**Module 1 Overview**

**Description:** Module 1 hopes to introduce careers paths that are available and accessible to youth that may be currently working in the food industry or have interest in working in it in the future. We begin by looking at the jobs that are currently or will shortly become available to the youth and show the careers that can come out of these entry jobs. For example, from a busser in a restaurant to a restaurant manager. Working in conjunction with the other three modules we will then elaborate on the qualifications and resources needed to follow these career pathways.

**Purpose:** In relation to the group we are working with, the results of our survey concluded that 23% of the youth currently have jobs in the food related industry so we see Module 1 as an opportunity to help the youth create viable and successful careers out of the part-time jobs they have currently.

**Goals:** Through this module we hope to see the number of youth interested in a food related job as well as the number of youth working in food-related jobs increase in our follow up survey by the end of all our project. We also hope for them to learn about new types of careers in the food industry that they might not have heard of before.

**Justification:**  We believe that there is insufficient resources or information provided for youth about the types of careers that can stem from entry levels jobs in the food industry, thus we find it vital for us to present these pathways and expose them to the types of jobs that youth may not have known of before.

**Timeline:** Module 1 could be presented via guest speakers or website. The presentations could start in the beginning of the school year and throughout depending on the availability of guest speakers. The website will be available for the youth to access throughout of the four modules.

**Module 2 Overview**

**Description:** The “Resources, Training and Programs Available” module is one module out of the four: 1.) Jobs and careers in food 2.) Resources, training, and program workshops 3.) The speaker and mentorship series 4.) Resume and cover letter building. In this module, one can find information on the different types of course training certifications available and needed for differing food careers. To name a few, certifications such as Food Safe, Serving It Right and information on programs such as the HAVE Training Program and 1-on-1 Career Advising are include in this module. One can also find training information from colleges and universities for corresponding food careers of interest. Resources such as job search engines, the Work BC Youth website are also included in this module.

**Purpose:** The purpose of this module is to create a database abundant with resources, training and programs that the youth may have never been exposed or heard of. As 38% of the youth from our Career Development Evaluations survey had plans to get an education after high-school, this module will serve as a database on the many training programs offered in Vancouver. Only 8-23% of youth have taken cooking classes, Food Safe courses or workshops through work. Therefore, we want this module to help influence the youth to take initiative and realize that there are many resources and training programs within Vancouver that could help them achieve their desired career in the food industry.

**Goals:** Our goal with this module is to prepare the youth for the food industry, whether they are looking for a part-time job during high-school or a career after their high-school education. With the skills and knowledge they acquire after completing our module, we hope their resumes will be at the top of the pile when the time comes.

**Justification:** We believe this module is important because majority of the youth, particularly disadvantaged youth, lack the skills required to obtain jobs, such as resume-making for example. This module will equip all participants with proficiencies in the food industry, making them more desirable employees than others. Additionally, we hope to reveal to the youth that these jobs are not just temporary; if desired, they hold the potential to lead into successful and rewarding careers.

**Timeline:** The youth can go receive these resources via the website. The best way to present this information is to administer a lecture tutorial of our website (to be made). The time of year to best represent our module’s information is after Module 1. Therefore, activities from Module 1 will introduce a type of job to the youth and as the youth show interest the next step is to provide resources and/ or training programs to reach that goal and plan ahead (eg. high school course selections for next year). Follow ups should be made for every job path learned about from Module 1.

**Module 3 Overview**

**Description:** Module 3 is focused on introducing youth to potential employers and mentors. The businesses will come in and give a 5 minute presentation of what they do, what their job entails and the steps they had to take to get this job. After the presentations the floor will be opened, where the youth will be able to interact with the speaker they were most interested in to ask specific questions they may have.

**Purpose:** To get the youth to start thinking about their futures and introduce them to different careers and programs available to them through speakers in these positions

**Goal:** The goal of this module is to connect the youth with mentors that can guide them in their future career choices as well as potentially providing these youth with specific job placements.

**Justification:** This module is important because youth may lack resources that allow them connect to different job positions, because they don't know the kinds of jobs available or the steps they need to take in getting these jobs. With this speaker series they will be presented will specific information directly from people in job positions about their jobs and hopefully encourage them to take similar career paths or to help them start thinking about their future.

**Timeline:** The presentations should take place in January after Christmas. This will give the youth who are graduating a chance to start thinking about what they want to do after high school, as well as give them enough time to apply to different programs.

**Module 4 Overview**

**Description:**

Module 4 is a teaching tool focused on helping youth participants build strong resumes and cover letters. The combination of group resume workshops and individual tutoring will allow youth participants the opportunity to: a.) learn how to write a good resume/cover letter via in-person workshops/online resource templates *and/or* b.) receive feedback on current resume/cover letters

**Purpose:**

To teach youth participants important tips and tricks that will help make their resume and cover letters clear, concise and stand out

**Goals:**

Ensure the development of exceptional resumes and cover letters which youth participants can use for later job applications

**Justification:**

Resume and cover letter writing skills are critical for any job application process. Module 4 will assist youth participants in gaining necessary transferable writing expertise which will be useful throughout their journey towards obtaining their future careers

**Presentation to youth:**

1 hour group workshop per week AND drop-in one-on-one tutoring at the gym

* Methods of presentation - i.) group workshops ii.) individual tutoring iii.) online resources, templates and links via website

**Monthly timeline:**

* **Sept** = introduce website links to students, let them take a look at what is available → group workshop focuses on how to write a cover letter
* **Oct** = continue group workshops/start offering one-on-one drop-in tutoring → group workshop focus on how to write/improve skills and achievement sections of resume → how to make them concise and translate participants’ employability most effectively
* **Nov - early Dec** = workshop sessions could possibly focus on drafting write-ups for post-secondary applications using ‘skills’ and ‘achievements’ noted in their resumes (also building on transferable skills gained from cover letter writing practice)
* **Dec** **con’t** = offer drop-in sessions for school application and/or draft resume feedback (most post-secondary applications due early to mid Jan)
* **Beginning of Jan** = continue school application or current resume/cover letter review sessions
* **Late Jan - April** = transition focus to primarily resume/cover letter drop-in tutoring and writing workshops (in preparation for possible summer job applications/if Gr.12’s need to write resume/cover letters for homeroom classes)