

# CAREERS IN JUSTICE

# IN BRIEF

## TEACHER RESOURCE

### Learning Objectives

- To expose youth to the wide range of careers in law.
- To provide youth with tools to research future career options and strategies and skills for pursuing these career options.
- To enhance students' understanding of the various educational pathways available for careers in justice.

### Materials

- Copies of the student handout, *Careers in Justice* (one per student)
- Copies of *Pathways to Careers in Justice - Ontario Colleges and Universities* (Activity 2; one per student)
- Copies of the *Pathways to Careers in Justice* program comparison chart (Activity 2; one per student).
- Copies of *Cover Letter Overview* (Activity 3; one per student)
- Copies of *Sample Cover Letter* (Activity 3; one per student)

### Teaching and Learning Strategies

The following activities may be delivered consecutively or individually.

#### Activity 1 – A Day in the Life of a Justice Sector Professional

1. Have students review the *Careers in Justice* handout either individually or as a class. Ask students to identify which careers they find interesting and why.

2. Divide the class into pairs based either on students' common interests in a particular career, or at random. Have each pair select a different career from the handout and research the following:
  - University, college or special training programs required for the career
  - Whether the career is regulated by a professional organization
  - 3 essential skills or work habits
  - 3 possible employers (students may consult websites such as [www.workopolis.com](http://www.workopolis.com), [www.monster.ca](http://www.monster.ca), [www.linkedin.com](http://www.linkedin.com) or [www.charityvillage.com](http://www.charityvillage.com) for assistance)
  - Other related justice sector careers

For junior classes, consider making this a unit summative by adding a presentation component. Ask each group to prepare a 5-10 minute presentation on their career for the class. Students can include the general information provided in the handout as an introduction. Presentations may include visual aids such as videos, PowerPoint presentations, overheads or role plays. If time does not permit presentations, have students submit the information in typed form and compile it into a booklet for students to use as a resource.

#### Activity 2 – Pathways to Careers in Justice

1. Have students select a career from the *Careers in Justice* handout and research three different academic programs at a university, college or professional training program that prepares a person for that career. Students can refer to the *Ontario Colleges and Universities* handout for a full listing of colleges and universities in Ontario. Have students record their findings in the *Pathways to Careers in Justice* program

comparison chart. To encourage students to gain an awareness of the varied Pathway options, you might consider having them research three programs at different levels of learning (i.e., one university program, one college program and one professional training program).

2. Ask students to consider the discussion questions individually and then *Think Pair Share* with a partner. Debrief as a class.
3. Optionally, have students prepare a three-year plan that outlines what academic program they are interested in; what secondary school courses are required; when the courses will be taken; how the admission requirements will be satisfied, including any internships or additional certifications needed; and how the student plans to fund the post secondary program. Have students present the information in a creative manner, such as a t-chart, flow chart or concept map.

### Activity 3 – Applying for a Career in Justice

1. Review the *Cover Letter Overview* and *Sample Cover Letter* with students.
2. Have students select a career from the *Careers in Justice* handout and prepare a cover letter as if they were applying for that job. Students will need to conduct research on the qualifications they need for the job (i.e. education, work experience, volunteer experience, certifications, etc.). Alternatively, they can use the same career they researched in Activity 1, if completed.
3. Once students have finished a draft, have them exchange their letters with another student to be peer assessed.

### Extension

1. Have students prepare a career fair. Assign students to be responsible for certain careers and arrange for guest speakers to come to the school to discuss their career in the justice sector. Optionally, invite other classes to participate. If this is already a requirement of the course, have students choose one career in the justice sector and one career outside.
2. Invite one or more guest speakers to come into the classroom to speak with students. For assistance finding justice sector volunteers, contact OJEN at [info@ojen.ca](mailto:info@ojen.ca).
3. As a class, brainstorm recent controversies or debates surrounding one or more of the careers in justice. Issues may focus on anticipated changes to the qualifications or responsibilities attributed to a career, the creation of a new career or the merger of two career titles. Have students work individually or in groups to research one of the controversies and summarizing their findings for the class. Some examples include:
  - Should judges have to be bilingual?
  - Should judges be elected rather than appointed?
  - Why did paralegals become more heavily regulated in Ontario?
  - Should law school graduates continue to acquire an articling position before becoming a lawyer?