

PUPIL VOICE METHODOLOGIES

The following pupil voice methodologies are designed to help pupils reflect on, express and record their experiences, ideas, feelings and opinions. They can be used as a way of enabling individuals, pairs or groups to explore and interrogate data and feedback on pupil's mental health and emotional wellbeing.

CONTINUUM LINES

WHAT IS IT?

This is a useful strategy which enables pupils to form views and opinions on a given theme and identify comparisons and differences between the views of themselves and others.

HOW DO I MANAGE IT IN THE CLASSROOM?

This activity can be carried out as a paper exercise or as a practical activity. Opposing terms e.g. "Very important/Not important", "Agree/Disagree" are placed at either end of a drawn line on a piece of paper or at opposite ends of the classroom. Pupils are presented with an idea/dilemma to consider e.g. "If you see someone being bullied you should always report it to the teacher", and asked to draw a mark or stand somewhere on the line to signify how they feel about the issue. Once pupils have positioned themselves on the line, the teacher can invite them to feed back their reasoning for choosing a particular position on the line and then encourage debate among the group. Also, pupils can be invited to share their views with another person who is in close proximity to them on the line, or find someone who is positioned at the opposite end of the line and establish differences and commonalities between their points of view

MIND MAPPING

WHAT IS IT?

This is a useful technique which enables groups and individuals to plan and/or review a topic/idea.

HOW DO I MANAGE IT IN THE CLASSROOM?

As a whole class, in groups or individually, the pupils are presented with an issue, topic or problem in the middle of a piece of large paper. As they consider the issue, branches are drawn out from the centre of the paper with their main ideas written at the end. The process continues as these ideas are then branched out into further ideas. This process can also be carried out and recorded electronically.

FORCEFIELD ANALYSIS (PUSH/PULL)

WHAT IS IT?

Forcefield Analysis is a tool for helping individuals or groups think about a goal, issue or plan. Its strength is that it invites participants to think about the positive aspects of their situation (the things pushing them towards their goal) as well as the negative (the things pulling them away from their goal).

HOW DO I MANAGE IT IN THE CLASSROOM?

Ask individuals, pairs or groups to identify a goal, plan or task. Tell them to list four things that are “pushing them towards their goal”, helping them to achieve success. Then ask them to list four things that are “pulling them away from their goal” making it more difficult to achieve success. You could ask them to put each list in order of importance - the things that would make most difference first.

The final step is to ask the pupils to think of one practical thing they will do, firstly to make sure that the things “pushing” them stay strong and, secondly, to reduce the impact of things “pulling” them away. This could be managed by one individual/pair/group acting as consultants for another.

DIAMOND RANKING / NINE

WHAT IS IT?

This method enables small groups to discuss a topic, prioritise their points of view and reach a common consensus.

HOW DO I MANAGE IT IN THE CLASSROOM?

Pupils are organised into small groups and given prepared cards (9 or more) each with a statement relating to an issue for discussion. The group is asked to agree, through discussion, how to arrange the cards in the shape of a diamond to represent their views on the relative importance of each statement. The most important statements are positioned towards the top of the diamond and least important towards the bottom. Statements within any row are of equal importance or relevance.

BUZZ GROUP

WHAT IS IT?

This method enables small groups of pupils to discuss a topic and then feed back their groups ideas/ views to the class.

HOW DO I MANAGE IT IN THE CLASSROOM?

Pupils are organised into small groups to discuss a topic or dilemma for a short specified time. Each group then returns to the class group to share their ideas in a general class discussion.

LET'S VOTE

WHAT IS IT?

This method enables all pupils in a class to vote and express their views anonymously on a given subject or idea.

HOW DO I MANAGE IT IN THE CLASSROOM?

Set up three jars in the classroom labelled **Yes No Unsure**. Record the view, opinion or idea expressed by the pupils on a card and place it in front of the jars e.g. *Would it help if we had trained peer supporters who could provide a listening ear to support pupils with their wellbeing.*

Over the course of a day or two, invite the pupils to share their view on the subject by dropping a counter into the relevant jar. Invite a member of the class to keep a record of the final vote and then change the question giving the pupils a new idea/opinion to consider.