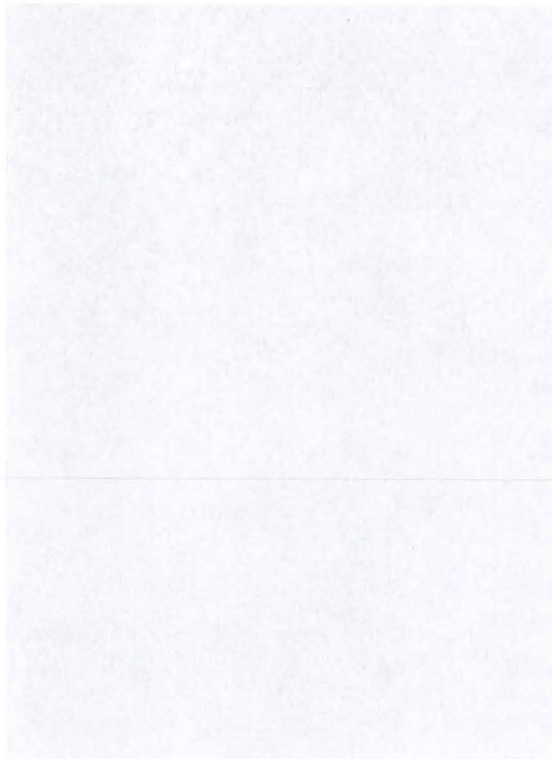
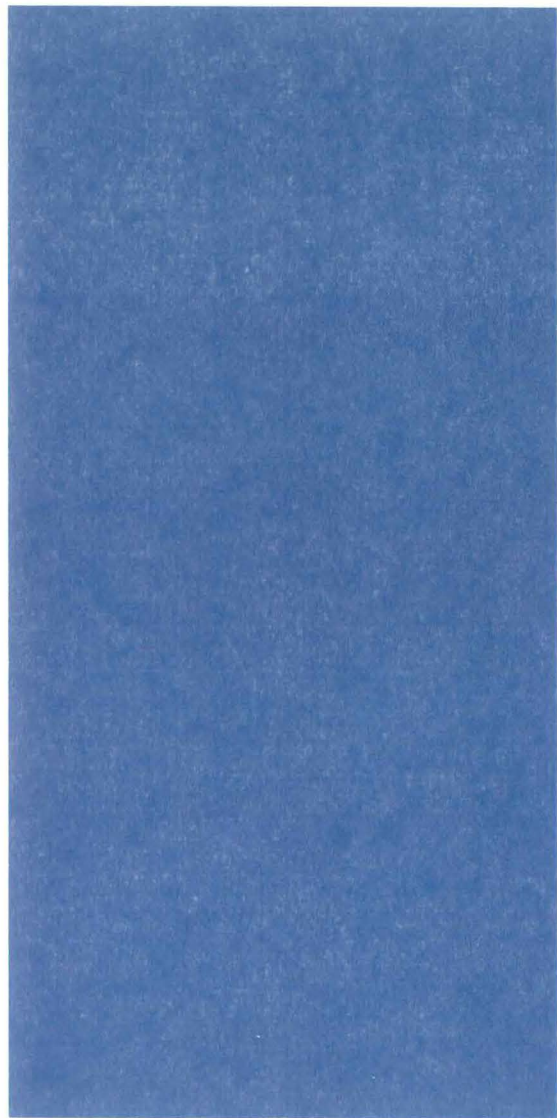


# ROADMAP



A Career  
Development and  
Financial Literacy  
Program for Youth  
in/from Care and  
Custody



# Acknowledgements

2014-2017

**Project Coordinator:** Robyn Lippett

**Program Support Team:** Jack Simpson, Tom Carney, Mathieu Cormier and John Sharpe

**Support Editor:** SJ Thiessen

**Project Evaluation:** Sue Calhoun

Every effort has been made to secure permission for the use of all copyrighted materials.

# Dedication

This RoadMap Program Guide is dedicated to the amazing youth in/from care and custody who created this program with us. Thank you for sharing yourself with us. Thank you for trusting us with your stories and dreams. Thank you for working *with* us so passionately. May your work continue to inspire youth as it has inspired us; may it continue to encourage youth to dream, and have hope.

# The RoadMap Program Guide

## Table of Contents

### Introduction

Partners For Youth Inc.....	7
A Letter from Partners for Youth Inc.....	8
About the RoadMap Program .....	9
How to Use this Guide.....	10

### The RoadMap Program

Rationale.....	14
Program Goals .....	15
Program Frameworks .....	15
Program Principles.....	17
Program Structure .....	18
Appendix- RoadMap Program.....	20

### Experiential Education Component

Experiential Education.....	23
Designing an Experiential Education Component .....	25
Appendix- Experiential Education Component.....	28

### Facilitation

Facilitation .....	34
Role of Facilitators.....	34
Facilitation Suggestions.....	37

### Evaluation

Evaluation.....	41
Appendix- Evaluation .....	43

### Preparation

Preparation.....	52
------------------	----

## RoadMap Workshop Component

Workshops.....	56
<b>Workshop 1: Our RoadMap Group!</b> .....	59
Appendix: Workshop 1 .....	67
<b>Workshop 2: Who am I?</b> .....	69
<b>Workshop 3: What am I good at?</b> .....	76
Appendix: Workshop 3 .....	85
<b>Workshop 4: What am I interested in?</b> .....	90
Appendix: Workshop 4 .....	100
<b>Workshop 5: What do I want to learn?</b> .....	105
<b>Workshop 6: How do I find work?</b> .....	116
Appendix- Workshop 6 .....	126
<b>Workshop 7: How do I write a resume?</b> .....	131
Appendix- Workshop 7 .....	139
<b>Workshop 8: How do I promote myself?</b> .....	146
Appendix- Workshop 8 .....	153
<b>Workshop 9: What do I say?</b> .....	155
Appendix- Workshop 9 .....	164
<b>Workshop 10: What am I feeling?</b> .....	172
Appendix- Workshop 10 .....	181
<b>Workshop 11: How do I manage money?</b> .....	185
Appendix- Workshop 11 .....	195

## Wrapping-Up

Endings & Goodbyes.....	201
Post-Program Debrief.....	203

## References

Additional Resources.....	206
References.....	206

# Introduction

# Partners For Youth Inc.

Partners for Youth Inc. is a provincial not-for-profit organization that inspires and supports youth throughout New Brunswick. The Honourable Jim Ross founded Partners For Youth Inc. in 1994. His goal was to create a not-for-profit organization tasked with developing pragmatic and effective community-based support programs for New Brunswick youth.

Since then, Partners For Youth, Inc. has grown exponentially into a provincial organization that offers programming, services and support to youth throughout New Brunswick.

Our mission is to engage youth who are facing challenges in their lives and assist them in becoming capable, connected, and contributing members of their communities.



Partners For Youth Inc. achieves this mission by developing innovative programs and services that promote experiential learning in safe, supportive, and rewarding environments. This work is done in collaboration with public, private, and not-for-profit partners.

Without a doubt, the most important part of this work is the long-term commitment that Partners For Youth Inc. makes to children and youth. Partners For Youth Inc. is committed to working *with* youth throughout New Brunswick to form long-lasting, positive relationships that support youth, and their communities, to engage in sustained learning and positive growth.

For more information about Partners For Youth Inc. and the work that we do, please visit our website at [www.partnersforyouth.ca](http://www.partnersforyouth.ca).



# A Letter from Partners for Youth Inc.

We are so excited to share The RoadMap Program Guide with you! This RoadMap Program Guide is the result of many years of hard work. Co-created with and by youth across New Brunswick, this RoadMap Program Guide is an important step towards effectively supporting youth in/from care and custody to transition towards independence.

Responding to significant feedback received from youth in/from care and custody in our programs, Partners for Youth Inc., first explored the development of an experiential financial literacy program for high school aged youth in 2007. Following the completion of a pilot project, we expanded this program's focus to include more information about employment and education. In doing so, the RoadMap Program was born!

Fast-forward to 2012 and new funding partners were identified to push the development of the RoadMap Program forward. Using an intensive youth engagement approach, youth in/from care and custody were invited to participate in the design (and re-design) of the RoadMap Program. Following a series of delivery sessions with youth in care and custody (which spanned 24 months), we are confident in our approach and in the positive results this program offered youth throughout New Brunswick.

As you explore the RoadMap Program Guide, you will find a great deal of information, research, materials, checklists, and other helpful hints. Much of the credit for this initiative and Guide goes to the Project Lead, Robyn Lippett, whose investment in this work was significant.

Feel free to use these materials, keeping in mind that we encourage you to deliver the program as intended, with an experiential education component. Please do not hesitate to contact Partners For Youth Inc. for further information. We greatly appreciate and look forward to your feedback! We know that together we can ensure that youth in/from care and custody are given the support and connections necessary to access opportunities for learning, growth and success.

John Sharpe, CEO  
Partners for Youth Inc.

# About the RoadMap Program

The RoadMap Program is one of Partners For Youth Inc.'s most important projects. Beginning in 2007, Partners For Youth Inc. began to explore the possibilities for a financial literacy program grounded in experiential education. This exploration was the result of considerable feedback from youth who had participated in our many programs. The first version of this program was delivered in several New Brunswick high schools and focused exclusively on developing youth's financial literacy. Following the completion of this pilot program, Partners For Youth Inc. expanded the program to focus more concretely on employment and education.

"The literature on best educational practices supports adoption of non-traditional participatory pedagogies for engaging marginalized youth effectively."

*Engaging Marginalized Youth in Financial Literacy Programs*

Since 2008, the RoadMap Program has been delivered throughout New Brunswick— in both French and English. It engaged youth participants in experiential education activities designed to teach a number of important financial literacy concepts, including budgeting, "paying yourself first," and investing. After several years of successfully delivering this version of the RoadMap Program at Alternative Education settings throughout New Brunswick, Partners For Youth Inc. continued to identify program gaps. Extensive feedback from participants highlighted the value of ensuring that youth in/from care and custody had access to this program, including its experiential education approach. In 2012, Partners For Youth Inc. identified new funding partners to push the development of the RoadMap Program forward once again. The goal was to create a version of the RoadMap Program that was reflective of the needs and realities of youth in/from care and custody.

"Youth in care need a special program like this. We don't have parents to show us this kind of stuff."

- RoadMap Participant

This version of The RoadMap Program maintains an emphasis on financial literacy, but focuses on employment, education, and social and emotional development as well. Uniquely developed for youth in/from care and custody, the RoadMap Program includes workshops that teach youth participants job-readiness skills, including job searching, job profiling, interview skills, and resume writing. These workshops are offered in conjunction with a

"Best practices support youth being involved in organizational decision-making processes and at all levels of program development, planning, implementation and evaluation."

*Youth Engagement: Empowering Youth Voices to Improve Services, Programs and Policy*

formal experiential education component that prioritizes group formation and social and emotional learning.

The RoadMap Program is research informed and draws upon existing best practices in several disciplines, including Education and Social Work. There is however, a dearth of information related to the specific needs of youth in/from care and custody, as pertaining to career development and financial literacy. Due to these existing research

“I look forward to seeing you guys every week. You motivate me.”

- Roadmap Participant

gaps, and our belief that youth are the experts on their own lives and needs, youth in/from care and custody were heavily involved in the creation of this program. Youth in/from care and custody participated in detailed focus groups, in-depth interviews, and systematic follow-up meetings. Youth in/from care and custody have been engaged in all stages of the development of this program, including re-designing activities, extending the curriculum,

designing handouts, and identifying essential elements of the program’s facilitation. This program offers specific and unique opportunities for youth in/from care and custody to be engaged in their own learning.

Partners For Youth Inc. is happy to present this updated version of our long-standing RoadMap Program. This RoadMap Program Guide will ensure that youth serving agencies can work together to offer youth in/from care and custody the information, skills and support necessary to access employment and education, and become connected members of their communities.

## How to Use this Guide

### *Who should read this Guide?*

This RoadMap Program Guide was written for adults and youth facilitators alike. Adults using this Guide may be teachers, youth care workers, social workers, or may do other work in community organizations that support youth. Youth using this Guide will likely be RoadMap Program participants, or previous graduates who are acting as youth facilitators.

### *Why is this Guide important?*

This Guide was developed to provide adult and youth facilitators with the information necessary to facilitate the RoadMap Program in their community. The information presented herein will assist both adults and youth facilitators alike to understand the Roadmap Program, as well as the elements of its successful delivery. While this Guide outlines a suggested means of delivery, each organization is required to adapt and customize elements of this program. It is recommended that this Guide be used in combination with other evidence-based resources, and be informed by the needs of youth in/from care and custody in each local community.

### *How is this Guide organized?*

This RoadMap Program Guide consists of 8 parts:

1. **The RoadMap Program:** This section of the Guide contains all the information necessary to understand the RoadMap Program. This section includes descriptions of the program's structure, requirements, frameworks and principles, as well as a suggested delivery schedule.
2. **Experiential Education Component:** This section of the Guide contains information about the RoadMap Program's Experiential Education Component. This section includes a description of experiential education, potential activities, tips for designing an experiential education component, as well as an example from Partners For Youth Inc.
3. **Facilitation:** This section of the Guide contains important information about facilitating the RoadMap Program. This section includes a definition of facilitation and why this style of group work is important, information about adult and youth facilitator roles, as well as general facilitation suggestions based on Partners For Youth Inc.'s delivery of The RoadMap Program.
4. **Evaluation:** This section of the Guide contains important information about evaluating the RoadMap Program. This section includes a description of basic formative and summative evaluation practices, as well as important opportunities for engaging in organizational reflective practices. This section also contains example pre- and post-tests used by Partners For Youth Inc.
5. **Preparation:** This section of the Guide contains information about preparing to deliver the RoadMap Program. A reminder is offered for youth and adult facilitators about their own preparation to deliver the program, including an invitation to consider the formal, informal and organizational components of their support networks. A checklist of preparation questions to consider has also been included.
6. **The RoadMap Workshops:** This section contains all 11 of the RoadMap Program's workshops. Each of the 11 workshops contains a detailed workshop plan, narrative descriptions of each activity, as well as specific facilitation resources and tips.
7. **Wrapping-Up:** This section contains important information about ending each delivery of The RoadMap Program. This section includes information about participant folders and awards, debriefing, and changing the curriculum to better suit the needs of youth in/from care and custody.

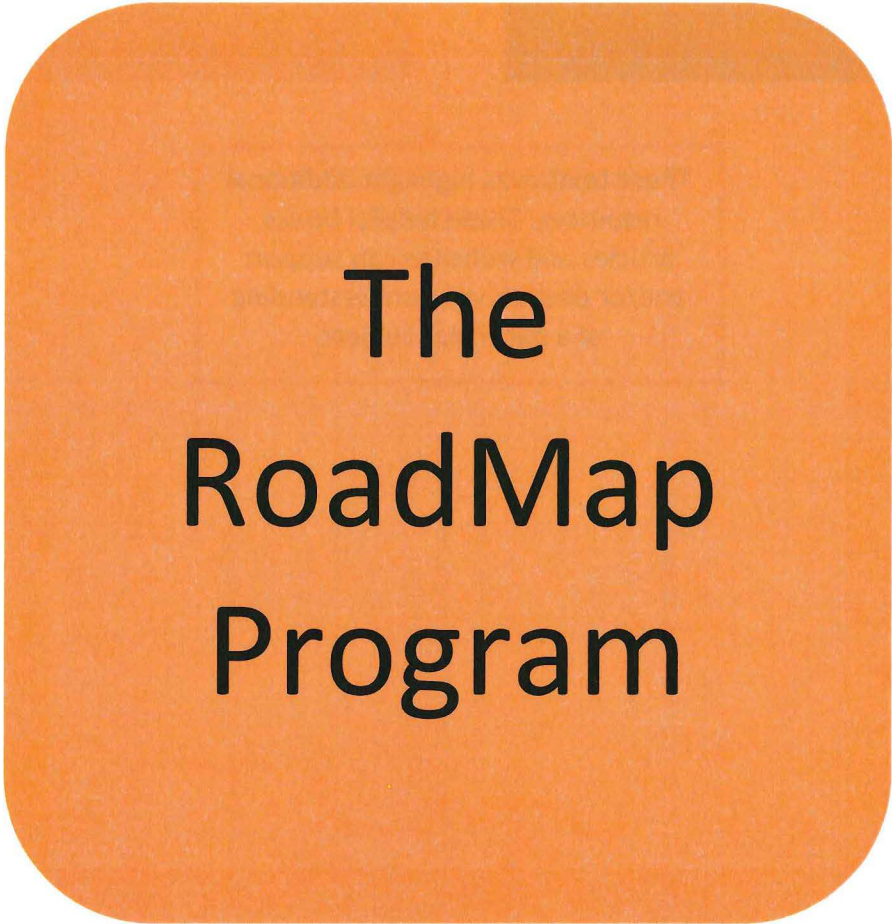
8. **References:** This section contains all the resources and references used in the creation of this Guide.

Please note that textboxes have been included throughout this Guide to supplement the program material.

These textboxes highlight research that supplements the Program's design and delivery. Complete references for all of these resources can be found in the References section.

These textboxes include clarifying quotes from previous RoadMap Program participants and/or youth in /from care and custody who co-created The RoadMap Program.

These textboxes highlight additional resources. These helpful books, articles and websites can support and/or deepen your understanding of a particular subject.



# The RoadMap Program

# Rationale

Youth in/from care and custody face considerable challenges transitioning out of care and/or custody (Dewar & Goodman, 2014). Research highlights that youth face barriers to community involvement and mental wellness (Yates & Grey, 2012). Youth in/from care and custody also face a lack of supportive relationships (Cunningham & Diversi, 2013). While relationships are important for all youth as they grow (Nakkula & Toshalis, 2006), supportive relationships are doubly important for youth in/from care and custody (Barth, Greeson, Zlotnik, & Chintapalli, 2011). Indeed, youth can experience considerable isolation and

“We need more people in our lives. People who can help us when we leave care.”

-Former Youth in Care

“Care ends and we struggle...”

*My Real Life Book: Report from the Youth Leaving Care Hearings*

disconnection when formal relationships (e.g. with social workers, foster parents, etc.) end when they “age-out” (Provincial Advocate for Children and Youth, 2012).

Youth also face considerable barriers to education and employment (Yates & Grey, 2012). Youth in/from care and custody are often marginalized in, and by traditional learning spaces, predominantly schools (Ek-Udofia & Spotton Visano, 2012). These institutions’ “top-down” style of education can actually further marginalize youth by reinforcing their powerlessness and alienating them from their learning communities (Ek-Udofia & Spotton Visano, 2012.) Frequently interconnected, youth leaving care/custody experience under/ unemployment, which results in a lack of stable housing, and in many cases homelessness (Dewar & Goodman, 2014).

“Generally, youth in care become independent at a much younger age than other young Canadians and, too often, end up living in unstable housing or transitional housing as adults.”

*Financial Literacy and Youth*

While youth in/from care and custody negotiate many challenges as a result of their time in care and/or custody, they are also resilient and

“I love everything about [this] program. I look forward to seeing you guys every week. Thank you so much! You help motivate me.”

-RoadMap Participant

creative survivors. The RoadMap Program recognizes and celebrates this, seeking to create not only a learning environment that supports and empowers, but also a curriculum that provides youth in/from care and custody with the job-readiness and introductory financial literacy skills they need to think critically about their education and employment. Additionally, the RoadMap Program seeks to provide youth in/from care and custody with opportunities to develop meaningful connections with adult mentors, as well as other youth in/from care and custody. These

opportunities for mentorship and relationship building encourage youth to explore the skills required to build and maintain supportive relationships, like self-awareness, self-management, and responsible decision-making (Collaborative for Academic, Social, and Emotional Learning, 2016). The experiential education approach that structures this program engages youth in/from care and custody where they are at, rather than forcing them to accommodate to a traditional learning style.

## Program Goals

The RoadMap Program has been uniquely created with and for youth in/from care and custody. Designed to engage small groups in learning about education, job-readiness skills and financial literacy, it also provides youth participants with opportunities to identify supportive relationships in their lives.

The goal of the RoadMap Program is to utilize an experiential education approach to provide youth in/from care and custody with the information, skills and support necessary to further their education and/or find meaningful employment, and become connected members of their many communities.

## Program Frameworks

Several theoretical frameworks inform the RoadMap Program. In general, a theoretical framework is a lens, or perspective, through which we view the world, understand information, and ask questions (Trent University, n.d.). These frameworks are essential to the design and delivery of the RoadMap Program, as they ensure that the lives, knowledge(s), and experiences of youth in/from care and custody are centered.

1. **Anti-Oppression:** Anti-Oppression is a theoretical framework that seeks to “address social divisions and structural inequalities” (Dominelli, 2012, p. 331.) Indeed, it is rooted in an understanding of oppression, as it operates within societies, communities, institutions, groups and individuals. The RoadMap Program aims to operate in a way that destabilizes established power dynamics, empowers participants (Baines, 2011), engages youth in a critical analysis of society, and creates new opportunities for youth to understand and make meaning of their experiences (Sakamoto, 2009). This framework is exceptionally important to the RoadMap Program, as youth in/from care and custody experience many intersecting oppressions, including, but not limited to poverty, racism, ableism, sexism, homophobia, and transphobia (Oudshoorn, 2015). As such, the RoadMap Program is unapologetically rooted in an Anti-Oppressive



framework, prioritizing equity, solidarity, and the sharing of power (Dominelli, 2012).

2. **Strengths Perspective:** The Strengths perspective is a hopeful framework. This framework encourages people to understand and identify their many strengths and skills (Sullivan, 2012). This framework is exceptionally important to the RoadMap Program, as youth in/from care and custody deserve to have opportunities to discover and realize the many skills and strengths that they have. The Strengths perspective ensures that youth are supported to self-identify their strengths and skills, and think critically about the situations and/or scenarios where they learned these skills (Saleebey, 2009). The RoadMap

“You guys helped us build teamwork. You guys made us happy, gave us positive minds, and gave us hope.

-RoadMap Participant

Program seeks to create an environment where youth can explore and build themselves up.

3. **Experiential Education:** Experiential education is an alternative education framework that prioritizes learning by doing and reflection (Lewis & Williams, 1994). This non-traditional form of education requires youth to “reflect on what happened, how it happened, and why” (Beard & Wilson, 2006, p. 20). This framework is fundamental to the

RoadMap Program, as marginalized youth (including youth in/from care and custody) are often disempowered by traditional education approaches (The McCreary Centre Society, 2009). As such, the RoadMap Program is rooted in experiential education.

4. **Trauma-informed approach:** A trauma-informed approach centers an awareness of the implications of trauma in a person’s life (Oudshoorn, 2015). As such, agencies whose programs/services are trauma-informed seek to provide these programs/services in a way that is appropriate to, and considerate of the needs of those who have been, or are being affected by trauma (Klinic Community Health Centre, 2013). As youth

“Like other Canadian institutions, child welfare agencies have evolved within an historical context of white supremacy, colonialism, and anti-Black racism, all of which have been woven into the fabric of child welfare policies and practices, leading to the creation of long-standing disproportionalities and disparities for African Canadian and Indigenous communities.”

*One Vision One Voice: Changing the Ontario Child Welfare System to Better Serve African Canadians*

“While Aboriginal people represent only 4% of the population of Canada, they represent over 23% of the prison population. That means Aboriginal people are ‘over-represented’ in the prison system.”

*Justice & Juries: A First Nations Youth Action Plan for Justice*

in/from care and custody experience considerable trauma prior to, as well as during their time in care and/or custody (Ontario Association of Children’s Aids Societies, 2016), select components of a trauma-informed approach have been incorporated into this program. This approach is particularly important because of the historical trauma that underlies the over-representation of Youth of Colour and Indigenous youth in the child welfare and youth justice systems (Ontario Association of Children’s Aids Societies, 2016).

## Program Principles

“You guys really cared. You didn’t just come [here] for a paycheck.”

-RoadMap Participant

The RoadMap Program is guided by five principles. For the purposes of this Guide, a principle is a broad assumption about how something should function (“Principle,” 2017). Created with youth in/from care and custody, these principles dictate how the RoadMap Program should be delivered. These principles ensure that youth are respected and valued not only as participants, but as co-creators who work with, and within each group to produce, share and impart important knowledge and expertise.

- |   |
|---|
| 1. <b>Youth in/from care and custody have important experiential knowledge:</b> Youth participants are experts in their own right and deserve to be engaged in a way that recognizes and supports their expertise.  |
| 2. <b>Youth in/from care and custody are co-creators of the group:</b> Youth participants must be actively engaged in the creation of their group and learning environment.   |
| 3. <b>Youth in/from care and custody are important:</b> Youth participants face unique and multi-faceted challenges and are deserving of programs that are reflective of, and suited to their unique needs and challenges. Youth participants need programs that will build them up and help them to unlearn stigmatizing narratives. |
| 4. <b>Youth in/from care and custody are leaders:</b> Youth participants must have opportunities to share power and take on leadership roles.   |
| 5. <b>Youth in/from care and custody have many strengths:</b> Youth participants face many intersecting oppressions and deserve to be recognized as resilient survivors with considerable assets, skills and intelligence(s).   |

# Program Structure

The RoadMap Program is a 25 hour-long program. Designed to be a voluntary program, youth participants should have the choice to participate and leave if they wish. The RoadMap Program requires:

- **2 Adult Facilitators-** These facilitators must co-facilitate this program. Not only does this ensure that the youth participants receive comprehensive support, but ensures that facilitators are better supported in the delivery of this program.
- **1 Youth Facilitator-** This facilitator is to be selected by the adult facilitators from the current group's participants, or from program graduates. The youth facilitator should be compensated for their time, work and skills.
- **Meeting space(s)-** These spaces must be large enough to comfortably accommodate all youth participants. While the RoadMap Workshop Component and the Experiential Education Component may be delivered in the same space, this is not essential. These spaces, however, must meet the access needs of all youth participants.
- **Youth Participant Folders-** Each youth participant must be given a folder to store all of their RoadMap Program materials. Adult facilitators should maintain these folders throughout the Program and present them to each youth participant upon completion.
- **A maximum of 8 youth participants-** It is recommended that each session be limited to 8 youth in/from care and custody. Youth participants can be chosen in many different ways, either by adult facilitators and/or by other adults supporting these youth (e.g. social workers, youth care workers, teachers, correctional officers, probation officers, etc.).

The RoadMap Program has 2 components:

1. **Experiential Education Component (EEC)-** This component is essential to the success of the program. The EEC requires 14 of the RoadMap Program's total 25 hours. The RoadMap Program requires that each group be engaged in experiential education activities for 1 hour, prior to the delivery of each of the 11 workshops. This component can consist of any activity that allows youth in/from care

"The best part was the outdoor activities like building shelters and cooking on fires. "

-RoadMap Participant

and custody to be engaged in self-reflection, and to build their teamwork, problem-solving and decision-making skills (Ek-Udofia & Spotton Visano, 2012). EEC's can consist of art-based activities, movement and drama-based activities, sports activities, and outdoor education activities. It is recommended that the RoadMap Program end with an additional 3-hour event that enables the youth participants to say goodbye to each other, the facilitators, and the group as a whole.

2. **RoadMap Workshop Component-** The RoadMap Program includes 11 workshops, which require 11 of the RoadMap Program's total 25 hours. These workshops are cumulative in nature and should be delivered in the order presented in this Guide. Each workshop covers a job readiness or financial literacy skill and builds on the learnings from previous workshops. These workshops utilize different experiential education strategies, including group work, role-play, games and other hands-on activities that are intended to engage youth effectively (Schwartz, n.d). These workshops are designed to last 1 hour.

More detailed information on each of these components can be found in the sections entitled **Experiential Education Component** and **RoadMap Workshop Component**. An example delivery schedule can be found in **Appendix: RoadMap Program**.

