



Creating an Environment That Amplifies Student Voice

Training to Go



Session Goals



- At the end of this session, you'll be able to
 - Establish a learning environment that amplifies student voice.
 - Explain how group norms can support a program culture that values student voice.
 - Define and develop group norms with your students.



Embrace Student Voice and Choice



What is student voice
and choice?



Norms vs. Rules

Rules

vs.

Norms

"...are imposed by someone in authority; are to be obeyed and not discussed or challenged."

Imposed and Enforced by Others

"...are collective agreements essential for the functioning of people within a group."

Agreed Upon by Group Members



Developing Norms





Developing Norms With Students



You for Youth | Student Voice and Choice

1

Group Norms Agreement

Group norms are ideals or standards of behavior shared by a group. Setting norms is a way to support the development of a safe, positive environment in which learning can occur. It's recommended that group norms be developed at the beginning of each program year. Revisit them periodically with students, especially after long vacation breaks and after a series of norm violations. This provides an opportunity to revise the norms as needed and to recommit to following them. Here are some best practices for developing norms, examples of norms and an example of a norms agreement.

Best Practices for Developing Norms for Your Program

- Involve students in creating norms for your program. This encourages buy-in and ownership. Use the following questions to guide students through the process of developing, and agreeing, to group norms.
 - *What's the difference between a rule and a norm?*
 - *What's the purpose of a norm? What's the purpose of a rule?*
 - *Why do we need norms?*
 - *Why does everyone in the group need to agree on which norms to use?*
 - *What's something you like about the afterschool program? What norms can help us make sure we don't lose what you like most?*
 - *What language or behaviors show that someone is being kind?*
 - *How do you know someone respects you?*
 - *How do you know you're safe to share, discuss or disagree?*
- Agree on norms for your program. Limit the list to three to five norms. This will ensure everyone can keep track of the norms as well as hold themselves, and others, accountable. Hint: See Y4Y's **Nominal Group Process** tool for a technique you can use to identify and prioritize program norms.
- Keep norms consistent across the program space. If necessary, you can create one or two additional norms that are unique to an activity or event.



Norm T-Chart

What language or behaviors show that someone is being kind?

- The person is listening.
- The person isn't yelling – talking in a nice tone.
- The person is helping someone.

What's a related norm?

- Listen to others when they are speaking.
- When working with others, speak in a friendly tone.
- Help others when needed.



Norm Chart

List shared answers.

Create possible norms.



YOU FOR YOUTH

Norms Into Practice

***Create
norms***

***Learn
behaviors***

***Provide
feedback***



Skills Development and Practice



- Write and post norms.
- Help students learn and practice the norms.
- Demonstrate, describe and model.
- Let students know when they're demonstrating a norm.



Understand the Opposite of the Norm

What language or behaviors show that someone is being kind?

Norms	Not Norms
<ul style="list-style-type: none">• Listen to others when they are speaking.• When working with others, speak in a friendly tone.• Help others when needed.	<ul style="list-style-type: none">• Talk over others when they are talking.• Yell at others. Give short answers. Be sarcastic.• Don't help anyone.



Bad Days

If students slip up and don't follow the norms

- Pull them aside.
- Watch for clues: What feeling or need might their behavior communicate?
- Be the trusting adult who can help.
- Hear/listen to their **voice**.





Next Steps



Think about your students. Are you excited to have them develop norms? What are your hesitations, if any?



What next steps will you take to develop an environment that embraces student voice?



Do you have any questions or thoughts about anything we've discussed today?