



## Safety in neighborhood

### Lesson Plan

*Designed by Konstantina Tsaliki, Music school, Mytilene, Greece*

<b>Title of Activity:</b> Safety in neighborhoods	<b>Subject area:</b> <i>Social and Political Education</i>
<b>Grade Level(s):</b> 13-14 ages	<b>Duration:</b> <i>2 Teaching hours</i>

#### **Learning objectives:**

By the end of this activity, students will be able to:

- Identify the key characteristics of neighborhoods that contribute to the safety and health of residents.
- Recognize potential safety hazards in public infrastructure, such as sidewalks, signage, and crosswalks.
- Understand the role of local authorities in ensuring neighborhood safety and the channels through which citizens can report concerns.
- Analyze and evaluate data to identify areas where safety improvements are necessary.
- Reflect critically on community safety issues and recognize the importance of personal and collective action in addressing them.

**Teaching Method:** Problem-based learning

**Teaching Techniques:** Brainstorming, Discussion, Dialogue, Group work method

**Materials / Resources / Technology use:** Mobile phones, Notebooks, Pens, Computers

#### **Activity Description**

##### **Introduction**

The teacher and students plan the actions for implementing a project focused on contributing to the community. The topic will concern safety in our neighborhood.

**Step 1:** Divide the class into groups, with each group taking on an area of interest (sidewalks, signage, crosswalks, etc.).

**Step 2:** Visit the city's neighborhoods.

**Step 3:** Take photographs.

**Step 4:** Record the results and evaluate the material.

**Step 5:** Inform local authorities with the aim of taking measures to improve safety in the city's infrastructure.

**Step 6:** Students, accompanied by a teacher, visit neighborhoods to investigate the safety of their city's infrastructure.

They identify areas that need improvement and take photographs.



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In a second stage, which takes place in the classroom, they collect the data from their research, analyze it, and produce a report with their conclusions.

In the final stage of implementation, they communicate with the relevant authorities (local community) through a document with the aim of taking measures, where necessary, for safety in the neighborhood's infrastructure.

**Step 7:** Drafting of a report addressed to the local government.

Presentation of the action at the school.

Posting of the action on the school's website.

Drafting of an article for the school newspaper.

**Step 8:** Information about the City Agenda.

**Closure:** The reflective process aims to encourage students to reconsider the need for safety in neighborhood infrastructure upon completion of the action. A classroom discussion is held to draw conclusions, critically evaluate them, analyze feelings, and record the knowledge and experiences gained, in order to develop a more consistent and logical understanding of the issue of safety in neighborhood infrastructure.