



# Student Voice and Choice

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# Facilitators



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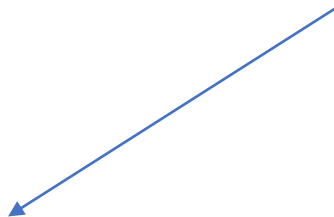


# Using Zoom

🔊 You are viewing Y4Y - David McConnell's screen

View Options ▾

- Zoom Ratio Fit to Window >
- Request Remote Control
- Annotate
- Mute Y4Y - David McConnell Shared Sound
- Side-by-side mode room in a few minutes



Toolbar icons: Select, Text, Draw, Stamp, Spotlight, Eraser, Format, Undo, Redo, Clear, Save

Stamp sub-menu: →, ✓, ✕, ☆, ♥, ?

Reactions and Polling menu:

- Clapping hands, Thumbs up, Heart, Laughing face, Shocked face, Party popper
- Yes (green checkmark), No (red X), Slower (left arrows), Faster (right arrows)
- Raise Hand (hand icon)



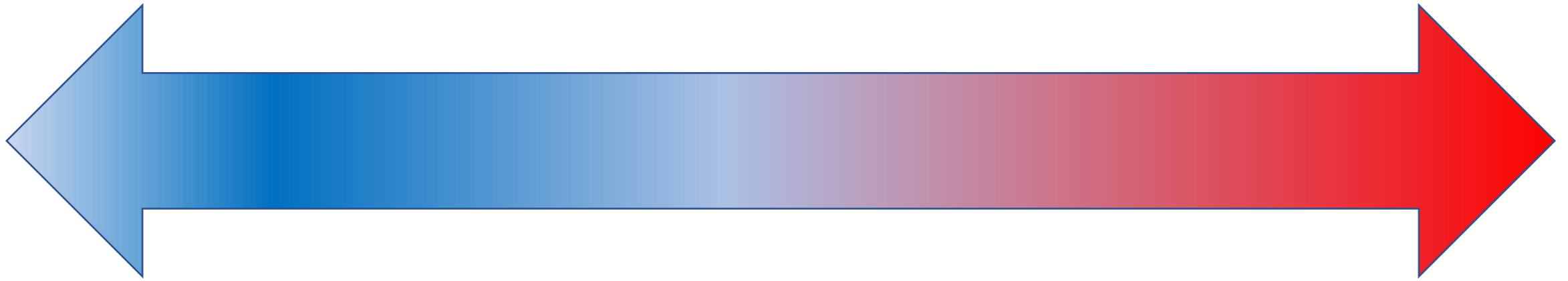
Bottom toolbar icons: Unmute, Start Video, Security, Participants (110), Chat (1), Share Screen, Polling, Record, Closed Caption, Breakout Rooms, Reactions, Leave

# Objectives



- Identify the value and unique contributions of students to activity design
- Modify and accommodate activity plans in response to student voice
- Respond to student feedback to improve program and activity quality





Strongly  
Agree

Strongly  
Disagree



# Activity Design: Providing Opportunities

- What opportunities do staff provide for student voice and choice?
- How are these opportunities incorporated in planning activities?





## Activity Goal

75% of participants will use skills in multiplying and dividing fractions and decimals and unit conversion to design model theme parks as measured by a summative activity rubric.

## Activity Description

Students will design their own theme park. Students will draw scaled models of their favorite rides onto a personal theme-park map. Maps will include rides, food stands and arcade games.





## Activity Procedure

1. Staff will introduce the topic, challenge and project elements to students.
2. Staff will provide students with the real-world measurements of common park rides and students will convert the measurements for their model.
3. Students will work in teams of 2-3
4. Staff will confirm student calculations before students draw their final rides.

# Youth and Adult Voice Distribution Activity



<b>Score</b>	<b>Student Voice and Choice Inclusion</b>
	Students choose the topic or activity.
	Students are running or guiding the activity.
	Students determined the foals or purpose of the activity.
	Students play a role in determining how their learning is demonstrated.
	The facilitator provides opportunities for student reflection.
	Students select or consider which resources are most appropriate for the activity.

