

**CURRICULUM RESOURCE**

Exploring Employment as a Painter

**OALCF ALIGNMENT**

Competency	Task Group	Level
Competency A - Find and Use Information	A1. Read continuous text	1
Competency A - Find and Use Information	A1. Read continuous text	2
Competency A - Find and Use Information	A2. Interpret documents	1
Competency A - Find and Use Information	A3. Extract information from films, broadcasts, and presentations	N/A
Competency B - Communicate Ideas and Information	B1. Interact with others	2
Competency B - Communicate Ideas and Information	B2. Write continuous text	2
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency C - Understand and Use Numbers	C2. Manage time	1
Competency C - Understand and Use Numbers	C3. Use measures	2
Competency D - Use Digital Technology	N/A	1
Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	1

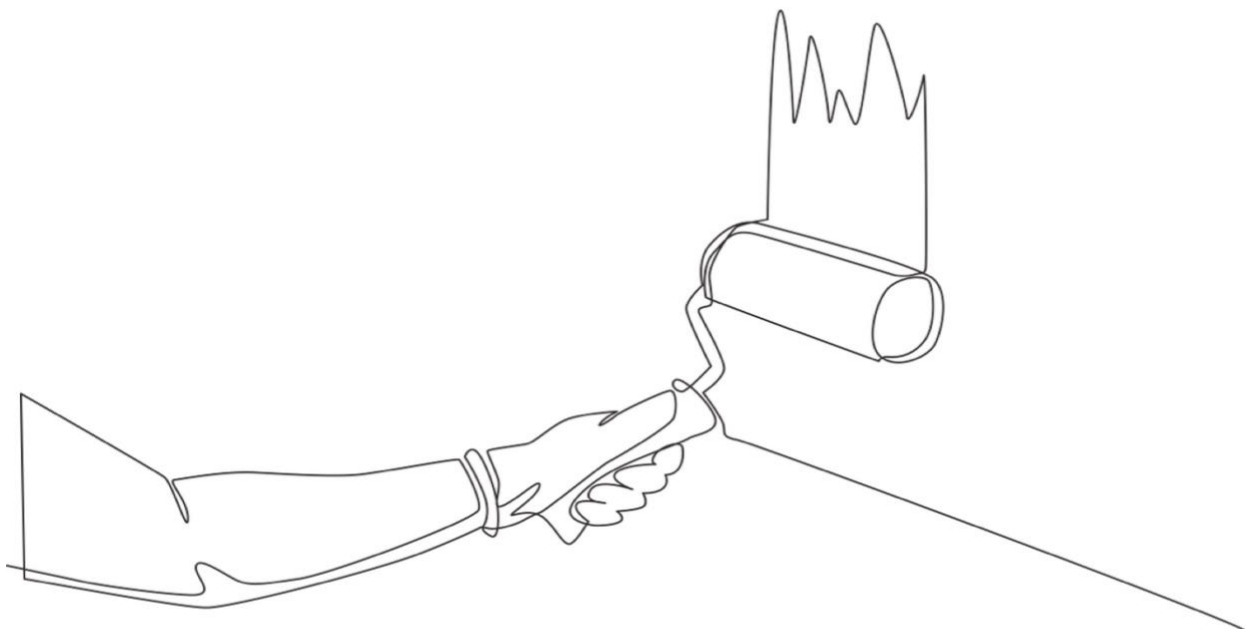
Goal Paths (check all that apply)

- Employment
- Apprenticeship
- Secondary School Credit
- Postsecondary
- Independence

Embedded Skills for Success (check all that apply)

- Adaptability
- Collaboration
- Communication
- Creativity and innovation
- Digital
- Numeracy
- Problem-Solving
- Reading
- Writing

NOTES:



## Acknowledgments



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Canada 

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Ontario 

The opinions expressed in this report are the opinions of Community Literacy of Ontario and do not necessarily reflect those of our funders.

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# EXPLORING EMPLOYMENT AS A PAINTER

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## Introduction – For Practitioners

**Exploring Employment as a Painter** will help adult learners enrolled in Ontario's Literacy and Basic Skills (LBS) program who are interested in learning more about working in this type of job.

