

Task Title: Watch a Video on Myths About Apprenticeships

# OALCF Cover Sheet – Practitioner Copy

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

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

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

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will watch a short video debunking myths about apprenticeships and answer questions.

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

* Find and Use Information/Extract info from films broadcasts and presentations/A3
* Communicate Ideas and Information/Write continuous text/B2.2

**Materials Required:**

* Pen/pencil and paper and/or digital device
* Computer

# Learner Information

People who are interested in apprenticeships are often confronted with myths or untrue information about these career paths. Learning more about the realities of skilled trades is important when making employment decisions.

Go to <https://youtu.be/mIuyqtklXQI> and watch the video on debunking skilled trades myths (2:09).

# Work Sheet

**Task 1: List four myths mentioned in the video.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2: Pick two (2) myths in the video and write a short paragraph explaining why they aren’t true.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 3: List any additional myths you have heard about skilled trades. Explain why they aren’t true.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Answers

**Task 1: List four myths mentioned in the video.**

Answer:

* Skilled trades jobs are just a job, not a career path.
* Skilled trades are for students that don’t do well in school.
* Skilled trades people don’t make much money.
* Only four-year degree graduates are successful.

**Task 2: Pick two (2) myths in the video and write a short paragraph explaining why they aren’t true.**

Answers will vary.

Sample answers are as follows:

* Skilled trades jobs are just a job, not a career path. This isn’t true. The skilled trades offer long term sustainable careers with opportunities for advancement and self-employment.
* Skilled trades are for students that don’t do well in school. This isn’t true. Skilled trade jobs require literacy, critical thinking and creativity. Today, more and more trade workers use sophisticated technology in their roles.
* Skilled trades people don’t make much money. This isn’t true. The likelihood of earning a solid living wage is typically higher for those entering the skilled trades. And like most other industries, the more experience you have, the likelier you are to earn more.
* Only four-year degree graduates are successful. This isn’t true. The trades are in high demand, offer excellent wages, opportunities for advancement and provide life-long security with little to no student debt required. Furthermore, skilled trades professionals report higher levels of job satisfaction!

**Task 3: List any additional myths you have heard about skilled trades. Explain why they aren’t true.**

Answers will vary.

# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A3 | extracts information from films, broadcasts and presentations |  |  |  |
| B2.2 | writes texts to explain or describe |  |  |  |
|  | conveys intended meaning on familiar topics for a limited range of purposes and audiences |  |  |  |
|  | begins to sequence writing with some attention to organizing principles (e.g. time, importance) |  |  |  |
|  | connects ideas using paragraph structure |  |  |  |
|  | uses a limited range of vocabulary and punctuation appropriate to the task |  |  |  |
|  | begins to select words and tone appropriate to the task |  |  |  |
|  | begins to organize writing to communicate effectively |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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