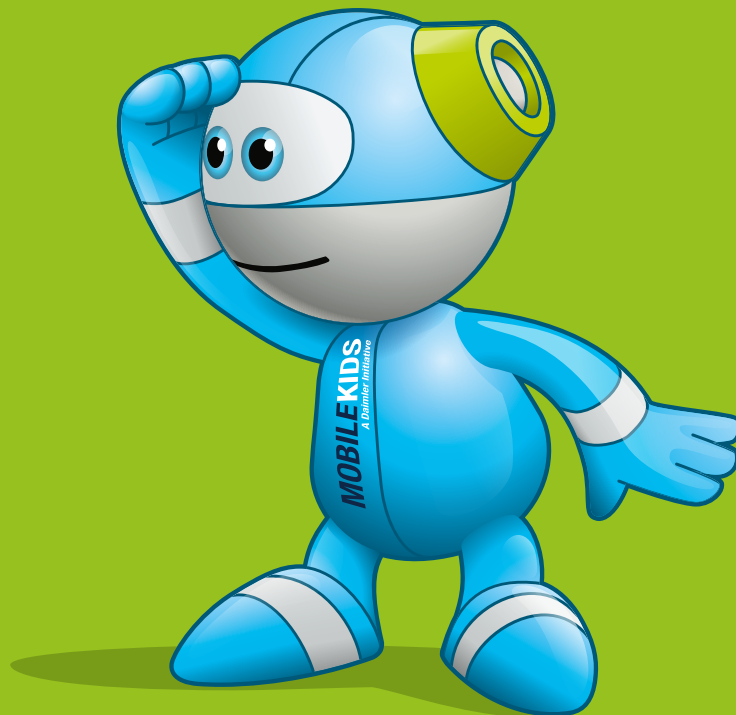


Learning unit compact

“Safely on the way to school”:
Finding the way safely –
navigating roads independently



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 road 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 section is addressed to all primary school students. It deals with spatial orientation exercises and hence is more suited for grades 3 and 4 (8-10 years).

Walking to school can make an important contribution to children's health and it also promotes independence and social bonds. Children have to practise this route and learn how to walk to school safely.

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At a glance

Children who walk to school every day significantly contribute to their own health. In addition, they get to know their surroundings and get practical experience in road traffic. This activity in fresh air helps students be more balanced and concentrate better in class.

Many children face a massive decline in physical activity in everyday life. The way to school and the way back home itself can make a big contribution to counteract this decline in physical activity. In addition, routes mastered together with classmates create social bonds and foster friendships.

However, to ensure a safe walk to school, various things must be considered. Often there are several roads that lead to the school. And so it is not the shortest route, but the best route for the child that should be chosen. The walk to school should be seen from the child's perspective. Example: Walking through a planted park is safe, but might still scare some children. Moreover, they cannot look past obstacles as easily as adults do.

Target group	 From 3rd grade (age 9 and onwards)
No. of participants	 12 – 30 children
Place	 Classroom; for a wider area: school route or school environment/residential area
Time required	 2–3 classes
Required materials	<ul style="list-style-type: none"> • Worksheet “Road Map” • 4 DIN A4 pages • Poster DIN A2 • Compass • Road maps of the school district on which children can physically mark their way to school. <p>For practising in a wider area:</p> <ul style="list-style-type: none"> • 2 Compasses • Treasure maps • Treasure
Preparation	<ul style="list-style-type: none"> • Each DIN A4 page marked: N, E, S, W • Mark the poster with the compass rose • Complete the “Road Map” worksheet and copy it for the class size. <p>For practising in a wider area:</p> <ul style="list-style-type: none"> • Make a treasure map (if possible for the class then make two different maps with roughly equal paths leading to the same destination). • Hide treasure
Skills	<ul style="list-style-type: none"> • Students can find their way around on roads and in their surroundings. • They can read maps and orient themselves using cardinal points. • They plan their way to school in such a way that safely navigating road traffic is possible.
Interdisciplinary elements	<ul style="list-style-type: none"> • Language lesson: Activity description/route description • Mathematics: Calculating distances/calculating with linear dimensions

Implementation

Introduction

The teacher silently writes different sentences on the board about the seating arrangement of the children. She uses her perspective when looking at the class (what is on the right for the teacher is on the left for the children). For example:

- Paul sits to the right of Leon.
- Mia sits behind Anna.
- Johanna sits to the left of Louis.
- Justin sits in front of Marie.

The students will quickly realise that this is not true from their perspective. Since this misunderstanding happens often, the students can orient themselves using cardinal points, which are always the same. These are: North, East, South and West. Together the students deliberate where which cardinal points lie with respect to the classroom. Maybe the children already know a direction. Otherwise, for example, they can be encouraged to think where the sun is in the morning before class (East). The DIN A4 pages marked with the cardinal points are pasted on appropriate walls in the classroom. The sentences on the board are now improved by adding the cardinal points.

The students write down the following sentence in their notebooks, which applies to the northern hemisphere of the earth:

In the east the sun rises, in the south it takes its course, in the west it will set, in the north it is never seen.

Assignment

The teacher shows the students sitting in a circle the compass rose (poster) spread out on the floor. It is important to explain to the children that North is always at the top of the map. In addition, the cardinal points north-east, south-east, south-west and north-west are explained.