**Exploring Employment as a Painter** provides an overview of both the hard and soft skills needed to work as a commercial and residential painter. It highlights working conditions, ways to get training, and planning the next steps. Learners can also do a brief self-assessment on whether they think the job of painter is a good fit for them.

This resource embeds the Government of Canada's Skills for Success model. Tasks and the Supporting Activity align with the Ontario Adult Literacy Curriculum Framework.

This curriculum resource was researched and written by Jette Cosburn and Joanne Kaattari for Community Literacy of Ontario in the autumn of 2023.

**This resource has been designed for learners with Level 2 skills.**

This curriculum resource is designed to be used by learners in various settings, including 1-to-1 tutoring, small groups, and classroom learning.

Practitioners are encouraged to supplement this resource with

- discussions about learner experiences related to the subject matter
- examples that are culturally relevant to the learner
- additional activities as desired



## Skills for Success

In May 2021, the Government of Canada introduced an update to its Essential Skills model. The updated model has been renamed Skills for Success.

There are nine Skills for Success:

- Adaptability
- Collaboration
- Communication
- Creativity and Innovation
- Digital
- Numeracy
- Problem Solving
- Reading
- Writing



Libraries encourage the use of all these skills through their various programs and services. This resource gives several examples to show how the skills for success are an important part of Ontario's libraries.

To find out more about the Skills for Success, visit <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>

## Ontario Adult Literacy Curriculum Framework (OALCF)

The OALCF is a competency-based framework that Ontario's Literacy and Basic Skills programs use to develop programs for each person receiving literacy support.

For more information, visit the Ontario Government's website at [https://www.tcu.gov.on.ca/eng/eopg/programs/lbs\\_oalcf\\_overview.html](https://www.tcu.gov.on.ca/eng/eopg/programs/lbs_oalcf_overview.html)

## Section 1 – Introduction to Working as a Painter

Community Literacy of Ontario's **Exploring Employment as a Painter** contains seven sections to help you learn about this job.

1. Introduction to Working as a Painter
  - What Do Painters Do?
  - Where Does a Painter Work?
  - What Are the Working Conditions Like?
  - How Much Does a Painter Earn?
  - What Skills Does a Painter Need?
2. Ways to Get Training
3. Painters and the Skills for Success
4. Would Working as a Painter be a Good Job for Me?
5. Planning Your Next Steps
6. Supporting Activity
7. Additional Resources for Practitioners



## What Do Painters Do?

Painters apply paint and other types of finishes to interior and exterior surfaces. Painters work on houses and other types of buildings. The duties of a painter include:

- assessing each painting job to figure out:
  - what needs to be done
  - how long it will take
  - the quantities of materials required
  
- preparing and cleaning surfaces before painting using methods such as:
  - scraping
  - sanding
  - sandblasting
  - hydro-blasting
  
- mixing coatings according to manufacturer's specifications
  
- applying coatings using brushes, rollers, or spray equipment
  
- assembling scaffolding and other equipment to access high spots such as ceilings
  
- practicing quality control
  
- applying safe work practices such as:
  - safe equipment handling
  - workplace safety



(Source: Skilled Trades Ontario)



To see the work of a painter in action, watch this video. It was created by ALIS – Alberta’s Learning and Employment Information Service.

<https://www.youtube.com/watch?v=LVfvc2UI2wY>



✓ **Task:**

In the video, the owner describes what they are looking for when hiring a painter. A good work ethic was the most important quality.

- Write two paragraphs to explore this quality.
- In the first paragraph, explain what a good work ethic is and why having a good work ethic is important.
- In the second paragraph, share a time when you have shown a good work ethic.
- Discuss your paragraphs with your teacher or fellow classmates and exchange ideas on how you can show that you have a good work ethic.

\*\*Practitioners:

OALCF Competencies, Task Groups, and Level Indicators: B1.2, B2.2

SFS: Collaboration, Communication, Writing



## Where Does a Painter Work?

Painters are employed in different places, including working for:

- contractors
- construction companies
- property management companies
- large organizations such as school boards

There are opportunities in the future as well.

