

Advance CTE Train the Trainer: *Empowering Students through Career Technical Education and Career Advising*

Module

Module 5: Understanding Implicit Bias & Impact on Career Advisement and Decision-Making

Expected Delivery

100-125 minutes

NOTE: Delivery timing can be customized throughout the activities and discussions selected below. Time of activity, content, slides or discussion is estimated, not approximate.

Tools

- [Surveys](#)
- [Worksheet](#)
- [Slide Deck](#)

() = common slides across modules*

! = We recommend adding 'break' slides to the slide deck as deemed appropriate

Overview

Section	Timing (minutes)
Introductory Exercise and Community Agreements	20-25 minutes
Myth vs. Facts, Ambassador Ranking, and Role of Counselors in Communicating CTE	10-12 minutes
Equality vs. Equity and Activity 1: Career Connections	10 minutes
Understanding Non-Traditional Careers & Special Populations in CTE	10 minutes
Understanding Implicit Bias and Activity 2	30-40 minutes
Resources, Reflection and Wrap-up	20-30 minutes

Materials Needed

Virtual

- Slide deck with notes
- Laptop/Desktop computer
- Microphone/headset/phone
- Jamboard or Mentimeter or other annotation tool to engage attendees
- Optional (not provided by Advance CTE):
 - CEU sign up, if applicable
 - Sign in tool/attendance roster, if applicable
 - Follow up survey/session evaluation for facilitator, if applicable

In-Person

- Slide deck with notes
- Laptop/Desktop computer
- Projector
- Screen
- Sticky notes/Post-its
- Large Chart Paper
- White Board
- Dry erase markers
- Writing utensils
- Optional (not provided by Advance CTE):
 - CEU sign up, if applicable
 - Sign in tool/attendance roster, if applicable
 - Follow up survey/session evaluation for facilitator, if applicable

Supplemental Links

- [Handout Hub](#) - this handout provides additional resources that can be highlighted as needed during this module
- [Sample Community Agreement](#)
- Link or QR Codes for Surveys (to add to slidedeck if desired)

Pre Survey		Post Survey	
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Engagement Icon Legend

For ease of facilitation and exercise tracking, icons are matched across the facilitation guide, worksheet and slide deck.

	Group Activity		Reflection and Consideration
	Video		Questions to ponder or discuss

Purpose

School counselors and other career advising professionals have a lead role in facilitating the career exploration process with diverse student populations. Therefore, it is essential that they are aware of the unintended impact that implicit biases may have on students, especially under-represented students. While often well meaning, counselors may steer students toward career interests stereotypically associated with specific characteristics, such as gender, race and ethnicity. Moreover, students themselves, as well as their families, may not be aware of all possible career and college options based on their lived perspectives and experiences. This section will raise awareness about this critical issue and explore strategies that can be implemented to continually assess efforts to minimize the impact of implicit bias.

Learning Objectives

- Gain knowledge of terminology in CTE centered around diversity, equity and inclusion
- Gain understanding of common stereotypes associated with in-demand careers
- Increase awareness of how implicit bias impacts career advising, career exploration and learner decision making.
- Explore strategies to continually assess efforts to minimize the impact of implicit bias in career advising, including registration processes and program recruitment
- Take first steps towards becoming an equity ambassador for CTE

Facilitation Guide

Introductory Exercise and Community Agreements

Time: 20-25 minutes

Section	Slide
Welcome and Pre-Survey Link*	1-3
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> Completion of this survey (and the post-survey at the conclusion of the module) helps support the importance and value of this training as well as serves to prove its effectiveness. <p>Instructions:</p> <ul style="list-style-type: none"> Encourage attendees to complete prior to the start of the workshop <i>Virtual:</i> Place link into chat and give a few moments of silence for attendees to complete <i>In-person:</i> Create a QR code for the survey to be taken with attendees personal devices and offer a few moments of silence to complete. 	
 Community Agreements*	4
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> We desire to have candid and potentially vulnerable conversations today. Community agreements strive for each attendee to feel comfortable sharing their story and supporting others in their work. This list was compiled to support virtual training environments. It is not an exhaustive list. <p>Instructions:</p> <ul style="list-style-type: none"> Use a state or local model to create a set of agreements to guide interaction and engagement during the session Ask for additions and changes, then ask each attendee to verbally confirm or use an affirmation tool on the platform to reach collective agreement. 	



