

Lesson 9. Using SpeakOut with Advocatr

SpeakOut with Advocatr Curriculum

Learning Outcome

- Identify the uses and functions of SpeakOut
- State how posting can impact trust, accountability, ownership, and power

Materials

- Internet access
- Computing Devices
- Student Journals
- PowerPoint

Vocabulary

- Advocacy
- Self-advocacy
- Celebration
- Concern

Preparation

All consented students should have a SpeakOut account, have student and teacher goal statements from Lesson 1 handy.

NOTE: Some students in your classroom might not be consented to use SpeakOut. Alternative activities for non-consented students are included below.

Lesson Plan

 Total Time: 30 min

10 min

Content

1. Ask students for their definition of “advocacy.” Work with students to formulate a definition on the ppt slide everyone can agree on.
2. Ask students to list some risks and rewards of advocating for a positive school climate as stated in their goal statements from Lesson 1.

Materials/Notes

Teacher slides

- Slide 2: record agreed upon definition
- Slide 3: list risks/rewards

15 min

Content

Introduce students to SpeakOut with Advocatr as one way to celebrate what they like about their school, and share concerns about what they dislike. Make sure your students understand that SpeakOut with Advocatr is NOT for emergencies.

1. Ask student to use their computing devices to log into SpeakOut.
2. Ask students to indicate their current emotional state
3. Ask students to click through the celebration pathway with you, but NOT to submit.
4. Ask students to click through the concern pathway with you, but NOT to submit. Point out the warning that this is not for emergencies.
5. Walk students through the process of what happens with posts submitted through SpeakOut.

For non-consented students:

Write a brief paragraph on the following:

Is it more important to celebrate what you like about school, or to voice your concerns about what you don't like? Or is it equally important to do both? Explain your opinion.

Materials/Notes

Teacher slides:

- Slide 4: Log-in instructions
- Slide 5: What happens with my posts?

Student Journals

5 min

Content

Materials/Notes

Pair-Share: With your shoulder partner, discuss the following questions and then share your thoughts with the class:

1. How would a celebration post impact the student making the post and other students?
2. How would a concern post impact the student making the post and other students?

Teacher slides:
Slide 6: Pair-share

5 min

Content

Ask students to think about something about their school they would like to celebrate.

1. Ask them to submit a celebration post if they feel comfortable doing so.
2. Ask students to click on “view post” on the home page, re-enter their password, and look at their submitted posts.
3. Explain that the status of their submitted posts will change from “received” to “in review” to “completed” as school adults respond.

For non-consented students:

Write a couple of sentences about something in your school that you would like to celebrate.

Materials/Notes

Student journals

⇨ Extension or Alternate Activity

🕒 Total Time: 10 min

Equipment/Materials

- Access to SpeakOut with Advocatr
- Slide 7: prompts

☰ Preparation

None needed.

10 min

Content

Materials/Notes

Go over circle guidelines.

Prompt 1: *If you had the opportunity to respond to a celebration post, how would you respond?*

Prompt 2: *If you had the opportunity to respond to a concern, how would you respond?*

Teacher slides:

- Slide 7: prompts.

Ask students to stand in a circle.