## Appendix- RoadMap Program

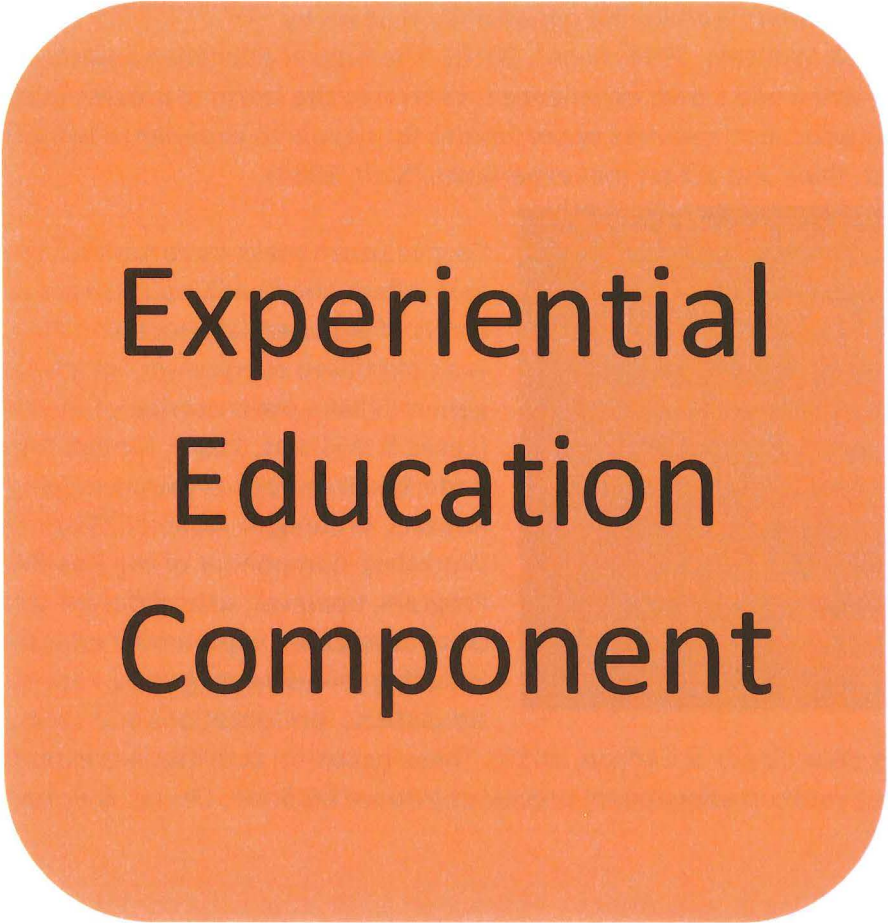
- **Facilitator Resource:** Example Delivery Schedule

# Facilitator Resource

## Example Delivery Schedule

The following table is a suggested schedule for delivering the 25 required hours of the RoadMap Program. Partners For Youth Inc. used the following schedule, which ensured that the RoadMap Program was completed within a 6-week time frame. This schedule was manageable for each partnering organization and took place over a period of time that was long enough for youth participants to form meaningful relationships with one another, as well as with the youth and adult facilitators. Please note that this is meant to serve as an example delivery schedule, each organization will structure their delivery of The RoadMap Program differently.

Monday	Tuesday	Wednesday	Thursday	Friday
	<b>EEC 1 (1 hr)</b> Workshop 1 (1hr)		<b>EEC 2 (1 hr)</b> Workshop 2 (1 hr)	
	<b>EEC 3 (1 hr)</b> Workshop 3 (1 hr)		<b>EEC 4 (1 hr)</b> Workshop 4 (1 hr)	
	<b>EEC 5 (1 hr)</b> Workshop 5 (1 hr)		<b>EEC 6 (1 hr)</b> Workshop 6 (1 hr)	
	<b>EEC 7 (1 hr)</b> Workshop 7 (1 hr)		<b>EEC 8 (1 hr)</b> Workshop 8 (1 hr)	
	<b>EEC 9 (1 hr)</b> Workshop 9 (1 hr)		<b>EEC 10 (1 hr)</b> Workshop 10 (1 hr)	
	<b>EEC 11 (1 hr)</b> Workshop 11 (1 hr)		<b>EEC 12 (3 hrs) to wrap-up Program</b>	



# Experiential Education Component

# Experiential Education

The RoadMap Program is rooted in an experiential education approach. While this reflects the needs of the youth in/from care and custody engaged in our program development, best practices also highlight the importance of engaging marginalized youth in non-traditional education approaches (Ek-Udofia & Spotton Visano, 2012). Experiential education is an approach to education that offers learners the opportunity to learn by doing (Lewis & Williams, 1994; Beard, 2010). This type of education asserts that learning takes place when one's own experience is central to the learning process (Kolb, 1984). Experiential education requires opportunities for people to experience something and then reflect, think and act on that experience (Kolb, 1984).

"My favourite part was the hands-on activities. I get bored and need to move to stay focused. It was fun."

-RoadMap Participant

"Experience may underpin all learning but it does not always result in learning. We have to engage with the experience and reflect on what happened, how it happened and why. Without this, the experience will tend to merge with the background."

*Experiential Learning: A Best Practice Handbook for Educators and Trainers*

To give youth these opportunities to engage and reflect, the RoadMap Program uses two forms of experiential education. First, the EEC is a field-based component, which should generally take place outside of the classroom (Lewis & Williams, 1994), though the activities undertaken can be very wide-ranging (Warren, Roberts, Breunig, & Alvarez, 2014). The Workshop Component of the RoadMap Program, however, uses different strategies for classroom-based experiential education, including role-playing, games, case studies, simulations, presentations and various types of

group work (Wurdinger & Carlson, 2010). These hands-on activities are essential tools for engaging youth in educational processes (Moore McBride, Chung, & Robertson, 2016).

## *Why Experiential Education?*

Being in care and/or in custody is a profoundly disempowering experience. Indeed, youth in care or custody often have very little control over multiple aspects of their lives. Recognizing the need to counter this disempowerment, The RoadMap Program uses an experiential education approach to ensure that youth participants have legitimate opportunities for leadership, power-sharing, and self-control. Grounding the RoadMap Program in an experiential education approach ensures that youth participants are able to have a degree of control over their learning (Moon, 2004).



Additionally, experiential education approaches can support youth to explore and build social and emotional skills (Chung & McBride, 2015). These skills, like identifying and managing emotions, building and maintaining positive relationships with others, making responsible decisions, and managing challenging situations (Zins, Bloodworth, Weissberg & Walberg, 2004), are important for all youth to develop and practice, as these skills are the foundation of employability skills (Committee for

For more information on Social and Emotional Learning (SEL), consider The Collaborative for Academic, Social and Emotional Learning. More information available at [www.casel.org](http://www.casel.org)

“In order for students to achieve success in school, career, and life, they must be taught social and emotional skills- just as they learn reading, math and science- through instruction and practice. School-based social and emotional learning (SEL) curricula provide a key to workforce development by explicitly teaching the social and emotional skills employers are seeking.”

*Why Social and Emotional Learning and Employability Skills Should be Prioritized in Education*

Children, 2016). In fact, communication, problem-solving and relationship skills are the social and emotional skills that are most frequently required for jobs in our current labour market (Committee for Children, 2016). In order to give youth in/from care and custody opportunities to develop such skills as decision-making, teamwork, emotional regulation and relationship building (Collaborative for Academic, Social and Emotional Learning, 2016), an experiential education approach is essential.

## Experiential Education Component

The RoadMap Program’s Experiential Education Component is essential to the success of the program. Prior to each RoadMap Program Workshop, it is recommended that each group be engaged in an EEC activity for 1 hour. This component can consist of art-based activities, outdoor education activities, movement and/or drama-based activities, and even sports activities. Indeed, the experiential education approach can be used to meet a number of different learning goals (Peterson, DeCato & Kolb, 2015), provided that facilitators are engaging youth to reflect and think through their experiences effectively.

### *Partners For Youth Inc: EEC*

Partners For Youth Inc. facilitated cumulative adventure-based learning activities for the EEC of this program. Adventure-based learning (ABL) is a form of experiential education which allows people to engage in self-exploration (Dyson & Brown, 2009; Stuhr & Sutherland, 2014), and develop their emotional and social skills through activities that increase their self-esteem, self-awareness, self-confidence, trust, communication skills, cooperation with others and problem-solving skills (Bisson, 1999). Considerable

research has examined how ABL activities can support marginalized youth to increase their self-concept (Chung-Chi & Chih-Mou, 2006), resilience (Bloemhoff, 2006), and perceptions of alienation and self-control (Cross, 2002). Indeed, research has indicated that outdoor education opportunities can lead youth to develop their emotional and leadership skills (Hayashi & Ewart, 2007).

Partners For Youth Inc. felt that this type of experiential education was ideally suited for the RoadMap Program. In fact, the youth in/from care and custody that were engaged in the revision and re-design of this program echoed these sentiments. They wanted outdoor education activities to be a part of the EEC. Additionally, Partners For Youth Inc. has the organizational capacity to facilitate these activities safely. For instance, Partners For Youth Inc. has a staff team that are certified in various elements of outdoor education, including swimming, wilderness first aid, canoeing, kayaking, and other skills. Partners For Youth Inc. also maintains the materials, risk management policies, and insurance necessary to engage youth in adventure-based learning activities safely and effectively.

“Can you take us to camp? Anything in the woods is awesome! You don’t get to do stuff like that in care.”

-RoadMap Participant

Though the EEC is essential to the RoadMap Program, Partners For Youth Inc. fully expects each agency to adapt or design their own EEC plan. Please see **Appendix: Experiential Education Component** for an example of the EEC planned and delivered by Partners For Youth Inc.

## Designing an Experiential Education Component

Experiential education is simply an approach through which information, learning and reflection is facilitated (Beard & Wilson, 2006). As such, there are many different activities that can be facilitated using an experiential education approach (Peterson, DeCato & Kolb, 2015). The youth in/from care and custody that worked with us to design, deliver and evaluate this RoadMap Program felt that the following activities would be of interest to youth in/from care and custody as potential EEC activities.

“THEATRE! Do some dramaaaa! The group could end by doing a play. They could even write the play!”

-RoadMap Participant

“What about basketball? Could we teach basketball skills and then play an adults vs. youth game at the end?”

-RoadMap Participant

“What about an art program? We could do a mural or something!?”

-RoadMap Participant

There are many different activities that could form the basis of the EEC. That said, it is important to consider the following questions when designing an EEC for the RoadMap Program.

**Organizational Capacity:** Each agency delivering the RoadMap Program will have a different capacity. What strengths and/or skills does your organization have? What capacities and strengths does your staff team possess? Do you have to hire another staff member with skills and/or qualifications for this component?

**Risk Management:** What risk management policies and procedures does your organization have? Do you have the insurance necessary to organize and facilitate a specific type of EEC?

**Partnerships:** Does your agency have partnerships with other organizations that could support in the delivery of this component? Could this be an opportunity to develop a strong working partnership with another community organization?

**Youth Skills and Strengths:** Talk to some of the youth involved in your organization’s programming. What are they interested in doing? Do they have any skills and strengths that they could bring to the group as the youth facilitator? Could this be an opportunity to provide a youth in/from care and custody with a formal work and/or volunteer opportunity?

**Location:** Is there anything specific to the delivery location that needs to be considered? For instance, is it being delivered at a closed or open custody setting? Does this location have any policies and/or procedures that will dictate what activities can be done? Are there any limitations to the materials that you can bring to this location?

**Social and Emotional Skills:** Does the activity you are thinking of prioritize social and emotional learning? Are youth going to be given opportunities to build their decision-making, teamwork and relationship skills?

While Partners For Youth Inc. is happy for organizations to extend and/or develop our existing EEC, we look forward to hearing about all the new ideas that agencies develop across Canada. Please consider sharing your EEC with Partners For Youth Inc. at [www.partnersforyouth.ca](http://www.partnersforyouth.ca). We always like to receive feedback about the new and creative ways that our programs are being changed, adapted and delivered.

# Appendix- Experiential Education Component

- **Facilitator Resource:** Partners For Youth Inc. Experiential Education Component

# Facilitator Resource

## Partners For Youth Inc. Experiential Education Component

The following is an overview of the EEC facilitated by Partners For Youth Inc. in Fall 2016. 12 cumulative sessions were planned, 11 of which lasted one hour, while the final session lasted 3 hours and served as the program’s formal wrap-up. While organizations can certainly use and/or adapt this curriculum, please note that in order to successfully deliver this EEC, Partners For Youth Inc. required a highly trained and knowledgeable staff team who had up-to-date outdoor education qualifications (including lifeguard training), specific risk management policies, as well as significant liability insurance.

<b>Outdoor Session 1: Introductions and Team Building</b>	
<p><b>Following this module, youth participants will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the outdoor activities that we will be doing in the RoadMap Program</li> <li>Identify their group members by name (including the facilitators)</li> </ul>	<ul style="list-style-type: none"> <li>During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>Take part in icebreakers to discuss the importance of trust and communication in this group</li> </ul> </li> </ul>
<b>Outdoor Session 2: The Natural Environment</b>	
<p><b>Following this module, youth participants will be able to:</b></p> <ul style="list-style-type: none"> <li>Feel more comfortable in the natural environment where the RoadMap Program takes place</li> <li>Be able to identify several types of local trees and plants</li> </ul>	<ul style="list-style-type: none"> <li>During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>Review and revise <b>Our RoadMap Group Agreement</b> if necessary</li> <li>Discuss local trees and plants</li> <li>Review basic local tree and plant identification skills</li> <li>Have a scavenger hunt to identify 10 types of local plants and trees</li> </ul> </li> </ul>
<b>Outdoor Session 3: Map Orienteering</b>	
<p><b>Following this module, youth participants will be able to:</b></p> <ul style="list-style-type: none"> <li>Read a map, including using the legend</li> <li>Use a local map to plan a camping trip</li> <li>Use map legends to calculate distance</li> </ul>	<ul style="list-style-type: none"> <li>During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>Discuss basic map orienteering, including reviewing different types of maps</li> <li>Review strategies for reading maps, and using legends to identify locations</li> <li>Identify how to use a map legend to calculate distance</li> <li>Plan a camping trip</li> </ul> </li> </ul>
<b>Outdoor Session 4: Compass Orienteering</b>	
<p><b>Following this module, youth participants will be able to:</b></p> <ul style="list-style-type: none"> <li>Read an orienteering compass</li> <li>Know how to make their own compass</li> </ul>	<ul style="list-style-type: none"> <li>During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>Identify different types of compasses</li> <li>Review basic compass orienteering skills, including how to read an orienteering compass and create your own compass</li> <li>Split into small groups (3-4) to navigate</li> </ul> </li> </ul>

	a pre-arranged orienteering course/race
<b>Outdoor Session 5: Canoeing 1</b>	
<p><b>Following this module, youth participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the parts of the paddle and canoe</li> <li>• Identify basic water safety measures</li> <li>• Demonstrate how to tie a square knot</li> </ul>	<ul style="list-style-type: none"> <li>• During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>• Review the component parts of the paddle, as well as the canoe</li> <li>• Identify basic water safety measures</li> <li>• Learn how to properly select and wear a Personal Floatation Device (PFD)</li> <li>• Learn basic knots for tying-down canoes (including square knot and figure 8 loop knot)</li> <li>• Split into pairs and create a raft of canoes to play game that teaches pairs how to balance in a canoe</li> </ul> </li> </ul>
<b>Outdoor Session 6: Canoeing 2</b>	
<p><b>Following this module, youth participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic canoe strokes</li> <li>• Understand and demonstrate the basics of tandem paddling</li> </ul>	<ul style="list-style-type: none"> <li>• During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>• Review the component parts of the paddle, as well as the canoe</li> <li>• Demonstrate and practice basic canoe strokes (including forward stroke, backward stroke, J stroke and pry stroke)</li> <li>• Discuss strategies for tandem paddling</li> <li>• Split into pairs and take trip across lake</li> <li>• Have obstacle course race where pairs must successfully and quickly navigate around a series of water buoys</li> </ul> </li> </ul>
<b>Outdoor Session 7: Shelter Building 1</b>	
<p><b>Following this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Be familiar with how to properly build shelters and lean-tos in various natural locations</li> <li>• Identify a safe and suitable camp site</li> </ul>	<ul style="list-style-type: none"> <li>• During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>• Learn basic shelter and lean-to building techniques</li> <li>• Work as a team to select a camp site location and successfully put up a tent</li> </ul> </li> </ul>
<b>Outdoor Session 8: Shelter Building 2</b>	
<p><b>Following this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to build shelters and lean-tos in a wooded environment</li> </ul>	<ul style="list-style-type: none"> <li>• During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>• Split into two groups and use narrative scenarios that require a specific type of lean-to to be created</li> </ul> </li> </ul>

<b>Outdoor Session 9: Finding and Purifying Water</b>	
<p><b>Following this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the importance of finding clean water</li> <li>• Identify several strategies for finding cleaner water</li> <li>• Create a water filter with various found materials</li> </ul>	<ul style="list-style-type: none"> <li>• During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>• Discuss the importance of finding water in the natural environment, as well as strategies for finding cleaner water</li> <li>• Create and test individual water filters made using found materials</li> </ul> </li> </ul>
<b>Outdoor Session 10: Fire Building</b>	
<p><b>Following this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Build and light a fire using 1 of 2 techniques demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>• Discuss basic fire safety measures, including the importance of adhering to Fire Bans</li> <li>• Discuss and demonstrate 2 strategies for building fires (including the log cabin technique, and triange technique)</li> <li>• Split into two groups to gather wood, build a fire and bowl a pot of water (which will then be used to make a snack!)</li> <li>• Introduce the next topic: Cooking with Fire and decide what to cook as a group (keeping in mind any relevant allergies)</li> </ul> </li> </ul>
<b>Outdoor Session 11: Cooking with Fire</b>	
<p><b>Following this module, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Cook a meal over a fire (meal TBD as a group)</li> <li>• Be able to start a fire using several different techniques (including triangle and log cabin approaches)</li> <li>• Build and light a fire using 1 of 2 techniques previously demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• During this Outdoor Session, we will: <ul style="list-style-type: none"> <li>• Discuss strategies for fire building that are suitable for cooking certain food</li> <li>• Work as a team to build a fire, prepare and cook a meal</li> <li>• Make and eat Smores!</li> </ul> </li> </ul>

After completing Outdoor Sessions 1-11, Partners For Youth Inc. facilitated a final Outdoor Session. Session 12 served as a formal end to the RoadMap Program. Session 12 consisted of a situational activity during which youth participants were required to demonstrate and practice the skills they learned during the Outdoor Sessions. An overview of Session 12 is available below.

<b>Activity</b>	<b>Duration</b>
<b>LOCATION</b>	
<p>Introduction to the day:</p> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Reviewing expectations</li> <li>• Outlining Outdoor Session Activities</li> </ul>	15 min.



<p>Situational Exercise:</p> <ul style="list-style-type: none"> <li>Youth participants are engaged in a situational exercise (e.g. camping mishap, storm, etc.) that requires them to complete a circuit of different group challenges by using the skills they learned throughout the program (e.g. build a fire, build a shelter, use a compass to complete a series of problem-solving challenges, etc.)</li> </ul>	45 min.
<p>Meal Preparation:</p> <ul style="list-style-type: none"> <li>Debrief from situational exercise</li> <li>Prepare meal as a team on the fire created during situational exercise</li> </ul>	60 min.
<p>Closing:</p> <ul style="list-style-type: none"> <li>Debrief from program</li> <li>Distribute Program Awards (1 for every youth) and give youth participants opportunities to create awards for facilitators</li> <li>Review youth participant folders containing their work throughout the program (e.g. resume, cover letter, employability skills list, etc.)</li> <li>Thank them for their participation in the program</li> <li>Clean-Up!</li> </ul>	60 min.

For more information on these Outdoor Sessions, please contact Partners For Youth Inc. by visiting our website at [www.partnersforyouth.ca](http://www.partnersforyouth.ca).



# Facilitation

# Facilitation

The RoadMap Program has been designed with youth in/from care and custody to reflect a style of delivery that is unique to their needs and respectful of their learning preferences. The RoadMap Program should be *facilitated*, not *taught*. The word facilitate is derived from the Latin word “facile,” which means to make easy (Mariah, 2016). Facilitation is an approach to group work that prioritizes cooperation and collaboration (Hunter, 2007). Facilitators use strategies and tools to guide the group, and support group members to work together to meet their goals (The Community Toolbox, 2016).

“In order to promote equality and inclusion, facilitators must strive towards developing attitudes of inclusion, respect, and equality. This might involve speaking against attitudes that would exclude, discriminate or be disrespectful to some people in the group or in the community/society as a whole.”

*Developing Facilitation Skills: A Handbook for Group Facilitators*

## Why Facilitation?

The youth in/from care and custody that co-created this program were clear that being in care and/or custody is fundamentally disempowering. The RoadMap Program has been designed to be delivered in a way that recognizes this loss of power, and actively counters it by offering youth genuine and authentic opportunities for power-sharing,

“When you are in care, you have no control. People make all the decisions for you.”

-Former Youth in Care

self-reflection, discussion, and leadership. Facilitation, as a form of group work, necessitates activities that support and encourage group members to work together to make decisions (Hunter, 2007). In doing so, the group is at the centre, rather than a teacher whose role is to impart their exclusive knowledge onto the group. Facilitators prioritize the group’s knowledge(s), and create opportunities for shared power and leadership.

## Role of Facilitators

The RoadMap Program requires facilitators’ time, dedication, and a commitment to learning and personal growth. It is their job to guide the group, rather than direct it’s outcome(s). All facilitators should keep the following concepts in mind.

**Facilitators are not teachers-** The facilitators’ role is to support the group to learn, discuss and work together to meet the goals of the RoadMap Program.

**Facilitators are responsible for creating the *space*-** Facilitators must uphold each group’s agreement and work together to create a space for the youth participants that

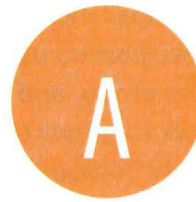
meets their access needs.

**Facilitators are still group members-** The facilitators must be open to learning with and from youth participants and strive to uphold the group’s agreement.

**Note: Information for this table from Girls Action Foundation (2009).**

### *Adult Facilitators*

The two adult facilitators are responsible for co-facilitating the RoadMap Program. This is an important component for many reasons. Not only is it a great way to model co-operation and relationship skills with the youth participants, but it also allows the youth participants to receive more comprehensive support throughout the program. Co-facilitation is useful in group work, especially during the group’s formation when each group is negotiating their dynamics. Further, as each person’s facilitation style is different, co-facilitation is a great opportunity to learn different skills (BYTE, 2014). It is highly recommended that co-facilitators discuss their facilitation styles, strategies, and challenges prior to facilitating together.



Throughout this guide, this symbol will be used to highlight the workshop activities that are to be facilitated by the adult facilitators.

To facilitate the RoadMap Program, it is strongly recommended that adult facilitators be familiar with the following concepts.

**Anti-oppression, particularly anti-racism-** Youth of Colour and Indigenous youth are disproportionately involved in the child welfare and youth justice systems (Ontario Association of Children’s Aid Societies, 2016). Adult facilitators must understand anti-oppression and anti-racism, including the core concepts of oppression, intersectionality, and colonialism.

**Self-reflexivity:** Adult facilitators must understand their own identity, including their experience(s) of privilege and oppression. These experiences shape the ways that facilitators make meaning of the world. Adult facilitators need to understand their own identities, and consider the identities of the youth participants by thinking about their abilities, ethnicities, races, religions, genders, and sexual orientations.

**Child Welfare and Youth Justice Systems-** Youth in/from care and custody face many intersecting barriers to “independence,” particularly accessing education and employment (Dewar & Goodman, 2014). Adult facilitators must understand the challenges that youth face while entering, navigating, and exiting the child welfare and youth justice systems.

Adult facilitators are also responsible for coordinating the RoadMap Program. This means that they are responsible for coordinating all aspects of the program. Depending on where the program is being delivered, this may involve liaising with institutional staff, accessing materials, customizing key workshop content, and designing the EEC. The adult facilitators are also responsible for preparing and maintaining each youth participant's folder. This folder will contain all the materials they completed during the RoadMap Program. It is to be given to the youth participants at the completion of the program.

"I love being the team leader for us girls."

-Youth Facilitator

Finally, the adult facilitators must support the youth facilitator. The adult facilitators must engage the youth facilitator in open and supportive discussions about their needs, learning goals, and concerns. It is important to explain the role of the youth facilitator fully, including the compensation they can expect to receive, and any consequences for violating the group's agreement.

### Youth Facilitators

The youth facilitator is responsible for working with the adult facilitators to support in the delivery of the RoadMap Program. The youth facilitator's role is very important. It is essential to select a youth facilitator that understands their role as a model (both during and outside of the workshops). Youth facilitators can be members of current RoadMap groups, or past participants. The roles and responsibilities of the youth facilitator are described below.



Throughout this guide, this symbol will be used to highlight the workshop activities that are to be facilitated by the youth facilitators.

<p><b>Self-awareness:</b> The youth facilitator must be able to understand their own identity, including their own experiences of oppression and privilege. They must also be able to identify their emotions, skills, and any challenges they foresee in this role.</p>
<p><b>Communication:</b> The youth facilitators must communicate regularly with adult facilitators about their concerns, fears and hopes. They must also communicate if they going to be absent, late or unable to participate.</p>
<p><b>Participation:</b> The youth facilitators must participate in the group by co-facilitating or by participating in activities. They must uphold the group's agreement and model appropriate behaviour for the youth participants.</p>
<p><b>Preparation:</b> The youth facilitator must be prepared for each workshop and may be required to take part in select preparation and debriefing activities. These duties must be agreed upon in advance.</p>

# Facilitation Suggestions

Each facilitator has their own unique style- this is a good thing! The following facilitation suggestions are general recommendations to keep in mind while facilitating the RoadMap Program.

**Share power:** Remember to allow the youth participants' to have power and control. Encourage them to guide the group's work!

**Watch body language:** Make sure to monitor the group's body language. If youth look bored, confused, or disengaged, ask them to tell you what they feel, think and/or need.

**Arrange the room in a circle:** A circle of chairs is best as it means that everyone can see each other. If there is an opportunity for you to decorate the room, do so, or ask the youth participants to help out (Girls Action Foundation, 2009).

**Check-in:** Keep checking in with the group about activities, their energy level and any concerns. This reinforces that the youth participants can make decisions together and lead the group.

**Bring food:** This is the most important facilitation suggestion! Bring food each time that your group meets. Make sure that you know if there are any dietary and/or religious food needs that you have to pay attention to.

**Display instructions & schedules:** Make sure to write out and display any directions or explanations that you have for the group. Writing instructions on large pieces of flip chart paper allow youth to follow along.

**Be prepared:** Make sure that you are familiar with each workshop and that you have all the materials that you need.

**Discuss co-facilitation beforehand:** Discuss with the adult and youth facilitators what section(s) each person will be doing beforehand. Discuss the content you'll cover, as well as how everyone is feeling about the co-facilitation and/or the group itself.

**Repeat directions:** Make sure to repeat directions several times, and refer youth participants to any printed instructions so that they can follow along.

**Honesty:** Be honest with the group, especially when you don't know something. If you make a promise, follow through. Never promise or agree to something that you know that you will not be able to do.

Each of the 11 workshops also includes specific facilitation suggestions.

### Conflict

Conflict is a part of group work. It is not always bad, rather conflict can be an important part of effective group work (Forsyth, 2010). As the RoadMap Program requires youth participants to engage and reflect on their own needs, expectations and hopes, conflict

“Having a youth leader is really important, but you have to make sure that they are patient and know how to deal with their anger.”

-Youth Facilitator

can reasonably be expected. Each youth will have a different set of values and will understand work, education and money in different ways. As such, it is important that facilitators have an understanding of conflict, and think about potential strategies for addressing the conflict within each group.

There are generally two types of conflict. The first type is called **task conflict**, and this occurs when group members exchange different ideas about the content that is being discussed within the group (Toseland & Rivas, 2012). As group members negotiate and sift through these differing ideas, it is possible that this conflict can support group members in learning (Toseland & Rivas, 2012). **Relationship conflict**, however, is the result of interpersonal challenges between members of a group (Toseland & Rivas, 2012). Both types of conflict will present themselves in the RoadMap Program. It is up to each facilitator to manage these conflicts. The following are general recommendations for addressing conflict in the RoadMap Program.

**Be prepared:** Make sure that you are familiar with the topic or concept that you are addressing. If you understand the material well, you can better address misconceptions.

**Know your limits:** Make sure to reflect, *beforehand*, on the aspects of a topic that you feel comfortable addressing with the group.

**Take a break:** Don't hesitate to take a break, or do a quick game, if you or the youth participants need to pause or shift the mood of the group.

**Follow up with youth after the group:** Check in with youth participants afterwards and see how they are doing. It can be very valuable to engage other supportive adults in this discussion, depending on the nature of the conflict.

**Note:** Information for this table is from Girls Action Foundation (2009).

While conflict may represent an opportunity through which youth participants can learn, facilitators must negotiate the conflict while prioritizing the safety of the youth participants. Conflict can be a harmful experience. Facilitators should pay attention to and respond to those youth participants who require additional resources and support.

Make sure to have some resources available for youth who want and/or need them. It is important to note that resources can include social workers, youth care workers, counselors, community services, and/or community mentors. It is recommended that co-facilitators discuss community supports and resources prior to beginning The RoadMap Program.



# Evaluation

# Evaluation

The RoadMap Program has been designed with and for youth in/from care and custody to address several of the unique challenges that they negotiate regarding employment, education, and supportive relationships. In order to know if and how the RoadMap Program is doing so, it is important to think about how this and other RoadMap Program

For more information on evaluation, consider *Research for Social Justice: A Community-Based Approach* by Adje van de Sande and Karen Schwartz.

goals can be evaluated. While many external funders will request specific types of evaluations, or the use of specific evaluation mechanisms, it is likewise valuable for each organization to take the time to reflect upon the type of evaluative and reflective practices that they want to use.

