

The following are considerations for teachers before, during, and after utilizing the My Voice, My Future webinars with students.

PRIOR

- Preview each video and related resources on the respective student reflective guide.
- Share the reflective guide with students before the session begins.
- Consider leading small group discussions to access prior knowledge, encourage students to reflect on the topic, or personalize the learning at your school.
- Ask students what they believe the definition of student voice is before each session.

DURING

- Ask students to record at least one question they think of as they view the video.
- Feel free to pause the video at any time, particularly if you want to facilitate discussions or give your students more time to work on the reflective guide.
- After students complete the personal challenges individually, consider pausing the video and having them share in small groups. If delivered in a virtual classroom, consider placing students in breakout rooms for small-group discussions to enhance learning.
- Consider having students note “standout moments” or “key questions” they thought of during various segments of the video.

AFTER

- Facilitate large and/or small group discussions to continue personal reflections and share what students learned from the video and reflective guide exercises.
- Encourage students to share their responses to the personal challenges.
- Provide time for students to explore and analyze the suggested resources.
- For extended learning, have students creatively demonstrate their learning through artwork, infographics, or a medium of their choice ([Google Slides](#), [Canva](#), [Flipgrid](#), etc.).
- Look for opportunities to partner with students and support making their suggestions become a reality!

To learn more, check out the [Voice & Aspirations Briefs](#) and [Instructional Strategies](#) in the [library](#) on our website.

Understanding the Power of My Voice

This session is designed to help students recognize that their voices matter. Many students believe that adults don't care about what they have to say. In this session, teachers from several different schools share how students' opinions and ideas make learning better. After the webinar, it is important for teachers to ask students for their opinions on issues relevant to them. Consider using the [iKnow My Class](#) survey, a poll from your online learning platform, or SurveyMonkey as a means for students to provide their perceptions. Encourage students to write a position statement on what student voice means to them and how their voices can make a difference.

Using My Voice for the Good of the Whole

This session helps students recognize that they can and should use their voices to make a difference for others. It is important for students to see the value of their voices beyond personal concerns and complaints—to value voice as a powerful and meaningful tool that can positively impact their classroom and community. Following this lesson, teachers should ask students to share examples of how they have seen student voice used for the good of the whole, either personally or by others. Teachers may also supplement the lesson with news articles or videos of students engaging in altruistic activities, and they can determine with their class the various ways to make this component of the voice definition a reality.

Putting My Voice Into Action

This session is focused on students understanding that voice is much more than expressing one's ideas and opinions. Voice requires students to create a plan for change and take action in partnership with peers and adults. Students must be part of the solutions they desire in their classroom, school, and community. It is important for students to consider their role in changing the classroom environment and the steps needed to collectively bring about that change. In an online setting, this may mean students are required to turn on their computer cameras during class, participate in online chats, and engage in live discussions. Providing students with a template for action plans can encourage and guide them through the change process. When students take any classroom ([iKnow My Class](#)) or school-level ([Student Voice](#)) survey, include them in the analysis of results, the celebration of identified areas of strength, and the development of plans to address concerns.

Building Positive Relationships With My Voice

This session helps students realize the importance of relationships and voice. Students are introduced to the components of the voice process: Listen, Learn, and Lead. Listening requires students to be open to new ideas and develop a genuine interest in understanding the thoughts and opinions of others. Learning includes welcoming and valuing different perspectives. Leading involves taking action with others to create meaningful change. Teachers can highlight the importance of this lesson by asking students to express the same idea using different tones or body language and discussing how each is perceived. To support the understanding of multiple perspectives, teachers can challenge students to articulate two sides of a single issue.

Goal Setting Driven by My Voice

This session inspires students to set goals in order to achieve their dreams. Students are challenged to reflect on their aspirations, make a plan to achieve their short and long-term goals, and combine dreaming and doing in order to succeed. Teachers should help students identify which of the Aspirations Profile quadrants students tend to identify with: Hibernation, Imagination, Perspiration, or Aspiration. Knowing this and understanding the overall profile will allow students to consider how they can move themselves toward Aspiration. At the conclusion of the webinar, teachers should meet with students to discuss their goals for this school year and how they plan to achieve them. Students should consider their academic, social, and emotional goals, as well as who will be able to support them in the process.

Amplifying My Voice During Transitions

This session helps students consider how their voices can be impactful during periods of transition, including changing to a new school, grade, or classroom. While entering a new school is a significant transition for any student, many students experience uncertainty when moving from one class to another. This session provides students with tips on how to use their voices to make transitions less daunting and more productive. Students are challenged to listen and learn from those around them and to offer their unique ideas. Teachers may choose to share stories from their own lives that demonstrate the strategies they used to navigate through a transition, calm their own nerves, and advocate for the support they needed. As a follow-up activity, students can create a student-to-student resource for new students arriving at their school, as well as for students who struggle with transitioning between classes.