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# Chasing Away Rain Clouds

## YOUTH JUSTICE LESSON PLAN GUIDE



**Published by:  
Public Legal Education and Information  
Service of New Brunswick**

P.O. Box 6000

Fredericton, NB

E3B 5H1

Tel: 506-453-5369

Fax: 506-462-5193

email: [pleisnb@web.ca](mailto:pleisnb@web.ca)

[www.legal-info-legale.nb.ca](http://www.legal-info-legale.nb.ca)

March 2001

Reprinted 2006

**Graphic Design:** Imprint Communications

## ACKNOWLEDGEMENTS

Public Legal Education and Information Service of New Brunswick is non-profit organization that was set up in 1989. Its goal is to provide New Brunswickers with information on the law.

As a result of the Youth Justice Renewal Initiative that was announced by Justice Canada in 1998, PLEIS-NB has worked with an advisory committee on several youth justice projects. That committee includes:

*NB Department of Public Safety*

*NB Department of Justice*

*NB Department of Education*

*Youth In Transition*

*The John Howard Society of NB*

*Centre for Research on Youth at Risk, St. Thomas University*

*Youth Connexions Jeunesse*

*Atlantic Alliance for Children and Youth*

*Provincial Caring Partnerships Committee*

*Canada/NB Community Mobilization Program*

*NB Youth Council*

Research and development of this Lesson Plan Guide was provided by Quality Action Consulting Inc. Edited by PLEIS-NB.



*This project was funded by Justice Canada.*





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## PURPOSE

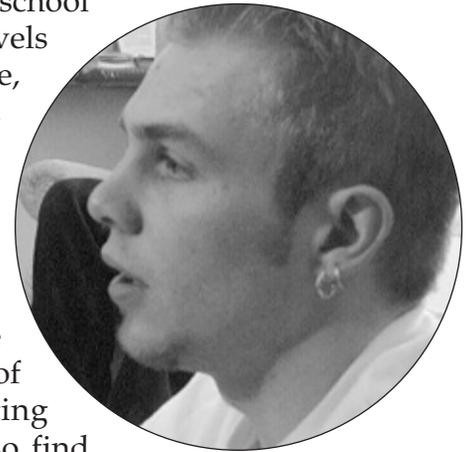
The purpose of the *Youth Justice Lesson Plan Guide* is to provide a school-based resource that complements the video *Chasing Away Rain Clouds*. The video and lesson plans are generic and recommended for youth aged 12 - 17 years. The lesson plans are intended to foster a range of developmentally appropriate, thought-provoking experiences that can connect curriculum objectives to real-life problem situations. Teachers can easily integrate the video and *Lesson Plan Guide* into the school curriculum at both the middle and senior high levels through a variety of subjects including guidance, language arts, health, family living, social sciences, human development, entrepreneurship, and law.

A general *Discussion Guide* is also available. It is intended to help focus community-based discussion in a less structured fashion. The *Discussion Guide* highlights the themes that are touched on in the video and provides facilitators with a variety of questions for stimulating dialogue or promoting research. However, community facilitators may also find particular exercises in the *Lesson Plan Guide* useful.

Whether you use the video in conjunction with the lesson plans or the *Discussion Guide*, we hope these resources will complement other learning processes that are taking place around youth crime prevention and changes to our youth justice system.

## FOCUS

The *Lesson Plan Guide* along with the video *Chasing Away Rain Clouds*, offer students an awareness of youth justice issues surrounding crime and punishment. The focus of these resources is to: identify key youth justice issues in the local community, explore the complex and diverse factors underlying youth crime, identify protective factors and supports that can make a difference in the lives of youth, discuss ways in which consequences may be made more meaningful and proportionate to the offence, and promote ways to support youth who have been in conflict with the law.