Ice Breaker & Introductions* Time: 7-10 minutes

5

Key Messages and Context:

- Each ice breaker question in each module is unique to the topic being addressed.
- This one honors how each learner remembers their education differently based on their lived experience.
- Share with attendees that this guiding question is a great way to kick off this topic and conversation when delivering it to their peers and others in the future.

Instructions:

- An icebreaker question is included in each module. Feel free to use or edit to include your own.
- *Virtual:* have the introductions and answer to the icebreaker be put into chat OR an annotation tool like Mentimeter or Jamboard, etc. Show results on the screen for participants to review.
- *In-person:* Have everyone introduce themselves and answer the icebreaker out loud OR in a 'turn to your partner' style.

Learning Objectives* Time: 2 minutes

6

Key Messages and Context:

- The learning objectives are unique to each module. The time spent in this training experience will result in these objectives being obtained. We'll hold ourselves accountable for that.

Instructions:

- These are the generalized outcomes of the module content. It might be best to animate this list and go over each one prior to moving onto the next slide. If there are a few more local or state specific objectives, feel free to add them.

NOW, NEW, NEXT* Time: 2 minutes

7

Key Messages and Context:

- This is a theme of these modules. NOW is helping attendees reflect on what they already know. NEW is helping attendees reflect on what they have learned and NEXT is helping attendees think about action steps, planning for future ideas and implementing post-training.
- Have attendees refer to the worksheet. We will reference this page throughout our time together.

- NOW indicates a reflective moment around what is in place. NOW is an indicator of what you can quickly recite and would share in the metaphorical 'elevator' or 'sidewalk chat' or 'dinner party' or 'family reunion' or 'water cooler' etc.....[insert whatever is most culturally relevant for you and/or the group here]
- NEW will be the space where something is pulled from today's information. An idea, an initiative, new program implementation. A-Ha's! New nuggets of knowledge. Big or small, the details that are NEW can live here for reference at the end and into the future.
- NEXT is used for looking to the future. What will you try? What will you implement? What will you take action on? What will you want to learn more about? Who else do you need with you to make it happen? ETC.... Structure and strategy around these ideas will accompany you a the end of the session

Instructions:

- Review the definitions for Now, New, Next.
- Inform attendees that we'll be pausing during NOW NEW NEXT slides that come up during our time together in these modules.
- Please point attendees to Page 1-2 of the worksheet for this module for the guiding questions/prompts each time NOW NEW NEXT comes up.

CTE Without Limits* Time: 2 minutes

8-9

Key Messages and Context:

- [CTE Without Limits](#): Share the national vision for the future of CTE and how this module advances a future where each student can achieve success in college and the career of their choice without limits
- Inform attendees that this vision is foundational to the content we'll be exploring in this module. *CTE Without Limits* is organized into five principles (*= especially relevant to this module):
 - Principle 1: Each learner engages in a cohesive, flexible, and responsive career preparation ecosystem
 - Principle 2: Each learner feels welcome in, is supported by, and has the means to succeed in the career preparation ecosystem*
 - Principle 3: Each learner skillfully navigates their own career journey
 - Principle 4: Each learner's skills are counted, valued, and portable
 - Principle 5: Each learner can access CTE without borders
- To enact this vision, together we will require:
 - All systems working in concert
 - A commitment to tearing down the barriers that limit opportunity
 - CTE to serve as the catalyst to make this vision a reality

Instructions:

- Share slides

- Inform attendees that this is why this module exists, why this series of modules exist and why we value them taking time out to invest in this content.

Myth vs. Facts, Ambassador Ranking, and Role of Counselors in Communicating CTE

Time: 10-12 minutes

Section	Slide
School Counselors as Trusted CTE Messengers* Time: 2 minutes	10
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • This section reinforces that school counselors are the top trusted messengers for students and families when it comes to conveying information about CTE. Facilitators are welcome to use the following points as a script. • Advance CTE's national research released in 2021 supported by the Siemens Foundation found that school counselors continue to be a top go-to source for learners and families to learn about CTE. This module aims to empower counselors to understand the past and present of CTE and empower them to begin shifting perceptions of CTE in their school and community. • We will review more about the survey in this workshop, but the reason for the development of this specific training is because of this finding: We learned that school counselors and teachers are the most trusted source of information about CTE for families. This is a reminder that YOU are valuable! This is also a reminder that students and families listen to you, and your perceptions about careers impact their decisions on college and career paths. • Yet this and other research also showed that school counselors needed support in how to speak about CTE and career advising strategies. • Advance CTE and Siemens discussed strategies for activating school counselors to have an impact on as many counselors throughout the country as possible. The goal was to create an off-the-shelf training in partnership with ASCA and ACTE and guided by the input of an advisory committee. The advisory committee consisted of members of ASCA and ACTE as well as a few State CTE Directors, State Directors of School Counseling, and national experts in school counseling and career development. • The members had the opportunity to weigh in and make recommendations throughout the development of the training. The training was first completed in 2019 and updated in 2021, and now it has been provided to states to support our professional development. <p>Instructions:</p>	

- Share slides and provide background on workshop material.



