



## Global Voices Information Sheet

### Youth Unemployment



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- The **unemployment rate** is the percentage of workers in the country who don't have jobs and are actively looking for jobs. This means that a person who is not working but also doesn't want to work is not considered part of this number.
- The **youth unemployment rate** is a very similar number, but it measures the number of people between the ages 15 and 24 who are looking for a job, but don't have one.
- The unemployment rate is important because it can be used to measure the total health of the economy. High unemployment rates show that there is not very much growth in the economy, that's why people are out of work.
- The youth unemployment rate is usually higher than the overall unemployment rate. That's because young people tend to have less experience and less training than adults.
- Today, the youth unemployment rate is about double that of the general population. That has some people concerned about what this means for the future.
- Even though young people tend to have less experience, it is important that they get training as that helps them grow and develop. When they don't get that opportunity, their skills and talents go to waste and it's hard to get them back.

#### Key Terms

- **OECD** – The Organization for Economic Cooperation and Development is an entity that works to stimulate economic growth and progress in its member states by coordinating international and domestic policies
- **partisan** – an adherent or supporter of a person, group, party or cause, especially a person who shows biased, emotional allegiance
- **profit** – an advantage, gain or benefit
- **recession** – a period of economic contraction
- **under-resourced** – having insufficient funds, poor or underfunded
- **volunteer** – a person who offers himself or herself for a service or undertaking, willingly and without pay

## Global Voices Elementary Educator Resources

### Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

### Themes and Course Connections

- Themes: Themes: volunteerism, employment, unemployment, experience, and skills.
- Course Connections: Language, Technology, and Social Studies.

### Materials

- Chart paper or blackboard
- Global Voices column

### Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

### Knowledge and Understanding

1. When I Grow Up (estimated time: 15 minutes)
  - a. Ask students to list the things they would like to be when they grow up. List professions on the board.
  - b. Divide the class into groups of four and ask them to discuss their chosen professions using the following suggested questions:
    - i. Why did you choose your specific profession?
    - ii. What skills do you need to enter this profession?
    - iii. How can you develop these skills?
    - iv. Why is it important for an individual to develop their skills?
    - v. How does one become successful in your chosen profession?
  - c. When groups have completed their discussions, bring the class back together and discuss the importance of developing and enhancing skills in your chosen profession.

## Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
  - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
  - b. Pre-reading steps:
    - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
    - ii. Introduce vocabulary: employment, unemployment rate, economy, profit, recession, volunteer, skills.
    - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
  - c. Reading steps:
    - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
    - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
  - d. Post reading steps:
    - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
    - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
  - a. On a piece of paper ask each student to write the title of the column at the top of the page. Underneath the heading, have them create a chart with two columns across and five rows down.
  - b. In the first column, have them write the following questions:
    - i. What is the title of this column?
    - ii. Who is the author?
    - iii. What is the purpose of the column?
    - iv. What statistics or facts are listed in the column?
    - v. Are there biases or obvious points of view?
  - c. Have the students revisit the Global Voices column and fill in the chart answering the above questions.
  - d. Discuss the students' charts as a class. Address the reasons why it is important to understand the source and potential bias of a website or print resource offering news information. Explain that just because a source has a bias doesn't mean it has no value. One of the traditional purposes of publications is to express opinions and attempt to convince readers of their validity. Explain that this is why it's important for each of them to form their own opinion while reading publications instead of agreeing with everything.

## Communication

1. Applying for a Job (estimated time: 30 minutes)
  - a. Ask students to list different jobs they can take on around their community (paid or volunteer depending on their age) that will help them gain valuable experience for their future career. List suggestions on the board.
  - b. Explain to students that it's important to start developing their skills and gaining valuable experience so they can get their job of choice in the future.
  - c. Tell students that a way to present their skills and experience to future employers is to create a resume that displays all of this information. Explain to students that they are going to build a resume today.

- d. Ask students to create a list of their personal information under the following headings:
  - i. Skills
  - ii. Education
  - iii. Work experience
  - iv. Volunteer experience
  - v. Qualifications
  - vi. Awards
  - vii. Extracurricular activities
- e. When students have finished creating their lists ask them to discuss with a partner how they are going to work to build on their experience so they can add to their resume in the future.
- f. Students will hand their resumes in for grading.

### Application

2. Canadian Service Corps (estimated time: 20 minutes)
  - a. In the Global Voices column, it was argued that Canada should implement a federally-funded volunteer service corps. Ask students to explain what this means, providing evidence from the column.
  - b. Ask students to write a brief reflection explaining how volunteer experience can help them build their skills for the future job market and the different types of volunteer experience they would like to do.

### Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – [www.freethechildren.com](http://www.freethechildren.com)  
Americorps - <http://www.americorps.gov/>