## RATIONALE

Young people develop as life-long learners when they understand how learning contributes to their lives and when they gain confidence in their ability to learn effectively. Motivation occurs when problem-solving strategies are applied to real-life learning situations. Such learning situations must be relevant to the lives of youth, both inside the classroom and in the community. The problems and solutions surrounding youth justice offer opportunities to develop skills in problem-solving, teamwork, creativity, analyzing a situation, leadership, communication, innovation, and strategic planning strategies. Crime prevention is relevant to the community and this topic



may be used in schools to enhance curriculum objectives, providing teachers with opportunities to facilitate learning through thought-provoking activities and discussions. Teachers and community leaders act as facilitators, and youth are held accountable for their own learning. Prevention exercises require youth to be proactive and offer opportunities to assess and evaluate their own learning, as well as enhance self esteem and skill development. Crime prevention is not a subject to be

taught in isolation, but rather a topic of concern and interest which may be integrated across the curriculum and the community to reach the greatest number of youth possible. The video *Chasing Rain Clouds*, the *Lesson Plan Guide*, and the *Discussion Guide* are designed to promote awareness and stimulate active participation in the prevention of crime.

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*Youth Justice: Know the Facts* The “pop” quiz is designed to explore some common misperceptions about youth crime through multiple choice / true or false questions. The answer sheet is provided.

### Lesson 2:

*Youth Crime: Possible Causes and Solutions* This discussion activity is designed to have students explore the root causes of youth crime and develop community-based solutions to the problem.

### Lesson 3:

*Meaningful Consequences and Accountability: Restoring Peace?* Students will learn about the traditional criminal justice system, discuss the impact of crime on victims, and explore different ways to hold a youth accountable for his/her actions while repairing the harm done to the victim and the community.

### Lesson 4:

*Youth Need Life Skills to Lead Crime-Free Lives* In a work/study exercise, students will build an awareness of the skills needed to enter the workforce. Students will identify the skills they need to gain employment and seek opportunities to develop these skills.

### Lesson 5:

*Motivation to Reduce Risk Factors* Through a teamwork process students will gain an understanding of social conditions that may be associated with young people who are in conflict with the law. Students will identify a number of risk factors and use problem-solving strategies to brainstorm ideas about how such risk factors may be reduced.

### Lesson 6:

*Building Self-esteem* Lesson six was designed to promote positive self esteem and encourage students to seek opportunities for developing life skills. Students will recognize that they have many positive attributes and skills that can contribute to life endeavours.

### Lesson 7:

*The Best of Me!* Developed to help students identify, organize and present skills and attributes which will build self-esteem, confidence, and pro-social values. Students will be able to put together a tangible document illustrating their abilities and attributes.

### Lesson 8:

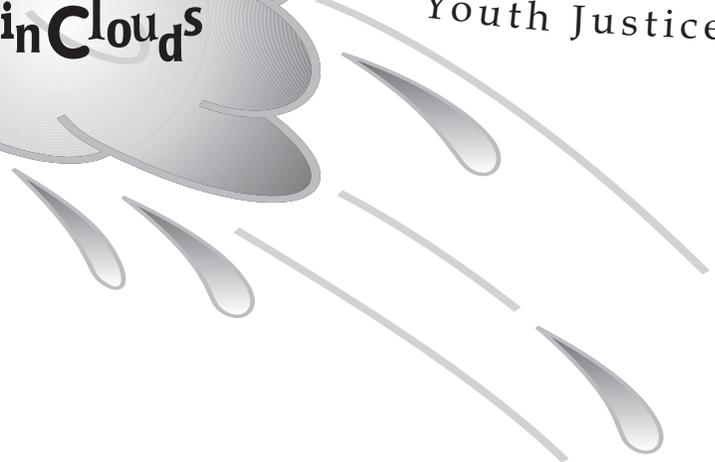
*Building a Resume* To become aware of the general format required when writing a resume for purposes of employment, entrance to colleges and universities, etc. Students will feel confident about writing their resume for employment or other purposes.





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## LESSON PLAN 1

### *Youth Justice: Know the Facts*

**Topic:** Youth Justice: Do you know the facts?

**Objective:** To help students gain an understanding about youth crime in Canada.

**Time:** 40-50 minutes

**Anticipated Outcomes:** Students will learn to identify some common myths surrounding youth crime.

**Materials:** Youth Justice Pop Quiz

#### **Activities Begin:**

1. Distribute the “pop” quiz to each student. Explain that this will test their own knowledge about youth justice.
2. Go over the answers of the test orally with the students and have each student mark their own paper to see how they did.
3. Discuss the results with the class. What information did you find most interesting? Did any of the facts on the quiz surprise you? Which ones? What did you learn about stereotyping from this quiz?
4. Discuss some ways in which youth may become involved in dispelling myths about youth crime.