Generally, there are two types of evaluations used to make meaning of a social program and the impact that it has had on its participants. The first type of evaluation is called a **formative evaluation**, which takes place at the beginning stages of a program's development (van de Sande & Schwartz, 2011). Formative evaluations are generally not focused on outcomes, they are instead focused on gathering information from stakeholders to use in the planning and implementation of the program (van de Sande & Schwartz, 2011). **Summative evaluations** on the other hand, focus on the outcomes and overall effectiveness of a program (van de Sande & Schwartz, 2011).

“Although selecting appropriate measures and implementing effective evaluations is time-consuming [...], it is often well worth the effort because it may result in improved service and in new and innovative group programs. “

*An Introduction to Group Work Practice*

Partners For Youth Inc. recommends that each agency delivering the RoadMap Program engage in some type of formalized evaluation. In order to do so, however, it is important that each organization reflect on the type of information they want, and/or in many cases, need. Qualitative and quantitative data measures are both important and can be used in different capacities to understand various impacts and/or outcomes of a program.

## *Partners For Youth Inc.: Program Evaluation*

Like many not-for-profit organizations in Canada, Partners For Youth Inc. engaged an external evaluator to design and facilitate our evaluation of the RoadMap Program. This external evaluator used several different summative evaluation measures to gauge the *effectiveness* of the program, namely by measuring such program outcomes as knowledge transfer, youth participant recidivism, re-enrollment in educational institutions, and of course, employment. The external evaluator was also interested in measuring the youth participants' self-assessment of their relationship skills and ideas

about money management. Please see **Appendix: Evaluation** to review some of Partners For Youth Inc.'s summative evaluation mechanisms.

### *Reflective Practices*

In addition to formative and summative evaluations, there are other evaluation practices that are valuable to agencies, namely reflective practices. **Reflective practices**

“No one asks us what we think. We know how to make things better.”

-Former Youth in Care

are the activities and processes that organizations engage in to reflect and “ answer internal questions about the results and impacts of their programs” (Girls Action Foundation, 2009, p.63). These practices can offer agencies unique opportunities to critically consider the knowledge that they accumulated during their program delivery (Toseland & Rivas, 2012). Partners For Youth Inc. utilized the following practices to reflect on The RoadMap Program.

<p><b>Maintaining a workshop record:</b> Adult and youth facilitators can record what happened during each RoadMap workshop. This record, or journal, can be useful in subsequent program updates.</p>
<p><b>Debriefing:</b> Adult and youth facilitators can debrief after each workshop. It is important to discuss what went well and what did not go well, and reflect on anything that needs to be modified.</p>
<p><b>Engage participants:</b> Adult and youth facilitators can ask participants for anecdotal feedback.</p>
<p><b>Reflection activities:</b> Adult and youth facilitators can facilitate reflection activities throughout The RoadMap Program. Think creatively! You can use pictures, numbers, words, scales, etc.</p>

**Note: Information for this table is from Girls Action Foundation (2009).**

The practices listed above were essential to all changes and updates made to the RoadMap Program between 2007 and 2017. Partners For Youth Inc. recommends that all agencies consider the reflective practices that they can incorporate into their delivery of The RoadMap Program.

## Appendix- Evaluation

- **Facilitator Resource:** Program Pre-Test
- **Facilitator Resource:** Program Post-Test

# Facilitator Resource

## Program Pre-Test

The Program Pre-Test can be used to gather information about youth participant's knowledge at the start of the RoadMap Program. This handout can be used and/or adapted by organizations delivering the RoadMap Program.

# ROADMAP

## Pre- Program Survey

Welcome to the RoadMap Program! The goal of this survey is to get a sense of what you know about jobs, careers, and money! Please answer all the questions as best as you can. Your feedback is important to us!

### SECTION 1: GENERAL KNOWLEDGE OF CAREER DEVELOPMENT AND MONEY

1. We often think about what we want to do "when we grow up" based on what our parents or close family members do for a living.

- Yes  
 No  
 Don't know/not sure

2. What are some of the reasons that people get a job, or career?

- They need money to pay the rent.  
 They feel they have a "calling," like helping people, or changing society.  
 They have a skill that they like to use, like working with wood, or painting.  
 All of the above  
 None of the above

2.1. What is your number one reason for getting a job, or career? (For example, do you have a skill that you like to use; do you have a calling; do you just want to be able to pay your rent; Do you have another reason?) \_\_\_\_\_

3. What does it mean to have "employability skills"? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Having skills that employers need | <input type="checkbox"/> Getting along with people                                 |
| <input type="checkbox"/> Ability to read and write         | <input type="checkbox"/> Knowing how to use computers, social media, internet etc. |
| <input type="checkbox"/> Willingness to learn              | <input type="checkbox"/> Not sure/don't know                                       |
| <input type="checkbox"/> Good at problem solving           |  |

3.1 Name one "employability skill" that you have: \_\_\_\_\_

4. What are some ways to "market yourself" when you're doing a job interview? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Making appropriate eye contact with the person interviewing you | <input type="checkbox"/> Doing some research about the company before the interview |
| <input type="checkbox"/> Dressing appropriately  | <input type="checkbox"/> Not answering the questions                                |
| <input type="checkbox"/> Not paying attention to the questions being asked               | <input type="checkbox"/> Showing up late for the interview                          |
|  | <input type="checkbox"/> Don't know/not sure  |

What is one good way to manage your emotions at work? For example, what can you do if you get mad or frustrated at work? \_\_\_\_\_

7. When we talk about money, we often talk about things we "need" (something we can't live without), and things we "want" (things we'd like to have). Which of the following would you consider to be a "need"?

# ROADMAP

## Pre- Program Survey

<input type="checkbox"/> Groceries	<input type="checkbox"/> Cool clothes
<input type="checkbox"/> Entertainment systems	<input type="checkbox"/> Health insurance
<input type="checkbox"/> Having a roof over your head	<input type="checkbox"/> Eating out at good restaurants
<input type="checkbox"/> Education	<input type="checkbox"/> Taking trips to other countries

8. What is one consequence of having a Youth Record? (For example, what is one thing that you may not be able to do because you have a Youth Record?)

---



---



---

### SECTION 2: TRUE OR FALSE

	TRUE	FALSE	NOT SURE
8. Unless you have a university degree, there's no chance of finding a job.			
9. Networking with friends and colleagues is one of the best ways to find jobs that aren't advertised in the newspaper.			
10. Posting bad (negative) comments about your boss or co-workers on your social media is okay because your privacy settings stop anyone you don't know from reading them.			
11. In a job interview, the first thing you should ask is how much they'll pay you.			
12. To be successful in a job interview, you should think, before the interview, about how you would answer some expected questions, such as why you want the job and what skills you bring to it.			
13. Everyone in Canada pays the same percentage of income tax.			
14. When we talk about money, one person's "want" might be another person's "need."			

### SECTION 3: ABOUT YOU

15. Please complete this sentence. Once I finish high school, the kind of job or career that I would like to have is: \_\_\_\_\_

- Not sure/don't know  
 Not sure I'll finish high school  
 I've already finished high school

16. I plan to go on to post-secondary studies (e.g. college, university, other).

- Yes  
 No  
 Don't know/not sure

# Facilitator Resource

## Program Post-Test

The Program Post-Test can be used to gather information about youth participant's knowledge at the end of the RoadMap Program. This handout can be used and/or adapted by agencies delivering the RoadMap Program.



# ROADMAP

## Post- Program Survey

Congratulations! You've completed the Roadmap Program. We'd like to know what you've learned, and how we might make the program better the next time we do it. Please answer all the questions as best you can. Your feedback is important to us. Please take the time to answer these questions carefully, and honestly, as your feedback can determine how we deliver most aspects of this program.

### SECTION 1: GENERAL KNOWLEDGE OF CAREER DEVELOPMENT AND MONEY

1. We often think about what we want to do "when we grow up" based on what our parents or close family members do for a living.

- Yes  
 No  
 Don't know/not sure

2. What are some of the reasons that people get a job, or career?

- They need money to pay the rent.  
 They feel they have a "calling," like helping people, or changing society.  
 They have a skill that they like to use, like working with wood, or painting.  
 All of the above  
 None of the above

2.1. What is your number one reason for getting a job, or career? (For example, do you have a skill that you like to use; do you have a calling; do you just want to be able to pay your rent; Do you have another reason?) \_\_\_\_\_

3. What does it mean to have "employability skills"? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> Having skills that employers need | <input type="checkbox"/> Getting along with people                                 |
| <input type="checkbox"/> Ability to read and write         | <input type="checkbox"/> Knowing how to use computers, social media, internet etc. |
| <input type="checkbox"/> Willingness to learn              | <input type="checkbox"/> Not sure/don't know                                       |
| <input type="checkbox"/> Good at problem solving           |  |

3.1 Name one "employability skill" that you have: \_\_\_\_\_

4. What are some ways to "market yourself" when you're doing a job interview? (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> Making appropriate eye contact with the person interviewing you | <input type="checkbox"/> Doing some research about the company before the interview |
| <input type="checkbox"/> Dressing appropriately  | <input type="checkbox"/> Not answering the questions                                |
| <input type="checkbox"/> Not paying attention to the questions being asked               | <input type="checkbox"/> Showing up late for the interview                          |
|  | <input type="checkbox"/> Don't know/not sure  |

What is one good way to manage your emotions at work? For example, what can you do if you get mad or frustrated at work? \_\_\_\_\_

---



---



---

# ROADMAP

## Post- Program Survey

7. When we talk about money, we often talk about things we “need” (something we can’t live without), and things we “want” (things we’d like to have). Which of the following would you consider to be a “need”?

- |   |  |
|---|--|
| <input type="checkbox"/> Groceries                    | <input type="checkbox"/> Cool clothes                    |
| <input type="checkbox"/> Entertainment systems        | <input type="checkbox"/> Health insurance                |
| <input type="checkbox"/> Having a roof over your head | <input type="checkbox"/> Eating out at good restaurants  |
| <input type="checkbox"/> Education                    | <input type="checkbox"/> Taking trips to other countries |

8. What is one consequence of having a Youth Record? (For example, what is one thing that you may not be able to do because you have a Youth Record?)

---



---



---

### SECTION 2: TRUE OR FALSE

	TRUE	FALSE	NOT SURE
8. Unless you have a university degree, there’s no chance of finding a job.			
9. Networking with friends and colleagues is one of the best ways to find jobs that aren’t advertised in the newspaper.			
10. Posting bad (negative) comments about your boss or co-workers on your social media is okay because your privacy settings stop anyone you don’t know from reading them.			
11. In a job interview, the first thing you should ask is how much they’ll pay you.			
12. To be successful in a job interview, you should think, before the interview, about how you would answer some expected questions, such as why you want the job and what skills you bring to it.			
13. Everyone in Canada pays the same percentage of income tax.			
14. When we talk about money, one person’s “want” might be another person’s “need.”			

### SECTION 3: ABOUT YOU

15. Please complete this sentence. Once I finish high school, the kind of job or career that I would like to have is: \_\_\_\_\_

- Not sure/don’t know  
 Not sure I’ll finish high school  
 I’ve already finished high school

16. I plan to go on to post-secondary studies (e.g. college, university, other).

- Yes  
 No  
 Don’t know/not sure

# ROADMAP

## Post-Program Survey

17. The thing I liked most about the RoadMap Program was: \_\_\_\_\_

---

---

---

---

---

---

---

18. One thing that could have made this program better (more interesting, or more useful for me) is: \_\_\_\_\_

---

---

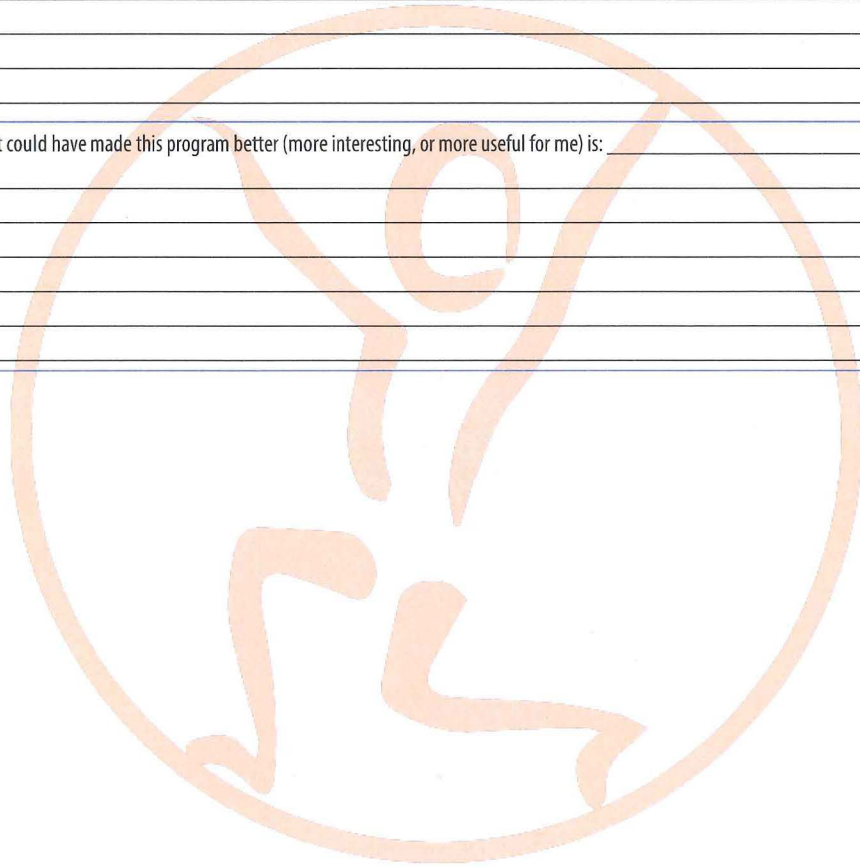
---

---

---

---

---



# Preparation

# Preparation

Youth in/from care and custody face considerable injustice and trauma, before, during, and after their time in care and/or custody (Provincial Advocate for Children and Youth, 2016). For these reasons and many more, it can be challenging to support youth participants throughout the RoadMap Program. As trauma is a complicated and evolving experience, it is important that the adult and youth facilitators alike take some time to engage in their own self-preparation (Herman, 2015). While this will certainly look different for each facilitator, it is important that all the facilitators take the time they need to reflect and prepare to deliver this program.

“A number of young people felt that they had come into residential care already traumatized. They felt that their issues were either made worse or that they were re-traumatized while in [...] residence.”

*Searching for Home:  
Reimagining Residential Care*

## *Facilitator Support System*

It is recommended that each facilitator give some thought to their support system, in advance of delivering the RoadMap Program. A support system is a network of people who are available to help someone when they are needed (Girls Action Foundation, 2009). There can be informal components of a support system (e.g. friends, family, neighbours, etc.) and formal components (e.g. counselors, therapists, co-workers, etc.). It is important that each facilitator understand who is a part of their support system, so they can reach out for support when needed. It is important that adult facilitators clarify that they are part of the youth facilitator’s support system. This conversation should be revisited regularly.

## *Organizational Support*


It is likewise recommended that each organization delivering the RoadMap Program explore different organizational options for support and supervision. While co-facilitation is an important part of the RoadMap Program, agencies should consider what internal mechanisms and/or structures can be put in place to support facilitators.

For more information on trauma-informed organizational practices, see *Trauma-informed: The Trauma Toolkit (2<sup>nd</sup> ed.)* by the Klinik Community Health Centre.

Given the trauma that youth in/from care and custody experience, organizations delivering this program should make sure that appropriate training, supervision and peer support are available to their staff (Klinik Community Health Centre, 2013).

### Checklist

In order to deliver the RoadMap Program, it is recommended that both adult facilitators take the time to review the following checklist. Partners For Youth Inc. has found it helpful to review these items in detail prior to the delivery of the program. While the following checklist presents a number of helpful questions and ideas to consider, this is by no means an exhaustive list. Each delivery of the RoadMap Program will be different, depending on the agency offering it, as well as the youth participants. In order to prepare for delivery of The RoadMap Program, please consider the following questions.

<p><b>Adult Facilitators:</b></p> <ul style="list-style-type: none"> <li>• Does your organization have 2 adult facilitators? Do they understand the program, and their roles?</li> <li>• Have they discussed co-facilitation, including any concerns and bad experiences they have had?</li> <li>• Do they have the recommended knowledge about anti-oppression, self-reflexivity, and the Child Welfare and Youth Justice systems?</li> </ul>	
<p><b>Youth Facilitator:</b></p> <ul style="list-style-type: none"> <li>• Has a youth facilitator been selected?</li> <li>• Do they understand the program, and their role? Has this been suitably explained to them?</li> <li>• Have they discussed their learning goals, aspirations and hopes with the adult facilitators?</li> <li>• Have they identified any barriers to participating (e.g. transportation, work schedule, etc.)? Can these be addressed within the organization?</li> </ul>	
<p><b>Space(s):</b></p> <ul style="list-style-type: none"> <li>• Has a space (or spaces) been selected? Is the space suitable for The RoadMap Program?</li> <li>• Is this space suitable for the EEC, or is another space required? If so, do you have to think about transportation?</li> <li>• Does the space meet the access needs of all the youth participants?</li> </ul>	
<p><b>Experiential Education Component:</b></p> <ul style="list-style-type: none"> <li>• Have you selected/developed/altered this component?</li> <li>• Do you have the materials necessary to facilitate this component?</li> <li>• Are you partnering with another organization to deliver and/or develop this component? If so, do they suitably understand the program?</li> </ul>	

<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• What evaluation will you be doing? What evaluation is required for any external funding?</li> <li>• What reflective practices will you be using? What do you hope to learn from this evaluation?</li> </ul>	
<p><b>Youth Participants:</b></p> <ul style="list-style-type: none"> <li>• Are there enough youth participants? Are there more than the suggested maximum of 8?</li> <li>• Do you understand their access needs? Do you know if they have any specific food needs?</li> <li>• Have they signed all the necessary forms and/or waivers? Do you have their Guardian’s consent?</li> <li>• Does the Program need to be adapted in any way to better suit the access needs and/or interests of the youth participants?</li> </ul>	
<p><b>Schedule:</b></p> <ul style="list-style-type: none"> <li>• Have you planned the RoadMap Program’s schedule? Is it accessible for the youth participants, youth facilitator, and/or the institutions involved?</li> </ul>	
<p><b>Workshops:</b></p> <ul style="list-style-type: none"> <li>• Have you familiarized yourself with the workshops?</li> <li>• Do you have all the materials that you need? Do you need to make any substitutions to these materials based on the youth’s access needs?</li> <li>• Have you taken the time necessary to adapt the sections of the workshop that require adaptation? Have you created an employability skills checklist, and found a mindfulness activity, self-assessment tool and budgeting worksheet that are suitable for your group?</li> </ul>	



# RoadMap Workshop Component



# Workshops

The RoadMap Program includes 11 workshops. These workshops are cumulative in nature and should be delivered in the order presented in this Guide. Each workshop covers a job-readiness, or financial literacy skill and builds on the learnings from previous workshops. These workshops utilize different experiential education strategies, including group work, role-play, games, and other hands-on activities that are intended to engage youth effectively (Moore McBride, Chung, & Robertson, 2016). Each workshop should last 1 hour. Each of the 11 workshops contain a detailed breakdown of the activities and content therein, and is preceded by select Facilitator Suggestions. These suggestions are intended to provide adult and youth facilitators alike with suggestions specific to each workshop.

Once again, it is recommended that organizations tailor these workshops to best meet the needs of the youth in/from care and custody within their communities. For instance, if one icebreaker does not meet the access needs of the youth participants, please facilitate another icebreaker of your choosing.

“Listen to what I need.  
I’m different than  
every other youth in  
care.

-Former Youth in Care

The 11 workshops contain the following types of activities.

**Introductions:** This intentional discussion is intended to give youth participants the information that they need to understand the RoadMap Program, clarify and consider their expectations, as well as discuss any questions about their expected participation.

**Icebreakers:** These fun activities are intended to give youth participants the opportunity to get to know the group. They are an important way to begin learning names and constructing a sense of group identity.

**Openings:** These short group rounds give the adult facilitators an opportunity to ‘take the temperature of the group.’ It helps the facilitators to understand any issues within the group, the energy level of the participants, as well as any outstanding concerns that need to be addressed.

**Discussions:** These facilitator lead group discussions are another means through which content is delivered to youth participants. They are intended to be dynamic in nature, with opportunities for youth to ask questions, engage in discussion, and connect concepts to their personal lives.

**Games:** Games are intended to give youth participants an opportunity to engage in experiential education in support of particular workshop goals. These games are followed by specific and intentional debrief discussions.

**Activity:** Activities are intended to give each youth participant the opportunity to work on personal development tasks. These tasks can be individual, in small groups and/or as a larger group if that works best for the youth participants.

**Closings:** These short group rounds are intended to give each group participant (including the adult and youth facilitators) the opportunity to close the group by focusing on what went well and/or what they would like to be different. This is an opportunity for facilitators and youth alike to raise issues and/or concerns within the group and identify solutions together.

Once again, the RoadMap Program’s 11 workshops are cumulative in nature. The workshops are intended to address the following job-readiness and financial literacy skills.

**Self-assessment:** Workshops 1-5 give youth participants the opportunity to reflect on their passions, dreams and hopes. Subsequent workshops allow youth to build on these reflections to begin identifying their skills, strengths, knowledge(s), and work interests.

**Self-marketing:** Workshop 6 supports youth to identify strategies for finding job vacancies, and understanding and building their personal and professional networks.

**Job search tools:** Workshop 7 allows youth participants to create their resumes, and other items essential to their job search portfolios.

**Job interviews:** Workshops 8 and 9 are intended to allow youth participants to begin thinking about how to prepare for, and conduct themselves in job interviews. These workshops include opportunities for youth to engage in a role-play interview and discuss interview do’s and don’ts.

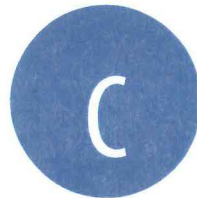
**Professionalism:** Workshop 10 is an opportunity for youth participants to begin thinking about and discussing professionalism. They are given the opportunity to examine how ideas about professionalism differ widely, including differences related to the work context. They are also given opportunities to discuss strategies for emotional self-management.

**Money management:** Workshop 11 gives youth participants the opportunity to learn how to manage their money by learning about income, expenses and how to make a preliminary budget.

**Note:** Information for this table from Lamarre and McClughan (2011).

### *Group-specific Content*

While facilitating the RoadMap Program, Partners For Youth Inc. realized that there were several elements of the program that routinely needed to be adapted to the needs of the youth participants. For instance, many of the youth participants felt uncomfortable reading and writing, and lived with diagnoses of Post-Traumatic Stress Disorder. As such, several assessment tools and mindfulness activities were not suitable. This happened so frequently that Partners For Youth Inc. committed to adapting certain workshop content for every round of delivery. As such, each agency must adapt certain components of this program to meet the needs of the youth participants. **Facilitator Resources** for doing so are available in each workshop.



Throughout this guide, this symbol will be used to highlight those activities and content that needs to be uniquely planned for each group.

# Workshop 1: Our RoadMap Group!

# 1

**Duration**  
60 minutes

**Goals** Youth participants will learn about the RoadMap Program and work together to establish a series of agreements that will structure the program.

**Outcomes** Youth participants will be able to identify the guidelines that will structure their participation in the RoadMap Program.

## Workshop Activities

**Introduction:** **What are we doing?** *What is the RoadMap Program?*

**Icebreaker:** **Who's that?** *Getting to know our RoadMap group*

**Activity:** **Group decisions:** *Our expectations and group agreement*

**Closing:** **Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Arrange the room beforehand! Create a circle of chairs- make sure there are enough for everyone.
- Bring food to this workshop! Snacks like cookies and/or fruit are easy options! Make sure to consider all food needs!
- Make sure to bring lots of colourful markers! The more selection the better!
- Do your best to engage all members of the group! It is important to make sure that the youth participants feel valued and respected by all the facilitators.
- Make lots of time for questions.
- Make sure to review your co-facilitation plans prior to beginning the workshop.

# What are we doing? 5-10 minutes

What is the RoadMap Program?



## INTRODUCTION

### Materials:

- Chairs
- Logistical information about program delivery

### Why:

This discussion will allow youth participants to learn more about The RoadMap Program, and ask questions about their expected participation.

### Procedure:

1. Invite the youth participants to get themselves a snack and then find a seat in the circle.
2. Once all the youth participants are seated, the adult facilitators should introduce themselves to the group. They should each describe one thing that they are looking forward to in their role as adult facilitators.
3. Explain that the youth participants have been chosen to participate in the RoadMap Program. Ask what they have been told about the program. Clarify that it is a program that focuses on work, education and managing your money.
4. The youth facilitator should introduce themselves to the group and explain their role, including why they were selected. They should describe one thing that they are looking forward to in their role as youth facilitator.
5. The adult facilitators should share all the information that the youth participants need to know about the RoadMap Program (e.g. purpose, duration of workshops, evaluation, experiential education component, etc.).
6. Ask if the youth participants have any questions about their involvement in the RoadMap Program. Take the time necessary to answer all questions. Once all questions have been answered, let the youth participants know that we are going to get started!

# Who's that? 10 minutes

Getting to know our RoadMap group!



## ICEBREAKER

### Materials:

- 1 tarp

### Why:

This icebreaker is intended to allow participants and facilitators to introduce themselves to the group.

### Procedure:

1. Explain that we are going to do an icebreaker to get to know each other's names. Ask each youth participant and facilitator to share their name with the group.
2. Explain that we are going to play a game to help us learn and remember everyone's name. Divide the youth participants into 2 equal teams. Ask each team to go to separate sides of the room.
3. Ask the adult facilitators to hold up the tarp in between the two groups.
4. Explain that the point of the game is to be the first person to say the name of the participant on the other team. The tarp is raised and one person from each side moves closer to the tarp (these are the players for this round). The other team members should hide behind the tarp (so the other team can't see who is playing this round). Then, the adult facilitators will drop the tarp to the ground. As soon as the tarp drops, the first player to say the other team player's name wins.
5. Explain that the person who said the name second has to join the other team. Clarify that this process is repeated until there is no one left on one team, or the group decides to finish.

***Note: The adult facilitators should start this activity by raising and lowering the tarp, but should swap in and out of a team to ensure the youth participants get an opportunity to learn their names as well.***

6. Congratulate the winning team and thank all the youth participants for taking part in that icebreaker.

# Group decisions 30 minutes

Our expectations and group agreement



## ACTIVITY

### Materials:

- Chairs
- Flip Chart Paper
- Markers
- Tape
- **Facilitator Resource: Making a Group Agreement (Appendix: Workshop 1)**

### Why:

This activity is intended to encourage participants to begin thinking about their expectations for The RoadMap Program, as well as the guidelines that will structure their participation in this group.

### Procedure:

1. Explain that in order for our group to be a positive experience, we need to be up front and honest about our expectations for The RoadMap Program, and for one another.
2. First ask the group: What is an expectation? Take a few responses.
3. Clarify that an expectation is a belief that something will, or should happen in the future (“Expectation, 2017). Explain that everyone has expectations (even if you don’t think you do) and that the best way to try to avoid disappointment and frustration in our group is to communicate these expectations clearly.
4. Ask the youth participants to begin thinking about their expectations for the RoadMap Program. Remind them that it is a program about work, education and money management. Encourage them to think about the expectations they have about any of these specific topics. Give the group a piece of flip chart paper and ask them to work together to think of at least 3-5 expectations they have. Clarify that the facilitators will also be coming up with their own list of 3-5 expectations. For more information, please see **Facilitator Resource: Making a Group Agreement.**

**Note:** *If youth participants are struggling to think and name their expectations, feel free to share some of the following examples: I expect to learn about job interviews, I expect to be able to learn without feeling*



***bad about myself, I expect to be able to talk about my work interests, I expect to be able to learn in an environment that is free from racism, etc.***

5. Once the youth participants and facilitator(s) have finished their lists, ask both groups to share their expectations with the larger group. As a group, consider what is/is not possible.
6. Thank both groups and explain that in order to meet many of these expectations, the group will need to create a RoadMap Agreement. Let them know that this will be a series of guidelines that will dictate how we work and learn together.
7. Ask the youth participants to discuss 3-4 guidelines for the agreement. Encourage the youth participants to consider the following questions as they discuss potential guidelines:
  - “How do we want to be in this group?”
  - When we are at our best, what are we being like?” (Roberts, 2012).

Facilitators will gather as a group and do the same. For more information, please see **Facilitator Resource: Making a Group Agreement.**

***Note: If youth participants are struggling to think about and name guidelines, feel free to share any of the following examples: don't interrupt, listen when others are speaking, don't use physical violence, be open to learning something new, etc.***

8. Once the youth participants and facilitators have come up with 3-4 guidelines, review them as a group. Take the time to decide if these guidelines are realistic, and if the group can agree to uphold them.

***Note: If necessary, the group can extend this discussion to consider the implications of not upholding the agreement.***

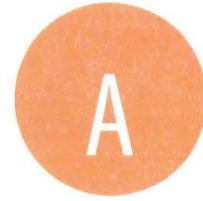
9. If everyone agrees, ask each youth participant and facilitator to draw a symbol (or sign their name/initials)

on the agreement to symbolize their willingness to adhere to and support these group guidelines.

