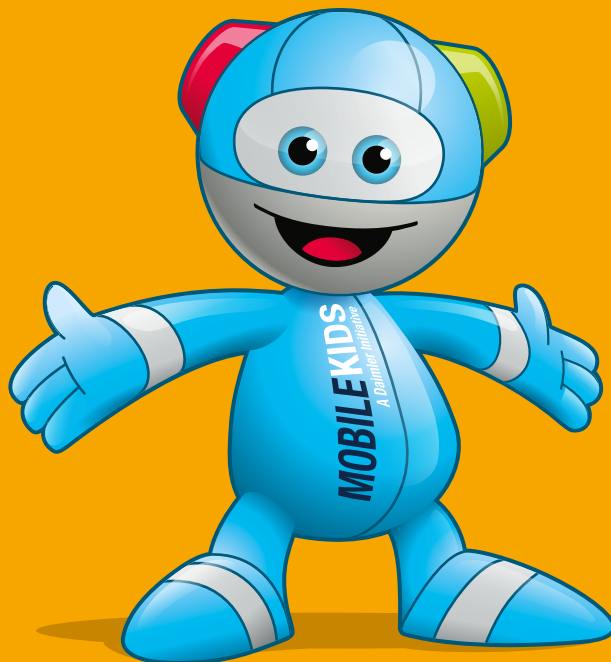


Learning unit compact

“Seeing and being seen“:
Being alert on the road



Introduction

MobileKids trains girls and boys between the ages of six and ten in safe and responsible behaviour on the road. This Daimler initiative is an entertaining, informative, and advertising-free concept that focuses on risk prevention for children. MobileKids takes a holistic approach: It not only has content that is customised for children, but it also has content with which adults receive support to better protect and prepare children. In this way, the young and the old can work together to ensure greater safety on the roads and master their day-to-day traffic behaviour with ease.

To achieve this goal, MobileKids provides teachers, for example, with free **learning material** without ads, which has been developed jointly with the University of Koblenz and Landau and Klett MINT Stuttgart. Teachers can use this material in road safety lessons.

This learning material is a follow-up to the German MobileKids brochure (ISBN 978-3-942406-25-3). The content is available on: www.mobilekids.net

The **School route planner** of the initiative is also a practical module for kids and leads to more safety on the way to school. To promote traffic safety and road safety education in primary schools, a nationwide school competition, the MobileKids school event, is also held.

WE CARE WE DO WE MOVE is an initiative of Daimler AG that covers all global corporate citizenship activities. Together with our employees, we want to create sustainable benefits for the common good in the communities surrounding our locations and around the world. We promote respect, tolerance, and freedom with a broad variety of activities worldwide. **WE CARE**, because we take on responsibility as part of our sustainable business strategy. **WE DO**, because our commitment to society is characterized by our active involvement. **WE MOVE**, because we want to achieve positive results in the world.

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This unit is primarily aimed at Grade 1 students (ages 6 and above), but is designed in such a way that older children can also find it useful.

The topic „Seeing and being seen“ is particularly relevant for this target group, as children in this group don't have much first-hand experience of road traffic and, at the same time, are among the most vulnerable road users given their level of physical and psychological development.

1st Edition March 2021

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At a glance

There is a real flood of information which is thrust upon all road users in road traffic. However, not all the information is safety relevant. Children in particular easily run the risk of being distracted by less important things and thus not paying attention properly. This means that they must learn to pay attention specifically to traffic signs, traffic lights, crosswalks, other road users and to react to unpredictable things.

The goal here is to raise children’s awareness to the fact that there are important and less important things in road traffic for their own safety. Children must learn to distinguish between them so as not to get distracted by irrelevant things.