#### **Follow-Up Activity:**

Ask each student to select five persons from outside the classroom to take the “pop” quiz and report on the results.

#### **Answers to “Pop” Quiz:**

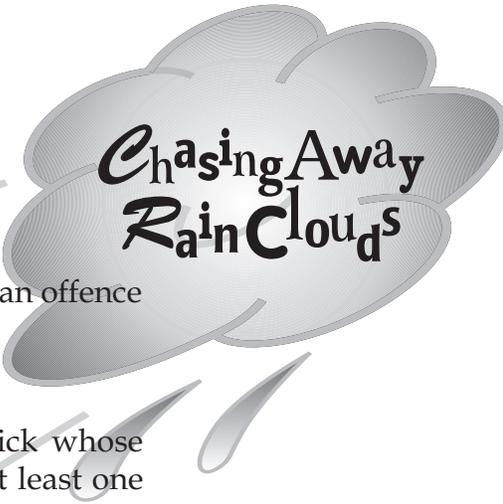
- |   |  |  |
|---|--|--|
| 1. c  | 9. c   | 15. a  |
| 2. b  | 10. c  | 16. c  |
| 3. a  | 11. true (In 1997-98, 67% of cases heard in Canadian youth courts resulted in a conviction for at least one charge.) | 17. false (Community based programs can be operated at considerably lower costs.)  |
| 4. false (Most violent crimes are committed by adults.)                       | 12. d  | 18. b  |
| 5. a  | 13. false (1 in 3 young people convicted serve some type of custodial sentence.)                                     | 19. b  |
| 6. d  | 14. c  | 20. true (The justice system alone cannot prevent youth crime. It takes a community to support youth and prevent crime.) |
| 7. false (Canada’s crime rate has steadily declined over the past six years.) |  |  |
| 8. b  |  |  |

## YOUTH JUSTICE "POP" QUIZ

Circle the appropriate answer for each of the following questions:

1. Who is most likely to be charged with violent crimes in this country?  
(a) children below age 7 (b) youth (12 - 17 yrs) (c) adults (d) seniors
2. What percentage of youth charged in 1997-98 were accused of a property related offence such as vandalism?  
(a) 65 % or greater (b) 50-60 % (c) 30-50 % (d) less than 30 %
3. In 1997-1998 what percentage of youth were charged with violent offences, including common assault (the least serious type of assault)?  
(a) 20 % (b) 40 % (c) 60% (d) 80%
4. Young people are the major cause of violence in this country.  
True or False
5. What country has the highest rate of putting youth in jail?  
(a) Canada (b) United States (c) Europe (d) Australia
6. What percentage of Canada's youth is in jail for breaching administrative orders, such as breaking a probation order or not showing up for a court appearance?  
(a) less than 5 % (b) 10% (c) 20 % (d) 25 %
7. The crime rate in Canada has been increasing because of an increase youth crime.  
True or False
8. In 1997 there were a total of 581 homicides in Canada. How many of the accused were youths?  
(a) 15 (b) 56 (c) 156 (d) 256
9. In 1997 what was the most common age of a person accused of murder?  
(a) 65 (b) 44 (c) 32 (d) 19
10. The most likely victims of violent youth crime are:  
(a) elderly (b) adults (c) youth (d) children

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11. According to 1997 statistics, most youth charged with an offence in Canada are found guilty.  
True or False
12. In 1997, what percentage of youth in New Brunswick whose cases were heard in youth court, were convicted of at least one charge?  
(a) 12 % (b) 67 % (c) 22 % (d) 87 %
13. Even when convicted of an offence, youth receive no real punishment.  
True or False
14. Youth convicted of repeat offences are how many times more likely to go to jail than first time offenders?  
(a) 5 times (b) 0 times (c) 3 times (d) 4 times
15. The estimated annual cost of jailing a youth according to a 1997 statistic is:  
(a) \$100,000 (b) \$75,000 (c) \$50,000 (d) \$25,000
16. In 1998-99, how many New Brunswick youth were sentenced to secure custody (jail)?  
(a) 124 (b) 289 (c) 558 (d) 644
17. Programs that support/treat youth in the community are generally more expensive than keeping kids in jail.  
True or False
18. What time do most young people get into trouble?  
(a) 7:00-9:00 a.m. (b) 2:00-6:00 p.m. (c) 8:00-10:00 p.m. (d) after midnight
19. According to a 1997 statistic, how many Canadian youth between 15 to 24 years volunteer in the community?  
(a) 1 out of 10 (b) 3 out of 10 (c) 5 out of 10 (d) 6 out of 10
20. You can help to prevent youth crime by caring and getting involved.  
True or False