10. Ask participants if they feel clear about the guidelines that this group has established. Make sure to ask if anything else needs to be added.
11. Clarify that you are going to be bringing the agreement to each workshop and posting it for all to see. Let them know that, as a group, we will all be responsible for following this agreement. Let participants know that we can always revisit and add to the agreement if we want, or need to. Let them know that during the next workshop we will review the guidelines to see if anything needs to be changed or added.

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix: Workshop 1

- **Facilitator Resource:** Making a group agreement

# Facilitator Resource

## Making a group agreement

As a facilitator, you will have your own expectations and guidelines, both for yourself and for the group. The following table, however, lists some expectations and guidelines to discuss. These examples have been drawn from Partners For Youth Inc.'s delivery of the RoadMap Program. While this is by no means a comprehensive list, feel free to use and/or adapt the following expectations and guidelines for your RoadMap group agreement.

Expectations	Guidelines
<p data-bbox="250 682 792 766"><b>My expectation is that the group will...</b></p> <ul data-bbox="250 821 803 1564" style="list-style-type: none"> <li>• Participate in workshop discussions and activities</li> <li>• Participate in the Experiential Education Component</li> <li>• Let Facilitators know if they:               <ul data-bbox="293 1016 771 1129" style="list-style-type: none"> <li>• Don't understand</li> <li>• Need more time</li> <li>• Feel frustrated, upset, angry, etc.</li> </ul> </li> <li>• Be open to learning something new</li> <li>• Not use violence or discrimination (this means no racism, sexism, homophobia, transphobia, xenophobia, ableism, or general hatefulness).</li> <li>• Tell the facilitators what could be changed if they do not like something</li> <li>• "Own their stuff" (feelings, needs, worries, etc.) and try to be present in the group (though this is not always possible)</li> </ul>	<p data-bbox="878 682 1377 766"><b>A potential guideline could be that we...</b></p> <ul data-bbox="829 821 1382 1367" style="list-style-type: none"> <li>• Don't use violence of any kind, including bullying or discrimination</li> <li>• Listen to what other group members are saying</li> <li>• Don't interrupt when someone is speaking!</li> <li>• Try our best to be prepared for each workshop, especially the facilitators</li> <li>• Follow directions</li> <li>• Think before we speak and act</li> <li>• Try to compartmentalize and leave our "stuff" at the door</li> <li>• Speak in I statements (e.g. I feel that, or I think that)</li> </ul>

## Workshop 2: Who am I?

# 2

**Duration**  
60 minutes

**Goals** Youth participants will explore their values, beliefs, and passions, and examine how they connect to their ideas about work.

**Outcomes** Youth participants will be able to list some of their values, beliefs, and passions.

### Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Icebreaker: Let's race!** *Working together!*

**Activity: Who am I?** *What do I believe in, and what is important to me?*

**Closing: Apples & onions:** *What did you like/dislike about today?*

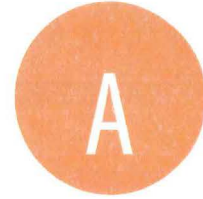
\* This workshop can be adapted to include a pre-test evaluation component, if required.

### Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 2 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Make sure that there is enough fabric for the youth participants to make at least 2 patches. Bring paper as well as fabric, some youth may not want to use fabric to do the **Who am I? Activity**.
- Bring food to this workshop!

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Let's race 10 minutes

Working together!



## ICEBREAKER

### Materials:

- 2 golf balls
- 1 piece of plastic pipe cut in half for each youth and facilitator
- Mini-chocolate bars (1 for each youth) or some other food prize

### Why:

This icebreaker is intended to allow participants and facilitators to continue getting to know the other members of the group.

### Procedure:

1. Explain that we are going to do a group challenge to start off the workshop. Before we do, ask each youth participant and facilitator to share their names, once again, with the group.
2. Divide the youth participants and facilitators into 2 teams. Ask them to go to separate sides of the room. Give each youth participant and facilitator their piece of plastic pipe.
3. Explain that we are going to be doing a race. Each team will have to get their golf ball from one side of the room to the other without using their hands, or dropping the ball. Clarify that they must use the plastic pipes to funnel the golf ball from one person to another. Explain that the first team to get their golf ball to the other side will win a prize. Hand each team their golf ball and instruct them to start when you say **GO!**
4. Congratulate the winning team and thank all the youth participants for taking part in that race. Make sure to distribute a mini-chocolate bar (or some other food prize) to all youth participants.

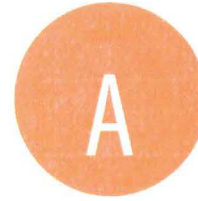
**Note:** *This activity can be done several times with different parameters (e.g. only one person can speak, each team must get their ball to the other side of the room and then back again, etc.). It is suggested that the entire group work together to do the challenge as a team.*



# Who am I?

40 minutes

What do I believe in and what is important to me?



## ACTIVITY

### Materials:

- Chairs & Table
- Printed list of questions
- Denim Fabric (cut into squares)
- Construction Paper
- Acrylic paint
- Paint brushes
- Water Containers
- Water
- Pre-made stencils
- Cardboard
- Garbage bags
- Flip chart paper
- Markers
- Tape
- Paper towel

### Why:

This activity will allow participants to explore their beliefs, values and passions, and connect them to their ideas about work.

### Procedure:

1. Explain that we are going to work together to make fabric patches! Tell the youth participants that we are going to fabric patches (or two) that represent important pieces of themselves.

**Note: If youth participants do not want to make a patch, they can certainly take part in the activity by using the paper provided.**

2. Ask the youth participants to think about the following questions:
  - What do you value in life? What are your priorities? Your beliefs?
  - What abilities do you possess? What are you good at?
  - What do you get really excited about? What are you passionate about?

Refer to a list of printed questions so that the youth participants can follow along.

3. Ask the youth participants and facilitators to take **5 minutes** to think about these questions and their values, priorities, beliefs and passions. Once they are done, ask the youth participants to decorate their patch(es) in a way that reflects some of their values, beliefs, and passions.
4. Once the youth participants have completed their patches, ask everyone to present their patches to the group. Explain that they only have to share what they

feel comfortable sharing, but that they should tell the group how their patch(es) respond to some (or all) of the questions discussed earlier.

5. While the youth participants and facilitators are sharing, one facilitator should record these values, interests, and passions on a piece of flip chart paper. After each youth participant has shared, review and **celebrate** the different values, beliefs, interests, and passions in the room.
6. Ask the youth participants why we would think about these aspects of ourselves when we are starting a program on work and education? Take a few responses.
7. Clarify that thinking about our values, beliefs and passions can help us to begin to identify our work interests. Explain that many people want to make sure that their values are reflected in their work. Let the youth participants know that this can be meaningful, but our work does not have to line up with our beliefs. Explain that in many cases this may *not even be possible*.
8. Ask the youth participants to think about reasons why it may not always be possible for our values and beliefs to line up with our work? (*e.g. no jobs in community, just need money, not able to get education, do not have the skills yet, etc.*). Reiterate that this does not mean that work that is not in line with our beliefs or values is not “good” work.
9. **Debrief:** Clarify that thinking about your values, beliefs, and passions within the context of work can be very meaningful. Draw the youth participants’ attention back to the recorded values, beliefs, and passions of the group. Ask them:
  - What was it like to think about your values and passions in this way?
  - What types of work might some of our group’s values, beliefs, and passions be connected to?

- What jobs might be require some of these values, passions and beliefs?

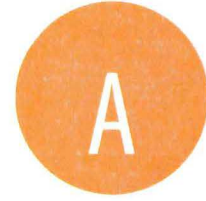
Record these responses on flip chart paper.

10. Explain that it can be valuable to reflect on these pieces of ourselves, as they can shape the decisions that we make, both now, and in the future. And as such, they will impact our decisions about work (Rabbior, 2012). Explain that these pieces of ourselves are not static, rather they change and develop as we grow and mature, and so too do our ideas about work (Campbell & Unger, 2008).

**Keep each youth participant's patches to include in their Youth Participant Folder.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Workshop 3: What am I good at?

# 3

### Duration

60 minutes

**Goals** Youth participants will explore their strengths and skills, and identify how these are related to employability and work.

**Outcomes** Youth participants will be able to:

- Describe one skill or strength they have
- Identify one of their employability skills

### Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Game: Ready, set, draw!** *What skills are needed?*

**Activity: Skills:** *What are you good at?*

**Closing: Apples & onions:** *What did you like/dislike about today?*

### Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 3 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Prior to the workshop, review **Facilitator Resource: Creating Employability Skills Checklists** to create the Checklists for your RoadMap group.
- Bring food to this workshop!
- Thinking about skills can be challenging for youth who have not had opportunities to be validated and/or supported by adults. Be creative when supporting youth to identify their skills! For example, did any of the youth participants use their skills in illegal contexts? Can these be reinforced as employability skills, highlighting their use in legal contexts?

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Ready, set, draw!

15 minutes

What skills are needed?



## ICEBREAKER

### Materials:

- Flip Chart Paper
- List of printed rules
- 2 small baskets (1/team)
- 2 sets of **Job Cards** (Appendix: Workshop 3)
- 2 small whiteboards (or flip chart paper)
- Whiteboard markers & erasers (1/team)
- Mini-chocolate bars (1 for each youth) or some other food prize

### Why:

This game is intended to encourage youth participants to begin thinking about the strengths and skills that are required for various jobs.

### Procedure:

1. Ask the youth participants to split themselves up into 2 equal teams. Provide each team with a whiteboard, whiteboard marker, and eraser.
2. Let the teams know that we are going to be playing a game that requires them to draw. Explain the rules:
  - Each team must select one youth participant to be their artist (or they can take turns being the artist)
  - This artist is responsible for picking a **Job Card** from their team's basket, keeping the card secret, and drawing that job for their team
  - The rest of the team will have to guess the job based on the artist's drawing
  - The first team to successfully guess all the **Job Cards** wins!

Refer to a list of printed rules, so that the youth participants can read along.

3. Give the teams **1 minute** to decide who should be their artist. Once each team has selected their artist, instruct them to start when you say **GO!**
4. Congratulate the winning team and thank all the youth participants for taking part in that game. Make sure to distribute a mini-chocolate bar (or some other food prize) to all youth participants.

## PREPARATION

Prior to this workshop, print out 2 sets of the example or blank **Job Cards**. If you choose to use the blank **Job Cards**, make sure to fill in 12 different jobs beforehand. Cut the **Job Cards** up into their individual squares and keep each set separate.

5. After completing the game, one facilitator should record all the jobs (from the **Jobs Cards**) on a piece of flip chart paper at the front of the room.
6. **Debrief** this game with the following questions:
  - What are some of the skills that are required to do these jobs?
  - Based on this game, do you have any ideas about what types of skills might be important when you have a job?

Record their responses on flip chart paper.



# Skills 35 minutes

What am I good at?



## ACTIVITY

### Materials:

- Chairs
- Flip Chart Paper
- Markers
- Employability Skills Checklists (see Appendix: Workshop 3)
- **Facilitator Resource: Creating Employability Skills Checklists** (see Appendix: Workshop 3)

## PREPARATION

Prior to this workshop, follow the instructions in **Facilitator Resource: Creating Employability Skills Checklists** and create your RoadMap group's unique checklist.

### Why:

This activity is intended to encourage participants to begin thinking about their skills and strengths, and how these are related to employability and work.

### Procedure:

1. Explain that every person is good at something. While we are all different, and therefore, good at different things, all of us have strengths and skills.
  2. When we are thinking about work and jobs, it is important to begin to think about *what you are good at* (Niles, Amundson, & Neault, 2011). Highlight that this can be difficult, especially for people who have not had access to opportunities or relationships that are supportive.
  3. Ask the youth participants to take **1 minute** to think about one thing that they are good at. Afterwards, ask them to think about a symbol that represents that strength/skill.
- Note: If participants are having a difficult time thinking of a skill/strength, facilitators can go first and provide an example. Potential examples include: good at basketball, knowledgeable about the youth justice system, empathetic, good with engines, etc.*
4. Ask the youth participants and facilitators to draw their symbol on a piece of flip chart paper at the front of the room. Afterwards, ask each youth participant and facilitator to share what their symbol is, and describe their strength/skill to the larger group.
  5. The facilitator should thank the youth participants and facilitators and celebrate the many strengths/skills in the room.

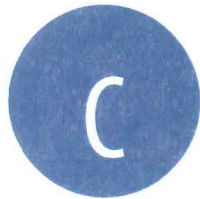
6. Ask if the youth participants have ever heard the word **employability**? If so, ask if anyone knows that it means? Take a few responses.
7. Explain that **employability** is a word that describes how easily someone can find, get, and keep a job (Brewer, 2013). Write this definition on a piece of paper and then clarify that employability is a broad term that is about the skills and strengths that:
  - help people to get along with their colleagues;
  - make decisions;
  - solve problems;
  - deal with change; and
  - generally be successful in their work (Brewer, 2013).
8. Emphasize that employability skills can include:
  - demonstrating positive attitudes and behaviours;
  - being responsible;
  - being adaptable;
  - willing to learn;
  - working safely; and
  - teamwork (The Conference Board of Canada, 2014).

Write these skills down on a piece of flip chart paper under the heading “Employability Skills.” Ask the youth participants to think of 2 other employability skills, and add them to the list. For more information see **Facilitator Resource: Creating Employability Skills Checklists**.

9. Reiterate that employability skills are important to finding and keeping a job. Remind youth participants that *everyone is employable* and that we all have employability skills. The first step towards finding a job is finding out what your employability skills are!

***Note: If there is time, you may also choose to explain that there are other skills, often referred to as technical skills, or hard skills, that employers may look for as well. These skills are often specific to a type of work and are generally***

*learned in school, or on the job (Schawbel, 2014). Clarify that certain hard skills are essential to some jobs, but not to others. Feel free to share the following examples of technical skills: certain mechanical skills, knowledge of using specific tools, experience with particular types of technology (New Zealand Government, n.d.). Consider asking the youth participants if they can think of any other examples of technical skills.*



10. Clarify that we are now going to think about the skills that make every member of our group employable.

11. Give each youth participant a different colour marker and post your Employability Skills Checklists around the room. For more information, please see **Facilitator Resource: Creating Employability Skills Checklists**.

12. Give the youth participants 5 minutes to look over the Employability Skills Checklists and then indicate with a checkmark, symbol, or their initials, if they believe that they have each particular skill.

***Note: While one facilitator should be available to support participants to identify their employability skills, the other two facilitators should participate in the activity.***

13. After each youth participant is finished, review the employability skills of the group.

***Note: If there is more time available, ask the youth participants to repeat this activity and identify skills that they want to develop.***

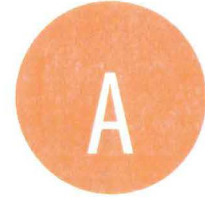
14. Thank the youth participants and **debrief** this activity by asking the following questions:

- What was it like to stop and think about your skills?
- What surprised you?
- How do you think that knowing these skills could be helpful to you? Can you imagine using these skills, or your new knowledge about them, in any way?

**Create a list of the youth's employability skills and include it in their Youth Participant Folder.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix: Workshop 3

- **Facilitator Resource:** Job Cards (Example)
- **Facilitator Resource:** Job Cards (Blank)
- **Facilitator Resource:** Creating Employability Skills Checklists

# Facilitator Resource

## Job Cards (Example)

The following 12 Job Cards list different types of jobs. These Job Cards were used by Partners For Youth Inc. in the **Ready, Set, Draw Game**. Please feel free to use these Job Cards in your facilitation of this game. Alternatively, a blank version of these Job Cards follows.

<b>NURSE</b>	<b>FLIGHT ATTENDANT</b>	<b>LIBRARIAN</b>
<b>CONSTRUCTION WORKER</b>	<b>CHEF</b>	<b>SOCIAL WORKER</b>
<b>BUS DRIVER</b>	<b>PHOTOGRAPHER</b>	<b>MECHANIC</b>
<b>JANITOR</b>	<b>TEACHER</b>	<b>SERVER</b>

# Facilitator Resource

## Job Cards (Blank)

The following 12 Job Cards are blank and can be customized to your RoadMap Group's interests.



# Facilitator Resource

## Creating Employability Skills Checklists

**Employability skills** are generally referred to as the skills that help people to enter the labour market, find and maintain employment, and progress within their selected field (The Conference Board of Canada, 2014). Some frequently identified core employability skills are communication skills, numeracy skills, critical thinking and problem solving skills, information management skills, interpersonal skills and personal skills (Ontario Ministry of Advanced Education and Skill Development, 2017).

In order to facilitate the **Skills: What are you good at? Activity**, please familiarize yourself with employability skills. The following resource is a good place to start:

The Conference Board of Canada's *Employability Skills 2000+* is an excellent resource. It is available online at:  
[http://www.conferenceboard.ca/Libraries/EDUC\\_PUBLIC/esp2000.sflb](http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb)

Once you are familiar with the different employability skills, identify which broad categories (and specific skills) to include in the checklists for your RoadMap group. Create a series of Employability Skills Checklists that reflect the skills, interests and values of your RoadMap group. An example of a Communication Skills Checklist is included below.

### *Communication Skills*

- 1. Reading: I am good at getting information from written materials.*
- 2. Listening: I am good at paying attention to what others are saying and appreciating other points of view.*
- 3. Questioning- I am good at asking questions to obtain the necessary information.*

Ensure that you prepare these Employability Skills Checklists before delivering Workshop 3.

**NOTE:** While it may seem burdensome to create a unique checklist for each RoadMap group, it is a very important step to take to ensure that each youth participant is able to identify some of their employability skills. This effort is particularly important for those youth who may not feel that they have any skills. By creating an Employability Skills Checklist for each group, facilitators can support particular youth to have meaningful opportunities for self-reflection and validation. For example, if a youth participant in your group does not feel that they have any skills, or aren't good at anything, include specific skills that **you see them demonstrating**. While facilitating the activity, work closely with that particular youth and clarify that you believe that they have certain skills. Not only is this an important opportunity for validation and positive reinforcement, but it ensures that that youth remains engaged in the workshop.

# Workshop 4: What am I interested in?

## 4

**Goals** Youth participants will explore their different work interests.

**Outcomes** Youth participants will be able to:

- Describe Canada's NOC system
- Identify 2 jobs that are of interest to them

**Duration**

60 minutes

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Game: Act it out!** *What type of job is this?*

**Activity: Think it through:** *Thinking critically about work interests*

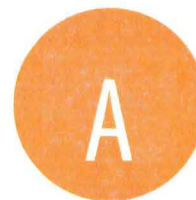
**Closing: Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 4 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Prior to the workshop, review **Facilitator Resource: Assessment Tools** to find the right self-assessment tool for your RoadMap group.
- Bring food to this workshop!
- Support all youth and their identified work interests. It is essential that facilitators consider their own biases about what is "valuable" work and ensure that they are supporting all youth equally in exploring their potential interests. Don't make assumptions about what youth are capable of!

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Act it out!

10 minutes

What type of job is this?



## GAME

- Markers
- Paper
- A printed list of rules
- A list of jobs (for each team to act out)
- Mini-chocolate bars (1 for each youth) or some other food prize

### Why:

This game is intended to encourage youth participants to begin thinking about different types of work.

### Procedure:

1. Ask the youth participants to split themselves into 2 groups of equal numbers.
2. Let the teams know that we are going to be playing a game that requires them to act and communicate creatively. Explain the following rules:
  - Each team will work separately and stand in their own line.
  - The facilitator tells the person at the end of each team's line the type of job to act out
  - On each team, the person who knows the job will try to get the person in front of them to guess the job (without using any words) (e.g. they must act it out)
  - Once the person in front of them thinks they know the job, they will also act out what they think the job is, so the person in front of them can guess.
  - This is repeated (e.g. like a game of broken telephone) until the person in front of them thinks they know the job. When they do, the person at the front of the line must write the job down on a piece of paper (without showing the rest of the team)
  - The facilitator will share 5 jobs with each team, and the team that successfully guesses the most jobs wins!

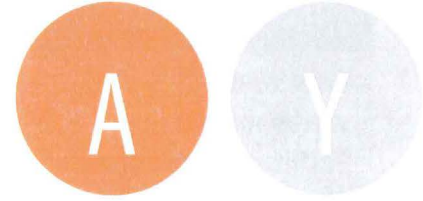
Refer to a list of printed rules, so that the youth participants can read along.

3. Give the teams **1 minute** to decide how to organize their line. Once each team is ready, have 1 facilitator tell each group the first job.
4. After each team is finished, review each team's guesses and see who had the most correct answers.
5. Congratulate the winning team and thank all the youth participants for taking part in the game. Make sure to distribute a mini-chocolate bar (or some other food prize) to all youth participants.
6. After completing the game, one facilitator should record all the jobs on a piece of flip chart paper at the front of the room.
7. **Debrief** this game by explaining that this workshop is about exploring the type of work that is of interest to all of us. Ask the youth participants the following questions:
  - What sounds cool or interesting about one, or any, of these jobs?
  - What sounds boring about one, or any, of these jobs?
  - Has thinking about these particular jobs taught you anything about what your work interests might (or might not) be? If so, how?

# Think it through!

40 minutes

Thinking critically about work interests



## ACTIVITY

### Materials:

- Tables & Chairs
- Flip Chart Paper
- Markers
- Timer
- Tape
- Eggs (1 egg/pair)
- Various materials split evenly amongst the pairs (e.g. plastic bags, paper bags, pipe cleaners, tape, wrapping paper, egg cartons, bubble wrap, etc.)
- Paper towel (in case of breakage and for clean up)
- Assessment Tool (see Appendix: Workshop 4)
- **Facilitator Resource: Assessment Tools** (see Appendix: Workshop 4)
- NOC categories and subcategories (see Appendix: Workshop 4)
- **Facilitator Resource: National Occupational Classifications** (see Appendix 4: Workshop 4)

### Why:

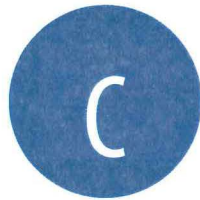
This activity will encourage youth participants to exercise their critical thinking skills while identifying their work interests.

### Procedure:

1. Explain that in order to begin thinking about our work interests, we are going to work in pairs to do a quick challenge!
2. Ask the youth participants to split into pairs. Give each pair 1 egg and a package of materials (all the same). Explain that each pair will have **5 minutes** to create a structure that will protect the egg from cracking when it is dropped from a specific height (to be determined by the group). Clarify that the goal is to create a protective structure that keeps the egg intact when it is dropped from the specified height.  
  
***Note: Reiterate that these protective structures do not have to look or operate in any particular way. Encourage each group to think critically, and creatively, about the protective structure that they create.***
3. Take a moment to answer any questions and then instruct the pairs to begin when you say **GO!** Make sure to set the timer for **5 minutes** and give the pairs a time check when they have **2 minutes** left.
4. Once each pair is finished, drop each protective structure from the specified height and see which eggs remained intact.
5. Congratulate all the youth participants and thank them for taking part in that challenge.

## PREPARATION

Prior to this workshop, review **Facilitator Resource: Assessment Tools** to determine which tool is best suited to the needs of your RoadMap group. Ensure that you also prepare the 10 NOC lists prior to this Workshop. See **Facilitator Resource: National Occupational Classification**.



6. Debrief this activity by asking each pair to **describe** their structure to the larger group. Afterwards, ask each group to answer the following questions:
  - How did your group come up with your idea? What did you have to think about?
  - Do you have any new insights? Is there anything that you could have taken into consideration?
  - If you had to do this challenge over again, what would you do differently?
7. Explain that each group was using critical thinking skills to determine how to keep their egg safe. Emphasize that these same critical thinking skills are important to use when we are thinking about our work interests, including whether specific jobs are of interest to us.
8. Explain that to start us thinking critically about jobs (instead of eggs), we are going to do a few different activities to help us figure out what our work interests might be.
9. Using 10 pieces of flip chart paper, introduce the 10 National Occupational Classifications. See **Facilitator Resource: National Occupational Classifications** for more information.
10. Explain that in Canada, every single job and occupation is classified. Clarify that this classifying system is called the National Occupational Classification (NOC) system (Government of Canada, 2016).
11. Briefly explain the 10 Occupational Classifications displayed around the room, and the occupations and jobs listed as examples of each.
12. Ask the youth participants to take **5 minutes** to look at the jobs listed in each classification and stand by the classification that is of most interest to them. Clarify that for the purposes of this activity, each youth participants should select the classification that interests them the *most*.



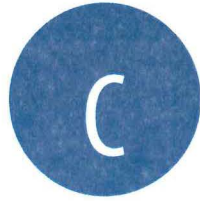
13. After each youth participant has selected their interest, ask each youth participant to share 1 job they are interested in from that particular category and why.
14. Remind youth participants that they have plenty of critical thinking skills (as demonstrated in the last activity) and this is an important time to exercise those skills. Encourage them to consider *why* that particular job is of interest to them?

***Note: As the youth participants are discussing their primary work interests, one facilitator should be taking detailed notes about each youth's interests and reasoning. This facilitator should continue to take notes on each youth's interests throughout the remainder of the workshop, as this information will be important to consider alongside their formal self-assessment results.***

15. After each youth participant has shared their job of interest and why, place a piece of tape on the ground from one side of the room to the other.
16. Ask the youth participants to line up shoulder to shoulder along the line. Let the youth participants know that you are going to be reading out 10 additional jobs that are specific to their identified work interests.

***Note: The line portion of this activity is intended to give youth participants an opportunity to think about other jobs in their identified occupational classification. For instance, if 3 youth participants identified job interests in NOC 3- Health Occupations, read out a few occupations included in that classification that were NOT listed on the flip chart paper.***

17. Emphasize that when you read out the job, youth participants that are interested in that job should take a step forward. If they are uninterested, they will take a step backwards. If they are not sure, they will remain standing on the line.



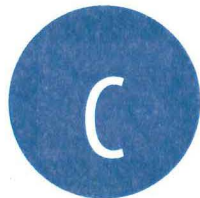
18. Read out at least 10 different occupations from the classifications that were selected by the youth participants. For more information, please see **Facilitator Resource: National Occupational Classifications**.

***Note: As each youth moves from the line, note which jobs are of interest to each youth. This will allow you to continue to get a sense of their work interests. This is especially important for those youth participants that are unable to, or choose not to complete the formal self-assessment.***

19. After shouting out each job, ask the youth participants why they are interested, uncertain and/or uninterested in that job. (*Potential responses include: not enough money, boring, have to leave my home community, don't want to work in an office, etc.*).

20. **Debrief** by summarizing the work interests in the group. Afterwards, ask the following questions:
  - What did you notice about your work interests? Did you learn anything new?
  - Do you have any new insights? If so, what are they?
  - Are there any jobs that you would like to know more about?

21. Explain that the facilitators are going to create a work profile for each youth participant. Clarify that to give the facilitators more information, each youth will be asked to complete a more formal assessment. For more information, please see **Facilitator Resource: Assessment Tools**.



22. Hand each youth participant an assessment and support them to complete it.

**Analyze each youth's work interests, including any formal assessment tool used and create a work profile for each Youth Participant. For more information, please see Facilitator Resource: Work Profile.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

**Note:** Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix: Workshop 4

- **Facilitator Resource:** National Occupational Classification
- **Facilitator Resource:** Assessment Tools
- **Facilitator Resource:** Work Profile

# Facilitator Resource

## National Occupational Classification

The Government of Canada maintains an inventory of all occupations throughout Canada (Government of Canada, 2015). This classification system is called the National Occupational Classification (NOC). Produced jointly by Statistics Canada and Human Resource and Skills Development Canada, the NOC categorizes occupations together based on the type of work that jobs entail, including:

- the main responsibilities required;
- potential titles someone may have;
- any specific educational/training needed; and
- any essential work experience needed (Workplace Development Board, n.d.).

The most up-to-date version of the NOC lists 10 occupational categories, and they are:

NOC 0- Management Occupations

NOC 1- Business, Finance and Administration Occupations

NOC 2- Natural and Applied Sciences (and related occupations)

NOC 3-Health Occupations

NOC 4- Occupations in education, law and social, community and government services

NOC 5- Occupations in art, culture, recreation and sport

NOC 6- Sales and service occupations

NOC 7- Trades, transport and equipment operators and related occupations

NOC 8- Natural resources, agriculture and related production occupations

NOC 9- Occupations in manufacturing and utilities (Statistics Canada, 2011).

The complete NOC 2011 is available at

<http://www.statcan.gc.ca/pub/12-583-x/12-583-x2011001-eng.pdf>

Review the NOC 2011 when creating the 10 classifications lists for the **Think it through Activity**. It is recommended that you also bring this resource to Workshop 4, so that you can call out occupations and jobs of interest during the line portion of the activity.

# Facilitator Resource

## Assessment Tools

The career development field has utilized many different types of assessment tools, all of which have been designed to assess various constructs related to jobs, careers and work, including skills, abilities, aptitudes, values, interests, personalities, and achievement (Zunker, 2006). These assessment tools can help people to develop their self-awareness skills, which are important when making decisions about work (Herr, Cramer, & Niles, 2004).

