

LESSON PLAN: Exploring Skilled Trades & Apprenticeship Pathways (Grades 9–12)

Time: 1–2 class periods (75–150 minutes)

Course Connections (Ontario Curriculum):

- **GLC20 / GLS / GPP / Guidance & Career Education Courses**
 - *Strand A:* Personal Management (A1.2, A2.4)
 - *Strand B:* Interpersonal Knowledge & Skills (B1.2, B1.3)
 - *Strand C:* Exploration of Opportunities (C1.1, C1.2, C2.2, C3.1)
 - **Technological Education (Grades 9–12)**
 - *Foundations* (skills, safety, career pathways)
 - *Exploration of trades sectors, apprenticeship, SHSM, OYAP*
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1. LESSON TITLE

“Pathways to the Skilled Trades: Exploring Apprenticeship, Interests, and Real-World Opportunities”

2. OVERALL EXPECTATIONS

Students will:

Guidance & Career Education

- Investigate a range of **postsecondary pathways**, including skilled trades and apprenticeship (C1, C2).
- Analyze how **personal interests and strengths** align with career fields (A2, C3).
- Demonstrate skills needed to navigate **education-to-work transitions**, including résumé prep, personal planning, and self-advocacy (A1, C3).

Technological Education

- Describe the **four skilled trades sectors** and related occupations.
 - Demonstrate understanding of **apprenticeship structure**, requirements, and expectations of employers.
 - Identify **safety considerations**, workplace habits, and employability skills.
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3. LEARNING GOALS (Student-Friendly)

By the end of this lesson, I will be able to:

- Explain what **OYAP** is and how co-op supports the apprenticeship pathway.
- Describe the structure of an **apprenticeship** (on-the-job + in-school training).

- Identify my **interests** and match them to related skilled trades.
 - Recognize the **four skilled trades sectors** and sample careers within each.
 - Understand employer expectations for apprentices (e.g., punctuality, attitude, preparedness).
 - Begin building components of a **Skilled Trades Portfolio**.
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4. MATERIALS

- Newsletter content from *The Trades Report, November 2025* (student copies or digital access)
 - Chart paper / markers
 - Devices for research
 - Worksheets
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5. MINDS-ON (10–15 minutes)

Activity: “What Do You Know About the Trades?” – Quick Write + Pair Share

Prompt students:

- “What comes to mind when you hear *skilled trades*?”
- “What questions do you have about apprenticeship?”

Invite a few students to share. Capture misconceptions (e.g., “Trades aren’t academic” or “You must be very strong”). Use the **Myth vs. Reality** section from page 6 to challenge misconceptions.

6. ACTION (45–60 minutes)

Part 1 – Understanding OYAP & Apprenticeship (15–20 min)

Students read pages 1–2: *Explore Skilled Trades and Apprenticeship Through OYAP*.

Key Learning Points to Highlight:

- Co-op as the starting point
- Eligibility (age 15+, 14 credits)
- Benefits: early apprenticeship hours, work experience, safety training
- Apprenticeship = **postsecondary education**
- Structure: ~85–90% on-the-job, 10–15% in-class training (page 7)

Mini Discussion:

“What are the advantages of *earning while learning* compared to college or university?”
(Use content from pages 3–4 on benefits, job security, and growth potential.)

Part 2 – Matching Skills & Interests to Trades (15–20 min)

Using **Match Your Interests to the Trades** (page 9), students complete a teacher-created worksheet.

Students:

1. Identify personal interests and strengths
2. Map them to suggested trades
3. Select one possible trade to explore deeper

Connect to **Ontario Curriculum Strand A2 – Personal Interests & Career Decisions.**

Part 3 – What Employers Look For (10–15 min)

Students read “The Journeyman & The Apprentice” (page 8).

Highlight employer expectations such as:

- Punctuality
- Preparedness
- PPE
- Positive attitude
- Tool care
- Jobsite tidiness

Group Activity:

Groups create a poster titled “**Top 5 Habits of a Successful Apprentice**” using evidence from the article.

Part 4 – Building a Skilled Trades Portfolio (Optional Extension – 10 min)

Page 6 discussES portfolio creation.

Students brainstorm items to include:

- Tech project photos
- Certifications (WHMIS, First Aid, Working at Heights)
- Co-op evaluations

- Résumé & references
- Skills reflections

Connect to **Strand A1 – Personal Management Skills**.

7. CONSOLIDATION (10–15 minutes)

Exit Ticket Options

Students respond to ONE:

1. “One thing I learned today that surprised me...”
 2. “One trade that matches my interests and why...”
 3. “One next step I can take if I want to explore OYAP or SHSM...”
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8. ASSESSMENT OF LEARNING

Formative:

- Exit ticket
- Interest-to-trades mapping worksheet
- Group poster on apprentice expectations

Success Criteria (Student-Friendly):

“I can...”

- Describe how OYAP works
 - Explain what an apprenticeship is
 - Match my interests to at least one trade
 - Identify employer expectations
 - Identify components of a trades portfolio
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9. DIFFERENTIATION

- **ELL students:** Provide vocabulary list (e.g., apprentice, journeyperson, conduit, PPE).
 - **At-risk learners:** Use visuals from the newsletter (diagrams on page 7, sector chart on page 10).
 - **Advanced learners:** Explore wage data and certification differences using the table on page 10.
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10. EXTENSIONS & CONNECTIONS

Optional Add-Ons

- Explore local SHSM, Dual Credit, or OYAP opportunities
 - Research a real skilled trade professional (e.g., Jo the Carpenter on pages 4–5)
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11. SAFETY CONNECTIONS (Technological Education)

Use sections discussing jobsite safety, PPE, and hazard awareness (pages 1–2, 4–5, 8).