## LESSON PLAN 2

### *Youth Crime: Possible Causes & Solutions*

**Topic:** Youth Crime: Whose problem is it?

**Objective:** To explore the root causes of youth crime and develop community-based strategies to reduce the problem.

**Suggested Time:** 40 -50 minutes

**Anticipated Outcomes:** Students will identify specific youth crimes and use problem solving strategies to generate possible solutions.

**Materials:** No materials are required for this discussion activity.

#### **Activities Begin:**

1. Write the words **utopia** and **utopian** on the board.
2. Ask the students to define what these words mean.
3. Share with students the dictionary definition of the words utopia and utopian.  
*Utopia:* A place of ideal perfection especially in laws, government and social conditions.  
*Utopian:* One that believes in the perfectibility of human society.
4. What makes the society in which we are now living different than the dictionary definition of “utopia”?
5. Ask students to give examples of different crimes that involve youth.
6. Discuss reasons why youth might become involved in crime.
7. Divide the class into six groups and assign each group one of the following topics: vandalism / drug and alcohol abuse / gangs / teen violence against teens / graffiti / shoplifting.
8. Explain to each group of students that their task is to: define the problem, explain how the problem affects youth, how it affects the community in general, list probable causes for the crime, determine a role youth can play to support other youth who have either committed or been victimized by youth crime, determine a strategy to make the community aware of the root causes of youth crime. Generate solutions like supporting other youth to prevent such crimes from happening or participate in the “Internet Challenge” by creating your own Youth Justice Webpage.
9. Share solutions with the class.

#### **Follow-up Activity:**

Do a class activity in which the class selects one of the problems analyzed and works with the teacher and the community to put their ideas into practice for the benefit of the community.

## LESSON PLAN 3

### *Meaningful Consequences and Accountability: Restoring Peace?*

**Topic:** Are courts the best place to restore peace in the community? When is it appropriate to use out-of-court responses to hold a youth accountable for a crime?

**Objective:** To explore the limitations of the traditional criminal justice system to set things right, especially when dealing with young persons involved in minor, non-violent crimes and first offences.

**Anticipated Outcomes:** Students will learn about the traditional criminal justice system, discuss the impact of crime on victims, and explore different ways to hold a youth accountable for his/her actions while repairing the harm done to the victim and the community.

**Suggested Time:** 40-50 minutes

**Materials Required:** No materials are required for this discussion.

#### **Activities Begin:**

1. Explain to the class that the traditional criminal justice system looks at the laws broken, who broke them and what punishment to hand out. The person who committed the crime is central. He or she has the right to remain silent and is usually represented in court by a lawyer. Victims may feel left out of the traditional process. You may wish to invite a criminal defence lawyer to explain the court system. Look on Justice Canada's website ([www.canada.justice.gc.ca](http://www.canada.justice.gc.ca)) for a resource called "Canada's System of Justice".
2. Put two columns on the board, **Violent Crimes** and **Non-violent Crimes**. Have the students list as many crimes as they can think of under each heading.
3. Discuss why it is important to distinguish between violent and non-violent crimes. Discuss the impact of different crimes on victims.