Target group	 From grade 1 (6 years and above)
No. of participants	 10 – 40 children
Place	 Classroom, playground, gymnasium
Time required	 2 – 3 classes
Material required	<ul style="list-style-type: none"> • Illustration of an “empty street” (see under material) • Role cards (see under material) • Pictures to insert in the “empty street”, e.g. people, cars, motorcycles, bicycles, dog, cat, children playing, construction site, ball, houses, flowers etc. for the introduction • 2 (soft) balls for the roles to be played • Green, red and black card paper to make a traffic light model <p>Add ons:</p> <ul style="list-style-type: none"> • possibly cameras or smartphones • Craft materials: Scissors, glue, coloured pencils • 1 large poster (approx. DIN A2), for group work 1 per group
Preparation	<ul style="list-style-type: none"> • Cut out three traffic lights each from green (“walking”) and red (“standing”) card paper, glue them to a total of six sheets of black card paper DIN A4 • If necessary, make your own symbols (see above) • Cutting out the role cards
Skills	<ul style="list-style-type: none"> • Students realise the need to be alert at all times in traffic and they develop the necessary perception and reaction skills. • They develop flexible, situational behavior and the ability to anticipate risks in road traffic and to avoid dangers. • They are increasingly able to be on the road independently on foot, by bicycle or with recreational equipment such as kick scooters. • Children acquire skills for responsible participation in road traffic.
Interdisciplinary elements	<ul style="list-style-type: none"> • Language lesson: Writing an observation report/experience report • Art: Making “street pictures”, making a poster • Sports: Extending the roles “Playing child” and “Rolling ball” • Mathematics: Calculating the route to school

Implementation

Introduction

The teacher draws an empty street on the board or hangs a previously created poster with an “Empty street” on the wall and tells a story about it.

For example: “In the morning, I always have to cross a street to get to my car that takes me to school. This morning my cat Mira was sitting on the side of the road. She arched her back because a dog walked past her. I watched both of them and wanted to cross the street. But there were many cars and bicycles driving there. What should I have looked out for? The cute cat who was afraid of the dog? The bicycles? The passing cars?...“

While the teacher is telling the story, the appropriate symbols can be drawn on the „Empty street“. You can also get suitable pictures beforehand and place them on the poster that is made.

The intention of the story is to kick-off the following discussion and of course the story can be varied accordingly. In the end, it should be clarified to children that there are many interesting things on the road, but not all of them are relevant for their safety. Children should name as independently as possible what they must pay special attention to with regard to their safety: Vehicles, crosswalks, traffic lights ... They should internalise that they must not be distracted by animals, other children playing, the ball rolling towards the road, etc., but must always pay attention to the traffic and the important traffic signs.

Preparation – the traffic light game

While the students did have a lot of time to decide what was important when they first started, road traffic often requires lightning-fast reactions. The children must not be distracted on the road. This skill is trained with the traffic light game. The game was designed in such a way that 16 students play at any given time, with the others acting as observers so that the play lane doesn't get too crowded.

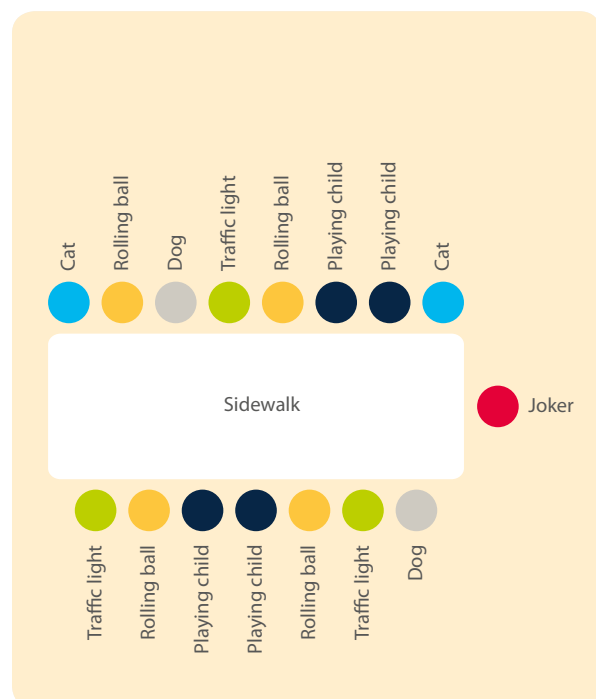
The first 16 children draw the role cards (see page 7).