Some painters are self-employed. Once painters become more skilled, some start up their own painting business. They can earn more money that way.

Also, once painters gain more experience, some learn skills in different trades. This could include drywalling or carpentry. When this happens, painters have more opportunities and can earn more money.

### ✓ Task:

Look at the places where a painter might work.

- Create a chart that shows two possible pros and two possible cons for being self-employed and two possible pros and two possible cons for working for an employer.
- Share your opinions with your teacher or classmates.

For example:

	Pro	Con
Self employed	Can work around my family's schedule.	I'm not the best at managing my time.
Having a boss	Like to have someone look after the paperwork.	Might not always like the jobs.

\*\*Practitioners:

OALCF Competencies, Task Groups and Level Indicators: A2.1, B1.2, B3.2b

SFS: Communication, Reading, Writing

## What Are the Working Conditions Like?

Working as a painter can be rewarding.

- Painters are always learning new things.
- Painters improve the look of homes, office buildings, schools, and more.
- Painters use their creativity by trying out new colours and techniques.
- Painters learn skills that will help them both at work and at home.



However, some parts of being a painter may be challenging for some people.

- Painters need to stand on their feet for long periods. They also need to work with their arms raised over their heads.
- Painters need to be able to work at heights. This means they must be comfortable using a ladder or scaffolding.
- Painters may be exposed to chemicals and fumes. Using proper safety equipment reduces this risk.
- Depending on the position, painters may work either indoors or outdoors. Or they may work in both types of locations.



## How Much Does a Painter Earn?

According to Indeed.ca, painters in Ontario earn an average of \$23.42 per hour as of November 2023.

## What Skills Does a Painter Need?

You'll need to learn many skills to be a painter. You'll need both hard and soft skills to be a good painter. You do not need to have these skills now. You can learn these skills later by:

- learning on the job
- becoming an apprentice

### HARD SKILLS

Hard skills mean the skills you need to do a specific job. They are skills you can learn. You need a variety of hard skills to be a painter.

Here are some examples of hard skills needed by painters:

- knows how to prepare surfaces for painting by filling in nail holes and cracks
- knows to properly sand rough spots to create a smooth surface
- understands how to use a roller, paintbrush, spray gun, and other equipment to apply paint, stains, and varnish
- understands how to remove old paint and wallpaper
- understands WHMIS rules (Workplace Hazardous Materials Information System)
- has training in working at heights

#### ✓ Task:

Look at the examples of the hard skills used by painters. Discuss with your teacher or classmates whether you have used any of these skills at home or at a previous job. If you haven't used any of these skills, discuss ways that you could learn more about them.

\*\*Practitioners:

OALCF Competencies, Task Groups, and Level Indicators: A1.1, A1.2, B1.2  
SFS: Communication, Reading

## SOFT SKILLS

Soft skills are personal qualities that you have. There are many kinds of soft skills. These are skills such as being a good listener. You can use soft skills in any job. These are skills you can also use at home and in the community.

Here are some examples of soft skills needed by painters:

- curious: likes to learn about new trends
- flexible: adapts well to change
- precise: pays close attention to detail
- calm: deals well with stressful situations

### ✓ Task:

Look at the examples of the soft skills used in painting. Pick two of these soft skills and make a list that shares times when you have used them. Discuss with your teacher two soft skills you might like to work on in the next month.

Think about ways you can work on them. Set a date to talk about your progress.

**\*\*Practitioners:** You may give examples to help get learners started.

OALCF Competencies, Task Groups and Level Indicators: A1.2, B1.2, B2.2, C2.1, E.1  
SFS: Communication, Reading, Writing



## Section 2 – Ways to Get Training

There are a few different ways to get training to become a painter. The most common are on-the-job training and apprenticeship.

### HIGH SCHOOL COMPLETION

As a first step, if you don't have your high school diploma, completing high school is a good place to start working towards your goal. There is a lot to learn to do the job of a painter. Having a high school diploma will help you.



If you want to upgrade and get your high school diploma, talk to a Literacy and Basic Skills practitioner about how you can do this.