4. Ask the question, "Does it make sense to send a youth to jail for vandalism or drinking under-age?"
5. Share the following facts with the students: 80% of youth in Canada who come into conflict with the law are convicted of property offences. Yet of all the industrialized countries in the world including the USA, Canada has the highest rate of jailing youth. Of the approximately 25,000 youth in our jails each year, 20% are there for administrative breaches such as not showing up for a court date. We are 10 to 15 times more likely to put youth in jail than Europe, Australia or New Zealand. The new approach to addressing youth crime encourages less formal, out-of-court ways of dealing with youth crime.
6. Discuss with the students whether or not they agree with this new approach.
7. Write the heading on the board **community-based responses**. Ask the students to define what they think this means. Ask them to consider the role that could be played by victims, families, teachers, coaches and others in the community.
8. Ask the following questions: Are community-based responses to non-violent youth crime a better solution than sending a youth to jail? Would such responses be more likely to have positive outcomes? Name some (e.g. the young person might accept responsibility, set things right or make amends for the harm caused, etc.). How would a less formal community-based approach help focus on victims? An example might be that it gives victims a chance to tell their story and comment on how to set things right, etc. Do you think that a community-based approach is more likely to prevent future harm?
9. Brainstorm with students to make a list of people who could be involved in working with and supporting youth in the community when they have come into conflict with the law.
10. Write this list on the board.
11. Divide the class into small groups.
12. Ask each group to make up a role-playing activity entitled "Who are the people in your neighbourhood?" Students may take turns identifying the roles of each of the persons listed.
13. Ask for volunteers to share some of the role-playing activities with the class.

## LESSON PLAN 4

### *Youth Need Life Skills to Lead Crime-Free Lives*

**Topic:** What skills do youth need to lead crime-free lives?

**Objective:** To develop a work/study exercise to create an awareness of the skills needed to enter the workforce.

**Suggested time:** 40-50 minutes

**Anticipated Outcomes:** Students will identify the skills they need to gain employment and seek opportunities to develop these skills.

**Materials:** The following items are required: pens/pencils, loose leaf paper, chart paper, marker and Employability Skills Profile. This profile can be found on the Conference Board of Canada's website at [www.conferenceboard.ca](http://www.conferenceboard.ca).

#### **Activities Begin:**

1. Divide the class into groups of four.
2. Ask each group to identify a list of entry level jobs.
3. Have each group select one job and make a web, illustrating the skills they require to work in that job.
4. Have students make a list of suggestions concerning what activities they could do to obtain the skills listed.
5. Ask one person from each group to present their ideas to the class.
6. Hand out a copy of the Employability Skills Profile to each student.
7. Ask students to compare the skills listed on this profile to the skills they listed.
8. Discuss with students how employability skills can help lead to the prevention of youth crime.

#### **Follow-up Activity:**

Students may interview a person of their choice about their job. Using the skills discussed in class and the Employability Skills Profile as a guideline, students will develop open-ended questions. These questions should explore what skills and training are necessary for that particular profession and how those skills might be acquired.

## LESSON PLAN 5

### *Motivation to Reduce Risk Factors*

**Topic:** Is youth crime the result of problem youth or youth with problems?

**Objective:** To help students gain an understanding of social conditions that may be associated with young people who are in conflict with the law.

**Suggested Time:** 40-50 minutes

**Anticipated Outcomes:** Students will identify a number of risk factors and using problem-solving strategies through a teamwork process, brainstorm ideas about how such risk factors may be reduced.

**Materials:** No materials are required for this discussion activity.

#### **Activities Begin:**

1. Divide the class into small groups.
2. Write the following title on the board "Youth Justice Renewal Initiative".
3. Explain to students that this Initiative was first announced in May 1998. The Initiative is a response to the way we think about youth crime and the way the legal system has managed youth justice.
4. Explain to students that the goal of the Youth Justice Renewal Initiative is to support the prevention of youth crime and the protection of the public. It recognizes that children and youth are national priorities. Prevention of youth crime is a major focus of this Initiative. The best way to protect the public from youth crime is to prevent it.
5. Write the following examples of risk factors on the board: **Boredom/ Poverty/ Family Violence/ Substance Abuse/ Lack of a Caring Adult.**
6. Explain to students that these are examples of risk factors for youth. Although these conditions cannot be erased overnight, communities can work together to lessen their effect on young people in their area. Their challenge is to work as a team and come up with as many solutions as possible for reducing these risk factors.





7. Each team will review suggestions generated from their brainstorming activity and merge these ideas into a role-playing exercise. For example, one person may take on the role of a social worker, a teacher, a lawyer, a police officer, etc. The task is to work together as a team to identify specific youth crimes, identify the risk factors that might be involved, and demonstrate a possible solution through role-playing. For example: youth crime - vandalism of school property at elementary level/ risk factor - boredom/ solution - community, teachers, parents and students work together to plan, build and maintain a "Dream Park" playground for children. Through role playing, students will demonstrate possible solutions for reducing the impact that risk factors have on specific youth crimes.