Informal assessment tools, including interviews, values and skills checklists, and other activities, can be used to make decisions and expand one's self-awareness (Landine & Stewart, 2014). These informal tools are important options, as they can be customized to be more accessible to each person. While informal self-assessments can support people to reflect on their interests, values, and even personality traits, formal assessment tools are the best opportunities for in-depth and rigorous self-assessment. Formal self-assessment tools can be classified into groups that focus on assessing:

- **Interests-** popular assessment tools include the Self-Directed Search (SDS)
- **Personality traits-** popular assessment tools include the Myers-Briggs Type Inventory (MBTI)
- **Values-** popular assessment tools include the Career Values Scale (CVS)
- **Aptitudes and Abilities-** popular assessment tools include the Differential Aptitude Test (DAT) (Landine & Stewart, 2014).

These, and other self-assessment tools can offer job seekers key insights as they pursue their job-readiness skills. There are many different types of assessment tools available, including some free tools available online.

An online resource to consider is Alberta's Learning Information Service. Their resource CAREERinsite offers great tools for assessing multiple concepts. CAREERinsite is available for free at <https://careerinsite.alberta.ca/careerinsite.aspx>

Take some time to familiarize yourself with existing formal assessment tools. Afterwards, identify which tool works best for your RoadMap group. Integrate this tool and its materials into the last section of the **Think it through Activity**. Ensure that you prepare this assessment tool before delivering Workshop 4.

**NOTE:** Once again, while it may seem burdensome that formal assessment tools are selected uniquely for each RoadMap group, it is a very important step to take to ensure that each youth participant is able to participate in this activity. Many youth in/from care and custody have had many disruptions in school, and as such, their comfort reading and engaging with this material may be low (The McCreary Centre Society, 2008). It is important that facilitators find a tool that works for each group, and works to administer this tool in a creative and effective way.



# Facilitator Resource

## Work Profile

While each organization that delivers the RoadMap Program will use a different formal assessment tool in Workshop 4, every youth participant should receive an introductory work profile at the beginning of Workshop 5. This work profile should be kept in each Youth Participant's Folder.

This introductory work profile should contain:

1. **Formal Assessment Results-** This work profile should include any/all results from their formal assessment. Any suggested next steps should also be included (e.g. further assessment, occupational interests, personality inventories, etc.)
2. **Job descriptions-** This work profile should include **five** different job descriptions from the National Occupational Classification (NOC). These job descriptions should be selected by the facilitators and based on the interests demonstrated in Workshop 4's formal and informal assessment activities. These NOC descriptions can be searched and obtained online at <http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=122372>
3. **Job Listings-** This work profile should include five job listings. There should be a job listing included for each of the five job descriptions provided. These job listings do not have to be advertised in/for their local community, though this is preferable.

**NOTE:** This Work Profile is intended to be introductory. It is about supporting and encouraging the youth participants to begin thinking about their work options. Youth participants who are interested in a comprehensive work profile should be referred to existing resources in their community.

# Workshop 5: What do I want to learn?

# 5

## Duration

60 minutes

**Goals** Youth participants will explore different educational opportunities in support of their identified work interests.

**Outcomes** Youth participants will be able to:

- Understand the difference between formal and informal education
- Identify educational institutions that can support their interest(s)

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Discussion: Work profile:** *What is a good fit for me?*

**Activity: Education:** *Many different pathways*

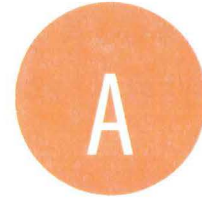
**Closing: Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 5 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Consider bringing music that the youth participants like to this workshop! Play it while they are looking at different education options!
- It is important to stress the discussion about informal education. Many youth in/from care and custody have faced challenges in the traditional education system. It is important that their lived experiences and knowledge(s) are validated and affirmed as important and valuable. Consider sharing examples of people throughout history whose informal learnings have been essential.

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

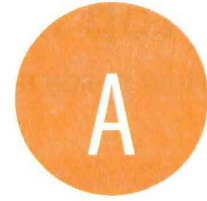
This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Work profile 10 minutes

What is a good fit for me?



## DISCUSSION

### Materials:

- Chairs
- Markers
- Pencils
- Paper
- Work Profiles (see Appendix: Workshop 4)

## PREPARATION

Prior to this workshop, analyze the youth participants' formal and informal assessment details and create a Work Profile for each youth participant. For more information, please see **Facilitator Resource: Work Profiles**.

### Why:

This discussion will allow youth participants to further consider their work interests.

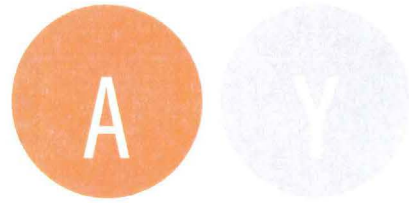
### Procedure:

1. Ask the youth participants to arrange themselves into their two groups of equal numbers. One adult facilitator should join each group.
  2. Hand out the youth participant's work profiles. Give each youth participant **5 minutes** to review their profile.
  3. Once the youth participants have reviewed their profile, each adult facilitator should ask their groups the following questions:
    - Are these job descriptions a good fit for you?
    - Do any of these job listings interest you?
    - Has your assessment revealed anything that surprised you?
- Note: If a work profile does not fit the needs and/or interests of a youth participant, the adult facilitators should re-do this work profile. Make sure to continue refining the work profile until the youth feels that their needs, interests and/or wants are reflected.**
4. Thank each youth participant for taking part in this discussion. Explain that this work profile highlights some ideas about what their work interests might be. Clarify that understanding your work interests can help you to determine what you want, and in many cases need, to learn.

# Education

40 minutes

Many different pathways



## ACTIVITY

### Materials:

- Markers
- Flip Chart Paper
- Printed list of rules
- Mini-chocolate bars (1 for each youth) or some other food prize
- Tape
- 2 Hoola-hoops
- 6 ping-pong balls
- Various materials split evenly amongst the pairs (e.g. cardboard, tape, pipe cleaners, straws, etc.)
- 2 small baskets
- Timer
- Pencils
- Post-secondary school, alternative secondary school and apprenticeship brochures (see Appendix: Workshop 5)
- **Facilitator Resource: Educational Opportunities** (see Appendix: Workshop 5)

## PREPARATION

Make sure to set up each group's hoola-hoops and materials prior to the starting of Workshop 5. For more information, see

**Facilitator Resource: The Circle Challenge.**

### Why:

This activity is intended to encourage youth participants to begin to think critically about education, including the differences between formal and informal education.

### Procedure:

1. Explain to the youth participants that we are going to start by doing an activity that requires some teamwork.
2. Ask the youth participants to form a line with the oldest at one end and the youngest at the other end. Once they have lined up, alternatively number them 1 or 2. Ask all the 1's to go to one side of the room, and ask all the 2's to go to the opposite side of the room.
3. Once all the youth participants have reached their side of the room, explain that they are going to work as a team to complete The Circle Challenge.
4. Explain the following rules:
  - Each team is responsible for getting all the ping-pong balls out of the hoola-hoop without reaching into the hoola-hoop.
  - Clarify that this means that they cannot use their hands or bodies to reach into the hoola-hoop, but that they must find a creative way to get the ping-pong balls out of the circle using all of the materials provided.
  - Briefly describe all the materials the youth participants can use to do so.

Refer to a list of printed rules, so that the youth participants can read along.

5. Tell the youth participants that they will have 5 minutes to work together to do this task.

***Note: Reiterate that their strategies for rescuing the ping-pong balls do not have to look or operate in any particular way. Encourage each group to think critically, and creatively, about their strategy.***

6. Take a moment to answer any questions and then instruct the groups to begin when you say **GO!** Make sure to set the timer for **5 minutes** and give the pairs a time check when they have **2 minutes** left.

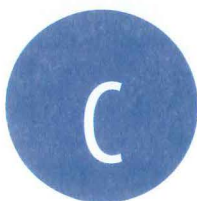
***Note: If the youth participants find this easy, consider repeating the challenge with the following adaptations- having to use all the materials, and/or having only 1 person speak at a time.***

7. When **5 minutes** is up, congratulate all the youth participants and thank them for taking part in that challenge.
8. **Debrief** this activity by asking each group to **describe** and **demonstrate** their group's strategy to the larger group. Afterwards, ask each group to answer the following questions:
  - How did your group come up with your idea? What did you have to think about?
  - Do you have any new insights? Is there anything that you could have taken into consideration?
  - If you had to do this challenge over again, what would you do differently?

***Note: While debriefing from this activity, ask another adult facilitator to begin setting up the different education stations, so as to maintain the flow of the activity.***

9. Ask the group if they believe that they learned the skills/knowledge that they needed to do this challenge at school? If youth participants respond "yes," ask them to briefly explain how they learned these skills/knowledge(s) at school. If they respond "no," ask them to explain where they learned these skills/knowledge(s). Record their responses.

10. Ask the group if they believe that we can learn skills and knowledge in different ways, in different settings, and from different people? Take a few responses.
11. Explain that there are two types of education:
  - **Formal education**- which includes high school, alternative school, university, college, etc.
  - **Informal education**- which includes learning from experiences, learning from friends, the “school of life,” etc. (Kim, Hung, Jamaludin, & Lim, 2014).
12. Ask the youth participants to think of examples of skills/knowledge they have learned from their formal education, and from their informal education. Record their responses.
13. Reiterate that everyone in this room is an educated person; that we have all had different experiences that have made it possible for us to be educated- both formally and informally. Explain, however, that a formal education is often an important part of our ability to find and maintain certain jobs.
14. Ask the youth participants what types of formal education exists for youth? Explain that there are several options including:
  - Attending high school or alternative school in pursuit of an Secondary School Diploma
  - Attending an alternative school in pursuit of an Adult High School Diploma
  - Working independently to achieve a Graduate Education Diploma
  - Going to university in pursuit of a Bachelor, Masters, or Doctoral degree
  - Going to college, vocational school, or trade school in pursuit of a degree or apprenticeship program
15. Set up different stations for each of these types of formal education. Use a piece of flip chart paper to summarize information about these types of



educational opportunities. Ensure that the information summarized at each station answers the following questions:

- What sort of skills or knowledge would you learn?
- What are the general requirements to attend?
- How will you learn? (e.g. lecture, hands-on, on the job, independent study, both, etc.?)

At each station, place different brochures and pamphlets from educational institutions of that type. Make sure that there are enough for everyone. For more information, please see **Facilitator Resource: Educational Opportunities**.

16. Ask the youth participants to take **10 minutes** to look at the information presented at each station.

***Note: Consider bringing in some music that the youth participants like and snacks for them to enjoy during this time.***

17. Once that youth participants have had an opportunity to consider all the types of formal education opportunities, ask them the following questions:
  - What type of formal education stood out to you? Why?
  - Did anything surprise you? Did you learn anything new?
  - Are there any options that you want to learn more about?

18. Explain that these educational options can present multiple ways to get to the same destination- we don't all have to go to university or college! Reiterate that we can access education, and be educated, in different ways.

**Include any brochures/pamphlets of interest in their Youth Participant Folders.**



# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

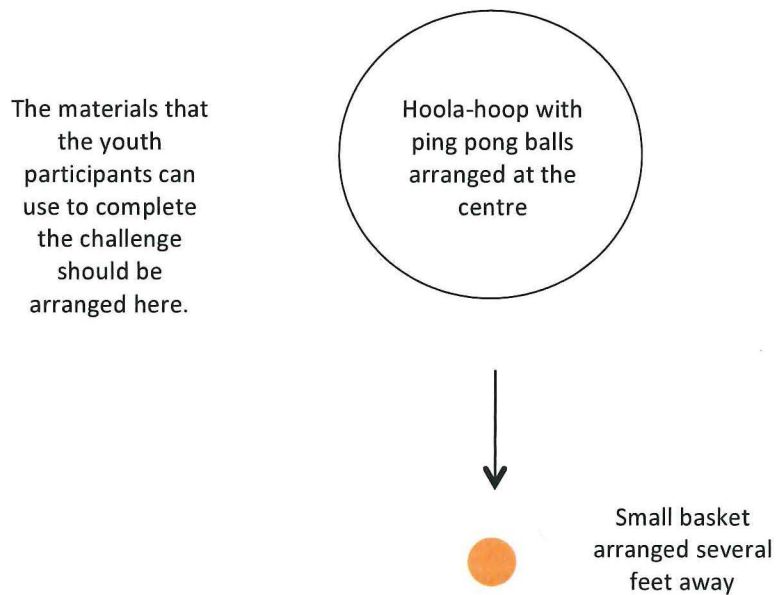
***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

# Facilitator Resource

## The Circle Challenge

When organizing the Circle Challenge in the **Education: Many different pathways Activity**, make sure to organize the materials prior to the beginning of the workshop. The suggested layout is available below:



# Facilitator Resource

## Educational Opportunities

For more information on the formal educational opportunities available in your province/territory, please consult the following online resources.

Province/Territory	Resource
British Columbia	Ministry of Education & Ministry of Advanced Education: <a href="http://www2.gov.bc.ca/">http://www2.gov.bc.ca/</a>
Alberta	Ministry of Education & Ministry of Advanced Education: <a href="https://education.alberta.ca/">https://education.alberta.ca/</a>
Saskatchewan	Ministry of Education & Ministry of Advanced Education: <a href="https://www.saskatchewan.ca/">https://www.saskatchewan.ca/</a>
Manitoba	Ministry of Education and Training: <a href="http://www.edu.gov.mb.ca/">http://www.edu.gov.mb.ca/</a>
Ontario	Ministry of Education & Ministry of Advanced Education and Skill Development: <a href="http://www.edu.gov.on.ca/">http://www.edu.gov.on.ca/</a>
Quebec	Ministère de l'Éducation et de l'Enseignement supérieur: <a href="http://www.education.gouv.qc.ca/">http://www.education.gouv.qc.ca/</a>
New Brunswick	Ministry of Education and Early Childhood Development & Ministry of Post-Secondary Education, Training & Labour: <a href="http://www2.gnb.ca/">http://www2.gnb.ca/</a>
Nova Scotia	Department of Education and Early Childhood Development & Department of Labour and Advanced Education: <a href="http://novascotia.ca/lae/">http://novascotia.ca/lae/</a>
Prince Edward Island	Department of Education, Early Learning and Culture & Department of Workforce and Advanced Learning <a href="http://www.gov.pe.ca/">http://www.gov.pe.ca/</a>

Newfoundland & Labrador	Department of Education and Early Childhood Development & Department of Advanced Education, Skills and Labour: <a href="http://www.ed.gov.nl.ca/">http://www.ed.gov.nl.ca/</a>
Yukon	Department of Education: <a href="http://www.education.gov.yk.ca">http://www.education.gov.yk.ca</a>
Northwest Territories	Department of Education, Culture and Employment: <a href="https://www.ece.gov.nt.ca/">https://www.ece.gov.nt.ca/</a>
Nunavut	Department of Education: <a href="http://www.gov.nu.ca/">http://www.gov.nu.ca/</a>

# Workshop 6: How do I find work?

## 6

### Duration

60 minutes

**Goals** Youth participants will explore ways to find jobs in the advertised and hidden job markets.

**Outcomes** Youth participants will be able to identify 3 strategies for finding job vacancies in various communities.

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Activity: The puzzle challenge:** *The job search*

**Activity: My network:** *Who can help me?*

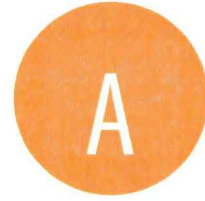
**Closing: Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 6 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Youth in/from care and custody may have fractured relationships with their biological families. Think critically about who can be part of someone's network- consider foster families, group home staff, chosen families, educators, coaches, etc. Think about the formal relationships that youth may have with adults (e.g. social workers, etc.) as they are also important members of a youth's network.
- Prior to the workshop, review **Facilitator Resource: Job Search Strategies** to have the knowledge necessary to facilitate these activities.

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# The puzzle challenge 25 minutes

The job search



## ACTIVITY

### Materials:

- Flip Chart Paper
- Markers
- Printed list of rules
- Paper (for each team)
- 12 Envelopes
- 12 Sheets of foam paper (cut into a unique puzzle)
- Mini-chocolate bars (1 for each youth) or some other food prize
- **Facilitator Resource: The Puzzle Challenge** (see Appendix: Workshop 6)
- **Facilitator Resource: Job Search Strategies** (see Appendix: Workshop 6)

## PREPARATION

Make sure to prepare the 12 envelopes prior to Workshop 6. For more information please see **Facilitator Resource: The Puzzle Challenge**.

### Why:

This game is intended to allow youth participants to begin thinking about ways they have, or may try to find advertised jobs in the future.

### Procedure:

1. Tell the youth participants that there are a number of different ways to look for advertised jobs. Let the youth participants know that we will be exploring ways that they have found jobs before, and ways that they can do so in the future!
2. Explain that employers use a variety of methods to let people know about vacant jobs, including:
  - Career fairs and other workshops
  - Newspaper classifieds (online or in print)
  - Posting “Help Wanted” signs in windows
  - Posting about job vacancies on job search websites (e.g. Monster, Job Bank, Workopolis, Indeed, etc.)
  - Posting about opportunities on social media (e.g. Facebook, Twitter, Instagram, etc.) (Government of Alberta, 2007).
3. Clarify that these are strategies for finding employees through the **advertised job market**. Let the youth participants know that the advertised job market uses many of the tools we discussed above (e.g. classified ads, online databases, social media, and other online postings, etc.) to let people know about jobs they have available (Government of Alberta, 2013).

Write these strategies down on a piece of paper at the front of the room. Make sure to ask the youth participants if they have any other examples. Take a few responses and add them to the list.

4. Highlight that to get everyone thinking further about how to find advertised jobs, we are going to do a race.
5. Ask the youth participants to arrange themselves into two teams with equal numbers.
6. Post 12 envelopes on each side of the room. Each team should have 6 envelopes; labeled Clue 1, 2, 3, 4, 5 & 6. The envelopes should contain each clue's foam paper puzzle. For more information and the 6 clues, please see **Facilitator Resource: The Puzzle Challenge**.
7. Explain the following rules:
  - Once the Race begins, one member of each team will be allowed to retrieve their team's first envelope: Clue 1.
  - Each team will be responsible for completing their puzzle and then answering the question.
  - Only after completing the puzzle (and answering the question) will each team be able to retrieve their next envelope.
  - The first team to complete the race wins!

Refer to a list of printed rules, so that the youth participants can read along.

8. Take a moment to answer any questions. Make sure the teams understand that a facilitator must approve their answers before they can get their next envelope.

***Note: Ask the 2 adult facilitators to monitor the answers of each team.***

9. Instruct the teams to begin when you say **GO!**
10. After both teams have successfully completed the race, congratulate the youth participants and thank them for taking part in that challenge. Make sure to distribute a mini-chocolate bar (or some other food prize) to all youth participants.
11. **Debrief** this activity by reviewing both teams' answers. Afterwards, ask each group to answer the following questions:



- What was it like to do this challenge?
- Do you have any new insights? What did you learn?
- Is there anything that you want to know more about after doing this challenge?

**Create a list of job search strategies to be included in each Youth Participant Folder.**

# My network

25 minutes

Who can help me?



## ACTIVITY

### Materials:

- Tables & Chairs
- **Facilitator Resource: My Network** (Appendix: Workshop 6)
- Copies of **My Network** (1/youth)
- Markers
- Pens & Pencils
- Ball of Yarn
- Flip chart paper
- Tape

## PREPARATION

Make sure to arrange the ball of yarn beforehand, so that it can be thrown from group member to group member without having to stop repeatedly to untangle it.

### Why:

This activity will encourage youth participants to begin thinking about networking, the unadvertised job market, and who may be able to support them in their job search.

### Procedure:

1. Ask the youth participants if they think that all of the job search methods we talked about earlier are equally effective? Ask if they think that there are some strategies that are more effective than others? Take a few responses.
2. Clarify that there **are** some job search methods that are more effective than others. Explain that the job search strategies we just talked about, that allow us to find advertised jobs, are not necessarily the best methods for finding jobs. Explain that only about 20% of available jobs are advertised using these methods Lamarre & McClughan (2011).
3. Let the youth participants know that, just as there is an advertised job market, there is also a **hidden job market**. Explain that the hidden job market includes all those jobs that are not advertised (Pickerell, 2014). Ask the youth participants why some jobs may not be advertised? (*e.g. already know who they are going to hire, hiring from within, don't have the money to advertise, the job is not yet available, etc.*) Take a few responses.
4. Reiterate that there are many reasons why jobs are not advertised. For those reasons and more, people estimate that about 80% of the jobs available exist in the hidden job market, and are unadvertised (Niles, Amundson & Neault, 2011). Because of this, the majority of people find out about jobs through their relationships with others.

**Note: Write this information on flip chart paper. If possible, draw a pie chart to reiterate the difference between the number of jobs in the advertised job market and hidden job market.**

5. Clarify that because so many more jobs exist in the hidden job market, the best way to find jobs is through your relationships with other people. Explain that this is called **networking**.
6. Highlight that **networking** is “an organized way of asking the people you know for information and to connect you with the people they know. It lets you form a “net” of personal contacts who can provide support and information about careers and job opportunities” (Government of Alberta, 2013, p. 17)

Write this definition down on flip chart paper, so that the youth participants can read along.

7. Emphasize that every one of us has a network. Networks can be small and have different people in them, but we all have a network of people who can support us in our job search.
8. Explain that we are going to do an independent activity that will help us to think about who is in our networks. Ask the youth participants the following question: Which people can help us find jobs?
9. Encourage the youth participants to focus on the types of people who can help us find jobs (e.g. people in our foster families, people that we used to work/volunteer with, our probation officers, guidance counselors, primary workers, etc.). Record their responses on flip chart paper. Make sure to keep this list displayed during the activity, so that the youth participants can follow along.

**Note: Youth in/from care and custody are often isolated and have few informal relationships with adults (e.g. aunts, parents, grandparents, etc.) (Dewar & Goodman, 2014). As such, they may have more formal supports (e.g. social workers, parole officers, coaches, etc.) than**

***informal. Be sure that you take the time to discuss the formal supports that may be part of their networks.***

10. Emphasize that now that we know who can be part of our networks, we want to think more specifically about the people who are part of our networks. Hand each youth participant a copy of **My Network**. Give the youth participants **5 minutes** to complete the handout.
11. Once all youth participants are finished their **My Network** handout, ask the youth participants to form a circle in the centre of the room.
12. Thank the youth participants for taking the time to fill in their **My Network** handouts. Explain that now that each person has been able to think about their network, we are going to talk, as a group, about who is in these networks. Tell the youth participants that you would like them to share one person from their network, and how you think they might be able to help you to find work.
13. The facilitator should start by introducing someone who is part of their network. They should explain why this person is an important part of their network (*e.g. knows a lot about jobs, has a company that could employ me, etc.*).
14. Afterwards, while holding one end of the ball of yarn, the facilitator should say the name of another youth participant or facilitator and throw the ball of yarn across the circle to them. The next group member should do the same: share one person from their network and how they can help them find a job, and then toss the ball of yarn to another youth participant.
15. Repeat until everyone has shared a person from their network.

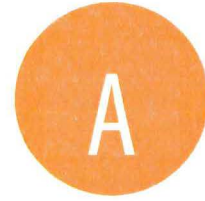
***Note: Every group member should hang on to their piece of yarn, thereby creating a web (or net) between all the group members in the circle.***

16. Ask the youth participants to take a look at the web (or net) that was created amongst the group. Reiterate that this is what their networks look like- except they are at the centre.
17. Emphasize that the people in their network are links to opportunities, resources, education, tips, and support. Clarify that these connections are definitely important when you are trying to find job vacancies, but are also important throughout the entire job search process. The people that are in your network can help you prepare for interviews, update your resume, check over your online application, and help out with many other work related tasks.
18. Before the youth drop their ends of the string, explain that there is someone else that everyone in the group can add to the network. Reiterate that this RoadMap group is now part of your network. Not only are the other youth in this group part of your network, but so too are the facilitators. Remind them that they are excellent resources and can act as formal supports in everyone's network, both during and after the RoadMap Program.

**Include each youth participant's copy  
of My Network in their Youth  
Participant Folder.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix- Workshop 6

- **Facilitator Resource:** The Puzzle Challenge
- **Facilitator Resource:** Job Search Strategies
- **Facilitator Resource:** My Network

# Facilitator Resource

## The Puzzle Challenge

When organizing The Puzzle Challenge in **The puzzle challenge Activity**, make sure to organize the materials prior to the beginning of the workshop. The following 6 clues are required:

**CLUE 1:** Which websites list job vacancies in your community? Name three.

**CLUE 2:** Which types of social media list job vacancies? Name three.

**CLUE 3:** Which newspapers print job vacancies in your community? Name three.

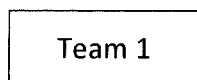
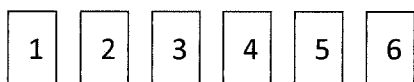
**CLUE 4:** Where could you go to get help from someone when you are looking for a job. Specifically, are there any organizations or community centres that could help you? Name two.

**CLUE 5:** Are there any places in your community where job vacancies are displayed? Name two.

**CLUE 6:** What government number do you need to work in Canada? At what government office can you apply for this number?

Each clue should be hand-written on a piece of foam paper (or regular paper). Using scissors, cut the foam paper into a puzzle. Gather up all the puzzle pieces and put them in the corresponding sealed envelope labeled Clue 1, 2, 3, 4, 5, or 6. Repeat this process for Team 2. There should be a total of 12 envelopes created.

When organizing this Challenge, the suggested layout is available below:



This layout should be repeated for Team 2. The clues and layout should be identical.



# Facilitator Resource

## Job Search Strategies

There are many different strategies that job seekers can use to find job vacancies in their communities. It is estimated that 75-90% of jobs are not advertised, and therefore, are part of the hidden job market (Pickerell, 2014). In order to access the hidden job market, job seekers must engage in networking. Networking is “a proactive behaviour that helps develop one’s relationship constellation with others who have the potential to assist them in their work or career” (Forret & Dougherty, 2004, p. 403). Networks can include, but are certainly not limited to friends, family members (e.g. chosen and/or biological), teachers, coaches, neighbours, community elders, people from your religious or faith community, and even people from previous jobs (Pickerell, 2014). It is important to remember that networking can also involve using such social media websites as Facebook, LinkedIn, and Twitter (Government of Alberta, 2014).

While only 10-25% of jobs are advertised (Pickerell, 2014), the strategies used to access these job listings are an important job-readiness skill. Some key job search strategies include:

- looking at the job sections of company/organization websites;
- using job search websites, including job banks;
- going to workshops, and/or career and job fairs;
- using social media to check for job listings (e.g. Facebook, Twitter, etc.);
- looking for now-hiring signs in the windows of local businesses;
- viewing advertisements in the classified and/or career sections of local newspapers (in print and/or online); and
- registering with employment or placement agencies (Lamarre & McClughan, 2011).