Our Role* and Ambassador Ranking Time: 5 minutes

11-13

Key Messages and Context:

- This slide reminds attendees on how counselors can leverage their role to champion CTE and empower learners.
- As a consistent slide across modules, attendees can get familiar with the ‘formula’ as they enter into becoming a CTE Champion. We revisit this slide again towards the end of the module.
- Let attendees know the purpose of this formula is to help us think about what it takes for us to be a CTE Champion.
- When we help our learners get to know their own personal interests, aptitudes and aspirations, we match those with the competencies/skills needed/expected in the work environment and then add in where in the region or state/community the employment can be had and that gets us into the role of being a CTE champion - especially when we flavor this formula with an awareness of course scheduling, program options and inter/extra/intra curricular experience. Viola!
- The ranking on Slide 13 serves as the NOW of the NOW, NEW, NEXT theme. Emphasize that being an ambassador is a continual growth process and all rankings are acceptable.

Instructions:

- Slide 11: Share formula. Emphasize that when we are aware of our biases and how to mitigate them to better support students, we can be an equity ambassador for learning and advising in addition to a CTE champion.
- Slide 13: This quick exercise encourages each attendee to be vulnerable and honest about their level of knowledge about equity in CTE and their ability to apply it to their work.
Relay to attendees the definition of Ambassador, seen on the slide. In this case, we are talking about being an Equity in CTE ambassador.
- *In Person:* Ask attendees to silently reflect on their personal ‘rank’ or if willing and comfortable, have attendees hold up 1, 2, or 3 fingers or any other type of sharing activity.
- *Virtual:* Ask attendees to reflect on a personal ‘ranking’. Provide the option to share the number by putting in the chat or have attendees use an emoji (if possible) or any other ‘ranking’ idea (if attendees are comfortable sharing).

- Inform attendees that this is their NOW of the NOW, NEW, NEXT theme. We will ask this again at the conclusion of this module to assess our level of growth in being an ambassador of equity in CTE. Emphasize that becoming an ambassador takes time, and that it is a constant journey of learning and self assessment.

Myth v Facts: CTE is...

Time: 2 minutes

14

Key Messages and Context:

- This slide sets the foundation of what CTE is for learners and dispels any misconceptions on whether CTE is a go-to path and who participates.
- Inform attendees that part of being a CTE Champion takes demystifying myths with true facts. Here is one that is relevant to LMI and the world of work.
- Historically, CTE used to only be marketed or chosen for some students. That is no longer the case. Significant strides have been made for CTE to be a high-quality, accessible experience for each learner that is widely chosen by learners nationwide.

Instructions:

- Share slides. Supplement with state or local statistics as appropriate

Equality vs. Equity and Activity 1: Career Connections

Time: 10-12 minutes

Section

Slide

Equality vs. Equity Time: 2 minutes

15

Key Messages and Context:

- This image serves as an introduction into the true essence of the module - equity. We'll be diving into practices that support individualized possibilities for each learner, not just all learners.
- This image may be familiar to attendees, but note that being an equity ambassador in CTE means not just creating experiences for every student just to have it available, but allowing EACH student to both access and succeed in these experiences.
- Be candid that achieving equitable experiences in CTE (ex. work-based learning, connected programs of study, early postsecondary opportunities, etc.) is not easy, but student outcomes confirm that it is worth it!

Instructions:

- Conduct a mini-lesson on the differences between when we say and mean Equality versus when we say and mean Equity.
- Share that Equality on the left is what happens when school leaders provide the SAME to ALL students aiming to get the best results for ALL of them. As you can see, all students shown here are not being set up for success.
- Equity on the right is what happens when school leaders provide individual supports for EACH student depending on their need to ensure that each student is set up for success.
- The no-cost solution for Equity efforts is simply a mindset change: using a four letter word: EACH. By replacing the term all, with EACH in our language, speech, webpages, vision and mission statements, the impact is felt immediately!
- *NOTE:* Some states have legislation that makes it difficult to explicitly talk about equity. Other terms, such as "access" and "opportunity," can be used if necessary, with the understanding that the goal is to ensure the best outcomes for each learner.
- Invite attendees to try saying each instead of every. Model by saying: Hello to each of you. Welcome to each of you as we embark on this module. How does that make you feel? Do you feel included? Seen?



