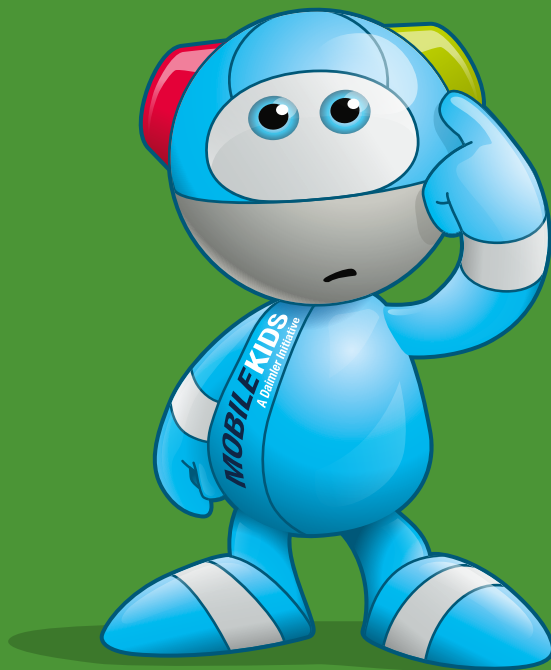


Learning unit compact

“The future of transport”:
What the past was like
and what the future can be



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.

2

Since this assignment is open-ended, this unit requires a greater degree of independence among students and is therefore primarily designed for grade 4 (9-10 year olds). However, third graders can also be given this assignment.

In this unit, students will learn how transport has changed over time. They will understand that transport is a natural human need that has existed since the beginning of human history.

To improve children's foresighted thinking, their imagination is nurtured and they are encouraged to have a vision for the future: What will transport look like in the future? What are children's ideas and suggestions on this?

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At a glance





Today's transport system is often taken for granted by children. They have known nothing else and so they feel what they see now is how it has always been. It is only through stories and tales that they can know what things were like in the past and learn that a lot of things used to be different and perhaps more difficult before.

Students learn through play how transport has changed over time. They will learn about the changes in mobility; from prehistoric times to the present. The goal is to make children aware that transport is a natural human need that has existed since the beginning of human history.

Since the aforementioned change is a dynamic process, the scope of transport will continue to change in the future. To improve children's foresighted thinking, their imagination is nurtured and they are encouraged to have a vision for the future.

What might cars look like in the future? Can there be any alternatives to cars in the future? Do children have very different ideas and suggestions on this?

3

Target group	 From 4th grade (9-10 year olds)
No. of participants	 10 – 30 children
Place	 classroom
Time required	 2 – 3 classes
Materials required	<ul style="list-style-type: none"> • Pictures of oxcart, train, bicycle (penny-farthing), first automobile by Carl Benz (three wheeler), airplane, modern cars • Sheet of paper of the same size with a big question mark (= future) • Paper roll 6m long • 1-3 empty cardboard rolls (e.g. from kitchen paper rolls) • White or coloured DIN A4 sheets for the entire class • Pins or adhesive tape • Craft materials: Colour pencils, scissors, glue, etc.
Preparation	<ul style="list-style-type: none"> • Draw a long horizontal line (timeline) on the paper strip and divide it (for 6 m of paper, 1 cm corresponds to 10 years). • Pin this to the wall before class • Print out the six pictures "Transport from then to now" and staple them to the paper strips
Skills	Students creatively engage with the past and the future of transport. They will be able to connect the needs of today's transport system with the developments in the history of transport. They are encouraged to contemplate measures to increase road safety and to initiate such measures.
Interdisciplinary elements	<ul style="list-style-type: none"> • Art: Making collages • Language lesson: Writing exciting stories (introduction, main part, conclusion) • Sports: Balance and physical exercises

Implementation

Introduction

Students are asked to unpack their craft materials and place them on their tables. The students then come to the front of the board and form a standing circle. The teacher will then talk about a journey through time that is about to start today. To do this, the teacher starts with a physical game (see page 5).

Assignment

The teacher has one (if the class is large two to three) cardboard roll (e.g., an empty roll of kitchen paper) ready as a telescope through which children can look at the empty area of the paper strip (or at the question mark, if it is drawn) one after the other and imagine their future means of transport. There is a stack of A4 sheets on the desk. After looking at the future, students take one sheet of paper each and go back to their seats to describe their vision in writing or artistically. There are no limits to creativity in this activity. Children can paint and paste pictures of the future means of transport, create collages and much more. In addition, they can write stories about the future.