### ON-THE-JOB TRAINING

A common way for people to learn to become a painter is via on-the-job training. Many people start this skilled trade in an entry-level position. They then become more skilled and learn the painting trade from their employers and co-workers.

It can be hard to find an employer to take you on and train you as a painter. If you already have some skills as a painter – from painting at home or from volunteer activities – then that would make it easier to find an employer who is willing to hire you.

Employers also value soft skills – such as a positive attitude, willingness to learn, and good teamwork skills. Be sure to showcase your soft skills to employers when applying for jobs

Look at the requirements in job ads. Job ads are available online through websites such as indeed.ca and the Canada Job Bank. Sometimes, you will see “willing to train” or “training provided”. Also, if you know someone who is a painter, ask them for leads. Networking is often one of the best ways to find a job.

Your literacy practitioner can refer you to Employment Services for help.

## APPRENTICESHIP

Taking an apprenticeship program is another way to learn how to be a painter. An apprenticeship combines practical on-the-job training and in-school learning. The name of this apprenticeship is **Painter and Decorator — Commercial and Residential**. The apprenticeship program follows a provincial training standard for this trade. The entry level requirement for an apprenticeship as a Painter and Decorator is grade 10.

Skilled Trades Ontario has set the hours of apprenticeship training for the trade of Painter and Decorator at 6,000 hours. This amounts to approximately three years. It consists of 5,280 hours of on-the-job work experience and 720 hours of in-school training.

You will need to find an employer to sponsor you as an apprentice. Sometimes finding an employer to take you on as an apprentice is difficult. Ask your literacy practitioner to refer you to Employment Services for ideas. The more skills you have, the easier it will be to find an employer.

**Painter and Decorator is a non-compulsory trade.** This means that you do not need to be a registered apprentice or have a Certificate of Qualification to work as a painter.

Painter and Decorator is also a Red Seal Trade. The Red Seal Program sets common standards and national recognition for skilled trades across Canada. This means that this trade is recognized all across our country.

Learners who want to find out more about an apprenticeship as a painter could visit the Skilled Trades Ontario website: <https://www.skilledtradesontario.ca/trade-information/painter-and-decorator-commercial-and-residential/>



## OTHER TRAINING OPPORTUNITIES

Outside of on-the-job training and Apprenticeship training, there are limited opportunities available.

- There are currently no college programs specifically available to learn the painting trade. Learning basic painting skills is sometimes embedded in Construction Techniques programs. Some colleges may offer courses for painters through their Continuing Education/Part-time Studies department.
- The Finishing Trades Institute offers training for registered Apprentices in the Painter and Decorator trade: <https://ftiontario.com/>
- Unions provide training to their members. For example, LiUNA <https://www.liuna.ca/>
- CIMT College (a private career college) offers training to become a painter. Private career colleges are usually expensive to attend. See: <https://www.cimtcollege.com/cimt/shortcourses/painting-workshop.aspx>



For more information, ask your literacy practitioner to refer you to Employment Services.

### ✓ Task:

Look at the different ways in Section 2 to get training to become a painter.

- Write a paragraph that shows which way of training you would choose if you wanted to become a painter.
- Include a challenge that you think you might face with this way of training and a way that you could deal with this challenge.
- Share and discuss this journal entry with your teacher.

\*\*Practitioners:

OALCF Competencies, Task Groups, and Level Indicators: A1.2, B1.2, B2.2,  
SFS: Communication, Problem-Solving, Reading, Writing



## Section 3 – Painters and the Skills for Success

The Skills for Success are the everyday skills Canadians need for work, learning, and life. All nine Skills for Success are required to be a painter.



### Adaptability

Adaptability is being able to change your goals when things change around you.

Here are some ways that adaptability skills could be used by painters:

- There's a hard-to-reach spot in the house that's very high up. The painter considers some of the best options (using a tall ladder, a long pole with a brush extension, or scaffolding). The painter determines he needs to rent scaffolding to paint safely and effectively.
- When giving an estimate, a new customer suggests ways to cut corners to reduce the price. The painter knows this will not result in a quality job. The painter considers the potential of taking the project on and risking a poor outcome. The painter decides to politely decline the project. The painter considered the risk versus the reward and decided that the job wasn't worthwhile.



