

Resource 1: Voice Definition Brief



An important starting point for amplifying student voice and aspirations is to establish a common definition throughout a school for the term “voice”. The Voice Definition brief, provides an overview of the 3-part definition we suggest be embraced by all members of a school community.

Resource 2: Noise vs. Voice



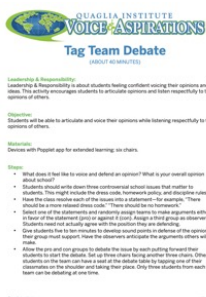
To understand and support voice, it is imperative to distinguish between true voice and noise. Complaints, demands, and commands are not voice—they are noise. (And more often than not, teachers are relieved to learn that!) Voice is thoughtful, respectful, and action-orientated. To help students and staff discern the difference, we recommend brainstorming the difference between noise and voice, encouraging participants to write examples they believe fall under each category. This activity empowers teachers and students to discuss the positive impact of voice and identify ways to diminish noise.

Resource 3: Voice Skills

 VOICE Aspirations		Voice Skills
Voice Skills		
SKILLS TO TRAIN	STRATEGIES	EVIDENCE OF MASTERY
Expressing own opinions	Place questions that encourage students to share their own ideas and characteristics explicitly. Ask students to repeat what others shared with them and then ask them to share their own ideas.	Students are able to share opinions that are different from those of others. Students are able to articulate a reply without being asked to do so.
Listening to peers and teachers	Ask students to repeat what others shared with them and then ask them to share their own ideas.	Students demonstrate active listening by focusing on the person speaking and not on their own ideas.
Understanding how to share ideas in class	Compare characteristics in different student groups and ask them to share their own ideas in different situations.	Students are able to share their own ideas in different situations. Students are able to share their own ideas in different situations.
Understanding different perspectives and	Ask students to repeat what others shared with them and then ask them to share their own ideas.	Students are able to share their own ideas in different situations. Students are able to share their own ideas in different situations.
Sharing own opinion	Ask students to repeat what others shared with them and then ask them to share their own ideas.	Students are able to share their own ideas in different situations. Students are able to share their own ideas in different situations.
Collaborating with others	Ask students to repeat what others shared with them and then ask them to share their own ideas.	Students are able to share their own ideas in different situations. Students are able to share their own ideas in different situations.

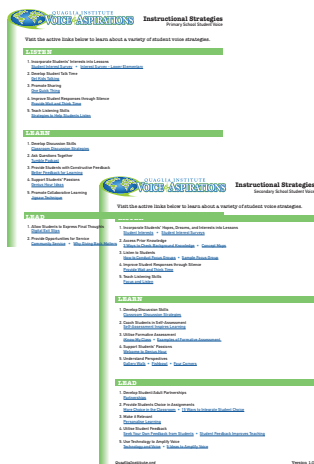
Schools too often overlook the need to actively teach and practice student voice skills. We challenge schools to intentionally identify which skills are being taught, practiced, reinforced, and mastered as students progress through their years of learning. Students require voice skills instruction and opportunities to practice these skills at every grade level. Strengthening voice skills should be a goal for ALL students.

Resource 4: Tag Team Debate Lesson Plan



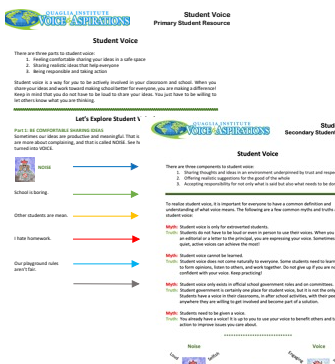
This lesson plan provides an opportunity for students to develop confidence in voicing their opinions and ideas, while also considering the opinions of others. Link back to the 3-part voice definition and challenge students to respectfully share their thoughts and ideas, offer realistic suggestions for the good of the whole, and consider what action they might be willing to take related to causes they are passionate about. During this activity, students are encouraged to articulate their opinions and listen respectfully to the opinions of others.

Resources 5 a & b: Primary and Secondary Voice Instructional Strategies



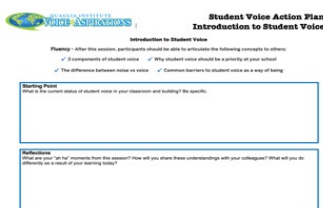
Voice is not an add-on or “yet another thing to do” but must be meaningfully connected to other goals of the school. This document provides a variety of ways for teachers to integrate and support voice in the classroom. Each strategy has an active link to help explain the concept. These strategies might be new for some, and offer reassurance to others when they recognize strategies they already use that support voice. No matter how familiar some strategies are, the support for voice should always be intentional and tailored to current students. We encourage teachers to not simply claim, “We already do that” but consider how strategies can be continually refined and utilized on a regular basis to support the voices of all students.

Resources 6 a & b: Primary and Secondary Student Voice Resources



These resources are designed to directly engage students and help them understand the definition of voice in action. While the definition is the same for students of all ages, there is a primary and secondary version of this resource and we encourage teachers to use language that their students will best understand.

Resource 7: Voice Action Plan



This document is designed to help you deepen your learning and engage in meaningful conversation with colleagues as you work to implement concepts from this session. The intent is to support taking action on new information learned, and guide forward progress and sustainable change.