The following title examples could be given as a guide:

- Beam to school
- Advertising text: The new car with wings
- Machine of the future
- An electric vehicle for travel
- A car that can fold up

In the meantime the teacher can write the years from the timeline in short form on the board:

4000 BC:	The first oxcart
1825:	The first steam train
1850:	The penny-farthing – a precursor to the bicycle
1886:	The first automobile in the world
1903:	The first engine-powered flight
2050:	A vision for transport of the future

Ensuring the outcome of the assignment

Bit by bit, students glue their ideas of future transport to the empty space on the timeline on the wall. Their ideas are examined in a class discussion to see if the ideas could be implemented. In the end, a creative mosaic about the future is created on the timeline. The entire timeline from the past to the future can be displayed in the school building.

4

Levelling up

Students who work fast can get the worksheet from the teacher, glue the pictures and write the text to go with them. The last two fields can be completed individually with their own ideas. Alternatively, the worksheet can also be given as homework.

Note:

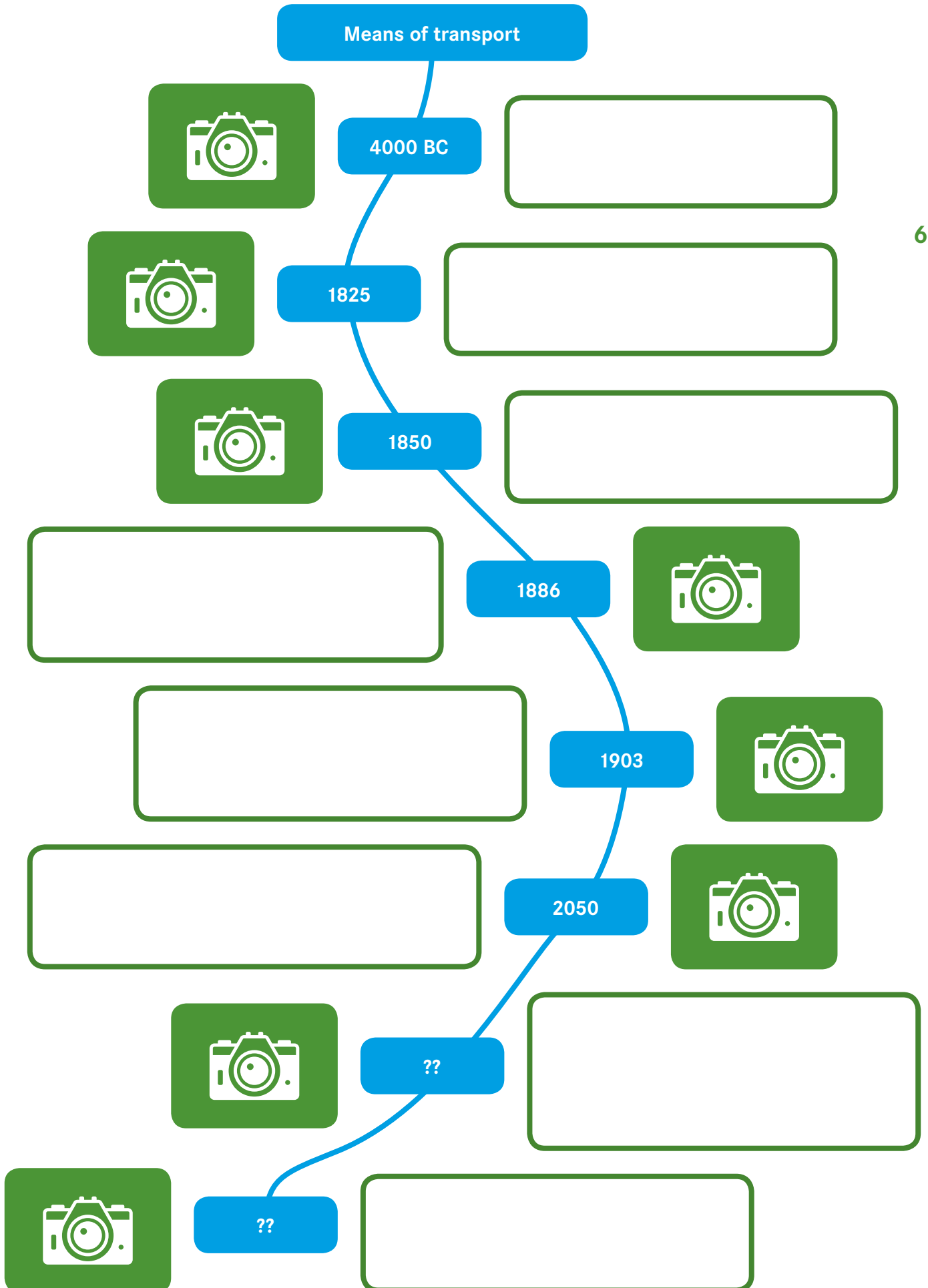
The groundbreaking concept vehicle is called Vision AVTR (ADVANCED VEHICLE TRANSFORMATION). This concept vehicle embodies the vision of the Mercedes-Benz designers, engineers, and trend researchers for transport in the distant future.