### Collaboration

Collaboration means working well with other people.

Here are some ways that collaboration skills might be used by painters:

- A team of two painters work together to paint three rooms of a house. One painter prepares the surface by filling in cracks and sanding. The other painter applies paint to the walls and trim. They coordinate their activities.
- A company has a contract to paint 20 houses. The painters must work alongside other trades who are also working on the houses. This includes tradespeople who are installing drywall and flooring. They must all work together so that the work gets done in the right order.



## Communication

Communication is your ability to speak, listen, and share information and ideas.

Here are some ways that communication skills are used by painters.

Painters might:

- ask their supervisor questions about job duties they don't understand
- talk to co-workers about how the work will be divided up each day
- talk to customers about paint colours and techniques
- talk to other tradespeople working on the job site to coordinate the workflow
- tell their supervisor about a new painting technique they saw on a decorating show
- discuss health and safety issues with supervisors and co-workers



## Creativity and Innovation

Creativity and innovation mean you can imagine and come up with new ideas.

Here are some ways that creativity and innovation could be used by painters:

- A customer asks a painter to recommend a paint colour for her dining room. The customer lives in an old house. The customer wants a classic colour for her dining room. The painter isn't sure what to recommend. Choosing a paint colour is very personal. The painter looks around at various items in the dining room. He comes up with a great idea. The painter recommends colour matching the pale blue of the antique tea set owned by the customer's grandmother. The customer really likes this idea!
- Customers want their living room painted. They have an old heat radiator in the living room. This radiator is not used anymore, but it is too expensive to remove. They ask the painter what can be done. The painter searches the internet. She finds a special idea. The painter suggests painting the radiator a bright colour and putting a shelf on top. The customers agree. They think this idea will make the living room look bright and fun.



## Digital

Digital skills mean your ability to use digital technology to find, create, and share information and content.

Here are some ways that digital skills are used by painters.

Painters might:

- use a paint-matching app to find a colour requested by a customer
- learn about the newest trends and popular paint colours on Pinterest
- learn how to apply stencils by watching YouTube videos
- improve their painting skills via online courses, videos, and websites
- look up workplace safety information on the internet
- share “before and after” pictures on Facebook of projects they have worked on



## Numeracy

Numeracy means you can work with and understand math.

Here are some ways that math skills are used by painters.

Painters might:

- calculate the amount of paint needed to paint a large room
- use math skills to review inventory and order more products as needed
- use a tape measure
- estimate how long it will take to complete a job
- use math skills to estimate the cost of a job for a customer



## Problem solving

Problem solving means you can find solutions when things go wrong.

Here are some ways that problem-solving skills are used by painters:

- A customer isn't happy with the paint colour they chose after the first coat. The painter offers the customer two choices:
  - continuing to paint the original colour as planned
  - repainting using another colour of the customer's choice for an additional cost
- A previous painter got a spot of dark paint on the white ceiling. This spot shows up very obviously now that a new painter has repainted the walls. The owner is budget-conscious, so they don't want to pay for the whole ceiling to be painted. The painter discusses the problem with the customer. They decide to make the project look its best on a budget. The painter uses a very small paintbrush to touch up the ceiling edges only. The painter lets the customer know upfront that the ceiling won't be perfect, but it will look better than it does now.



## Reading

Reading is your ability to understand written words.

Here are some ways that reading skills are used by painters.

Painters might:

- read work orders
- read training materials
- read company safety policies
- read labels on equipment such as rollers and sprayers
- read instructions on paint labels
- read the instructions for safety equipment such as masks
- read texts or notes from their supervisor
- read notes from customers



## Writing

Writing means you can share information and ideas using words and sentences.

Here are some ways that writing skills are used by painters.

Painters might:

- write lists of materials used
- write hours worked in a weekly timesheet
- write emails to customers
- write a note to their supervisor requesting new equipment
- write a list of tasks that need to be done to finish a job
- write notes during WHMIS training

### ✓ Task:

Read about the Skills for Success needed to be a painter.

