

# If Stop Signs Could Talk

## LESSON PLAN OVERVIEW

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SUGGESTED GRADE LEVEL	K	1	2	3	4	5	6	7	8
SUGGESTED TIME	one class period								
SETTING	auditorium	classroom	gymnasium	outside					
LEARNING STYLE ACCESS	auditory	kinesthetic			visual				

### OVERVIEW

*Students will compose a monologue from the perspective of a walking/biking safety device. Students will do a dramatic performance of their piece in front of the class. Alternatively, they don't have to do a dramatic performance, they can just read, or give their writing to a dramatic classmate to read for them.*

### MATERIALS

*Pencil and paper*

### VOCABULARY

*monologue, perspective, viewpoint*

### MODIFICATIONS FOR CHILDREN WITH DISABILITIES

*Give students some prompts or copies of monologues other students have already written.*

### MODIFICATIONS FOR USE IN LOW INCOME SCHOOLS

*None needed*

### IMPRESSIONS

*Students will likely not have done this kind of thing before, at least not as it pertains to safety! It will access lots of different styles of expression. You might need to create some example samples to share with kids to get their imaginations jump-started. Lesson can be modified to write a monologue from the point of view of a bicycle too! Modify the lesson so that the bicycle has to address an issue of safety, or it can all just be about the bike.*

### SOURCE

*SR2S Nebraska*

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## ACTIVITY 5

# IF STOP SIGNS COULD TALK...

### OBJECTIVES:

- Students will compose a monologue from the perspective of a walking/biking safety device.
- Students will do a dramatic performance of their piece in front of the class.

### NEBRASKA STATE STANDARDS:

**Reading/Writing 8.2.1** – Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.

**Reading/Writing 8.2.4** – Students will demonstrate the use of multiple forms to write for different audiences and purposes.

**TIME/DURATION:** 1 hour

### MATERIALS:

- None

### INSTRUCTION:

1. Assign each student to pretend he or she is a certain walking/biking/traffic safety device (stop sign, speed bump, sidewalk, helmet, etc.)
2. Instruct students to write a 3- or 4-minute monologue from the perspective of their device, as if the device could talk.
3. Request that students consider what the device likes, doesn't like, what it would like to improve about its life, its sense of purpose, its friends, its fears and hopes, etc.
4. After 30 minutes of writing, give each student a turn to present his or her monologue.