Score 1-3  
1- lowest  
3- highest



How could additional student choice opportunities could be incorporated in the activity design?



# Before Activities

1

Collect Student Voice and Choice

2

Consider Student Learning Preferences

3

Offer Activity Choice

4

Get Students Interested!



# Collecting Student Voice and Choice

Student Surveys

Focus Groups

Inquiry Boards



# Student Interest Inventories



You for Youth | Project-Based Learning

1

## Elementary Student Interest Survey



You for Youth | Supporting English Learners

1

## Elementary Student Interest Inventory

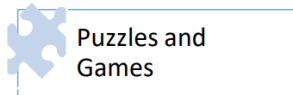
You're in charge of our afterschool program! Think about what you would like to do and **circle up to three interests in each category.**

Name: \_\_\_\_\_

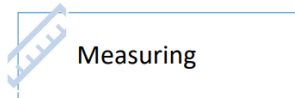
Date: \_\_\_\_\_

In our afterschool program, we will learn more about these things:

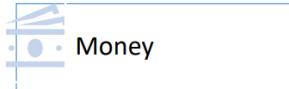
### Math



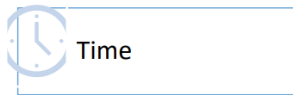
Puzzles and Games



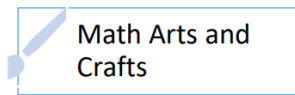
Measuring



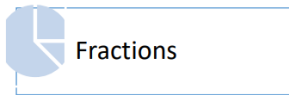
Money



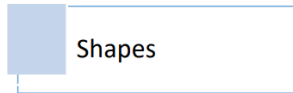
Time



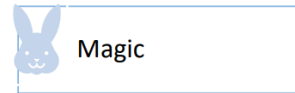
Math Arts and Crafts



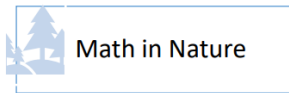
Fractions



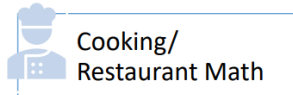
Shapes



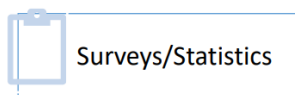
Magic



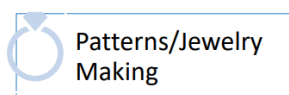
Math in Nature



Cooking/  
Restaurant Math



Surveys/Statistics



Patterns/Jewelry Making



You for Youth | Project-Based Learning

1

## Secondary Student Interest Survey

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

We want to hear about your interests so that we can offer activities and projects that are meaningful to you. Please answer each of the following questions as thoughtfully as you can. Your voice matters and can help shape our program!

1. What are your favorite subjects/topics in school? Choose your top three.

### Science

- Earth science
- Biology
- Chemistry
- Physics
- Health science
- Computer science

### English/Language Arts

- Creative writing
- Literature
- Plays
- Poetry
- Film



# Learning Preferences



You for Youth | Student Voice and Choice

1

## Student Survey – How Do I Learn Best?

Use this survey to learn how your students like to learn. You can adapt the questions to fit your program's focus and needs. Use the responses to help you consider their preferences as you intentionally design program activities.

Age\_\_\_\_\_ Grade\_\_\_\_\_

### How Do I Learn Best?

#### 1. I learn best when

- Text also has images.
- The text is read to me.
- I can read the text by myself.
- I can read and then do a related activity.
- I can read the text aloud.

#### 2. I learn best when

- I can talk through ideas with a partner.
- I can work with my hands by building something or writing to develop an idea.
- I can think quietly on my own.
- I can draw a picture.
- I can listen to a lecture, podcast or audiobook.