- Write an email describing your strongest skill and a skill that you could improve.
- Set the amount of time in weeks or months that you feel you would like to work on the skill you could improve.
- Ask for a time and date to meet with your teacher to discuss and plan on ways to improve this skill.
- Send the email to your teacher.

\*\*Practitioners:

OALCF Competencies, Task Groups and Level Indicators: A1.2, B1.2, B2.2, C2.1, D.1, E.1

SFS: Collaboration, Communication, Digital, Problem Solving, Reading, Writing

## Section 4 – Would Working as a Painter be a Good Job for Me?

Here are some questions you could ask yourself to help you decide if working as a painter is a good job for you. Choose one of the four options for each question.

Would you enjoy painting walls, ceilings, trim, and other surfaces?	Yes Somewhat No I could develop this skill
Would you like to work with different types of equipment (for example, brushes, spray guns, and paint rollers)?	Yes Somewhat No I could develop this skill
Would you enjoy learning new trends and painting techniques?	Yes Somewhat No I could develop this skill
Painters need to be able to work at heights. Are you comfortable using a ladder or scaffolding?	Yes Somewhat No I could develop this skill
Are you physically fit and able to stand for long periods of time?	Yes Somewhat No I could develop this skill
Safety equipment is used, but painters will still be exposed to dust, dirt, and chemicals. Are you comfortable in that environment?	Yes Somewhat No I could develop this skill
Are you able to follow health and safety rules and regulations?	Yes Somewhat No I could develop this skill
Are you able to follow instructions precisely?	Yes Somewhat No I could develop this skill

Do you have good hand-eye coordination?	Yes Somewhat No I could develop this skill
Do you work well with others?	Yes Somewhat No I could develop this skill
Do you pay close attention to detail?	Yes Somewhat No I could develop this skill
Are you hardworking and reliable?	Yes Somewhat No I could develop this skill

**✓ Task:**

In the chart, you are asked if you work well with others.

- List three reasons why you feel it is important to work well with others.
- List two ways that someone could improve this skill.
- Discuss this skill and why you think it is important with your teacher or classmates.
- Exchange ideas on how someone could improve this skill.

**\*\*Practitioners:**

OALCF Competencies, Task Groups, and Level Indicators: B1.2, B2.2

SFS: Collaboration, Communication, Writing



## Section 5 – Planning Your Next Steps

We've explored the basics of having a job as a painter. We've looked at:

- What Does a Painter Do?
- How Much Does a Painter Earn?
- Where Does a Painter Work?
- What Are the Working Conditions Like?
- What Skills Does a Painter Need?
- Ways to Get Training
- Painters and the Skills for Success
- Would Working as a Painter be a Good Job for Me?

Talk with a literacy practitioner about what you have learned. Review any sections that you want to learn more about.

- Do you want to learn more about working as a painter?
- Do you need to upgrade your reading, writing, or math skills?
- Do you need to complete your high school diploma?
- Do you need to work on some of your soft skills?

Your literacy practitioner can help you plan your next steps.

You might decide that working as a painter would be a great job for you! Or maybe you've decided that you are not interested in this job. Don't give up. You have learned a lot by exploring the job of a painter.


There are many interesting jobs out there. Use the information you learned to keep looking until you find a job that suits you!





If you are interested in working as a painter, here are some next steps you could take. Use this checklist to make note of the steps that interest you.

<b>Checklist of Potential Next Steps</b>	
	What skills do you need to build? There are Literacy and Basic Skills Programs across Ontario that can help you upgrade your reading, writing, digital, and math skills. Talk to a literacy practitioner about how you could do this.
	A literacy practitioner can also refer you to Employment Services. Employment Services can tell you more about jobs, training, and apprenticeships.
	You could visit the Canada Job Bank and Indeed.ca and search for jobs as a painter. Do these jobs interest you and meet your needs?
	You could look again at the Skilled Trades Ontario website: <a href="https://www.skilledtradesontario.ca/trade-information/painter-and-decorator-commercial-and-residential/">https://www.skilledtradesontario.ca/trade-information/painter-and-decorator-commercial-and-residential/</a> This website is full of helpful information about working as a painter. You could also use this website to explore other trades.
	You could learn more about this job to help you decide. Search YouTube for videos about working as a painter. Look on the internet for ideas. See what others have to say about this job.
	What other steps could you take?