For more information, visit Alberta’s Learning Information Service. They have excellent resources available for free at <http://alis.alberta.ca/index.html>

# Facilitator Resource

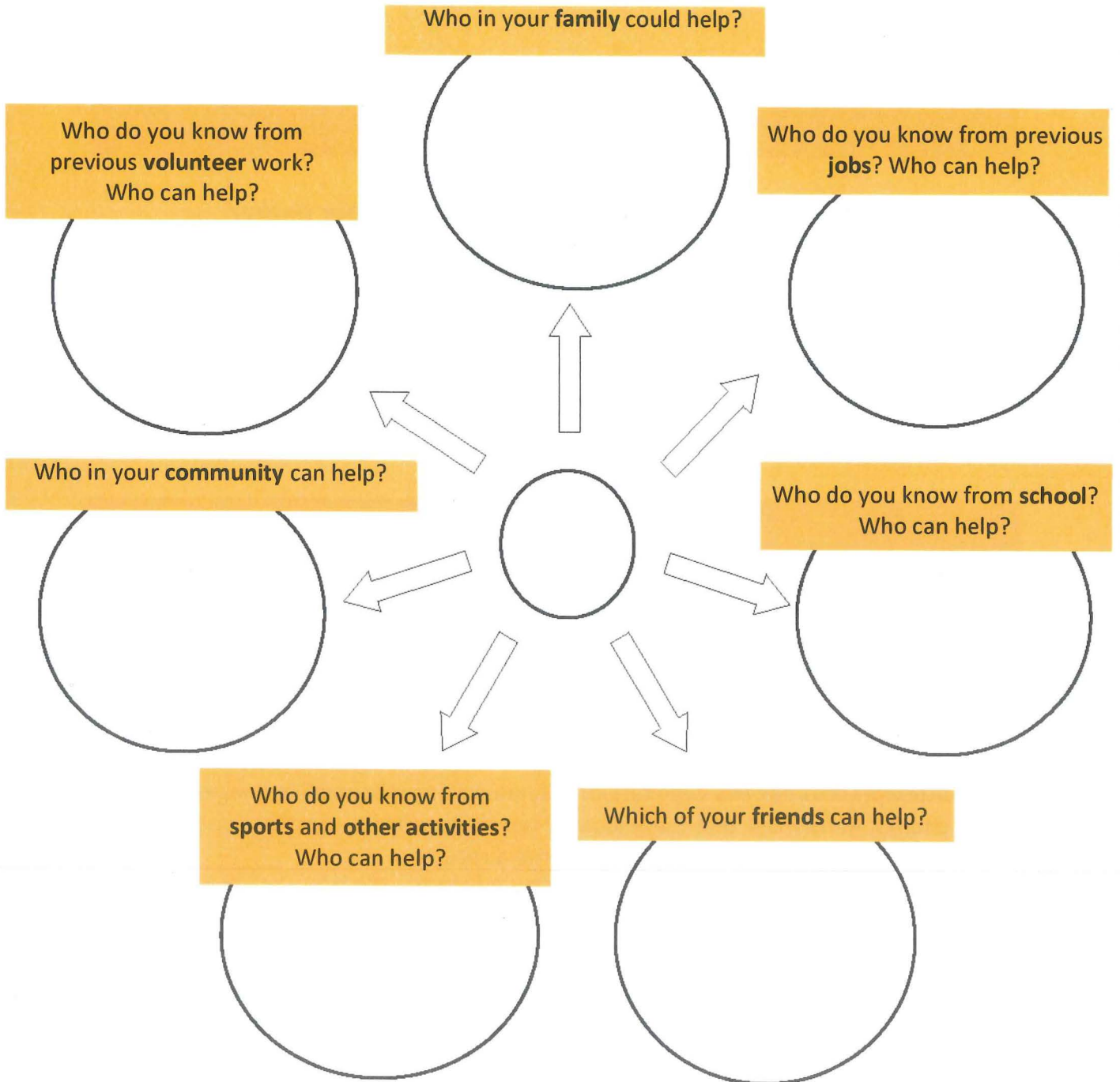
## My Network

Use the following handout, created by Partners For Youth Inc., to support the youth participants to think about and identify the members of their networks.

# ROADMAP

## My Network

Use this handout to figure out all of the people who are part of your network! Write your name in the centre circle and then think about all the people in your life (including professionals that you know) who could help you in your job search. Write their names in the appropriate circle.



# Workshop 7: How do I write a resume?

## 7

**Goals** Youth participants will learn about and practice writing resumes.

**Outcomes** Youth participants will have developed a generic functional resume.

### Duration

60 minutes

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Game: Brownie points:** *Pitch this!*

**Activity: Who are you?** *Resume writing*

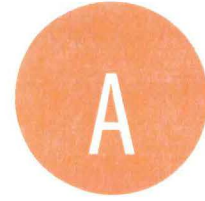
**Closing: Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 7 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Make sure to do this activity in the manner that it was planned. This workshop attempts to break the large task of resume-writing into small, manageable chunks. Remember that these smaller tasks are easier to complete and are less frustrating than sitting down to just write a resume.
- Bring food to this workshop!
- Make sure that you know if any of the youth participants have food allergies. Nuts are a common ingredient in many brownies. Additionally, many store-bought brownies may have come into contact with nuts.

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Brownie points 10 minutes

Pitch this!



## GAME

### Materials:

- Chairs
- Flip Chart Paper
- Printed list of rules
- Markers
- 4 different types of brownies (enough for every youth)
- Plates
- Napkins

## PREPARATION

Make sure to organize and label Brownies 1-4 prior to beginning Workshop 7.

### Why:

This game will allow youth participants to practice using the descriptive language that is essential for writing resumes.

### Procedure:

1. Explain that we are going to get started by doing a game that requires four volunteers to eat brownies!
2. Ask the four youth participants to come to the front of room and take a seat in the four chairs arranged for them.
3. Let the youth participants know that the game that we will be playing is called Brownie Points. Explain the following rules:
  - The volunteer's task is to eat a brownie and then describe why their brownie is ***the most delicious!***
  - Their job will be to pitch (or sell) their brownie by describing it in as much detail as possible.
  - After each volunteer has pitched their brownie as the most delicious, the rest of the group will vote to determine the most delicious brownie.
  - The volunteer whose brownie is chosen as the most delicious wins!

Refer to a list of printed rules, so that the youth participants can read along.

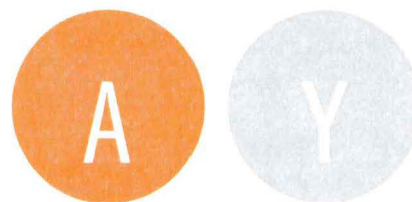
4. Take a moment to answer any questions. Ask the volunteers to decide amongst themselves who would like to go first.
5. Serve the first youth participant Brownie #1, the second youth participant Brownie #2, and so forth.

6. After each volunteer has pitched their brownie, ask the other youth participants to select which brownie seems *the most delicious!*
7. Afterwards, congratulate all the volunteers and thank them for taking part in the game. Give each youth participant one of *the most delicious brownies* (as selected by the group).
8. **Debrief** this activity by reviewing key descriptive phrases from each volunteers pitch. Afterwards, ask the volunteers to answer the following questions:
  - What was it like to do this challenge?
  - Do you have any new insights? What did you learn?
  - Can you think of any other ways that you could use the descriptive language that you used in this activity?
9. Clarify that descriptive language, like the type of language the volunteers used when they were trying to pitch their brownie, is the same type of language that you have to use when writing a resume. In the same way that the volunteers described why their brownie was the best, a resume is the tool that you can use to describe why you are the best for the job.

# Who are you?

40 minutes

Resume writing



## ACTIVITY

### Materials:

- Flip chart paper
- Blank paper
- Tape
- Chairs & Table
- Markers
- Pens
- Pencils & Erasers
- 2 sample resumes (1/group)
- **Facilitator Resource: My Resume Checklist** (Appendix: Workshop 7)
- **Facilitator Resource: My Resume Template** (Appendix: Workshop 7)
- **Facilitator Resource: Resume-writing** (Appendix: Workshop 7)

### Why:

This activity will allow the youth participants to learn about and practice writing a resume.

### Procedure:

1. Explain to the youth participants that we will now be working together to write their resumes. Clarify that this will be done using a series of checklists, templates, and examples to get you thinking.
2. Explain that now that we have spoken about identifying potential jobs, we are going to talk about how to apply for these jobs.
3. Emphasize that a resume is an essential part of the job search process (McKinnon & Johnston, 2014). Ask the youth participants how many of them have written a resume before?
4. Explain that a resume is a short document that job seekers hand out to employers to highlight their work experience, education and skills (McKinnon & Johnston, 2014).
5. Clarify that a resume is ultimately just a tool of the job search process. Explain that it is a tool that gives you the opportunity to showcase your skills, experiences, and attributes to a potential employer.
6. Explain that there are several different types of resumes, but that we are going to make a **functional resume**. Emphasize that a functional resume highlights your skills and strengths (Government of Manitoba, n.d.) and focuses on “**what** you did rather than on **when** or **where** you did it” (Lamarre & McClughan, 2011).

## PREPARATION

Make sure to bring enough copies of all the handouts that the youth participants will require to complete this workshop.



7. Arrange the youth participants into two groups, and give each youth participant a copy of the **My Resume Checklist**. One adult facilitator should go with each group. Give them **5 minutes** to complete the checklist.
8. Afterwards, ask the youth participants to think about the skills that they want to highlight on their resume. Remind the youth participants that even if they *do not feel that* they have any relevant job/volunteer experience, they do all have skills. Emphasize that each youth participant had many skills that were demonstrated during Workshop 3.

***Note: If possible, bring and display the Employability Skills Checklist that was completed in Workshop 3.***

9. Give each youth participant a piece of paper and a pen/marker/pencil. Ask each youth participant to take **3 minutes** to review their skills checklist and to write down **3 skills** that they want to include on their resume.
10. After each youth participant has created a list of **3 skills** that they want to include on their resume, tell the youth participants that resumes require action-oriented language.
11. Explain that action-oriented language is used to describe the actions that a person took; or what someone did. Share the following examples: *helped, organized, planed, examined, presented, trained, performed, hosted, etc.*
12. Ask the youth participants to create a brainstorm of at least 10 action-oriented words that they could use on their resume. Record and display their responses in each small group.
13. Clarify that now that they understand what action-oriented language is, we are going to work together to create a resume.
14. Distribute **My Resume Template** to each youth participant. Review each section of the template, and

explain that each youth participant should fill in the template using the information from the Employability Skills Checklist, their **Resume Checklist**, and their group's action-oriented language brainstorm. Ensure that a sample resume is available for the groups to review.

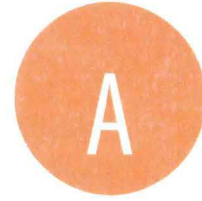
***Note: Normalize any frustration that youth participants may feel while engaged in this process. If youth participants are having a difficult time writing their resume individually, have participants work in pairs to complete a resume. If participants are still feeling challenged, the facilitator may support each group to complete one resume.***

15. Afterwards, explain that **My Resume Template** can be used to write their future resumes, and that they will be given a copy of the template once they have completed the program.
16. Collect each youth participant's checklist, template and skill inventory and explain that the facilitator(s) will create a professional, typed resume based on the information that the youth provided. Clarify that they will receive their resume at the next Workshop.

**Make sure to include the final version of the youth participant's resume in their Youth Participant Folder. Include extra copies of the My Resume Checklist and My Resume Template as well.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix- Workshop 7

- **Facilitator Resource:** Resume-Writing
- **Facilitator Resource:** My Resume Checklist
- **Facilitator Resource:** My Resume Template

# Facilitator Resource

## Resume-writing

A resume is an important job search tool. In fact, an organized and well-written resume will highlight a job-seeker's skills, experiences and qualifications effectively (Government of Manitoba, n.d). It is important to note that there are several different types of resumes, including:

1. **Master Resume:** This type of resume captures all of a job-seeker's most important resume information.
2. **Chronological Resume:** This type of resume highlights a job-seeker's *job experiences*. This resume is organized in such a way that their most recent job is the focus.
3. **Functional Resume:** This type of resume highlights a job seeker's *skills and/or strengths*. This resume is organized in such a way that their skills are the focus.
4. **Combination Resume:** This type of resume combines a functional and chronological approach. This is the most widely used style of resume (Government of Manitoba, n.d.).

Please note that while functional resumes are a useful resume style for youth, particularly those who have little job experience (Government of Canada, 2014), alternative resume styles can be used when facilitating the **Who are you? Activity**. As discussed at length, if a functional resume does not suit the needs of the youth participants in each RoadMap group, consider creating an alternative resume in this activity.

# Facilitator Resource

## My Resume Checklist

Use the following handout, created by Partners For Youth Inc., to support youth to begin thinking about how to create a functional resume. Please note that this checklist can be used to create subsequent resumes. Ensure that extra copies are included in each youth participant's folder.

# ROADMAP

## My Resume Checklist

**My Work Experience:** Use this space to think about and list all the work experience that you have had. Include any informal paid work that you have done for others (e.g. lawn work, babysitting, etc.)

Where have you worked?	How long did you work there (months/years)? What year (e.g. 2016)?	What was your job there? What tasks did you do (e.g. stock shelves, serve customers, etc.)?

**My Volunteer Experience:** Use this space to think about and list all the volunteer experiences you have.

Where have you volunteered?	How long did you volunteer there (months/years)? What year (e.g. 2014)?	What was your role there? What tasks did you do (e.g. walk animals, serve food, etc.)?

**My Education:** (Circle one)

I am working towards completing

Grade 9 credits    Grade 10 credits

Grade 11 credits    Grade 12 credits

High School Diploma

General Educational Development

School name: \_\_\_\_\_

\_\_\_\_\_

**My References:** Name 2 people (who are not part of your biological family) who could provide you with a good reference.

Name: \_\_\_\_\_

What would they say about you? \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

What would they say about you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Facilitator Resource

## My Resume Template

Use the following handout<sup>1</sup> to support youth to create a draft of their functional resume. Please note that this template can also be used to create subsequent resumes. Ensure that extra copies are included in each youth participant's folder.

---

<sup>1</sup> **My Resume Template** was adapted from the Government of Canada's existing resources on resume writing for youth. **My Resume Template** was adapted from the Government of Canada's *Template of a Functional Resume*. The original version is available at [http://www.youth.gc.ca/eng/topics/jobs/tp\\_functional\\_resume.shtml](http://www.youth.gc.ca/eng/topics/jobs/tp_functional_resume.shtml)





# My Resume Template

Use the template below to practice writing a resume.

**YOUR NAME:** \_\_\_\_\_  
**Home Address:** \_\_\_\_\_  
**City, Province, Postal Code:** \_\_\_\_\_  
**Contact information:** \_\_\_\_\_

**Skills and Abilities:** Use this space to summarize your skills for the employer. Then, choose 3 specific skills that you feel are a good match for the type of job you are applying for.

Write a brief summary of your general skills here (e.g. hard-working, reliable, etc.): \_\_\_\_\_

\_\_\_\_\_

Specific Skill #1: \_\_\_\_\_

\_\_\_\_\_

Specific Skill #2: \_\_\_\_\_

\_\_\_\_\_

Specific Skill #3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Work Experience:** Use this space to list your work experience. Remember that you can use your checklist to fill in this section. Make sure to start your list with your most recent work experience.

Job Title: \_\_\_\_\_ What years and/or months did you work here? \_\_\_\_\_

Company Name: \_\_\_\_\_ City: \_\_\_\_\_ Province: \_\_\_\_\_

Job Title: \_\_\_\_\_ What years and/or months did you work here? \_\_\_\_\_

Company Name: \_\_\_\_\_ City: \_\_\_\_\_ Province: \_\_\_\_\_

# ROADMAP

**Volunteer Experience:** Use this space to list your volunteer experience. Remember that you can use your checklist to fill in this section. Make sure to start your list with your most recent volunteer experience.

Volunteer Role: \_\_\_\_\_ What years and/or months did you volunteer here? \_\_\_\_\_  
Organization Name: \_\_\_\_\_ City: \_\_\_\_\_ Province: \_\_\_\_\_

Volunteer Role: \_\_\_\_\_ What years and/or months did you volunteer here? \_\_\_\_\_  
Organization Name: \_\_\_\_\_ City: \_\_\_\_\_ Province: \_\_\_\_\_

**Education:** Use this space to draw the employer's attention to the education that you have received and/or are working towards. Remember that you can use your checklist to fill out this section.

Educational Institution: \_\_\_\_\_  
What are you working towards? (Or what have you already completed?) \_\_\_\_\_  
City: \_\_\_\_\_ Province: \_\_\_\_\_

**References:** Use this space to provide the contact information for two people (who are not in your biological family) who would be able to provide a *good* reference for you!

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_  
How many years have you known them? \_\_\_\_\_ Telephone number: \_\_\_\_\_

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_  
How many years have you known them? \_\_\_\_\_ Telephone number: \_\_\_\_\_

# Workshop 8: How do I promote myself?

# 8

**Duration**  
60 minutes

**Goals** Youth participants will discuss the importance of promoting yourself throughout the job search. They will develop and practice some of the necessary presentation and critical thinking skills.

**Outcomes** Youth participants will be able to:

- Identify effective self-promotion strategies

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Activity: Should we invest?** *Pitching your new business*

**Closing: Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 8 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Bring food to this workshop!
- Youth are using a number of different skills throughout the **Should we invest? Activity**. The youth will be working on and practicing their teamwork skills, their communication skills, and certainly their presentation skills. It is important that the youth participants concretely understand that these many skills are important to the job search process. Opportunities to build up the youth participants and validate their use of these skills is important and should be incorporated into this activity whenever possible.

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Should we invest? 50 minutes

Pitching your new business



## ACTIVITY

### Materials:

- Tables and Chairs
- Flip Chart Paper
- Markers
- Timer
- Printed list of rules
- Various presentation materials (e.g. paper, tape, folders, stickers, etc.)
- **Facilitator Resource: Investor Checklist** (See Appendix: Workshop 8)

### Why:

This activity will give youth participants the opportunity to think about and practice the self-promotion skills that are necessary for the job search process.

### Procedure:

1. Ask the youth participants if they know what an entrepreneur is? Take a few responses. Explain that an entrepreneur is someone who owns and operates a business of their own ("Entrepreneur," 2017).
  2. Clarify that we are going to be doing an activity that requires them to become entrepreneurs and persuade their bank to invest in their business.
  3. Split the youth participants into two groups and clarify that their task will be to create a new and exciting business. Explain that their business can be focused on selling a unique product or providing specific services. Make sure to emphasize that these products/services must be acceptable, appropriate and uphold the Group Agreement.
- Note: Feel free to share examples of business that sell unique and/or interesting products or provide specific services. Depending on the interests of the youth participants, this can be another important opportunity to highlight occupational interests.**
4. Clarify that their task is not only to design their business (including it's product/services), but to develop a brief **2 minute** presentation to pitch this idea to their bank representatives. Their goal is to get their bank to give them a loan.
  5. Let the youth participants know that they can use all of the materials provided to create their presentation.

## PREPARATION

You can let the youth participants know about this activity at the end of Workshop 7. This is not necessary, but it is an option that gives the youth participants more time to think and/or prepare beforehand.

6. Remind the youth participants that their task will be to:
  - Work as a team to create a business
  - Develop this business' new product/service
  - Develop and deliver a **2 minute** presentation to pitch their business (and their product/service) to their bank representatives

Refer to a list of printed rules, so that the youth participants can read along.

***Note: It is very important to clarify that the two teams are not competing against each other. Their goal is to get their bank representatives to give them a loan, not to beat the other team.***

7. Explain that, in this scenario, the adult facilitators are going to be the bank representatives. The bank representatives are going to make their decisions based on several different criteria, including:
  - Creativity of presentation
  - Preparation
  - Professionalism
  - Product/service novelty
  - Communication skills
  - Presentation skills

For more information, please see **Facilitator Resource: Investment Checklist.**

***Note: These criteria can certainly be displayed on a piece of flip chart paper throughout the activity so the youth participants can stay focused while working within their groups.***

8. Explain that they can use any presentation strategies that they like. Remind the youth participants that their bank representatives will be expecting a professional presentation, as they are considering whether or not they will be giving your business a loan.
9. Reiterate that the teams will have **30 minutes** to create their product and develop their presentation.

Afterwards, the teams will flip a coin to see who presents first.

***Note: Ensure that the youth participants are able to keep track of their time by providing them with a countdown and regular time check-ins.***

10. Clarify that after the presentations have finished, the bank representatives will be asking the team questions about their business. The bank representatives will use this opportunity to gain any information that they feel they need to be able to make their decision to provide the loan or not.
11. Take a moment to answer any questions. Let the teams know that they can begin once you say **GO!** Make sure to set the timer for **30 minutes** and give the teams a time check every **10 minutes**, and then once again when they have **5 minutes** left.
12. After 30 minutes, flip a coin and decide which team presents first.

***Note: When the teams present, make sure the adult facilitators play the part of bank representatives. For instance, consider welcoming the team into your office, thanking them for coming, asking if they would like any tea/coffee/water, etc. This will certainly help to keep each team focuses on their business, product/service and presentation.***

13. After both teams have presented, the bank representatives should take a few minutes to deliberate before presenting their decisions to both groups.
14. After the bank representatives have made their decisions, ask each team the following questions:
  - How did your group come up with your business idea? What did you have to think about?
  - Do you have any new insights? Is there anything that you could have taken into consideration?

- If you had to do this challenge over again, what would you do differently?

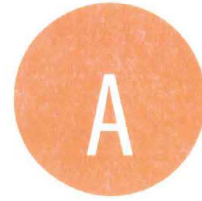
15. Thank the youth participants for taking part in the activity. **Debrief** this activity by asking the youth participants the following questions:

- What skills did you use to do this activity and presentation?
- Can you think of any other situations/contexts within which you may use these skills?
- How might some of these skills be used in the job search process?



# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix- Workshop 8

- **Facilitator Resource:** Investor Checklist

# Facilitator Resource

## Investor Checklist

The following checklist, created by Partners For Youth Inc., can be used to evaluate each group's presentation. Facilitators can use this checklist to help determine if they will grant either business a loan as the bank representatives. Please note that this checklist is only intended to guide the facilitators, and can certainly be adapted based on the needs of each RoadMap group.

Investor Checklist						
Criteria	1= not at all                      5= very much					Additional Notes
	1	2	3	4	5	
Creativity						
Preparation						
Professionalism						
Product/Service Novelty						
Communication Skills						
Presentation Skills						

# Workshop 9: What do I say?

# 9

**Duration**  
60 minutes

**Goals** Youth participants will learn about and practice their job interviews skills through role-plays.

**Outcomes** Youth participants will:

- Have participated in a job interview role-play
- Be able to identify effective forms of verbal/nonverbal communication

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Activity: In the hot seat:** *To hire, or not to hire?*

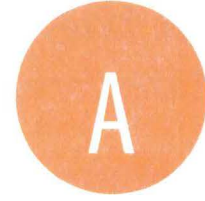
**Closing: Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 9 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Bring food to this workshop!
- The intention of the **In the Hot Seat Activity** is to give youth participants an opportunity to participate in a job-interview without role-playing the interviewee. By having the adult and youth facilitators role-play as the interviewee, the youth participants are given an opportunity to learn positive job interview behaviours (e.g. verbal communication, non-verbal communication, professionalism, etc.) from the facilitators.
- Many youth in care are criminalized and involved with the Youth Justice system in Canada. As such, it is important to discuss the issues relevant to the job interview process when job seekers have a youth record. For more information, please see **Facilitator Resource: Youth Records**.

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# In the hot seat 50 minutes

To hire, or not to hire?



## ACTIVITY

### Materials:

- Tables and Chairs
- Flip Chart Paper
- Markers
- Tape
- Printed list of rules
- Printed list of information regarding youth records
- **Facilitator Resource: Facilitator Resume** (see Appendix: Workshop 9)
- **Facilitator Resource: Job Listing** (see Appendix: Workshop 9)
- Blank Paper
- **Facilitator Resource: My Job Interview** (See Appendix: Workshop 9)

## PREPARATION

It is important that the adult and youth facilitators make these interviews as real as possible. The facilitators should be prepared for each interview, and have sufficient resumes on hand. For more information, please see **Facilitator Resource: Facilitator Resume**.

### Why:

This activity will give youth participants the opportunity to take part in a job interview role-play.

### Procedure:

1. Explain that a job interview is effectively an opportunity for the interviewee to show the interviewer that they have the skills needed to do the job (Government of Alberta, 2007).
2. Let the youth participants know that we are not born good at interviews- but rather that it takes preparation and, honestly, practice.
3. Clarify that in order to learn what to do in an interview, we are going to begin by thinking about what **not** to do. To do so, we are going to watch a few examples from TV and movies. For more information, please see **Facilitator Resource: Video Clips: Job Interviews**.
4. After each short video, ask the youth participants to list what you should not do in a job interview, as demonstrated in that video. Record their responses on flip chart paper.
5. After watching all the videos, review the list that the youth participants created to summarize what should not be done in job interviews.
6. Emphasize that if we have decided that these items should not be done in job interviews, what can we learn from these examples? What should we do in job interviews? Record and discuss their responses. Ensure that the following are discussed:
  - tone of voice;
  - eye contact;
  - posture;

- professional appearance;
  - respect for other's personal space;
  - body language; and
  - verbal/non-verbal communication (Lamarre & McClughan, 2011).
7. Explain that now that we have had some time to think about what do/not do in a job interview, we are going to use that knowledge in a role-play activity. Let the youth participants know that rather than interviewing each other, they are going to work in teams to interview the 3 facilitators and decide which (if any) they will hire for a job.
  8. Ask the youth participants to form three groups. Hand the same job listing to each group. For more information, please see **Facilitator Resource: Job Listing**.
  9. Explain that each group is the hiring committee that is tasked with finding an employee for that job listing. Clarify that their task is to interview all 3 facilitators for the job. Let them know that their responsibility will be:
    - To conduct a brief interview with each facilitator to determine their suitability for the role
    - Work together as a hiring committee to decide which (if any) of the facilitators they are going to hire.

Refer to a list of printed instructions, so that the youth participants can follow along. Reiterate that they will be asked to provide *valid* reasons for their choice after they have made their decision.

10. Give each group some blank paper and pens. Tell the groups that they will have **5 minutes** to read the job listing, and decide on the skills that they think are required to do that job.
11. Afterwards, hand each youth a copy of **My Job Interview** and ask them to pick at least **2 questions** from that list. Explain that they will be responsible for developing **2 more questions** to ask the interviewee.

12. Let the youth participants know that interviewers cannot legally ask questions about the interviewees age, children, citizenship status, abilities, driving record, financial status, relationship status, race, and gender, current income source, religion, height and/or weight (Alberta Learning Information Service, 2012).
13. Remind the youth participants to keep this in mind as they develop their list of questions.

**Note: Clarify that My Job Interview gives them a possible script for how they can run the short interview.**

14. Afterwards, take a moment to answer any remaining questions. Ask one facilitator to go with each group. Explain to the youth participants that they will each have **5 minutes** to interview the facilitator and then they will switch.
15. Once the short interviews are complete, the three groups will be given **2 minutes** to decide who they will hire. Reiterate that they will be asked to provide **valid** reasons for this decision. Feel free to share potential reasons (*e.g. not suited for the position, doesn't have the skills, doesn't have the right educational requirements, looking for full-time/part-time work, etc.*).
16. Ask each group to share their selection and why their hiring committee chose that candidate.
17. Ask the youth participants the following questions:
  - What did the facilitators do well?
  - What could the facilitators improve for next time?

Remind the youth participants to think about the previous discussion, and to consider the different do's and don'ts that were discussed earlier.

18. Afterwards, have the facilitators answer the following questions:
  - What do you think you did well?



- What do you think you could improve for next time?
- What would you do differently?

19. Thank the youth participants and facilitators for taking part in the activity. **Debrief** this role-play activity by asking the youth participants the following questions:

- How did your group come up with your questions? What did you have to think about?
- Do you have any new insights about job interviews?
- What knowledge can you take from this activity and apply to your own future job interviews (when the roles are reversed)?

20. Explain that one of the best things that you can do to before a job interview is take some time to prepare. To prepare for an interview, you can:

- **Research the company-** Make sure you know something about the company before you go into the interview.
- **Research the position-** What position are you interviewing for? What are some of the obligations and tasks that you may be responsible for?
- **Prepare some answers** to potential interview questions.
- **Prepare some questions** to ask the employer (Community Options Society, 2013).

21. Clarify that now that we have practiced and learned about job interview do's and don'ts. It's important that we take some time to talk about the things that youth who have been involved with the Youth Justice System have to know when they are applying for jobs (and/or volunteer positions).

22. Explain that some youth have a **youth record**. Clarify that a **youth record** is a collection of all the information that was used to investigate a crime that could be prosecuted under the Youth Criminal Justice Act (Department of Justice, n.d.). Explain that this record could contain:

- a youth's name and birth date;
- information about their arrest;
- information about their charge and/or sentence; and
- any information provided by people involved in the investigation (Department of Justice, n.d.).

23. Let the youth participants know that having a youth record can impact a person's job and volunteer options. Explain that:

- When a youth with a youth record applies for a job, the employer can ask if they have a record. They can also ask the youth for a criminal record check. The youth can say no, but the employer may think that they are doing so because they have a record.
- Except for a government employer, the police cannot give employers information about anyone's youth record, even if they give their permission.
- Youth can ask for a copy of their youth record from the police.
- If a youth's record has been closed, youth cannot be fired or disadvantaged (including not being hired) *because* of their youth record (People's Law School, 2014).

Refer to a written list of these issues, so that youth participants can follow along.

***Note: The consequences of youth records are complex. At this point in the activity, most youth (particularly those who have youth records) are worried and confused. If possible, make sure to include a copy of your province/territories' information about youth records in each youth participants' folder. For more information, please see Facilitator Resource: Youth Records.***

24. Explain that job interviews are nerve wracking, especially for youth who have youth records. Often times, we need someone to tell us that we are awesome, and help us to feel confident about ourselves. In order to do so, we are going to do a quick

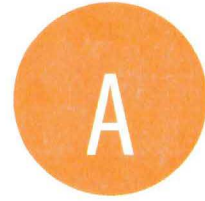
art activity to create some affirmations that we can rely on when we are preparing for a job interviews.

25. Hand each youth participant a blank piece of paper. Ask them to take **5 minutes** to write an affirmation, or positive message that they would want to receive before they had a job interview. Clarify that the facilitators will be distributing these randomly to each youth participant at the end of the program.

