

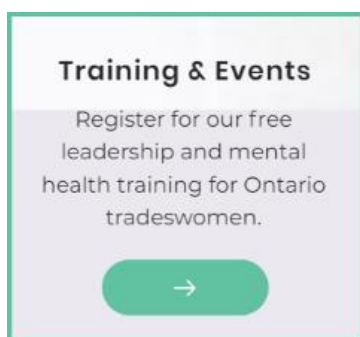
This is a resource for LBS Facilitators who have learners using the CLO resource “Explore the Ontario Building and Construction Tradeswomen Site.”

Note: As part of this resource, learners are told to open a browser and follow along with the “tour” of the website: www.ctaontario.ca. They are also directed to view two online videos.

Before assigning this activity to a learner, instructors should confirm the learner has access to a computer or mobile device with access to the internet. Please also consider the impact of the video’s sound and consider whether the learner(s) will need headphones or if they can play the video out loud without disrupting others.

Discussion Questions & Answer Key

On Page 4, learners are asked which menu items they think each of these buttons will take them to. **They are instructed to click the buttons to see if they are right, so this activity does not need to be taken up. However, the correct answers are in bold below and on the following page.**



About

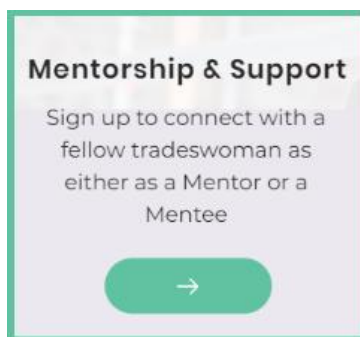
Explore

Training

Mentorship

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About

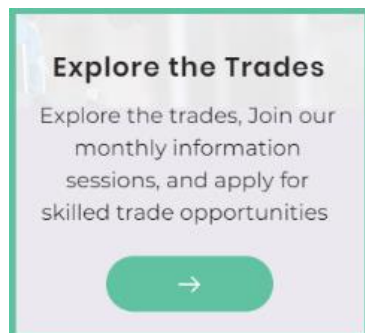
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On Page 5, learners are asked to write down the names of any construction trade(s) they are interested in. **Answers will vary based on the learner.**

On Page 6, learners are asked whether they would like to attend an information session hosted by the Ontario Building and Construction Tradeswomen. If they would, they are asked what interests them about the sessions. **There is no right or wrong answer to this question. Facilitators are invited to provide support for any learners who would like to sign up for an information session. They happen on the first Monday of every month.**

On Page 7, learners are asked to read about organizations that offer trade opportunities for women to get experience and training in the skilled trades. They are then asked if any of the programs interested them. **There is no right or wrong answer to this question. It can be the basis for conversation with an instructor and/or comparison between learners in a group.**

Also on Page 7, learners review some of the benefits of working in the skilled trades and are asked which of them they think is most important. **There is no right or wrong answer to this question. It can be the basis for conversation with an instructor and/or comparison between learners in a group.**

On Page 9, learners are asked what the trade code for an Industrial Electrician is. **The correct answer is 442A.**

On Pages 12 and 13, learners are asked to answer questions about compulsory and non-compulsory trades and answer the questions below. The correct answers are shown **in bold**.

1. What kinds of trades do you have to train for through an apprenticeship?

- ☒ **Compulsory** ☐ Non-compulsory

2. What kinds of trades can you train for through an apprenticeship, by going to a trade school, or attending a program at an Ontario College?

- ☐ Compulsory ☒ **Non-compulsory**

3. What is the first step to becoming an apprentice in any trade? **Finding someone who is fully certified in that trade and wants to hire you.**

4. True or False: While you are working as an apprentice, you will get paid.

- ☒ **True** ☐ False

5. True or False: You may need to travel out of town to attend your in-school apprenticeship training.

- ☒ **True** ☐ False

6. Fill in the missing words from this sentence: When you pass your in-school training and tests, you will return to work and get a **raise in pay** for having moved up a level in your apprenticeship!

7. What step can you take if you are interested in a non-compulsory trade and need help deciding whether to work towards an apprenticeship or consider training at a trade school or in an Ontario College program? **Talk to employers in the non-compulsory trade you are interested in. Ask them about the training programs at trade schools and colleges and whether they would recommend them or not.**

On Page 15, learners are asked about some of the tasks that an Electrician does. Specifically, they are asked:

- if they have ever used measuring, cutting, threading, bending, assembling, or installing skills in the past
- If they have read and interpreted instructions before

There are no right or wrong answers to these questions. They are included to begin drawing a connection between the skills needed by an Electrician and the Skills for Success.

On Pages 16 through 20, learners are asked to think about their own experiences using each of the nine Skills for Success. **These questions do not need to be reviewed with the learner as they are intended to help the learner reflect on their own skills.**

On Page 20, the learner is asked if there are any Skills for Success they would like to improve. **They are encouraged to write them down and share them with you so you can support them in growing their skills.**

On Page 21, learners are asked to write down one thing they learned by watching a video about an Electrician. They are also asked if watching this video made them interested in being an Electrician. **There are no right or wrong answers to these questions.**



On Page 22, learners are asked to choose from one of the over 40 different trades on the Explore page of the Ontario Building and Construction Tradeswomen website and record what they learned below. **The answers to these questions will change based on the trade the learner chooses. The specific questions asked are included below and on the following page for reference.**

1. What trade did you choose?
2. What is the trade code for this type of job?
3. Is it a Red Seal trade?
4. Is it a compulsory or non-compulsory trade?
5. Write down three things that someone in this trade does.
6. What is the name of the tradeswoman featured in the video?
7. What is one thing you learned by watching this video?

On Page 23, learners read a summary of what was shared in this resource and are asked what they will do now that they have this information. **There is no right or wrong answer to this question. Learners are asked to share their response with you so you can support them in their next steps toward a career as a construction tradeswoman.**