 **Task:**

- Search YouTube for a video about working as a painter.
- Watch the video – Note: it can be helpful to click the Closed Captioning button “CC” on the video if you find that people are speaking too fast.
- Write a note about something you feel is important in the video that you chose.
- Share the name of the video and what you learned with your teacher or classmates.

**\*\*Practitioners:**  
 OALCF Competencies, Task Groups and Level Indicators: A3, B1.2, B2.2, D.2  
 SFS: Communication, Digital, Writing

## Section 6 – Supporting Activity

### Instructions for Practitioners

This **supporting activity** can be used for learners interested in a career as a painter. It is suitable for one learner or for a small group of learners. It can be changed to meet individual needs.

This activity uses elements of the Ontario Adult Literacy Curriculum Framework's (OALCF) Competencies with Level 1 and 2 Tasks and Indicators.

The tasks in this activity also include Entry and Intermediate components and elements of a variety of the Skills for Success (SFS). Descriptions of the SFS needed by a painter are available in Section 3 of this resource. Visit the SFS website at <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html> if you would like more information about the SFS level components and elements.

A computer or tablet will be used during this activity.

## Activity

### Introduction to the Activity

Painters have a very active job that requires many different skills. Job locations and requirements can vary from day to day. Painters need to

- be physically fit
- communicate
- collaborate
- be creative
- manage time
- use measures
- problem solve
- and more

This practitioner-led supplementary activity focuses on different skills and competencies required by learners to complete each task in the activity. It also addresses some of the hard and soft skills often required by a painter.

**Activity: Task 1 – Estimate surface area.**

It is important for painters to know how to calculate surface area.

- Ask learners to estimate the surface area of a wall that is 4.6 metres long and 3 metres high. The surface area is calculated by multiplying the length of the room by the height of the room.
- Ask learners to estimate the total surface area if this is a square room.

\*\*Practitioners: Answer Key: Page 30

**OALCF C3.2:**

Competency C: Understand and Use Numbers

- Task Group: Use measures (C3)
- C3.2: Use measures to make one-step calculations

**Embedded Skills for Success:**

- Numeracy

**Activity: Task 2 – Estimate quantity of paint.**

Painters often need to make simple calculations and estimations to determine how much paint a job requires.

- Ask learners to estimate the amount of paint needed for two rooms with a combined surface area of 97.7 square metres if 1 litre covers 10 square metres. The surface area will need to be divided the number of square metres each litre of paint will cover.
- How many cans of paint would be needed if each can holds 3.79 litres of paint? Round up the answer to full cans.

\*\*Practitioners: Answer Key: Page 30

**OALCF C3.2:**

Competency C: Understand and Use Numbers

- Task Group: Use measures (C3)
- C3.2: Use measures to make one-step calculations

**Embedded Skills for Success:**

- Numeracy

**Activity: Task 3– Send an email to share information.**

Ask learners to write an email to let a painters' supervisor know that their paint sprayer isn't working as well as it should. It keeps clogging and is slowing down the job. The painter is unsure of how to proceed.

- Learners should request that it be repaired or replaced as soon as possible to ensure that the quality of work remains high.
- The email should ask the supervisor how the painter should proceed.
- Learners should send this email to their teacher.

**OALCF B2.2 and D.2:**

Competency B: Communicate Ideas and Information

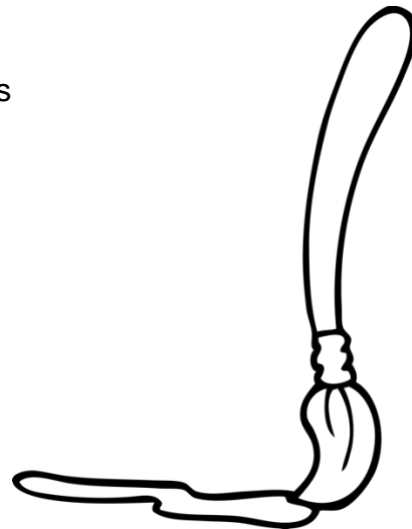
- Task Group: Write continuous text (B2)
- B2.2: Write texts to explain and describe information ideas

Competency D: Use Digital Technology

- Task Group: Not applicable
- D2Perform well-defined, multi-step digital tasks

**Embedded Skills for Success:**

- Communication
- Digital
- Problem solving
- Writing



**Activity: Task 4 – Search paint colour trends.**

Knowing design trends is important for a painter.