Activity 1: Career Connections Recall

Time: 7-10 minutes

16-20

Key Messages and Context:

- The purpose of this activity is to set up the next activity, which is focused on implicit bias.
- When we are quick to recall someone's picture or story, it is due to having had experience with that person or story before. We must have been exposed to it. If not, then it is likely because that person or story wasn't something that happened in our world experience.
- The idea is that this is also true with implicit bias and how not having exposure to something, like CTE programming and unique careers, may mean that they don't become an option for us.

Instructions:

- Slide 16: Inform attendees that this activity will involve viewing a series of people's profiles to see how quickly we each can recall who the person might be.
- Read the presentation notes on each slide about the four profiled individuals as the script.

- *Virtual*: Encourage attendees to share who the person is out loud or in the chat.
- *In Person*: Encourage attendees to call out the name of the person if they know.
- Be gentle with both yourself and attendees as the recall may or may not be easy or hard.
- Slides 20: Remind attendees that just because they didn't know someone doesn't mean they are bad. It does mean that it's because that person's story wasn't revealed to them, in part because of how society creates perceptions of careers. If that's the case, reinforce that this also happens to students and families and impacts if and how they see themselves in CTE, particularly if the stories shared about CTE don't include them.
- Ask attendees to reflect on whether the CTE stories shared in their school or state would make each learner feel seen — is anyone excluded?

Understanding Non-Traditional Careers & Special Populations in CTE

Time: 10 minutes

Section		
Non-Traditional Careers and Special Populations	Time: 5 minutes	21-24
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • Slides 21 and 22 provide statistics to back up the career discrepancies realized in the previous activity, which ultimately mean inequities in CTE participation, success and success stories. • Slides 23 and 24 introduce two CTE terms in the federal Carl D. Perkins Act (Perkins V) that are accountability metrics for equity : Non-Traditional Careers & Special Populations. • These metrics provide attendees with tangible legislation to connect to their work. Achieving progress with this metric also means advancing equity and access in CTE, which means removing implicit biases about which students belong in certain careers. • These slides set up the context for Activity 2. <p>Instructions:</p> <ul style="list-style-type: none"> • Slide 21-22: Share statistics. Add state and local context as needed, and encourage attendees to conduct this same exercise with in-demands that lack equitable representation in their school or community. • Slide 23-24: Inform attendees that equity and access in CTE is a foundational goal for the federal legislation that underpins CTE, known as the Carl D. Perkins Act or 		

Perkins V. Provide information about state or local strategic plans, visions, etc. if they are centered around equity and access.

- Slide 23-24: Share the definitions for these two Perkins Grant specific terms. Informed attendees that these two terms are actually accountability metrics that each CTE teacher is held accountable for through annual reporting to the state and ultimately the U.S. Department of Education. That means CTE instructors have a lot of responsibility to reflect equity and inclusion in their classrooms and data stories. School counselors can support these compliance requirements by being knowledgeable and compassionate about these requirements and collaborating together.



Exercise: Whom Do You Visualize?

Time: 5 minutes

25-28

Key Messages and Context:

- Each individual automatically has certain ideas and beliefs that are unconscious or due to stereotypes because of our worldviews that stem from our life experiences. This is known as implicit bias. We each have implicit biases. None of us are exempt from having implicit bias.

Instructions:

- Slide 25: Ask attendees to close their eyes, or ask them to keep their eyes open and add animation so that one career shows up at a time.
- Read off the career titles on the slides, or customize by using other in-demand careers that align with attendees' community.
- Ask attendees to quickly reflect on 'who' comes to mind right away....who do you picture? What or how do you picture this person with this job title?
- Slide 26: Ask attendees to reflect if the individuals on the screens came up in their mind when the career titles were listed. If not, it's okay. This activity is just meant to raise awareness that visualizations we might have about a career favors some individuals over others.
 - *Note: Again, as a friendly reminder, some states have legislation that makes it difficult to explicitly talk about equity. Other terms, such as "access" and "opportunity," can be used if necessary, with the understanding that the goal is to ensure the best outcomes for each learner.*
- That might mean these learners could end up missing from these programs and therefore impact equity accountability metrics. In this next section, we'll keep talking about implicit bias and how to combat it.

