

SPEAK OUT FOR STREET SAFETY

Students will learn about a kid who spoke out for safer streets in his community before conducting a street-safety audit of their own.

Grade Levels 3–6

Note: Lessons are designed to support multiple grade levels.

Standards

Common Core State Standards (CCSS)

CCSS.ELA-LITERACY.CCRA.R.1
CCSS.ELA-LITERACY.CCRA.R.3
CCSS.ELA-LITERACY.CCRA.R.6
CCSS.ELA-LITERACY.CCRA.W.2

Collaborative for Academic, Social, and Emotional Learning (CASEL)

SOCIAL AWARENESS
RESPONSIBLE DECISION-MAKING

Social Studies Standards (NCSS)

Power, Authority, and Governance
Civic Ideals and Practices

Essential Question(s)

- Why is speaking out about issues in your community important?
- How can you help make your community's streets safer?

Learning Objectives

- I can explain why street safety is an important issue.
- I can analyze the streets in my neighborhood and their safety features.
- I can write a proposal that explains how to make streets in my community safer.

What You'll Need

"Safer Streets" article from TIME for Kids; "Safety Monitoring" worksheet

INSTRUCTIONAL PLAN

Introduce It

Write the phrase *speak out* on the board. Ask students what it means. Have they ever spoken out about something? Invite them to share. Then have them consider why it might be important to speak out about things. Have them skim through the Service Stars website (ti.me/SSarticles)—or look through it as a class—to make a list of things kids have spoken out about in their community.

Read About It

Have students read “[Safer Streets](#)” independently. As they read, have them take note of what William Miller is speaking out about, and why it was important to him.

Discuss It

Bring the class back together to discuss the following:

- What influence has William Miller’s family had on his activism?
- Based on the article, what likely happens at city council meetings?
- How does William feel about the impact he has made?
- Why was this an important issue to bring to the attention of the community?

Act on It

Discuss why street safety is an important issue. Have students consider whether they’ve noticed a similar problem in their community. Ask them to think of areas, such as schools, parks, and the town center, in which there are a lot of pedestrians. Tell them they’ll be doing an audit, or review, of one of these areas. Pass out copies of “[Safety Monitoring](#).” Read through the steps as a class. If students are not very familiar with Google Maps, you can show them the area around your school as a demonstration before they get to work. Invite them to take the sheet home to conduct the survey portion on their own.

Have students share their findings with the class. Group those who had similar findings, and have them work on a proposal together. Extend the lesson by having students or groups write to their council members.