Note:

The information that North is on top of maps is only true for printed maps. This is different for electronic maps, e.g. on a navigation device, where you have to pay attention to the displayed compass rose.

The children receive copies of the worksheet on which the teacher has previously marked the common street names (that the children may know) on the streets drawn on the worksheet. In the class, agree on the start and finish and enter these in the worksheet (or the start and finish can also be fixed by the teacher). Now the children have to describe the route. In addition to the cardinal points, they can also use the terms up/down, right/left and words from the word bank.

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Word bank for describing the route:

turn, cross, cross over, arrive, come, pass, reach, continue, go on, stop, halt, stand still, left, right, down, up, uphill, along, between, across the road, opposite, beside, next to, next door

Sentence starters:

now, currently, there, later, when, here, afterwards, at the same time, soon, shortly after, for a short time, later, after about 100 meters

In the next step, the children will write their own description of their way to school.

Ensuring the outcome of the assignment

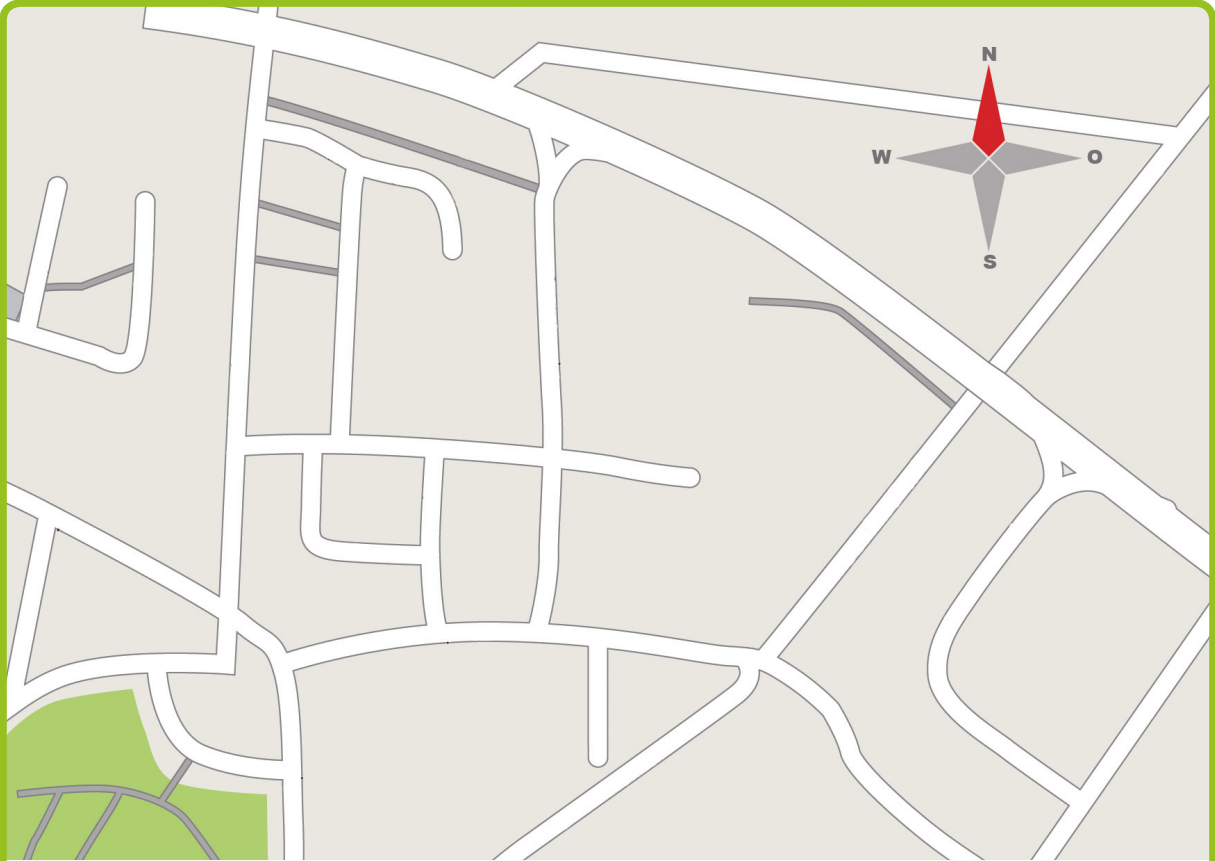
The children's route descriptions are read out and compared. Here, the requirements to ensure a safe way to school can also be discussed. Sometimes it is better to take a small detour to reduce dangers in traffic and to cross the road at a crosswalk or a traffic light, for example.

If possible, the routes should be retraced with the students. It's fun to use a compass in the process, and the cardinal points can be checked again along the way. Orientation training need not be limited to the route to school; recreational and sports facilities can also be included, as an example.

Levelling up

If it is possible to organise this and another supervisor for children is available, the class is divided into two groups. Each group receives a treasure map that has been prepared in advance by the teacher. For this, the teacher thinks of a suitable place to hide the treasure (e.g. a park). Starting from the school, the teacher draws on two different maps routes of comparable length that lead to the treasure. The students first look at the route in their group and then start the hunt in groups. Who will reach the treasure first? The supervisor ensures that the children walk exactly along the indicated route and do not take any shortcuts.

The children write a description of the route they have taken. The words from the word bank can help them do this.



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