**Make sure to include a copy of My Job Interview in each youth participant's folder. Make sure that each youth participant receives a job interview affirmation as well.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

***Note: Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.***

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix- Workshop 9

- **Facilitator Resource:** Video Clips: Job Interviews
- **Facilitator Resource:** Facilitator Resumes
- **Facilitator Resource:** Job Listing
- **Facilitator Resource:** My Job Interview
- **Facilitator Resource:** Youth Records

# Facilitator Resource

## Video Clips: Job Interviews

In order to get the youth participants to begin thinking about what to do during job interviews, it can first be helpful, and engaging, to get the youth participants to begin thinking about what to **not** do in a job interview. In order to do so, it is recommended that you find up to 5 short video clips to share with the youth participants. There are many short clips from popular movies and television shows that highlight what you should **not** do during an interview. As the **In the Hot Seat Activity** dictates, you should debrief every clip so as to ensure that the youth participants focus on what they should do in job interviews.

# Facilitator Resource

## Facilitator Resume

As the **In the Hot Seat Activity** dictates, each facilitator will need 3 copies of their resume for this activity. It is recommended that each facilitator create a resume uniquely for this activity- one that does not include your contact information at the top. This resume can be saved and used to facilitate this activity again.

# Facilitator Resource

## Job Listing

For the **In the Hot Seat Activity**, you must find a job listing that the activity can focus on. Remember that this activity is intended to give the youth participants an introduction to job interviews. First, find a job listing using any job search engine website (e.g. Workopolis, Monster, Indeed, Canada Job Bank, etc.). Make sure to find a current job listing that is reflective of the interests of the youth participants. That said, do not find a job that would necessitate specific interview parameters (e.g. a discussion of specific education, job experience, training, etc.). Afterwards, print off several copies for the activity. Make sure that each facilitator, and each group of youth participants have a full copy of this job listing.



# Facilitator Resource

## My Job Interview

Use the following handout, created by Partners For Youth Inc., to support youth to conduct their interviews for the **In the Hot Seat Activity**. Please note that this handout can also be used when youth participants are preparing for an upcoming job interview, as it includes many commonly asked job interview questions. Ensure that extra copies are included in each youth participant's folder.

The following script includes some very common interview questions. You can use this script and these questions for the **In the hot seat Activity**. You can also use this script to practice and prepare for future interviews.

**Employer:** "Welcome \_\_\_\_\_. Thank you for coming in today. We received your resume and will be interviewing you for the position of \_\_\_\_\_. I'm going to be asking you a few questions, so that we can get to know you a bit better. Do you have any questions before we get started?"

**Employer:**

1. Tell me a little bit about yourself and why you want to work here.
2. What are your strengths? What challenges you?
3. Do you have any experience with this type of work?
4. Can you describe a situation in the past where you learned from a mistake?
5. How well do you work under pressure?

**Employer:** "Thank you for answering my questions. Do you have any questions for me? "

**Interviewee:** Yes, I do. <<Ask prepared questions>>

**Employer:** "Alright, thank you \_\_\_\_\_. I appreciate you making the time to come in and meet with me today. We will be in touch shortly about the position. Thank you again."

# Facilitator Resource

## Youth Records

The Youth Criminal Justice Act (YCJA) is the law that currently governs Canada's Youth Justice system (Department of Justice, 2016). For more information on the YCJA, please visit the Department of Justice online at [www.justice.gc.ca](http://www.justice.gc.ca). For each province/territory's resources on youth records and the YCJA, please visit the Public Legal and Education Information Organization in your province/territory online.

Province/Territory	Resource
British Columbia	The People's Law School <a href="http://www.publiclegaled.bc.ca/">http://www.publiclegaled.bc.ca/</a>
Alberta	Centre for Public Legal Education Alberta <a href="http://www.cplea.ca/">http://www.cplea.ca/</a>
Saskatchewan	Public Legal Education Association of Saskatchewan <a href="http://www.plea.org/">http://www.plea.org/</a>
Manitoba	Community Legal Education Association <a href="http://www.communitylegal.mb.ca/">http://www.communitylegal.mb.ca/</a>
Ontario	Community Legal Education Ontario <a href="http://www.cleo.on.ca">www.cleo.on.ca</a>
Quebec	Éducaloi <a href="http://www.educaloi.qc.ca">www.educaloi.qc.ca</a>
New Brunswick	Public Legal Education and Information Service of New Brunswick <a href="http://www.legal-info-legale.nb.ca/">http://www.legal-info-legale.nb.ca/</a>
Nova Scotia	Legal Information Society of Nova Scotia <a href="http://www.legalinfo.org">www.legalinfo.org</a>
Prince Edward Island	Community Legal Information Association of Prince Edward Island <a href="http://www.cliapei.ca/">http://www.cliapei.ca/</a>

Newfoundland & Labrador	Public Legal Information Association of Newfoundland and Labrador <a href="http://publiclegalinfo.com/">http://publiclegalinfo.com/</a>
Yukon	Yukon Public Legal Education Association <a href="http://www.yplea.com">www.yplea.com</a>
Northwest Territories	Public Legal Education and Information c/o Legal Services Board of the Northwest Territories <a href="http://www.justice.gov.nt.ca">www.justice.gov.nt.ca</a>
Nunavut	Public Legal Education and Information c/o Nunavut Legal Services Board <a href="http://nulas.ca/en/">http://nulas.ca/en/</a>

# Workshop 10: What am I feeling?

# 10

**Duration**

60 minutes

**Goals** Youth participants will learn about professionalism and discuss and practice strategies for emotional management.

**Outcomes** Youth participants will be able to:

- Identify different skills and behaviours associated with professionalism
- Identify 2 strategies for emotional management

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Activity: Becoming aware:** *Professionalism and our emotions*

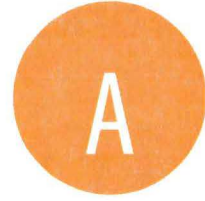
**Closing: Apples & onions:** *What did you like/dislike about today?*

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 10 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Bring food to this workshop!
- Prior to the workshop, review **Facilitator Resource: Mindfulness Activity** to find an activity that is appropriate for your RoadMap group.
- This workshop is the result of RoadMap youth participants identifying that they faced challenges managing their emotions at work. In fact, many youth participants explained that they quit, did not attend, or were fired from their jobs because they did not know how to manage their feelings of anger, anxiety, and sadness. As such, it is important to try to examine the emotions that your RoadMap group identifies as challenging in the **Becoming aware Activity**.

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Becoming aware 50 minutes

Professionalism and our emotions



## ACTIVITY

### Materials:

- Tables and Chairs
- Flip Chart Paper
- Markers
- Tape

### Facilitator Resource:

#### Video Clips:

**Professionalism** (see Appendix: Workshop 10)

### Facilitator Resource:

**Mindfulness Activity** (see Appendix: Workshop 10)

### Why:

This activity will give youth participants the opportunity to begin thinking about professionalism, and practice how to manage their emotions in the workplace.

### Procedure:

1. Explain that, while our group members will have different jobs throughout their lives in many different fields- every industry and job requires you to think about and demonstrate professionalism (Office of Disability Employment Policy, n.d.).
2. Clarify that professionalism is not a thing, it is a series of skills that we continue to develop. Explain that **professionalism** is a collection of skills and behaviours that is expected from someone who is trained to do a particular job (Office of Disability Employment Policy, n.d.).
3. Ask the youth participants to consider the following questions.
  - What are some of the behaviours, skills and decisions that you associate with being professional? (*Potential responses include: dressing properly, arriving on time, speaking in a respectful manner with co-workers, etc.*)
  - What are some of the behaviours, skills and decisions that you associate with being unprofessional? (*Potential responses include: stealing, fighting, not getting work done, etc.*)

## PREPARATION

Prior to this workshop, follow the instructions in **Facilitator Resource: Mindfulness Activity** and find an activity that is appropriate for your RoadMap Group.

Record their responses on flip chart paper in two columns. Remind participants that professionalism is a combination of skills and behaviours (Office of Disability Employment Policy, 2008).

4. Review the list that the youth participants made to describe their thoughts on what is professional/unprofessional and ask the youth participants if they think that this list (and this discussion of professionalism) is the same across jobs and industries? Take a few responses.
5. Explain that each job and industry requires professionalism, but that the skills and behaviours can be different and vary depending on the job. Reiterate that ideas about professionalism also differ across communities and identities. Share a few examples and discuss.
6. Clarify that as today's labour market becomes more competitive, employers are looking for employees who can do their work **and** conduct themselves professionally (Office of Disability Employment Policy, 2008).
7. Let the youth participants know that, like our discussion of job interviews, in order to learn what is professional, we are going to begin by thinking about what is **not**. To do so, we are going to watch a few examples from TV and movies. For more information, please see **Facilitator Resource: Video Clips: Professionalism**.
8. After each video is finished, revisit the professional/unprofessional list made earlier and ask the youth participants if they need to add anything to the list. Record their responses on flip chart paper. Ensure that the following are discussed:
  - use of equipment and resources;
  - protocols, rules, guidelines, policies, etc.;
  - timelines;
  - meeting work goals;
  - dealing with conflict;
  - hygiene;
  - responding to feedback and constructive criticism; and
  - sobriety (Bissonnette, 2004).



9. Extend this conversation by clarifying that a really important part of being professional in the workplace is managing our emotions.
10. Ask the youth participants what an emotion is. Take a few responses and then share the following definition with the youth participants. An **emotion** is “what you feel when something that matters is happening to you” (Conklin, 2014, p. 23).
11. Write this definition on a piece of flip chart paper. Ask the youth participants to name some different emotions. Take a few responses and record them on the same piece of paper.

***Note: Ensure that the following emotions are reflected on the list: anger, anxiety, fear, sadness, and happiness.***

12. Let the youth participants know that an important part of managing our emotions is being thoughtful and aware of our emotions (Ferentz, 2015).
13. Explain that, in order to be aware of our emotions, it can be helpful to think about these emotions in more detail. Revisit the youth participant’s list of emotions and ask them to take **1 minute** to think about which emotion was, or they anticipate will be, the most challenging in their past (or future) workplaces.
14. After they have identified the emotion, ask them to take **1 minute** to think of a sound that represents that emotion<sup>2</sup>. Let the participants know that they will be sharing this sound with the group, and that this sound does not have to be verbal. *Clarify that potential sounds include: clapping, drumming, snapping, stomping etc.*
15. Afterwards, ask one facilitator to start by sharing the emotion that has been most challenging for them in their previous workplaces. After they have shared this emotion, ask them to share their sound with the

---

<sup>2</sup> Note: This portion of the activity was adapted from an icebreaker demonstrated at the Girls Action Foundation’s Amplify Training in November 2016.

group. Invite them to share the reason that this sound is representative of that emotion. Repeat until every facilitator and youth participant has shared their sound with the group.

***Note: Many youth will find the same emotions challenging. Let the youth participants know that repetition is okay, but ask them to find a different sound to represent that same emotion.***

16. Let the youth participants know that we are going to get everyone to make their sound again, but this time, we are going to make our sounds all together, at the same time.

***Note: This activity can be extended if desired. Consider extending this activity by asking for a youth participant to volunteer as a conductor. This conductor can lead the group's sound by having half of the circle make their sounds while the other half remains silent, having only the facilitators make their sounds, having half the circle make their sounds loudly while the other half makes their softly, etc.***

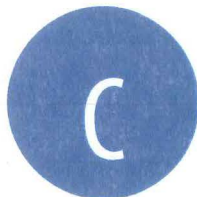
17. Afterwards, thank the youth participants and facilitators for taking part in the activity. **Debrief** this activity by asking the youth participants the following questions:

- How did you come up with your sound? What did you think about?
- Do you have any new insights after this activity?
- What knowledge can you take from this activity and apply to your own understanding of that emotion?

18. Tell the youth participants that oftentimes, when we are overwhelmed by an emotion (of any kind), it can feel as loud and overwhelming in our minds and bodies as it was when we all made our sounds together.

19. Explain that sometimes we have to be able to “turn down the volume” on our emotions. Emphasize that the youth participants are very wise and all have strategies for doing this.

20. Ask the youth participants to take **1 minute** to think about some of the strategies they use to manage their emotions. After **1 minute**, ask each youth participant to share one of their strategies. Record their responses.
21. Afterwards, ask the youth participants to think about which of these strategies would be appropriate in a work setting. Circle all those strategies that would be appropriate. Add other strategies if required. Explain that the facilitators are going to create a list of all of these strategies for each youth participant.
22. Let the youth know that another way that they can manage their emotions at work is through mindfulness.
23. Ask the youth participants if they have ever heard the term **mindfulness**. Take a few responses and then share the following definition with them: “Mindfulness is a conscious, purposeful way of tuning in to what’s happening in and around us” (Schoeberlein, 2009, p. 1).
24. Clarify that mindfulness is a way of thinking and paying attention that can help us to keep our focus on the present. It can help us pay attention to all aspects of ourselves, including our feelings (Schoeberlein, 2009).
25. Let participants know that we are going to do a mindfulness activity as a group that they can use in the future to become more aware of their emotions and feelings.
26. Facilitate a mindfulness activity that is appropriate for the needs and interests of the youth participants. For more information, please see **Facilitator Resource: Mindfulness Activity**.
27. Thank the youth participants and facilitators for taking part in the activity. **Debrief** this activity by asking the youth participants the following questions:

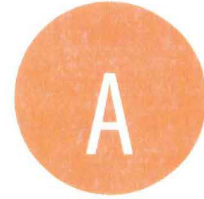


- What was this activity like for you?
- Do you have any new insights after this activity?
- Could you imagine using this activity while you are working? Why or why not?

**Make sure to include a copy of the youth participants' list of strategies for emotional management in their youth participant folders.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

**Note:** Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix- Workshop 10

- **Facilitator Resource:** Video Clips: Professionalism
- **Facilitator Resource:** Mindfulness Activity

# Facilitator Resource

## Video Clips: Professionalism

In order to get the youth participants to begin thinking about what skills and behaviours are associated with professionalism, it can first be helpful, and engaging, to get the youth participants to begin thinking about what skills and behaviours are **not** associated with professionalism. In order to do so, it is recommended that you find up to 5 short video clips to share with the youth participants. There are many short clips from popular movies and television shows that highlight unprofessional behaviour. As the **Becoming aware Activity** dictates, you should debrief every clip so as to ensure that the youth participants discuss what skills and behaviours are associated with professionalism.

# Facilitator Resource

## Mindfulness Activity

Mindfulness is a “conscious, purposeful way of tuning into what’s happening in and around us” (Schoeberlein, 2009, p. 1). The understanding of mindfulness in North American is rooted in Buddhist philosophy and tradition, but has been used extensively in numerous settings (Smith, Richards, & Shelton, 2016). It is a method of observation that research has highlighted is associated with numerous positive outcomes including changes in mood and self-reported levels of happiness (Williams & Pennan, 2010). While mindfulness is not associated with a strict set of practices, mindfulness-based activities can include breathing activities, walking and other movement-based activities, journaling activities, art activities, meditation activities, and even activities based around eating (Schoeberlein, 2009).

Current research indicates that practices that encourage children and youth to develop mindfulness may support youth in building their emotional resilience (Greenberg & Harris, 2011). While research on the usefulness of mindfulness based interventions with marginalized and/or vulnerable youth is evolving, current studies highlight the benefits associated with youth in custody (Evans-Chase, 2015), youth living with a diagnosis of mental illness (Biegel, Brown, Shapiro, & Schubert, 2009), youth who are navigating challenging substance use (Himmelstein, 2011), and of course, youth involved in child welfare systems (Coholic, Oystrick, Posteraro, & Lougheed, 2016).

In order to facilitate the **Becoming aware Activity**, please familiarize yourself with mindfulness as a concept and practice.

For more information on Mindfulness, please see *Mindful Teaching and Teaching Mindfulness: A Guide for Anyone who Teaches Anything* by Deborah Schoeberlein.

Once you are familiar with the concept of mindfulness, identify which type of activity you would like to do. It is beneficial to think about which activities would benefit the youth participants. Partners For Youth Inc. used several different mindfulness activities, including different breathing activities, and even a guided meditation activity. These activities were planned based on the needs of the youth participants. It can be valuable to have additional adult support available while facilitating this activity, should youth feel that they want to debrief and/or talk through any challenges they faced while doing this activity. Please note that this activity may be an opportunity to partner with other organization.



**NOTE:** While it may seem burdensome to find and facilitate a unique mindfulness activity for each RoadMap group, it is a very important step to take to ensure that each youth participant is able to have the opportunity to engage in this activity. This effort is particularly important for those youth who have experienced significant trauma and may be wary of developing their self-awareness. By facilitating an activity that fits the needs of each group, facilitators can support all youth participants to have meaningful opportunities for self-reflection and mindfulness.

Ensure that you prepare this activity before delivering Workshop 10.

# Workshop 11: How do I manage money?

# 11

**Duration**  
60 minutes

**Goals** Youth participants will explore key concepts of financial literacy and learn how to make a budget.

**Outcomes** Youth participants will be able to:

- Distinguish between wants and needs
- Identify types of income and expenses
- Complete a monthly budget

## Workshop Activities

**Opening: Stop light:** *How ready are you to participate today?*

**Activity: Money, money!** *Taking control of your money*

**Activity: Fill in the blanks:** *Making a budget*

**Closing: Apples & onions:** *What did you like/dislike about today?*

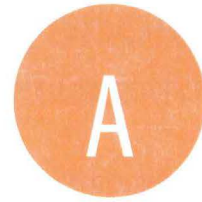
\* This workshop can be adapted to include a post-test evaluation component, if required.

## Specific Facilitation Suggestions

- Post the **Group Agreement** in a place that all youth can see.
- Create a schedule for Workshop 11 and post in a place that all youth can see. Include times so that they can keep track of the schedule.
- Bring food to this workshop!
- Prior to the workshop, review **Facilitator Resource: Budgeting Worksheets** to find the budgeting worksheet appropriate for your RoadMap group.
- Thinking about money and independence is hard, especially for youth in/from care and custody. Normalize this frustration. Take breaks and/or have some quick energizers on hand to re-focus the group's attention.

# Stop light 5 minutes

How ready are you to participate today?



## OPENING

### Materials:

- Chairs

### Why:

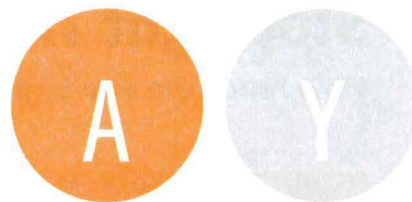
This opening round will allow youth participants to develop their self-awareness skills by asking them to consider their emotions, as well as their readiness for participating in the workshop.

### Procedure:

1. Ask the youth participants to take a seat. Explain that the workshop is going to begin. To start we will all have **1 minute** to think about how ready we are to participate in the workshop.
2. Explain that they should think about themselves as a stop light (or traffic light) and consider whether they are:
  - Green- Ready to participate
  - Yellow- Need to warm up before being ready to participate
  - Red- Not ready to participate
3. Ask each youth participant and facilitator to share their response with the group. Ask those who feel yellow if there is anything that the facilitators and/or other group members can do to help them feel green. If so, discuss as a group and make a plan as necessary.
4. Next, ask those who feel Red if there is anything that the facilitators and/or the other group members can do to help them feel yellow, or even green? If so, discuss as a group and make a plan as necessary.
5. Thank the youth participants and facilitators for taking part in that opening. Clarify that if they want to discuss their readiness more, or what can be done to support them to feel more ready, they can always talk to an adult facilitator prior to, or after the workshop.

# Money, money! 10 minutes

Taking control of your money



## ACTIVITY

### Materials:

- Flip Chart paper
- Markers
- **Facilitator Resource: Needs & Wants Cards** (Appendix: Workshop 11)
- Sticky Notes
- Tape
- Calculators

## PREPARATION

Prior to this workshop, print out 2 sets of the example or blank **Wants and Needs Cards**. If you choose to use the blank cards, make sure to fill in 12 cards. Cut the **Wants and Needs Cards** into individual squares and keep each set separate.

### Why:

The following activity will allow youth participants to distinguish between financial wants and needs.

### Procedure:

1. Explain that an important part of thinking about jobs and work is learning how to manage the money that you make. Remind the youth participants that managing money is *hard*, but there are things that you can do to make managing your money easier.
2. Ask the participants to split themselves into two groups of equal numbers.
3. To start managing your money, it is important to think about the difference between things you *want*, and things that you *need* (Rabbior, 2012). Clarify that many of these decisions about what we want and need depend on our values (Rabbior, 2012).
4. Let the youth participants know that when we are making financial decisions, we need to be thinking about what is a want, and what is a need? Clarify that we are going to be doing a matching activity that requires each group to discuss and make decisions about which items are wants or needs.
5. Give each group 2 pieces of flip chart paper and markers. Ask each group to label 1 piece of flip chart paper **WANTS** and the other piece of flip chart paper **NEEDS**. Afterwards, ask each group to create a definition of a want and need, and to write that definition on the corresponding piece of paper.
6. Afterwards, give each group a copy of 12 **Wants and Needs Cards** and a roll of tape. For more information, please see **Facilitator Resource: Wants and Needs Cards**. Let the youth participants know that their task

is to work as a group to decide which Cards are wants and which are needs. They should use the tape to stick each card on the corresponding piece of flip chart paper. Let the youth participants know that they will have **5 minutes** to do this.

***Note: Encourage youth participants to try to make decisions, but let them know that they can certainly create a separate category for “unknown” and/or “depends.”***

7. Afterwards, ask each group to share their definitions with the larger group, as well as which items they placed in each category, and why. Make sure to discuss any items that youth participants sorted into an “unknown” or “depends” category and their reasoning why.
8. After each group has presented, clarify that:
  - A *need* is something that you absolutely require- you cannot live without it.
  - A *want* is something that you enjoy having, but you can live without it (Manitoba Securities Commission, n.d.).
9. Explain that the items that they matched are some of the most important items to think about when making financial decisions.
10. Give each group a bunch of sticky notes. Explain that they will have another **2 minutes** to think about any additional items that they consider to be wants and/or needs. Ask them to write these items on separate sticky notes and then post them in the appropriate category- either “want” or “need.”

***Note: One of the most common items to be raised during this discussion are cigarettes.***

11. Afterwards, ask each group to share their additional wants and needs with the larger group, and why they placed certain items in each category.

12. Thank the youth participants for taking part in the activity. **Debrief** this activity by asking the youth participants the following questions:
- What was this activity like for you?
  - Do you have any new insights after this activity?
  - What knowledge can you take from this activity and apply to your own decisions about spending money?

# Fill in the blanks!

40 minutes

Making a budget!



## ACTIVITY

### Materials:

- Flip Chart paper
- Markers
- **Facilitator Resource: Word Game**  
(Appendix: Workshop 11)
- Calculators (1/pair)
- **Facilitator Resource: Budgeting Worksheets**  
(Appendix: Workshop 11)

## PREPARATION

Prior to this workshop, review **Facilitator Resource: Budgeting Worksheets** to determine which worksheet is best suited to the needs of your RoadMap Group.

### Why:

This activity will allow the youth participants to learn about and practice how to make a budget.

### Procedure:

1. Explain that one way that the youth participants can take their new knowledge of wants and needs and use it in their own financial decision-making is when they are making a budget. Clarify that a good budget relies upon an understanding of what each person wants and needs (Financial Consumer Agency of Canada, n.d.).
2. Ask the youth participants if they have ever made a budget? If so, ask them to explain what a budget is. Take a few responses.
3. Explain that a budget is basically a plan for how you use your money (Rabbior, 2012). Let the youth participants know that a budget can help you to:
  - monitor your earnings/spending;
  - spend your wisely;
  - set financial goals; and
  - be prepared for any emergencies (Kapoor, Dublay, Hughes, & Ahmad, 2009).
4. Ask the youth participants why people make budgets? Take a few responses (*e.g. to save money, to avoid going broke, to keep track of your money, to save enough money for something specific, etc.*). Record their responses.
5. Let the youth participants know that making a budget requires that you understand the money that you are making (your income), and the money that you are spending (your expenses).

6. Write the following definition on a piece of flip chart paper: Income is the amount of money you *receive* (Kapoor, Dublay, Hughes, & Ahmad, 2009).
7. Ask the youth participants if they can name a few examples of different income sources. Take a few responses and record them. Ensure that the following income sources are discussed:
  - wages, salaries and/or commission;
  - earnings when you are self-employed;
  - investments;
  - gifts;
  - grants or scholarships;
  - loans; and
  - government payments (e.g. CPP, EI) (Kapoor, Dublay, Hughes, & Ahmad, 2009).
8. Now write the following definition on another piece of flip chart paper: Expenses include the money that you *spend* on goods and services (Folger, 2017).
9. Explain that there are 2 types of expenses:
  - Fixed expenses: payments that do not change each month. Examples include rent (or mortgage payments), transportation, student loan payments, etc.
  - Variable expenses: payment that change each month. Examples include food, clothing, recreation, gifts, etc. (Kapoor, Dublay, Hughes, & Ahmad, 2009).
10. Ask the youth participants if they can name a few examples of fixed and variable expenses. Record their responses.
11. Now that we understand income and fixed/variable expenses, we can begin to think about budgeting. Let the youth participants know that we are going to play a quick word game to get ourselves ready to make a budget! For more information, please see **Facilitator Resource: Word Game**.



12. Explain to the youth participants that you are going to need them to think creatively. Draw their attention to a piece(s) of flip chart paper with the word game written on it.

***Note: The text should be covered up, while the blank spaces should be visible to the youth participants.***

13. Ask the youth participants to suggest the different types of words required to fill in the blank spaces (e.g. noun, name, animal, amount of money, etc.). For example, call out: "I need a noun. A noun is a person, place or thing. Who has an idea?" Put the youth participant's suggested nouns in the blank spaces and move on to the next. If the youth participants do not understand all these word types, simply describe them as you go.

14. Repeat until all the blank spaces contain words.

***Note: Remind the youth participants that they need to suggest words that are appropriate and uphold the Group Agreement.***

15. Once the blank spaces are complete, display the entire paragraph and read it out loud.

16. Explain that we are now going to make a budget for the character in the word game! Ask the youth participants to get into pairs, and distribute the calculators amongst them.



17. Introduce the budgeting worksheet that is appropriate for the needs and interests of the youth participants. Make sure to work through the worksheet as a group, with each pair completing a worksheet for the character. For more information, please see **Facilitator Resource: Budgeting Worksheets**.

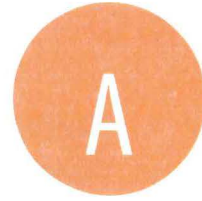
***Note: Normalize any frustration during this process. Reiterate that budgeting is hard, and requires patience. Explain that with time and practice, it does get easier.***

18. Afterwards, thank the youth participants for taking part in the activity. **Debrief** this activity by asking the following questions:
- What was this activity like for you?
  - Do you have any new insights after this activity?
  - What knowledge can you take from this activity and apply to your budgeting?
19. Clarify that you will be including extra copies of this budgeting worksheet in their folders for future use.

**Make sure to include the budgeting worksheet used in the youth participant's folders.**

# Apples & onions 5 minutes

What did you like/dislike about today?



## CLOSING

### Materials:

- Chairs
- Plastic Apple & Onion (optional)

### Why:

This closing round will allow youth participants to develop their self-awareness skills by considering how they are feeling, and what they like and disliked about the workshop.

### Procedure:

1. Ask the youth participants to arrange themselves in a circle.
2. Explain that we want to get a sense of your thoughts about this workshop— to understand what you liked, disliked, and would like us to do differently. Clarify that this is extremely important, as we want everyone to get the most from their time in this group!
3. Ask everyone to think about and then share their *apple* and *onion* for the day. Clarify that an *apple* is something that they really enjoyed, while their *onion* is something that they did not enjoy, or would have done differently.

**Note:** Remind youth participants that onions cannot be about another person in the group because we want to avoid creating a space where people do not feel safe to participate. Conversely, let youth participants know that apples can definitely be about positive experiences with other youth participants.

4. After each youth participant and facilitator has shared, thank everyone and share information about what will be happening in the next workshop. Make sure to ask if they have any questions!

## Appendix- Workshop 11

- **Facilitator Resource:** Wants and Needs Cards (Example)
- **Facilitator Resource:** Wants and Needs Cards (Blank)
- **Facilitator Resource:** Word Game
- **Facilitator Resource:** Budgeting Worksheet

# Facilitator Resource

## Wants and Needs Cards (Example)

The following 12 Wants and Needs Cards list different financial wants and needs. These Wants and Needs Cards have been used by Partners For Youth Inc. in the **Mone, money Activity**. Please feel free to use these Wants and Needs Cards in your facilitation of this activity. Alternatively, a blank version of these Wants and Needs Cards follows.

Wants and Needs Cards		
<b>Food</b>	<b>Pets</b>	<b>Child Care</b>
<b>Housing</b>	<b>Utilities</b>	<b>Transportation</b>
<b>Cell Phone</b>	<b>Entertainment &amp; Recreation</b>	<b>Education</b>
<b>Clothing</b>	<b>Travel</b>	<b>Home Expenses</b>

# Facilitator Resource

## Wants and Needs Cards (Blank)

The following 12 Wants and Needs Cards are blank and can be customized to your RoadMap group's financial interests, needs and/or questions. These can alternately be written on pieces of construction paper, Bristol board, etc.

