

Student Voice Data Exploration

Grades 6-12

PURPOSE

World Café is designed for teachers and students to explore student voice data *together*. Adults will gain deeper insights into students' responses, and students will have another opportunity for their voices to make a difference. It should be noted that *all* student survey administrations should include planned, intentional follow-up conversations with students. Otherwise, adults will approach data with their own perspectives and biases when analyzing and interpreting students' responses.

ACTIVITY PREP

(1 hour)

Schedule: Determine the day and time that the 90-minute (approx.) World Café will be held.

Student Selection: Invite students to participate. We recommend randomly selecting anywhere from 50-65 students (evenly distributed across grade levels).

Facilitator Role: Invite eight adult facilitators. Communicate with adult facilitators that their job is to guide student conversations, ensure that all students in their group have opportunities to participate, and ask questions that encourage students to think more deeply about the data they are exploring. Emphasize with facilitators that most of the speaking should be done by the students. Let facilitators know that students do not have to analyze all of the data points. Some groups will discuss many, while others will only get through a few. The quality of the conversations is much more important than the quantity.

Materials: One sign for each of the 8 Conditions to place on tables, 10 copies of the data for each Condition from your Student Voice Survey Report, 10 copies of the Demographics page from the same report, name tags, butcher paper (two different colors, if possible), markers for students to record their ideas, and one large piece of paper to record "Best Idea Yet!" at the end of the activity.

Room Setup: Arrange eight tables (preferably round) and chairs to accommodate groups of 6-8 students and one adult facilitator. Cover each table with two pieces of butcher paper (one color labeled "observations" and the other "wonderings"). At each table, place one of the 8 Conditions signs, 10 copies of the data for that Condition, 10 copies of the Demographics page, and markers. Provide name tags to be worn on shirts so students feel welcome when they arrive and can use one another's names throughout the activity.

Optional ideas:

- Snacks
- Fun decorations (i.e. World Café theme if you'd like!)
- Special paper for recording ideas that reflects the theme (e.g. globe or map designs)
- Thank you notes to give students at the end of the activity

LEADING THE WORLD CAFÉ

(approx 1.5 hours)

Welcome & Instructions

(approx. 5 min)

Welcome participants to the World Café and invite them to explore student voice data. Introduce the activity by sharing that the group they are seated with will be “traveling” around the World of the 8 Conditions to explore students’ survey responses to each Condition.

Let students know that their thoughts and ideas are very important—that teachers and administrators are listening to them and incorporating their input when they make decisions about the future of the school. Highlight how significant their participation and perspectives are in the discussions, as well as the importance of keeping the conversations confidential so that everyone can feel free to speak honestly in a safe environment. Let students know that when information from the World Café is shared, no students’ names will be included. Remind students to stick to observations and wonderings rather than judgments, and to be honest, respectful, and kind.

As a whole group, take a quick look at the Demographics from the report and discuss what the data does, and does not, represent. Most importantly, share how many students completed the survey in comparison to the total student population at the school.

For the survey statements, ask students to discuss the following:

- Why do you think students answered the way they did?
- What surprises you about the results?
- Share examples or experiences related to the data being analyzed—without using names!
- Save brainstorming ideas for school improvement for your last table/Condition. Analyze and learn first, then we will plan for action!

Encourage students to think not only about their own opinions and experiences, but to also consider other students (think about the “good of the whole”). Tell students that their ideas for improvement should include actions they can take as students, not just items they want adults to do for them.

Data Discussions

(approx. 60 min)

Have students quickly introduce themselves within their small groups and share one interesting fact about themselves. This will only be done in the first round since each group will rotate from table to table together (including the adult facilitator) throughout the activity. Consider playing fun music (world related tunes!) to signal the move from table to table.

Students begin the series of seven-minute rotations, looking at the data for the Condition at each table and recording their observations and wonderings on respective butcher paper. Ask if there is a student in each group who would be willing to record the group’s thoughts and ideas for improvement. If more than one student volunteers, it is great to have multiple students take turns recording! Students seem to enjoy writing on the butcher paper and the feedback will grow as groups rotate from table to table.

Action Brainstorming

(approx. 15 min)

Students have one final task at their eighth table: Look at all the feedback students have written for that Condition and brainstorm what actions STUDENTS can take to improve that Condition for ALL students at the school. It is important to emphasize that the focus is making improvements for the “good of the whole” (*everyone...not just themselves*) and brainstorming actions that *students* can take. The lists should not be focused on what students want adults to do for them, but rather on actions that can be taken by students.

When there are five minutes remaining, prompt groups to look at all the ideas brainstormed for the Condition at their table and circle what they think is the “Best Idea Yet.”

Group Sharing: Best Idea Yet!

(approx. 15 min, based on 8 groups sharing for about 2 min each)

Each small group should determine who will share the identified Best Idea Yet with everyone. (The presenter has to be a student, not the adult facilitator. 😊) Each group will have a maximum of two minutes to present the “Best Idea Yet” for that Condition. Record these ideas on a new piece of paper and make sure to give each group affirmation after each presentation (i.e. clapping, snapping, etc.).

Closing

(approx. 2 min)

Genuinely thank students for the important work they have accomplished and for being willing to use their voices to share their amazing thoughts and ideas. Remind students that their ideas are going to be shared anonymously to continue improving the school for all students.

At the end of the activity, either take pictures of the butcher paper or have someone type up what was written for each Condition and “Best Idea Yet”.

FOLLOW-UP AFTER WORLD CAFÉ

Debrief with the adult facilitators right after the activity. Record “Ah Ha’s” and key lessons learned. Determine how the insights from the World Café will be shared with the full faculty.

Consider conducting focus groups with additional small groups of students to learn more. Focus group questions should build upon what was learned during the World Café—areas that created a curiosity to learn more about. Additional information on conducting effective focus groups can be found at quagliainstitute.org/library/focus-groups.

Identify how you will let participating students know what actions were taken as a result of the World Café. Examples include:

- Share a general thank you during morning announcements to “all students who participated” (do not use students’ names) and state at least one action being taken as a result of information learned during the World Café.
- Conduct a follow up meeting and provide students with opportunities to take action on ideas generated during the World Café.
- Ask students to present their ideas to student leadership and/or at a staff meeting.
- Invite a few students who participated to partner with adults to conduct additional focus groups.

We recommend that the World Café be conducted on a regular basis with different groups of students. This should not be a one-time event, but an ongoing opportunity to analyze survey results in partnership with students and take action together for school improvement.

Note: This activity will initially lead to quick fixes. While some are great and necessary, schools should realize that underlying systemic issues ultimately need to be addressed. For example, students and adults may decide that the school needs to work on Belonging. In the short term, this insight might result in more pep rallies and greeting students individually as they enter the classroom each day. However, with deeper exploration, you will discover that there are systemic issues that contribute to the lack of belonging (e.g. lack of opportunities for students to participate in class and school-level decision making, negative relationships between teachers and students, no student voice, etc.).