Description of the roles:

- **Joker:** Walks along the sidewalk, must not be distracted.
- **Traffic light:** “Red” means that the joker must stop, and “green” means that he may go ahead.
- **Rolling ball:** In teams of 2, the children roll a softball to each other on the ground across the sidewalk.
- **Playing child:** Children play in teams of 2, e.g. “Rock paper scissors” or evenhopscotch.
- **Cat:** She meows at the edge of the sidewalk, purrs, arches her back.
- **Dog:** He barks at the edge of the sidewalk.

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Everyone, except the joker, forms a human alley by lining up in two rows facing each other so that the children can look at each other (see the sketch „Playing field setup“). This alley represents a pedestrian path. It should be noted that in the role „rolling ball“ teams of 2 must be formed, each facing each other as closely as possible. „Traffic lights“ will be spaced at regular intervals along the alley. In the game, the traffic light that is passed next is always „on duty“. The traffic light shows green and red when the child holds up the corresponding traffic light card. Overall, the roles should be well mixed, so that, for example, not all dogs are standing together.



The joker now has the task of moving forward along the pedestrian path without being distracted by the others, who act according to their roles. He must always observe the nearest traffic light in his view; when the light is green, he may go, when it is red, he must stop.

The remaining children, who could not draw role cards, stand outside the alley as observers or remain seated in their seats. They have to look very closely and be able to tell at the end whether the joker was distracted or not. Once the joker has reached the end of the pedestrian path, the roles are switched and the children who were observing are now allowed to draw cards.

Securing the outcome of the assignment

Finally, discuss how the students felt about the game and if they had a hard time not getting distracted. Together, it should be reiterated what they need to pay attention to in order to participate safely in road traffic. What is learned could be drawn in own „street pictures“.

Levelling up

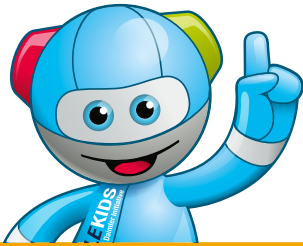
To level up this assignment, the focus is placed on the children's own route to school and the immediate vicinity of the school. The students are asked to describe all the things they can see. In doing so, they can use the knowledge they have acquired so far and are asked to specify exactly which of these things distract them and which they absolutely have to concentrate on in order to get to school safely. In a joint excursion - optionally also as homework - these things are photographed (considering the children have smartphones or other cameras). Once the photos are printed, they are arranged on a poster - on one side the safety relevant things, on the other the less important things.

If the option of taking pictures is not available, pictures of the way to school can be drawn, e.g. as a map of the school environment. Pictures can also be searched on the internet and printed out.