**Follow-Up Activity:**

Ask students to find examples of communities that have successfully implemented community-based strategies for youth.

## LESSON PLAN 6

### *Building Self-esteem*

**Topic:** Can we build self esteem through self recognition?

**Objective:** To promote positive self esteem and encourage students to seek opportunities for developing life skills.

**Suggested Time:** 40-50 minutes, plus time allocated for development of profile. The profile may be completed outside of class time.

**Anticipated Outcomes:** Students will recognize that they have many positive attributes and skills that can contribute to life endeavours.

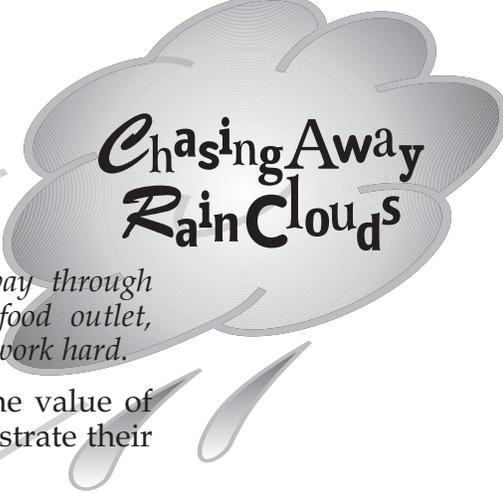
**Materials:** Chart paper is required for this activity.

#### **Activities Begin:**

1. Do a brainstorm activity with the students. Ask them to come up with as many words or phrases as they can describing personal attributes and skills which a potential employer would regard as being positive (e.g. hardworking, friendly, good-natured, honest, intelligent, responsible, leader, team player, creative, etc.).
2. Have someone record the responses on a flip chart.
3. Divide the class into small groups. It is recommended that the teacher select the groups for this particular activity to ensure teams are balanced with a diversity of skills and experiences.
4. Explain to the students that attributes and skills are developed through numerous experiences. *Example: A person does not wake up one day to find out they have the skills needed to be a doctor and then are able to operate the next day. It is an accumulation of experiences and academic achievements that influence a person to go into a certain profession. Even if the person had no idea they wanted to go into the medical profession when they were younger, there must have been certain experiences that helped to motivate them in their decision. Examples of experiences that may lead to a future career choice: winning a ribbon at the district science fair may have motivated them to concentrate on the sciences -- babysitting may have motivated them to find opportunities to take care of others -- volunteering at a local soup kitchen may have motivated them to help those in need, perhaps they did an assignment that demonstrated high academic and organization skills -- joining the local toastmasters group may have motivated them to learn oral*

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*communication skills --perhaps they worked their way through university by working long hours at a local fast food outlet, demonstrating a high level of endurance and ability to work hard.*

5. It is important that students learn to recognize the value of their experiences and skills and are able to demonstrate their abilities to others.
6. Divide the class into teams. Give each team a sheet of chart paper. Ask students to work as a team to make a list of their skills and attributes demonstrating their ability to succeed. Every student must contribute, but it is not necessary for each team member to have that specific skill. For example, one person may be good at drawing, so the team may list “artistic” as an attribute. Ask the students to write a list of experiences that may have contributed to developing these skills and attributes. For example, babysitting may have given a student the ability to take care of others, be dependable, responsible, hard working, caring and reliant.
7. Remind students that the skill or attribute must be positive. Negative attributes will not be accepted and therefore need not be discussed. Physical characteristics, such as “good-looking” will not count as positive attributes but may be used to demonstrate a positive attribute. For example, if a student lifts weights everyday with the goal of looking good and building a strong body, this demonstrates that he/she is able to set a goal and have the determination needed to achieve the goal. The fact that he/she works out regularly demonstrates his/her commitment to good health which would be an attribute. Using this example, the team can list physical strength, endurance, determination, ability to set a goal, and commitment to good health as positive attributes.
8. Ask each team to organize their thoughts on chart paper. Remind them this is not a contest to determine which team is the best. Every team should have numerous attributes and experiences demonstrating how they achieved positive attributes.

