Big Idea/ Topic
Voice Levels

Georgia Standards of Excellence Alignment

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

Teacher Keys Effectiveness System (TKES) Alignment

Standard 7 – Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Standard 10 - Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Instructional Design

Define Simply
Voice level can vary during class activities and instruction. Teachers can define voice level expectations and how to appropriately have discussions in the classroom. This learning plan will enhance instruction by clearly defining expectations for communication.

Teachers will introduce students to expected voice levels. This can be utilized as a schoolwide or classroom strategy. 
0 = Silent, 1 = Whisper, 2 = Inside Voice, 3 = Outside Voice

Video Example

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

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
- 80% or more of students will utilize appropriate voice levels without any additional verbal or nonverbal prompting from the teacher.

Student Learning Supports
- This is a universal lesson plan and an effective practice used for struggling students in the Multi-Tiered System of Supports (MTSS) process.
- Some students may need additional support or scaffolding. Consider adapting for the individual needs of the student.

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