# Activity Choice Form



You for Youth | Student Voice and Choice

1

## Activity Choice Form

Use this form with your students to collect their choice of activities. On the first two pages, you'll see some examples. (Feel free to use them!) The third page is a blank form you can use to create your own activity choices.

### **Example 1: Enrichment Activity Elementary Campuses 2020 Tuesday and Thursday Enrichment**

*Select your top three choices. Placement will be made on a first-come basis.*

#### **\_\_\_ Gak & Goo (Grades K-1)**

Do you like touching sticky stuff? Want to make your own modeling clay? Join us as we get our hands into all kinds of goo!

#### **\_\_\_ Readers Theater II (Grades K-1)**

Do you love to play the characters you read about in books? This activity will let you use your talent and share the show with others.

#### **\_\_\_ Music & Movement (Grades K-1)**

Are you tired of being told to sit down and stay still? You won't hear that in this activity! Come sing and dance to your heart's content.





# Getting Students Hooked

- Don't use common school words like
  - Learn
  - Study
- Use *exciting* or *interesting* words like
  - Explore
  - Discover
  - Evaluate





# Getting Students Hooked

## **Animation Station**

Create your own cartoon or comic book in this activity! You'll explore all the key elements needed to develop a comic book character. Investigate the fascinating history of cartooning and how artists and writers collaborate. You'll soon be ready to create your own!



# Engaging Activities





## **Activity Description**

Students will design their own theme park. Students will draw scaled models of their favorite rides onto a personal theme-park map. Maps will include rides, food stands and arcade games. Students will create prices for snacks and games at their theme park. Pre- and post-assessments will be used to evaluate the increase in students' math skills.



# During Activities

Collect  
Data

Embed  
Student Voice

Implement



# Techniques for Embedding Student Voice

- Design Project-Based Learning Experiences
- Incorporate Student Leadership
- Build In Reflection
- Utilize Various Types of Polling



# Student Discussion Formats

- Concentric Circles
- Socratic Seminar
- Focus Groups





# Nominal Group Technique Tool

## Activity Directions

1. Explain the purpose of the activity: What will the team be deciding today?
2. Provide pen and paper to each student.
3. Give a question or a prompt. For example:
  - What topics would you like to study this month?
  - What could we do to address the needs of our homeless community?
4. Have students jot down their responses, silently and independently.
5. Place students in groups of three.
6. Give each group a sheet of chart paper and three markers.
7. Have each student write their ideas on the chart paper.
8. Post the chart paper.
9. Facilitate a whole-group discussion. Encourage students to ask questions of their peers and to suggest new ideas.
10. Have students vote or rank all options. There are several ways to do this. For example, you could give each student three adhesive dots or stickers and invite them to vote for their top three choices by placing the stickers on the chart paper next to their choices. Through the voting or ranking process, students come to consensus on the decision at hand, such as what topic to study this month or what driving question to use for an upcoming project.





## Purpose:

To decide on a group discussion format to include in our math club activity.

## What discussion format should we use?

- Concentric Circles
- Socratic Seminars
- Focus Groups
- Nominal Group Technique





# Additional Resources



## Student Voice and Choice

### Implementation Strategies →



Estimated time to complete: 5-7 hours

Upon completion, you will receive an **Advanced Level** certificate of completion.

You can maximize student engagement by visiting the Y4Y Musicfest. Each stage offers a different but important step to help you develop a complete approach to honoring student voice and choice.

After you complete this section, you'll be able to

- Define student voice and choice.
- Describe how to create a program environment that honors student voice and choice.
- Develop a program schedule of activities that honor student voice and incorporate academic needs.
- Utilize strategies for honoring student choice.

### Coaching My Staff →



Estimated time to complete: 1 hour

Upon completion, you will receive a **Leadership Level** certificate of completion.

Explore these professional development strategies to help your staff re-frame programming and facilitation to be more faithfully student-centered.



# Questions





It's easy to join our mailing list!

Just send your email address by text message:

Text

**Y4YINSIDER**

to **22828** to get started.



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# Contact

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