# Facilitator Resource

## Word Game

Write the following text on pieces of flip chart paper. Leave a blank space where a descriptor is written (e.g. name, place, company name, etc.). The youth participants' suggestions will fill these blanks. Feel free to create another scenario using the same method if that works better for your RoadMap group's needs, interests and goals.

*\_(name1)\_ is a **(job/occupation)**. **(name1)** lives in **(place)** and works at **(company name)**.*

*Last week **(name1)** went to **(place)** to **(past tense verb)** a **(noun)**. It was awesome, but it cost **(amount of money)**. **(name1)** also bought a **(noun)**, which cost **(amount of money)**. **(name1)** does not normally do that.*

*\_(name1)\_ makes **(amount of money)** every 2 weeks. **(name1)** lives in an apartment that costs **(amount of money)** every month, and their utilities cost **(amount of money)**. **(name1)**'s cell phone bill is **(amount of money)** each month. **(name1)** plays **(sport)** and spends about **(amount of money)** each week on **(noun)**.*

*\_(name1)\_ also has a pet **(animal)**, named **(name2)**, whose food costs **(amount of money)** each month. Unfortunately this month, **(name2)** got sick and had to go to the vet. This cost **(amount of money)**. **(name1)** was not expecting this.*

*\_(name1)\_ is saving up to travel to **(place)**. To save money, **(name1)** cuts their neighbour's lawn. **(name1)** gets **(amount of money)** every 2 weeks for doing this.*

When using this word game in the **Fill in the blanks Activity** make sure to cover the text and have only the blank spaces displayed. The resulting scenarios will often be funny, but that is half the point.

# Facilitator Resource

## Budgeting Worksheet

A budget is, effectively, a financial plan (Kapoor, Dlabay, Hughes & Ahmad, 2009). It is an intentional process that allows each person to plan how they spend so that they can live within their income, and even save money (Little, 2007). One of the best ways to begin making a budget is using a budget worksheet, however these need to be flexible and personal, as what works for one may not work for another (Little, 2007). These worksheets are organized in different ways. Most of these worksheets will consist of a list of expenses (both fixed and variable), along with several columns that:

1. Represent the amount of money that has been budgeted
2. Represent the amount of money that was actually spent
3. Demonstrate the difference between columns 1 and 2 (Little, 2007).

There are many different types of budgeting worksheets available, including some free tools available online.

An online resource to consider is the Financial Consumer Agency of Canada's budgeting worksheet. It is available online for free at <http://www.fcac-acfc.gc.ca/eng/resources/publications/budgeting/Pages/MakingaB-Commentf.aspx>

Familiarize yourself with available budgeting worksheets. Identify which worksheet is appropriate for your RoadMap group and integrate it into the **Fill in the blanks Activity**.

**NOTE:** Once again, while it may seem burdensome to select a budgeting worksheet for each RoadMap group, it is a very important step to take to ensure that each youth participant is able to participate in this activity. Many youth in/from care and custody have had many disruptions in school, and as such, they may not be comfortable reading and engaging with this material, including doing math. It is important that facilitators find an appropriate worksheet, and facilitate the group's use of this worksheet in a creative way.

Ensure that you prepare this budgeting worksheet before delivering Workshop 4.



# Wrapping-Up

# Endings & Goodbyes

Once Workshop 11 has been delivered, take some time to think about and prepare for ending the RoadMap Group. It is important to prepare for this goodbye, as youth in/from care and custody have been forced to say *goodbye* many times in their lives. Since endings and/or goodbyes can be very challenging, it is important to think about how you will end the group (McKenzie, 2016). Partners For Youth Inc. recommends that your ending process include a summary of what was learned, distribution of youth participant folders, as well as an awards ceremony.

“The creation of a unique working relationship is a special process that both participants coauthor. This process can be a deeply emotional one.”

*Understanding and Managing the Therapeutic Relationship*

## Folders

Throughout this guide, the adult facilitators have been prompted to prepare and include specific items in the youth participant’s folders. Each youth participant should receive a folder at the end of the program. This folder should contain all of the materials they completed during the RoadMap Program. These folders are intended to be the beginning of a career portfolio for each youth participant.

A career portfolio is “a collection of artifacts that demonstrate a client’s unique skills and talents” (Pickerell, 2014, p. 204). Even if the youth participants don’t share this portfolio with anyone, they can use this folder to store all of their work and/or job related documents (Pickerell, 2014). These portfolios generally include certificates, diplomas, transcripts, letters, awards, references, evaluations, and resumes (Pickerell, 2014).

Please use the following checklist to ensure that each youth participant’s folder is complete.

<b>Each folder should contain:</b>	✓
<b>Workshop 2:</b> <ul style="list-style-type: none"> <li>Completed fabric patches</li> </ul>	
<b>Workshop 3:</b> <ul style="list-style-type: none"> <li>List of employability skills</li> </ul>	
<b>Workshop 4:</b>	

<ul style="list-style-type: none"> <li>• Work profile (including selected formal assessment results)</li> </ul>	
<b>Workshop 5:</b> <ul style="list-style-type: none"> <li>• The educational institution brochures/pamphlets each youth participant identified as being of interest</li> </ul>	
<b>Workshop 6:</b> <ul style="list-style-type: none"> <li>• Group's list of community resources</li> <li>• Completed <b>My Network Handout</b></li> </ul>	
<b>Workshop 7:</b> <ul style="list-style-type: none"> <li>• Completed resume</li> <li>• Completed <b>My Resume Checklist</b> and <b>My Resume Template</b> handouts</li> <li>• Extra copies of <b>My Resume Checklist</b> and <b>My Resume Template</b> handouts</li> </ul>	
<b>Workshop 9:</b> <ul style="list-style-type: none"> <li>• <b>My Job Interview</b> handout</li> <li>• Affirmation (from another group member)</li> <li>• Relevant information about Youth Records available in print or online</li> </ul>	
<b>Workshop 10:</b> <ul style="list-style-type: none"> <li>• Group's list of strategies for emotional management</li> <li>• Relevant information about the selected mindfulness activity</li> </ul>	
<b>Workshop 11:</b> <ul style="list-style-type: none"> <li>• Extra copies of the selected Budgeting Worksheet</li> </ul>	

### *Awards*

Every youth that completes the RoadMap Program should also receive an award. This award should be specific to their involvement in the RoadMap Program. If there is time available, encourage the youth participants to work together to create an award for each of the facilitators. Partners For Youth Inc. has used different awards throughout the RoadMap Program, including customized certificates, small trophies, and even specially created art pieces. Ask the youth participants what kind of awards they would like to receive!

# Post-Program Debrief

After the RoadMap Program has ended, it is important to take some time to reflect and debrief. Consider the following aspects of the program's delivery, and whether or not they can be improved, or changed for the next delivery.

**Coordination:** Was the program coordinated effectively? Were there any unforeseen circumstances that can be planned for next time? Do partnering organizations have any suggestions for the next delivery?

**Co-facilitation:** How effective was the co-facilitation? Were there some aspects of the program that worked better than others? Are there some aspects of the program that certain facilitators would prefer not to do?

**Workshops:** Were the workshops helpful for the youth participants? Did they learn and meet the workshops goals and objectives? Are there any further accommodations that need to be made? Were the unique aspects of the content (e.g. mindfulness activity, budgeting worksheet, etc.) appropriately chosen? Is a new tool required for next time? Do the last round of youth participants have any suggestions for changes to the workshops?

**Experiential Education Component:** Did the youth enjoy this part of the program? Did it allow them to work on and practice their relationship skills? How could it be improved for next time? Do the last round of youth participants have any suggestions for changes to this component?

If you facilitated a session of the RoadMap Program and it went really well, reach out and let Partners For Youth Inc. know! You can contact us online at [www.partnersforyouth.ca](http://www.partnersforyouth.ca).

## *Youth Facilitator*

Without a doubt, the most important task for the adult facilitators after the RoadMap Program ends is to debrief with the youth facilitator. While it is important to engage them in a similar debrief and reflection as above, it is also important to engage them to debrief about their role. For instance, did they enjoy their role; did they feel supported enough; did they need more resources? It is also important to make sure to give the youth facilitator a special thank-you. Whether it is taking them out for lunch, or bringing them a coffee, take the time to let them know that you appreciate their support and hard work! Of course, any compensation that was agreed upon prior to the program beginning should be given to the youth participant without delay. Make sure that they know that they were an important part of the group and that you are grateful for their

contribution. If applicable, offer to write them a letter of reference, or act as a reference for them in future job searches.

# References

## Additional Resources

The following resources were used to design, deliver and evaluate this version of the RoadMap Program. However, each group and delivery session will be different. Youth will have different concerns, different interests and certainly face different barriers to engagement, employment and education. As such, the following resources may prove useful when considering potential adaptations, tailoring the EEC and striving to better meet the access needs of each youth participant. The RoadMap Program requires customization, and is intended to be adapted, changed, and nuanced. We know that youth in/from care and custody are unique, and the following resources may be of use when tailoring and/or adjusting this program to better suit the needs of youth participants in each group.

## References

- Alberta Learning Information Service: (2012). *Human rights and you: What can employers ask?* Retrieved from [http://www.manitobacareerdevelopment.ca/cdi/docs/writing\\_resumes.pdf](http://www.manitobacareerdevelopment.ca/cdi/docs/writing_resumes.pdf)
- Baines, D. (2011). An overview of anti-oppressive practice. In D. Baines (Ed.), *Anti-oppressive practice: Social justice social work* (pp. 1-24). Black Point, NS: Fernwood Publishing.
- Barth, R., Greeson, J., Zlotnik, S., & Chintapalli, L. (2011). Evidence-based practice for youth in supervised out-of-care: A framework for development, definition, and evaluation. *Journal of Evidence-Based Social Work, (8)*, 501-528. doi:10:1080/15433710903269529
- Beard, C. (2010). *The experiential learning toolkit: Blending practice with concepts*. London, UK: Kogan Page
- Beard, C., & Wilson, J.P. (2006). *Experiential learning: A best practice handbook for educators and trainers*. London, UK: Kogan Page.
- Biegel, G.M., Brown, K.W., Shapiro, S.L., & Schubert, C.M. (2009). Mindfulness-based stress reduction for the treatment of adolescent psychiatric outpatients: A randomized clinical trail. *Journal of Consulting and Clinical Psychology, 77(5)*, 855-866. doi: 10.1037/a0016241
- Bisson, C. (1999). Sequencing the adventure experience. In J. Miles & S. Priest (Eds.), *Adventure programming* (pp. 205-214). State College, PA: Venture Publishing.

- Bissonnette, D. (2004). *30 ways to shine as a new employee: A guide to success in the workplace*. Granada Hills, CA: Milt Wright and Associates, Inc.
- Bloemhoff, H. J. (2006). The effect of an adventure-based recreation programme (ropes course) on the development of resiliency in at-risk adolescent boys confined to a rehabilitation centre. *South African Journal for Research in Sport, Physical Education, and Recreation*, 28, (1), 1-11.
- Brewer, L. (2013). Enhancing youth employability: What? Why? and How? Guide to core work skills. Retrieved from [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_213452.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf)
- BYTE. (2014). *BYTE university: Facilitation 101*. Retrieved from [http://www.youth.gov.yk.ca/pdf/BYTE\\_University.pdf](http://www.youth.gov.yk.ca/pdf/BYTE_University.pdf)
- Campbell, C. & Unger, M. (2008). *The decade after high school: A professional's guide*. Toronto: Canadian Education and Research Institute for Counseling.
- Chung-Chi Wu & Chih-Mou Hsieh. (2006). The effects of a leisure education programme on the self-concepts and life effectiveness of at-risk youth in Taiwan. *World Leisure* 48(2), 54-60. doi: 10.1080/04419057.2006.9674444
- Chung, S., & McBride, A. M. (2015). Social and emotional learning in middle school curricula: A service learning model based on positive youth development. *Children and Youth Services Review*, 53, 192-200. doi:10.1016/j.childyouth.2015.04.008
- Coholic, D. A., Oystrick, V., Posteraro, J., & Lougheed, S. (2016). Facilitating arts-based mindfulness group activities with vulnerable children: An example of nondeliberative social group work practice. *Social Work with Groups*, 39 (2-3), 155-169. doi: 10.1080/01609513.2015.1050751
- Collaborative for Academic, Social, and Emotional Learning. (2016). Core SEL competencies. Retrieved from <http://www.casel.org/core-competencies/>
- Committee for Children. (2016). *Why social and emotional learning and employability skills should be prioritized in education*. Retrieved from <https://www.casel.org/wp-content/uploads/2016/09/Sept.-14-2016-Congressional-Briefing-on-SEL-and-Employability-Skills.pdf>
- Community Options Society. (2013). *Youth employment guide*. Duncan, BC.



- The Community Tool Box (2016). *Section 2: Developing facilitation skills*. Retrieved from <http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main>
- The Conference Board of Canada. (2014). *Employability skills 2000+*. Retrieved from <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>.
- Conklin, T. (2014). *Social and emotional learning: Essential lessons for student success*. New York: Scholastic Inc.
- Cross, R. (2002). The effects of an adventure education program on perceptions of alienation and personal control among at-risk youth. *Journal of Experiential Education*, 25(1), 247-254.
- Cunningham, M., & Diversi, M. (2013). Aging out: Youth's perspectives on foster care and the transition to independence. *Qualitative Social Work*, 12(5), 587-602. doi: 10.1177/14733250124445833
- CYCC Network. (2013). *Youth engagement: Empowering youth voices to improve services, programs, and policy*. Retrieved from <http://www.cyccnetwork.org/files/YouthEngagementSummary.pdf>
- Department of Justice. (n.d.). *Youth records*. Retrieved from <http://www.justice.gc.ca/eng/cj-jp/yj-jj/tools-outils/sheets-feuillets/pdf/recor-dossi.pdf>
- Department of Justice. (2016). The Youth Criminal Justice Act summary and background. Retrieved from <http://www.justice.gc.ca/eng/cj-jp/yj-jj/tools-outils/back-hist.html>
- Dewar, L., & Goodman, D. (2014). *Best practices in transitioning youth out of care: Successful transitions, success as adults*. Retrieved from <http://www.untilthelastchild.com/wp-content/uploads/2014/06/CWI-Best-Practices-Transition-Youth-Lit-Review-Mar-30-2014-FINAL.pdf>
- Dominelli, L. (2012). Anti-oppressive practice. In M. Gray, J. Midgley & S.A. Webb (Eds.), *The Sage handbook of social work* (pp. 328-340). London, UK: Sage Publications Ltd.
- Dyson, B. & Brown, M. (2010). Adventure education in your physical education program. In J. Lund & D. Tannehill (Eds.), *Standards-based physical education curriculum development* (2<sup>nd</sup> ed.) (pp. 219-246). Sudbury, MA: Jones and Bartlett Publishers.

- Ek-Udofia, I., & Spotton Visano, B. (2012). *Engaging marginalized youth in financial literacy programs: Interim report*. Retrieved from <http://yucfp.info.yorku.ca/files/2015/12/PEACHInterimReportJune201223Jul12.pdf>
- Entrepreneur. (2017). In *Merriam-Webster online*. Retrieved from <https://www.merriam-webster.com/dictionary/entrepreneur>
- Evans-Chase, M. (2015). If they like it they can take it with them: A mixed-methods examination of internet-based mindfulness meditation with incarcerated youth. *Advances in Social Work, 16* (1), (90-106).
- Expectation. (2017). In *Merriam-Webster online*. Retrieved from <https://www.merriam-webster.com/dictionary/expectation>
- Ferentz, L. (2015). *Letting go of self-destructive behaviours: A workbook of hope and healing*. New York: Routledge.
- Financial Consumer Agency of Canada. (n.d.) *Financial Basics: Workshop: Participants' Handbook*.
- Folger, J. (2017). Teaching financial literacy to tweens. In *Investopedia*. Retrieved from <http://www.investopedia.com/university/teaching-financial-literacy-tweens/teaching-financial-literacy-tweens-income-and-expenses.asp>
- Forret, M.L & Dougherty, T. W. (2004). Networking behaviours and career outcomes: Differences for men and women? *Journal of Organizational Behaviour, 25* (3), (419-437). doi: 10.1002/job.253
- Forsyth, D.R. (2010). *Group dynamics* (5<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth.
- Girls Action Foundation. (2009). *Amplify: Designing spaces & programs for girls: A toolkit*. Montréal: Christine McKenzie.
- Government of Alberta. (2007). *A Guide for new job seekers: For youth and newcomers to the workplace*. Retrieved from <http://alis.alberta.ca/pdf/cshop/JobSeekers.pdf>
- Government of Alberta. (2010). *What works: Career-building strategies for people from diverse groups: A counselors resource: Youth*. Retrieved from [https://alis.alberta.ca/pdf/cshop/whatworks/ww\\_youth.pdf](https://alis.alberta.ca/pdf/cshop/whatworks/ww_youth.pdf)
- Government of Alberta. (2013). *Work search basics*. Retrieved from <http://alis.alberta.ca/pdf/cshop/worksearchbasics.pdf>

- Government of Alberta. (2014). *Advanced techniques for work search*. Retrieved from <http://alis.alberta.ca/pdf/cshop/AdvancedTechniques.pdf>
- Government of Canada. (2007). *Job descriptions: an employer's handbook*. Retrieved from <http://www30.hrsdc.gc.ca/NOC/English/NOC/2006/JobDescriptions.aspx#creatingJobDescriptions>
- Government of Canada. (2014). *Writing a resume*. Retrieved from <http://www.youth.gc.ca/eng/topics/jobs/resume.shtml>
- Government of Canada. (2015). Find your NOC. Retrieved from <http://www.cic.gc.ca/english/immigrate/skilled/noc.asp>
- Government of Canada. (2016). *List of occupations*. Retrieved from [http://www.jobbank.gc.ca/search\\_occupation\\_allnoc.do](http://www.jobbank.gc.ca/search_occupation_allnoc.do)
- Government of Manitoba. (n.d.). *A guide to writing resumes*. Retrieved from [http://www.manitobacareerdevelopment.ca/cdi/docs/writing\\_resumes.pdf](http://www.manitobacareerdevelopment.ca/cdi/docs/writing_resumes.pdf)
- Greenberg, M. T., & Harris, A. R. (2011). Nurturing mindfulness in children and youth: Current state of research. *Child Development Perspectives*, 6 (2), 161-166. DOI: 10.1111/j.1750-8606.2011.00215.x
- Hayashi, A., & Ewert, A. (2007). Outdoor leaders' emotional intelligence and transformational leadership. *Journal of Experiential Education*, 28(3), 222-242.
- Herman, J. (2015). *Trauma and recovery: The aftermath of violence- from domestic abuse to political terror*. New York, NY: Basic Books.
- Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan—Systematic approaches* (6th ed.). Boston: Allyn & Bacon.
- Himmelstein, S. (2011). Mindfulness-based substance abuse treatment for incarcerated youth: A mixed method pilot study. *International Journal of Transpersonal Studies*, 30 (1-2), 1-10.
- Hunter, D. (2007). *The art of facilitation*. San Francisco: Jossey-Bass.
- Klinic Community Health Centre. (2013). *Trauma-informed: The trauma toolkit* (2<sup>nd</sup> ed.). Retrieved from [http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed\\_Toolkit.pdf](http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf)
- Kapoor, J., Dublay, L., Hughes, R., & Ahmad, A. (2009). *Personal finance* (4<sup>th</sup> ed.). Toronto: McGraw-Hill Ryerson.

- Kim, M.S., Hung, W.L.D., Jamaludin, A.B., & Lim, S.H. (2014). Expanding “within context” to “across contexts” learning: A case study of informal and formal activities. *Interactive Learning Environments*, 22 (6), 704-720.  
doi: 10.1080/10494820.2012.745424
- Kolb, D. A. (1984). *Experiential learning, experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Lamarre, M. H., & McClughan, K. (2011). *Career focus Canada: A personal job search guide* (5<sup>th</sup> ed.). Toronto: Pearson Canada.
- Landine, J., & Stewart, J. (2014). Assessment in career guidance. In B. C. Shepard & P. S. Mani. (Eds.), *Career development in Canada: Perspectives, Principles and Professionalism* (pp. 413-440). Toronto: Canadian Education and Research Institute for Counselling.
- Lewis, L.H. & Williams, C.J. (1994). Experiential learning: Past and present. In L. Jackson & R.S. Caffarella, (Eds.), *Experiential learning: A new approach* (pp. 5-16). San Francisco: Jossey-Bass.
- Little, K. (2007). *Personal finance: Desk reference*. New York: Penguins Books.
- Manitoba Securities Commission. (n.d.) *Make it Count: Be a Money Mentor: A parents guide to youth money management*. Retrieved from <http://www.makeitcountonline.ca/msc/parents/pdf/msc-make-it-count-parent-eng.pdf>
- Mariah, J. (2016). *Dancing mindfulness: A creative path to healing and transformation*. Woodstock, VT: Skylight Paths Publishing.
- The McCreary Centre Society. (2008). *Making the grade: A Review of alternative education programs in BC*. Retrieved from [http://www.mcs.bc.ca/pdf/AlternateEducationFinal\\_web.pdf](http://www.mcs.bc.ca/pdf/AlternateEducationFinal_web.pdf)
- McKenzie, F. (2016). *Understanding and managing the therapeutic relationship*. Oxford, UK: Oxford University Press.
- McKinnon, K., & Johnston, K. (2014). Career planning, knowledge, and skills. In B. C. Shepard & P. S. Mani. (Eds.), *Career development in Canada: Perspectives, Principles and Professionalism* (pp. 173-198). Toronto: Canadian Education and Research Institute for Counselling.
- Moon, J.A. (2004). *A Handbook of reflective and experiential learning: Theory and practice*. New York: Routledge.

- Moore McBride, A., Chung, S., & Robertson, A. (2016). Preventing academic disengagement through a middle school-based social and emotional learning program. *Journal of Experiential Education*, 39(4), 370-385. doi: 10.1177/1053825916668901
- Nakkula, M.J., & Toshalis. E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, MA: Harvard Education Press.
- New Zealand Government (n.d.). *Employability skills- What are they?* Retrieved from <http://www.youthguarantee.net.nz/vocational-pathways/employability-skills/employability-skills-what-are-they/>
- Niles, S, G., Amundson, N, E., & Neault, R. A. (2011). *Career flow: A hope-centered approach to career development*. Boston, MA: Pearson Education Inc.
- Office of Disability Employment Policy. (n.d.) *Skills to pay the bills- Mastering soft skills for workplace success*. Retrieved from <http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
- Office of Disability Employment Policy. (2008). *Essential skills to getting a job: What young people with disabilities need to know*. Retrieved from [http://promotions.usa.gov/odep/essential\\_job\\_skills.pdf](http://promotions.usa.gov/odep/essential_job_skills.pdf)
- Oudshoorn, J. (2015). *Trauma-informed youth justice in Canada*. Toronto: Canadian Scholars Press.
- Ontario Association of Children's Aids Societies. (2016). *One vision one voice: Changing the Ontario child welfare system to better serve African Canadians: Practice framework part 1: Research report*. Retrieved from [http://www.oacas.org/wp-content/uploads/2016/09/One-Vision-One-Voice-Part-1\\_digital\\_english.pdf](http://www.oacas.org/wp-content/uploads/2016/09/One-Vision-One-Voice-Part-1_digital_english.pdf)
- Ontario Ministry of Advanced Education and Skill Development. (2017). *Essential employability skills*. Retrieved from <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>
- People's Law School. (2014). *Consequences of a youth record*. Retrieved from [http://www.publiclegaled.bc.ca/wp-content/uploads/2014/04/English-Consequences-of-a-youth-record-2014\\_online.pdf](http://www.publiclegaled.bc.ca/wp-content/uploads/2014/04/English-Consequences-of-a-youth-record-2014_online.pdf)
- Peterson, K., DeCato, L., Kolb, D.A. (2015). Moving and learning: Expanding style and increasing flexibility. *Journal of Experiential Education*, 38(3), 228-244. doi: 10.1177/1053825914540836

- Pickerell, D. A. (2014). Work search strategies. In B. C. Shepard & P. S. Mani. (Eds.), *Career development in Canada: Perspectives, Principles and Professionalism* (pp. 199-221). Toronto: Canadian Education and Research Institute for Counselling.
- Prendiville, P. (2008). *Developing facilitation skills: A handbook for group facilitators* (3<sup>rd</sup> ed.). Dublin, IR: Combat Poverty Agency.
- Provincial Advocate for Children and Youth. (2012). *My real life book: Report from the youth leaving care hearings*. Retrieved from [http://cwrp.ca/sites/default/files/publications/en/YLC\\_REPORT\\_ENG.pdf](http://cwrp.ca/sites/default/files/publications/en/YLC_REPORT_ENG.pdf)
- Provincial Advocate for Children and Youth. (2016). *Feathers of hope: Justice and juries- A First Nations youth action plan for justice*. Retrieved from [https://provincialadvocate.on.ca/documents/en/JJ\\_En.pdf](https://provincialadvocate.on.ca/documents/en/JJ_En.pdf)
- Provincial Advocate for Children and Youth. (2016). *Searching for home: Reimagining residential care*. Retrieved from [https://provincialadvocate.on.ca/documents/en/ResidentialCareReport\\_En.pdf](https://provincialadvocate.on.ca/documents/en/ResidentialCareReport_En.pdf)
- Principle. (2017). In *Merriam-Webster online*. Retrieved from <https://www.merriam-webster.com/dictionary/principle>
- Professionalism. (2017). In *Merriam-Webster online*. Retrieved from <https://www.merriam-webster.com/dictionary/professionalism>
- Prosper Canada Centre for Financial Literacy. (2015). *Financial literacy and youth*. Retrieved from <http://prospercanada.org/getattachment/9a096fba-8c35-40d4-a13a-2d234ca00a7e/Financial-Literacy-and-Youth.aspx>
- Rabbior, G. (2012). *Money and youth: A guide to financial literacy*. Toronto: Canadian Foundation for Economic Education.
- Roberts, H. (2012). *Oops: Helping children learn accidentally*. Carmarthen, UK: Independent Thinking Press.
- Royse, D. (2008). *Research methods in social work* (5<sup>th</sup> ed.). Belmont, CA: Books/Cole
- Sakamoto, I. (2009). Anti-oppressive practice. In A. Gitterman, & R. Salmon (Eds.), *Encyclopedia of social work with groups* (pp. 67-69). New York: Routledge.
- Saleebey, D. (2009). *The strengths perspective in social work practice* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

- Schoeberlein, D. (2009). *Mindful teaching and teaching mindfulness*. Boston: Wisdom Productions.
- Schwartz, M. (n.d.) *Best practices in experiential learning*. Retrieved from <http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>
- Smith, T. E., Richards, K.V., & Shelton, V. M. (2016). Mindfulness in financial literacy. *Journal of Human Behaviour in the Social Environment*, 26 (2), 154-161. doi:10.1080/10911359.2015.1052914
- Statistics Canada. (2011). *National occupational classification (NOC)*. Retrieved from <http://www.statcan.gc.ca/pub/12-583-x/12-583-x2011001-eng.pdf>
- Stuhr, P. T., & Sutherland, S. (2014). Reactions to implementing adventure-based learning in physical education. *Sport, Education and Society*, 19(4), 489-506. doi: 10.1080/13573322.2012.688807
- Sullivan, W. P. (2012). Strengths perspective. In M. Gray, J. Midgley & S.A. Webb (Eds.), *The Sage handbook of social work* (pp. 176-190). London, UK: Sage Publications Ltd.
- Schawbel, D. (2014, Oct. 29). Employers are demanding hard skills over soft skills, and how millennials can help. *Entrepreneur*. Retrieved from <http://www.entrepreneur.com/article/238608>
- Toseland, R.W. & Rivas, R.F. (2012). *An introduction to group work practice*. Boston: Allyn & Bacon.
- Trent University. (n.d). *Theoretical frameworks*. Retrieved from <https://www.trentu.ca/history/workbook/theoreticalframeworks.php>
- van de Sande, A., & Schwartz, K. (2011). *Research for social justice: A community-based approach*. Black Point, NS: Fernwood Publishing
- Warren, K., Roberts, N.S., Breunig, M., & Alvarez, M.A.G. (2014). Social justice in outdoor experiential education: A state of knowledge review. *Journal of Experiential Education*, 37(1), 89-103. doi: 10.1177/1053825913518898
- Williams, M., & Penman, D. (2011). *Mindfulness: A practice guide to finding peace*. London, UK: Piatkus.
- Workplace Development Board. (n.d.). What is the NOC? Retrieved from <http://www.wdb.ca/noc/>

- Wurdinger, D. D., & Carlson, J. A. (2010). *Teaching for experiential learning: Five approaches that work*. Lanham, MD: Rowman & Littlefield Education.
- Yates, M.T., & Grey, I.K. (2012). Adapting to aging out: Profiles of risk and resilience among emancipated foster youth. *Development and Psychopathology, 24*(2), 475-492. doi:10.1017/S0954579412000107
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3-22). New York, NY: Teachers College Press.
- Zunker, V. G. (2006). *Career counseling: A holistic approach* (9<sup>th</sup> ed.). Boston: Cengage Learning.