

Career Café

Lindsay Hawkins, Stacy Harris
Published by *K20 Center*

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Time Frame 20-45 minutes

Essential Question(s)

- Why is it important to educate students about careers?
- How does promoting career awareness within public schools advance college readiness?

Summary

This professional development is designed to promote a college-going culture (life post-secondary school). College culture is typically thought of as a four-year university, but the term actually also entails other options after high school. As educators, we must prepare our students to think of their future. Career Cafés help promote and provide an opportunity to inform students of the options after high school. This session is designed to introduce educators to the Career Café strategy to help students prepare for their future.

Learning Goals

- Participants will learn what a Career Café is and the significance as to why they are important.
- Participants will begin to plan a Career Café for students at their site.

Attachments

- Activity Slides—Career Cafe.pptx
- Agenda—Career Cafe.docx
- Agenda—Career Cafe.pdf
- Flyer—Career Cafe.docx
- Flyer—Career Cafe.pdf
- Planning Timeline Document—Career Cafe.docx
- Planning Timeline Document—Career Cafe.pdf
- Resource Handout—Career Cafe.docx
- Resource Handout—Career Cafe.pdf
- Speaker Orientation—Career Cafe.pptx

Materials

- Paper, pencils, pens
- Chairs, for use in a circle
- Sticky Notes
- Student Survey Samples
- Career Café Resource Handout (attached)

Engage

Presneter's Note

All handouts can be available on the tables for participants at the beginning of the session.

Change to the slide, "Chain Notes." Pose the question, "Why is it important to educate students about career pathways?" Participants will get into groups of four. Each group will use one sheet of paper to list 10 or more reasons it is important to engage students in career knowledge during the secondary years of education. Provide a few minutes for participants to create a list as a group. After a few minutes of writing stop the groups and have them pass their papers to another group (pass all papers to the right). Providing another minute allow groups to read over the list they received and add new ideas/reasons to that list. If time permits pass the papers one more time to another group and allow them to read and write new ideas/reasons. After the papers have been passed, read, and added to, allow participants to share out some of the items listed on the papers they received. Lead a discussion on the importance of promoting career knowledge.

Possible Responses

"It is important to promote career knowledge and awareness because students don't know the variety of post-secondary jobs available." "Students are not aware of the schooling or training they will need to be successful." "Students have not been given the opportunity to explore different types of careers and the means to be successful in them." "Students are only exposed to a small amount of job fields, including their parents, teachers, adult friends, etc. They need the opportunity to hear about jobs outside of their scope of reference."

Presenter's Note

Chain Notes is a great way to stimulate prior knowledge and engage in a new topic by using essential questions. Ask the question, "How could you use this in your classroom?"

Change to the slide "Session Goals." Briefly go over session goals with participants. This provides a roadmap of the session and sets the path for the rest of the professional development session.

Explore

Change to the slide "Guiding Questions." Explain that participants will listen for answers to these questions during the video, and after the video they will get a chance to turn and talk to a neighbor about these questions.

Change to the video slide. Play the video by either clicking on the link or the embedded video.

After the video, change to the slide "Think-Pair-Share." Allow participants a minute to reflect on the video and the guiding questions. Instruct participants to find an elbow partner. Give them a two to three minutes to discuss their thoughts from the questions and the video. After a few minutes have participants share out to the whole group for two to three more minutes.

Possible Responses

"They are designed to increase student awareness of different career fields." "Career Cafés allow students to speak directly with community members about careers and college planning in a small group atmosphere." "Introduce students to new careers they may not otherwise have access to." "Help raise students' career aspirations and personal goals." "Provide students with a road map of how to achieve those goals." "Career Cafés peak student interest and provide an opportunity for them to hear about and explore jobs that are not common in their culture."

Change to the "What Students Say About Career Cafés" slide, and read through the six bullet points with participants. Then present the question, "After reading the bullets listed, how does student need influence the goals and benefits of a Career Café?" Instruct participants to quickly turn and talk to a neighbor about how the student need impacts a Career Café. Then show the last part of the slide, "Top Four Influences on Career Choice Reported by Students," and ask the question, "Does this change anything you just said and if so how?"

Possible Responses

"Students must have invested interest in the career being presented. They won't sit through something that is not of interest to them even if there is food." "Polling students with career interest surveys is a great way to gain perspective of what is important to the students."