- Slide 27-28: If Perkins V is feeling a little unfamiliar or hard to remember, another way to think about it is through the vision for the future of CTE, *CTE Without Limits*. One of the foundational principles to realizing this vision is equity. As professionals connected to CTE, we all have a role in bringing this vision of ensuring each learner can reach success in the career of their choice. That includes each of us recognizing our implicit bias and how we can mitigate it.

Understanding Implicit Bias

Time: 30-40 minutes

Section	
	<p>Introduction to Implicit Bias Time: 15-20 minutes</p> <p>Activity 2: Worksheet Page 3</p>
<p>29-32</p>	
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> • Addressing equity in CTE includes exploring our unconscious belief systems about student expectations and careers; tones of voice and body language; how and what feedback we deliver to students and families; and processes for building schedules, advising students and collaborating with peers. • This section of slides provides an introductory definition of implicit bias and its unconscious aspect in everyday life. <p>Instructions:</p> <ul style="list-style-type: none"> • Share slides. Inform attendees that there will be several exercises throughout this section to reflect on implicit bias. • Activity 2 (Slide 32): Direct attendees to Page 4 of the worksheet. Answer Question 1 by discussing examples of how unintended, unconscious and/or implicit bias can affect students' decisions related to career exploration and career decision-making, especially for CTE. • <i>Virtual</i>: Deliver activity through five to seven minute breakout rooms and share-outs; Jamboard or other annotation tool; or group discussion coming off mute if attendees are engaged. • <i>In-Person</i>: Deliver activity through large group discussion; think, pair, share; or small group discussions. • Conduct discussion for at least five minutes, followed by three to five minutes of share out. 	



Implicit Bias: Stereotypes, Assumptions, Micromessages

Activity 2 Revisited

Time: 15-20 minutes

33-37

Key Messages and Context:

- This section of slides builds onto the introduction of implicit bias to help attendees think more deeply on how assumptions impact perceptions and decisions about career paths.
- Attendees are encouraged to think about how these perceptions impact learners and families, as well as examples of implicit bias that may exist among CTE stakeholders, including industry, military and higher education partners.
- To advance equity in CTE, each stakeholder in CTE should increase awareness of these stereotypes and assumptions. In doing so, a ripple of change beyond ourselves.
- The last two slides dive deeper into how assumptions manifest as behavior through micromessages.

Instructions:

- Share slides. Please read out loud the parts of the slide notes/script to the attendees that resonate with you most and best.
- Slide 34: Adjust examples to fit local career paths as needed. Connect back to the visualization activity when possible.
- **Activity 2 Continued** (Slide 35) - Direct attendees to return to Page 4 of the worksheet to discuss Question 2. If timely, ask attendees to focus on careers that face labor shortages.
- *Virtual*: Deliver activity through minute breakout rooms and share-outs; Jamboard or other annotation tool; or group discussion coming off mute if attendees are engaged.
- *In-Person*: Deliver activity through large group discussion; think, pair, share; or small group discussions.
- Conduct discussion for at least five minutes, followed by three to five minutes of share out.
- Slide 37: Invite attendees to give their own examples of the categories listed on the screen.

Resources, Reflection and Wrap-up

Time: 20-30 minutes

Section	Slides
<p>Strategies and Resources to Advance Equity in Career Advisement Time: 5-7 minutes</p>	<p>38-41</p>
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> This section of slides provides initial strategies and resources to support school counselors beyond this module to address implicit bias and equity in CTE. <p>Instructions:</p> <ul style="list-style-type: none"> Slide 38: Share the strategies and ask attendees to think about one that resonates with them, and ask that they keep that thought in the back of their mind. Slide 39-40: Provide additional state and local resources as available. <ul style="list-style-type: none"> <i>Virtual:</i> Include links in the notes to the chat. <i>In Person:</i> take a moment to open each resource via website and navigate briefly. 	
<p>  NOW, NEW, NEXT Time: 10-25 minutes Optional Activity 3: Evaluating Resource for Equity and Access in CTE</p>	<p>41-44</p>
<p>Key Messages and Context:</p> <ul style="list-style-type: none"> This section allows attendees to apply the second and third components of the NOW, NEW, NEXT theme to help them plan next steps beyond this workshop. Use the worksheet to help attendees follow along, reflect and take notes. <p>Instructions:</p> <ul style="list-style-type: none"> Remind attendees that it takes intentional and often difficult work to shift perceptions of career and CTE, and requires leveraging connected stakeholders and resources to recognize and overcome implicit and micromessages that are different for each individual. Slide 41: Ask attendees to return to Pages 2 of the worksheet and recap the NOW, NEW, NEXT concept. Slide 42: Inform attendees they are now going to conduct the NEW theme by revisiting their equity in CTE ranking from earlier in the module. Ask attendees to re-rank themselves on the scale of 1 to 3 after completing this module. Emphasize 	

that it is okay if the number has not changed because this work is not successful overnight. Adding a .25 or .5 to your score is okay!

