

Lesson Plan

Designed by Piri Reis school, Turkey

Title of Activity: Neighborhood Inspectors	Subject area: Social Studies / Geography / Citizenship Education
Grade Level(s): 5th–8th Grade	Duration: 1 Week of Field Observation + 80 Minutes (2 Class Periods) of Classroom Application.

Learning objectives:

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

1. Relate social themes such as sustainability, diversity, and justice to local issues.
2. Identify problems in the environment and social areas and sharing solutions with the authorities.
3. Develop formal petition-writing skills and fostering a sense of active citizenship.

Teaching Method:

Specify the teaching method you have chosen to follow (e.g., inquiry-based, cooperative learning, experiential, etc.).

Inquiry-Based and Experiential Learning.

Teaching Techniques: e.g., dialogue, group work, question and answer, discussion, role-play, case study, lecture, demonstration, practical exercises, etc.
Discussion, field observation, group work, practical applications (petition writing).

Materials / Resources / Technology use: Large poster board, colored markers, cameras or smartphones (optional), formal petition templates.

Activity Description:

Introduction:

The teacher introduces the United Nations Sustainable Development Goal: "**Sustainable Cities and Communities.**" A classroom discussion is initiated focusing on the adequacy of wheelchair ramps, the amount of green space, and the strategic placement of recycling bins in the local area.

Step 1 (Field Task):

Students are assigned a week-long "Inspection" mission. During this period, they observe the route between school and home, noting or photographing issues such as dying trees, poorly lit streets, or sidewalks lacking ramps.

Step 2 (Mapping):



Neighborhood Inspectors

The data brought to class is transformed into a "**School Environment Problem Map**" on a large poster board. Through interactive collaboration, the teacher and students mark the identified deficiencies on the map.

Step 3 (Solution Letter):

Students are divided into groups to develop concrete solutions for a selected problem. They prepare a formal petition addressed to the local municipality or the neighborhood headman (muhtar), written in professional and official language.

Closure: The prepared petitions are read aloud in class. The teacher concludes the lesson by emphasizing that being part of the solution (justice and participation)—rather than just complaining about problems—is the core of active citizenship.

Assessment:

Alternative Assessment: A rubric is used to evaluate the detail level of the "Problem Map" created by the groups and the persuasiveness of the formal petitions.

Process Assessment: The quality of the students' field observations and their collaboration within groups are monitored and evaluated by the teacher throughout the process.