

We Have a Voice: Digital Youth Podium



Lesson Plan

Designed by Piri Reis school, Turkey

Title of Activity: We Have a Voice: Digital Youth Podium	Subject area: Citizenship and Democracy, Language and Expression, Information Technology
Grade Level(s): Grades 6–12	Duration: 1 Week of Preparation + 80 Minutes (2 Class Periods) for Presentation and Recording.

Learning objectives:

By the end of the lesson, students are expected to:

- Use digital tools to engage in advocacy for a social issue.
- Develop skills in public speaking, persuasion, and self-expression.
- Establish a dialogue with external stakeholders (the public) by increasing the school's social impact.

Teaching Method:

Experiential Learning, Social Action-Oriented Learning.

Teaching Techniques:

TEDx-style presentation, video broadcasting, dialogue, brainstorming.

Materials / Resources / Technology use:

A podium and microphone (real or symbolic).
Recording device (smartphone, camera).
Parental consent forms (for GDPR/KVKK compliance).
School website or social media accounts.

Activity Description:

Introduction:

The teacher introduces the "power of raising your voice to change the world." They explain that digital citizenship is not just about consuming content but using the digital world as a podium to create positive change.

Step 1 (Preparation):

Students prepare a 3-minute speech on the question: "What would you like to change in the world or at your school?" Themes such as plastic usage, peer bullying, or the importance of street games are selected.

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Step 2 (Presentation and Recording):

Presentations are delivered at the "Youth Podium" set up in the classroom. Speeches of students with parental consent are recorded digitally. During this stage, attention is paid to rhetoric and oratory techniques.

Step 3 (Publishing and Interaction):

The recorded videos are published on the school's official website or blog under the title "**Messages from Future Leaders.**" School administrators and parents are invited to provide constructive feedback and comments on these videos.

Conclusion:

The teacher emphasizes the importance of ideas transcending school walls. They conclude the process by reminding students that they have taken their first steps toward becoming "advocates for change."

Assessment:

Alternative Assessment:

A Rubric containing criteria such as "Persuasiveness," "Depth of Content," and "Oratory Skills" is used for the presentation performance.

Portfolio: Students are asked to write a reflection paper based on the feedback their published videos received.