- *Virtual:* Ask attendees to reflect on a personal 'ranking'. Provide the option to share the number by putting in the chat or have attendees use an emoji (if possible) or any other 'ranking' idea (if attendees are comfortable sharing).
- *In Person:* Ask attendees to silently reflect on their personal 'rank' or if willing and comfortable, have attendees hold up 1, 2, or 3 fingers or any other type of sharing activity.
- Slide 43: Direct attendees to Page 4 of the worksheet. Inform attendees that they will be conducting the NEXT theme by bringing back the strategy they picked from a couple slides ago, and building on it by reflecting on the questions on this slide.
- *Slide 44 is hidden - optional to work into the conversation either in this section or in previous sections of the module.*
- If Slide 44 is chosen, organize attendees in small groups. Inform attendees that they are going to evaluate the resources and people they have in their community or state to help shift perceptions of CTE and brainstorm next steps in small groups.
- Attendees should be given at least 10 minutes to discuss and 5 minutes for a share-out.
- Encourage attendees who may not have participated much yet to share. Make it clear that there is no 'blaming' here and everyone will be starting in a different place in using these tools and information.

Final Resources and Wrap-up Time: 3-5 minutes

45-47

Key Messages and Context:

- This is a place to share any final messages and resources.

Instructions:

- Remind attendees about the Handout Hub and Advance CTE Learning that Works Resource Center links.
- Refer attendees to the Collective Commitment phrase in the Module Workbook. Encourage attendees to pick one person from the workshop to stay in touch with as an accountability measure
- Add the Post Survey link into the chat or show the QR code on screen for attendees to take a quiet moment to complete. Pause and offer silence for a few moments to make sure this gets completed.
- Conclude with content on the last slide re: your contact information (optional) CEUs (if applicable).
- Convey a feeling of CONGRATS for attendees dedicating time and talent to this module.

Facilitation Tools and Tips

Virtual

- ★ Chat box
- ★ Virtual platform emojis
- ★ Annotation tools such as Jamboard, Mentimeter, PollEverywhere, Zoom Polls, etc...
- ★ Worksheet responses and note taking
- ★ Voicing guiding prompts that encourage off-mute responses or chat box interactions

In-Person

- ★ Icebreaker interaction (face to face)
- ★ Round robin introductions
- ★ Individual reflection and note taking
- ★ Small group discussion and note taking
- ★ Worksheet completion
- ★ Sticky note compilation of ideas, strategies, take-aways and more

Facilitation & Participant Engagement Tips

- Read the audience and gauge level of enthusiasm, notice possible questions arising before they even get asked
- Emphasize key messages with shifts in vocal tone and tempo
- Make your passion for CTE contagious!
- Be patient with any technical difficulties, glitches and flow with the notes/script
- Trust yourself. You got this!
- Take a breath. Let the information sit with participants
- Count to five slowly once putting a question out to participants so to await their responses
- Have attendees put in an emoji every once in a while during virtual formats so to capture their interactive level and gauge their feelings in the training thus far
- Useful resource:
<https://virtualspeech.com/blog/effective-ways-use-pauses-in-speech>

Equity/Inclusion Recommendations

- ❖ Be cognizant of gender, race and ethnic representation used in videos, images, examples given.
- ❖ Remain diligent in checking in with your own implicit biases
- ❖ Be intentional in centering learners rather than systems when talking about outcomes

- ❖ Practice replacing 'All' with 'Each or Every' (ex: Each student can/will/may.....Every School Counselor can/may....)
- ❖ Remember - careers don't have a gender!
- ❖ Honor the use of culturally respectful ice breaker questions and metaphors/analogies. Avoid cliches that can be considered offensive or stereotypical.
- ❖ When showing videos, please turn on Closed Captioning (in person and virtual)

****Training Suggestion:** Combine this Module with Module 3: Expanding and Elevating High-Quality Career Technical Education for aligned professional development