your bedroom, then refer to a paint can to determine how much paint to buy.