## Big Idea/Topic
Voice Levels

## Standard Alignment
**Health Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

## Instructional Design

### Define Simply
Introduce students to voice levels. This can be utilized as a schoolwide or classroom strategy.

0 = Silent, 1 = Whisper, 2 = Inside Voice, 3 = Outside Voice

### Model/Demonstrate with Examples
Demonstrate each voice level with examples or non-examples.

### Practice in All Relevant Settings
Practice the appropriate voice level in specific settings (e.g., cafeteria, computer lab, library).

### Monitor & Provide Positive Feedback and Reinforcement
After teaching and practicing, it may be helpful to prompt students with reminders about the right voice level; visuals or hand signals can also support this process. Teachers should provide students with behavior specific praise when they use the correct voice level. For example, “Hector, thank you for using voice level 1 while we are in the library. Great job!”

### Based on Data, Adjust Instruction & Reteach
Teachers should ensure voice level expectations are clear in each setting. If many students are not using the correct voice level, it may be time to reteach and increase praise to reestablish the routine.

## Evidence of Student Success
- Student success will be demonstrated when students use the correct voice level.

## Distance Learning Supports
- This strategy can be adapted for distance learning supports to describe what students should be doing. (0 = listen only, 1 = respond in the chat box, 2 = raise hand to respond, 3 = unmute for breakout rooms)

## Engaging Families
- Older students can teach younger siblings voice levels and use the routine at home.