



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 Secondary 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: volunteerism, employment, unemployment, experience, and skills.
- Course Connections: Business Studies, Canadian and World Studies, English, Sciences and Humanities, Technological Education, Career Studies.

Materials

- Chart paper or blackboard
- Computers and internet
- 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. Career (estimated time: 15 minutes)
 - a. Ask students to list the professions they are interested in entering. List professions on the board.
 - b. Then ask them to select their chosen profession and work independently to list the skills needed to enter this profession as well as the ways that one can become successful within it.
 - c. When students have finished their independent work, bring the class back together and ask them the following suggested questions:
 - i. What skills are needed to enter the profession you choose?
 - ii. What steps do you need to take to gain those skills?

- iii. What can you do right now to start preparing yourself to enter this profession?
- iv. What can an individual do in order to be successful in your chosen profession?

Thinking

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column provoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 15 minutes)
 - a. Ask students to answer the following five key questions of Media Literacy:
 - i. Who created this message?
 - ii. What creative techniques are used to attract my attention?
 - iii. How might people understand this message differently?
 - iv. What values, lifestyles and point of view are represented in, or omitted from, this message?
 - v. Why is this message being sent?

Communication

1. 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 explain the Americoprs and opportunities offered through this experience.
 - c. Divide the class into pairs and ask them to create an argument either for or against Canada implementing a Canadian service corps.
 - d. When pairs have completed their arguments, ask them to present their side to the class.
 - e. Discuss together the idea of the “lost generation” as explained in the column.

Application

1. Building a Resume (estimated time: 30 minutes)
 - a. Explain to students that they are going to learn how to write a resume. This will provide them with an opportunity to compile all of the work they have done thus far, highlight their skills, and learn where they need to gain more experience. They will also be able to use this resume in the working world to seek out a job.
 - b. Discuss the purpose of a resume, why it is important and how they should portray themselves.

- c. Ask students to begin by creating 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
- d. Once students have compiled all of their personal information, encourage them to research resume templates online so they can determine the visual appearance of their resume.
- e. Once they have determined its appearance, encourage students to structure their resume under these headings, in the following manner:
 - i. Name and contact information: information centered with their name bolded and in a larger font. Contact information in a list underneath including their address, phone number and email address.
 - ii. Objective: this is a sentence indicating their intent.
 - iii. Skills: this is a point form list identifying the individual's personal qualities in a straight forward yet powerful manner (e.g.: strong team player).
 - iv. Education: indicate the education achieved to date.
 - v. Work Experience: include the name, location, and duration of each job with three bullet points indicating responsibilities upheld.
 - vi. Volunteer experience: include the name, location, and duration of each volunteer position with three bullet points indicating responsibilities upheld.
 - vii. Qualifications: list any qualifications or certifications achieved in bullet points.
 - viii. Awards: list any award achieved and when, in bullet points.
 - ix. Extracurricular Activities: list any relevant extracurricular activities.
 - x. References: list three references (non-family members) who can speak to their character and experience.
- f. Ask students to develop their resumes on the computer and hand them in for grading.

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

Americorps - <http://www.americorps.gov/>