- Ask learners to do an Internet search for **interior colour trends in 2023**.
- Ask learners to list and write a description of two of these trends and why they either like or dislike these trends.
- Ask learners to share their trends and exchange opinions with their teacher or classmates.

**\*\*Note to Practitioners:** There will be many different answers to this question depending on which website learners decide to use. It's the search and the opinions that are key here, not the colours.

**OALCF A1.2, B1.2, B2.2 and D.2:**

Competency A: Find and Use Information

- Task Group: Read continuous text
- A1.2: Read texts to locate and connect ideas and information

Competency B: Communicate Ideas and Information

- Task Group: Interact with others
- B1.2: Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and ideas
- Task Group: Write continuous text (B2)
- B2.2: Write texts to explain and describe information ideas

Competency D: Use Digital Technology

- Task Group: Not applicable
- D2: Perform well-defined, multi-step digital tasks

**Embedded Skills for Success:**

- Communication
- Digital
- Writing



## Section 7 – Additional Resources for Practitioners

- An excellent resource is the Government of Canada's Occupational and Skills Information System (OaSIS). OaSIS provides a comprehensive framework of the skills, abilities, personal attributes, competencies, knowledge, interests, and employment requirements that are needed to work in over 900 different occupations. See: <https://noc.esdc.gc.ca/Oasis/OasisWelcome>
- Here is the OaSIS link to painter:  
<https://noc.esdc.gc.ca/Oasis/ViewOccupationalProfile?objectid=8OqhxUM3Z3%2FMEfw3dELPoObkky4tQLo86jsJTnXi0QUVvyzAqXMzIavGF6JenNZq>
- While not currently maintained or updated to the Skills for Success, here is the link to the Essential Skills Profiles for Painter  
<https://www.jobbank.gc.ca/essentialskillsresults/222>. These profiles contain helpful information on the essential skills required and have linkages to the Skills for Success.
- Here is the link to the Federal Government's National Occupational Classification (NOC) Code information for Painters (NOC Code 73112)  
<https://noc.esdc.gc.ca/Structure/NocProfile?objectid=Xu2wG7VhjGpY3H8un%2F14RTxmi7I8EkrJnZr2JphnnN0%3D>
- Here are some tips for finding an employer to sponsor an apprentice shared by the Government of Ontario: <https://www.ontario.ca/page/start-apprenticeship#section-2>
- A Day in the Life of a Painter (With Duties, Pros, and Cons) by Indeed.com  
<https://ca.indeed.com/career-advice/finding-a-job/day-in-life-of-painter>



## Section 8 – Answer Key

### Activity Task 1 - Page 26: Estimate surface area.

It is important for painters to know how to calculate surface area.

- Ask learners to estimate the surface area of a wall that is 4.6 metres long and 3 metres high. The surface area is calculated by multiplying the length of the room by the height of the room.

**Answer:**  $4.6 \times 3 = 13.8$  square metres that needs to be painted. They do not need to include windows or doors as this is just an estimate.

- Ask learners to estimate the total surface area if this is a square room.

**Answer:**  $13.8 \times 4 = 55.2$  square metres

### Activity Task 2 - Page 26: Estimate quantity of paint.

Painters often need to make simple calculations and estimations to determine how much paint a job requires.

- Ask learners to estimate the amount of paint needed for two rooms with a combined surface area of 97.7 square metres if 1 litre covers 10 square metres. The surface area will need to be divided by the number of square metres each litre of paint will cover.

**Answer:**  $97.7$  divided by  $10 = 9.77$

- How many cans of paint would be needed if each can holds 3.79 litres of paint? Round up the answer to full cans.

**Answer:**  $9.77$  divided by  $3.79 = 2.57$  cans or 3 cans of paint