### **Follow-Up Activity:**

Have each team present the team’s attributes and experiences to the class using chart paper. Put the chart paper on display to share with others. Prepare students in advance for the lesson “How can I profile life skills?”.

## LESSON PLAN 7

### *The Best of Me!*

Note: Students must be prepared in advance prior to doing this lesson. This is a follow-up lesson to “*Can we build self esteem through self recognition?*”

**Topic:** How can youth profile life skills?

**Suggested Preparation for Teacher:** Explain to the students (four or five days prior to doing this lesson) that each of us has many positive attributes which contribute to society, things we do everyday but tend to overlook. Review the attributes discussed during the team activity of the “*Can youth build self esteem through self recognition?*” lesson. Inform students that they are going to have an opportunity to profile their positive attributes to classmates, teachers, future employers, and others. Their assignment will be to put together a profile. Encourage them to include significant activities such as a part-time job, paper-route, babysitting, volunteer activities, helping a friend, sports, a good mark on an assignment or test, etc. The format used for this profile will be their choice, but it must demonstrate life skills (including leadership, communication skills, problem solving, decision-making and teamwork), personal attributes, and examples of experiences and achievements. Recommend that students include personal letters of reference from teachers and/or employers. Remind students to bring items with them a few days prior to working on this assignment to ensure that they have everything they need to make constructive use of class time.

**Objective:** To be able to identify, organize and present skills and attributes that will build self-esteem, confidence, and pro-social values.

**Time:** 40-50 minutes Note: The profile may be completed outside class time.

**Anticipated Outcomes:** Students will be able to put together a tangible document illustrating their abilities and attributes. They can use this for many purposes like seeking employment.

**Materials:** Students should bring with them a collection of items which they may want to include in their profile. Such items may include photographs, a transcript of marks, awards for sports or academic achievement, letters of reference from a teacher or employer, etc. Depending on the method the student selects to do their profile, they may require a computer/disk, binder, video tape & recorder/VCR, etc. Provide each student with a resume format. Guidance persons have a variety of formats from which to choose.

**Activities Begin:**

1. Explain to the students that some youth have low self esteem and have difficulty demonstrating life skills and positive attributes to others. As a result they may get frustrated and give up. It is often difficult to recognize one's skills and attributes, and it is even more difficult to tell others about them.
2. Inform students that they will be given an opportunity to profile themselves in a positive manner. Their task is to put together some form of document that demonstrates these life skills and attributes. The documentation may be done using a variety of formats. For example, a binder, VCR, computer web site, etc.



3. Allow students class time to work on the organization of their profiles, with facilitation from the teacher and/or guidance counsellor.

**Follow-up Activities:**

Assign students the task of completing profiles outside class time. Check students' progress prior to the assigned date. Students may be offered opportunities to present their profiles. Display the profiles so they may be shared with others. Have students organize a "skills profile event" using a format similar to that of a science fair. Invite parents and community members.

## LESSON PLAN 8

### *Building a Resume*

**Topic:** Do you know how to build a resume?

**Objective:** To become aware of the general format required when writing a resume for purposes of employment, entrance to colleges and universities, etc.

**Time:** 40-50 minute

**Anticipated Outcomes:** Students will feel confident about writing a resume for employment or other purposes.

**Materials:** A resume format handout is required to complete this activity.

#### **Activities Begin:**

1. Explain to students that when they go job hunting they will usually be required to give a potential employer a copy of their resume before receiving an interview. Inform students that the way their resume is organized and presented is extremely important because it informs the employer about who you are prior to an interview. Your resume may be the first step to "getting in the door".
2. Pass each student a resume format handout. Emphasize that this is only a sample of a format that may be used, there is no one correct format which must be used.
3. Review the suggested format with students.
4. Allow students time to work on a draft resume using the format provided. The teacher and/or guidance counsellor must approve the draft resume prior to the student doing a "good copy". If possible, complete the "good copy" on the computer. This may be completed in class time or assigned for homework.
5. Ask each student to select two persons who are not related to them (preferably a teacher, coach, past or present employer, or another adult who can write about the student's skills and attributes) to write a letter of reference.

#### **Follow-up Activities:**

Students may use their resume to apply for a job and/or entrance to a post-secondary institution, etc. The teacher may want the students to write about or discuss in class how they can best use their resume. Encourage students to mentor others on how to construct a resume.