Presenter's Note

Think-Pair-Share can be used to reflect, discuss and share material and ideas from a video, reading, or lesson. It can be used as an Explore and Explain piece for a lesson or professional development. Ask the question, "How can you use this in your classroom?"

Explain

Change to the slide "Creating a Career Café." Instruct participants to each bring pen, paper and their chair to create a large circle. After everyone is seated present the first question on the slide, "What does a Career Café look like?" Use Roundabout Conversations to facilitate conversation. Below are the instructions for this activity.

Roundabout Conversation:

1. Allow participants time to jot down their ideas that answer the question.
2. Split the group in half (can count off by ones and twos or use another group strategy that is quick to split the group in half). One half of the group makes a circle facing out and the other half makes another circle around the first group facing in. The inside circle shakes hands with a partner on the outside and introduce themselves.
3. The presenter stands in the middle of the inside circle so he or she may better hear and monitor the discussion and responses.
4. Have partners share their written responses with each other.
5. After a minute or two of sharing, have the outside circle move to the left to shift partners (presenter can play music and when the music stops the people stop or presenter can have circle shift 1,2,3 or any number of people to receive a new partner). Each person will have a new partner and share again with their thoughts and ideas about what a career café would look like.
6. After another minute or two allow participants to return to their seats and share out some of the ideas they shared and heard.

Presenter's Note

After participants have shared, the presenter may share any other ideas listed in the notes section of the PowerPoint. This will help fill in any important gaps of learning that were not covered in conversation. The presenter may also share out points they heard in shared ideas or conversation, while standing in the center of the circle listening during the activity.

Click the presentation slide to show the next question, "What steps do we need to take to implement a Career Café?" Follow the same Roundabout Conversation steps, one through six, as listed above for this question.

Then do the same for questions three and four on the PowerPoint slides.

Presenter's Note

This activity is great in a classroom because it fosters on topic conversations. It engages all students simultaneously. Roundabout conversations provide the opportunity to pair students with others whom they may rarely work with in class.

Extend

Change to the "Career Café" slide. Have participants return to their seats. Prepare in advance then pass out the "Career Café Resource Handout" and instruct participants to begin working in table groups to create a plan for the Career Cafés they will be hosting in the near future. Tell participants to use what they just talked about during the roundabout conversations paired with the packet to help guide and organize a plan of action. Be sure to include an approach for community members and recruiting students to attend in the plan. The planning group will also need to create a flyer promoting the Career Café and look at interest surveys on the internet using some of the links provided also on the "Career Café Resource Handout."

- What are our next steps?
- Who is going to be the main contact person?
- Do we create a sign-up sheet with dates that different teachers are in charge of planning and organizing?
- Where are we going to host? Which room or area of the school can be used?
- How are we going to fund the food for the lunches?
- How do we promote?
- How many students will be allowed to attend each session?
- Do we need one or two sessions each time (use lunches to help determine this schedule)?
- How do we prepare our speakers? (Remember they are not usually accustomed to speaking to students)

After groups have started to wrap up their discussions and action plans, allow some groups to share out some of their ideas what next steps they would need to take. The additional "Career Café Speaker Orientation" documents found in Attachments, can be sent to career speakers. Be sure to modify this PowerPoint to include your sites contact information and location. This will guide your career volunteers on how to best present to students, outlining expectations for their presentations.

Evaluate

Presenter's Note

TREK evaluations will be used in place of the evaluation activity when available. If you don't have access to a TREK evaluation continue with the activity below.

Change to the "3-2-1." slide, and have participants complete the following activity independently. Each person will use sticky notes to write down three items learned about Career Cafés. Following this professional development session, write down two action items that you will use to help plan, organize, etc. or two action items that you will use to support the plan, organization, etc of a Career Café. Lastly, write one question or item you are still struggling with about Career Cafés.

At the end of the session (and if time allows), participants may share out their questions. This will provide an opportunity for the presenter to clear up any misunderstandings or misconceptions about Career Cafés. It will also provide an opportunity for the participants to reflect on their learning from the session.

Follow-up Activities

Research Rationale

Career Cafés promote career and college awareness early to young students. A study published in 2011 found that "roughly half of college students in engineering made that decision while still in high school, making this a critical time period" (Hall, C., Dickerson, J., Batts, D., Kauffmann, P., & Bosses, M., 2011). Research also shows that students who demonstrate a strong talent and interest in STEM are most influenced to become interested in STEM through extracurricular experiences (VanMeter-Adams, A., Frankenfeld, C., & Liotta, L., 2014).

Resources

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