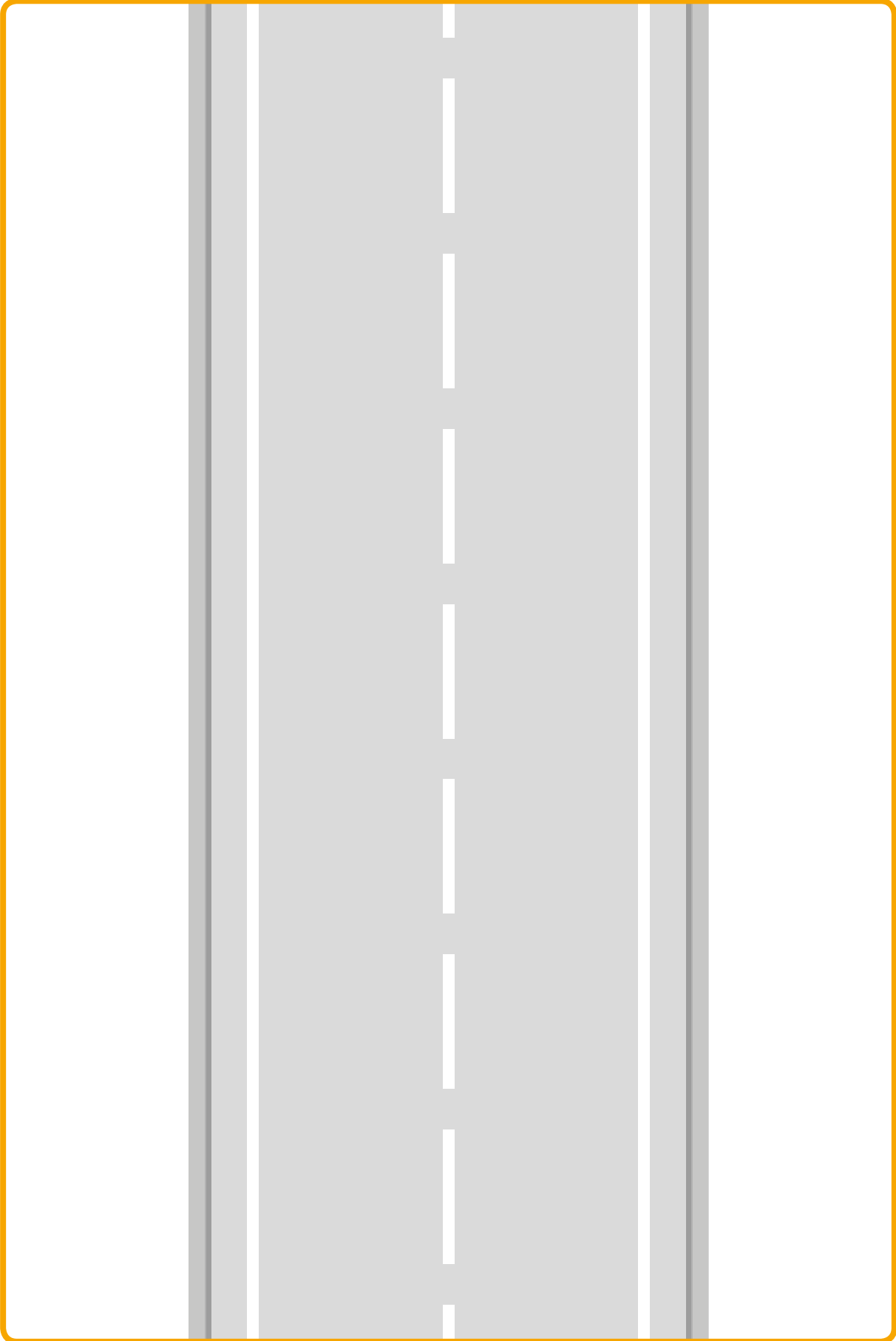
It is also possible to design the posters in group work. In this case, each group needs one poster.

During the joint excursion or homework assignment, unsafe, traffic-critical locations in the school environment are also photographed. These can be, for example, intersections that are difficult for children to see or dangerous, missing or unclearly installed signs, missing crosswalks or traffic islands, etc.

Material



Template for "Empty street"



Material

Role cards

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Joker

Walk along the sidewalk without getting distracted.



Traffic light

“Red” means that the joker must stop, and “green” means that he may go ahead.



Traffic light

“Red” means that the joker must stop, and “green” means that he may go ahead.



Traffic light

“Red” means that the joker must stop, and “green” means that he may go ahead.



Rolling ball

Find your partner, stand opposite him and roll the ball to each other across the sidewalk.



Rolling ball

Find your partner, stand opposite him and roll the ball to each other across the sidewalk.



Rolling ball

Find your partner, stand opposite him and roll the ball to each other across the sidewalk.



Rolling ball

Find your partner, stand opposite him and roll the ball to each other across the sidewalk.



Playing child

Find your partner, play at the edge of the sidewalk (e.g. “rock paper scissors” or a hopscotch game).



Playing child

Find your partner, play at the edge of the sidewalk (e.g. “rock paper scissors” or a hopscotch game).



Playing child

Find your partner, play at the edge of the sidewalk (e.g. “rock paper scissors” or a hopscotch game).



Playing child

Find your partner, play at the edge of the sidewalk (e.g. “rock paper scissors” or a hopscotch game).



Cat

You have to stand at the edge of the sidewalk. Meow and purr like a cat, arch your back like a cat.



Cat

You have to stand at the edge of the sidewalk. Meow and purr like a cat, arch your back like a cat.



Dog

You have to stand at the edge of the sidewalk. Bark like a dog.



Dog

You have to stand at the edge of the sidewalk. Bark like a dog.