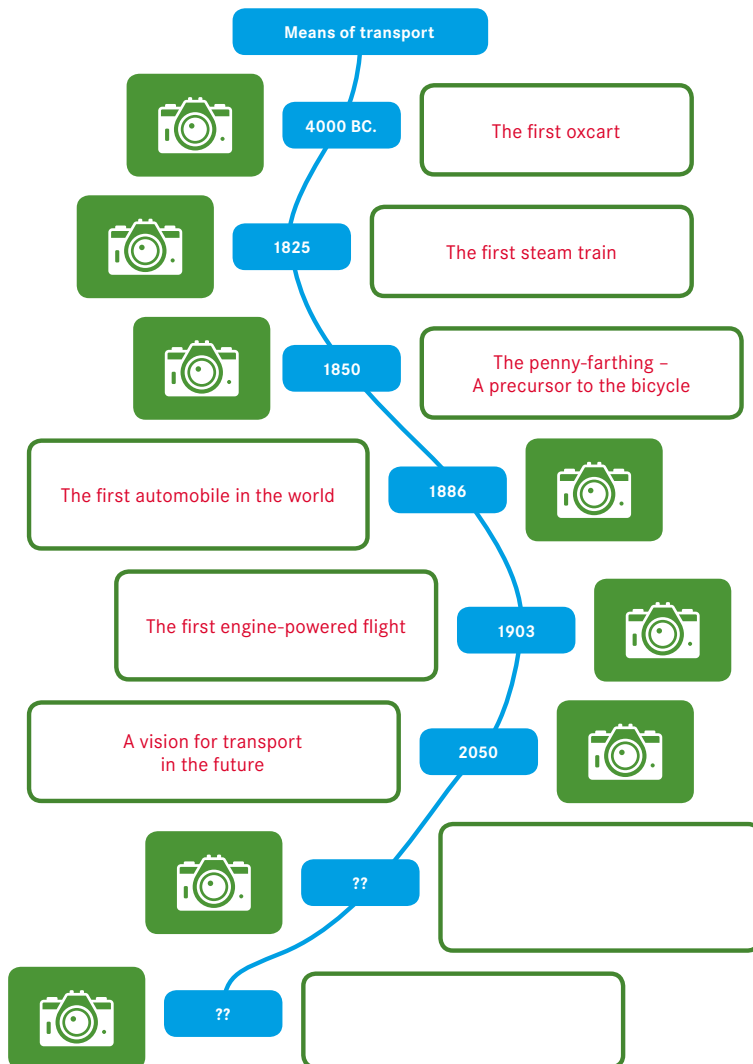
Physical game

5

Story	Corresponding action
To be able to travel through time, we first have to get into the time machine, which is here at the centre of the class.	Everyone takes a step towards the center of the class.
To be prepared for the trip, we have to put on good protective clothing.	Act like you are putting on thick pants, sturdy boots, a protective vest, a helmet and gloves.
There could always be dangerous situations on the ride, so we all need to buckle up..	Diagonal hand movement from shoulder to hip.
Find a partner to hold on to and follow me, the ride can start.	Hold hands in pairs and follow the teacher.
Thousands of years ago, people rode on oxcarts, which rumbled a lot.	Children act like they are shaking.
Much later, an Englishman invented a steam-powered locomotive.	Children whistle and toot.
Oh! What is that? A bike with one very large and one small wheel. It was difficult to climb up there.	Children lift their legs as if they are trying to sit on a high bicycle.
The automobile was invented in Germany - here comes one, we quickly need to get out of the way.	Children move to the side.
Look, an airplane's coming. But it is flying low, we have to duck down.	Children duck down.
Just look at that really peculiar car. It drives past us autonomously, i.e. without a driver..	Children turn around a full circle and "look behind the car".
But what is it? The future. The car is empty. What is coming, what awaits us? How will we travel in the future? What will cars look like? Which means of transport will we use in the future?	Point to the empty space on the paper roll on the wall and maybe draw a large question mark on it.

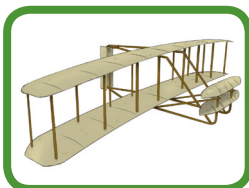
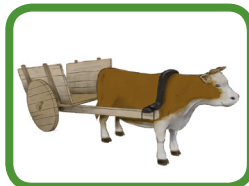


Children should write the following text in the worksheet:



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The six small pictures below need to be copied for children so that they can paste the pictures to the worksheet.

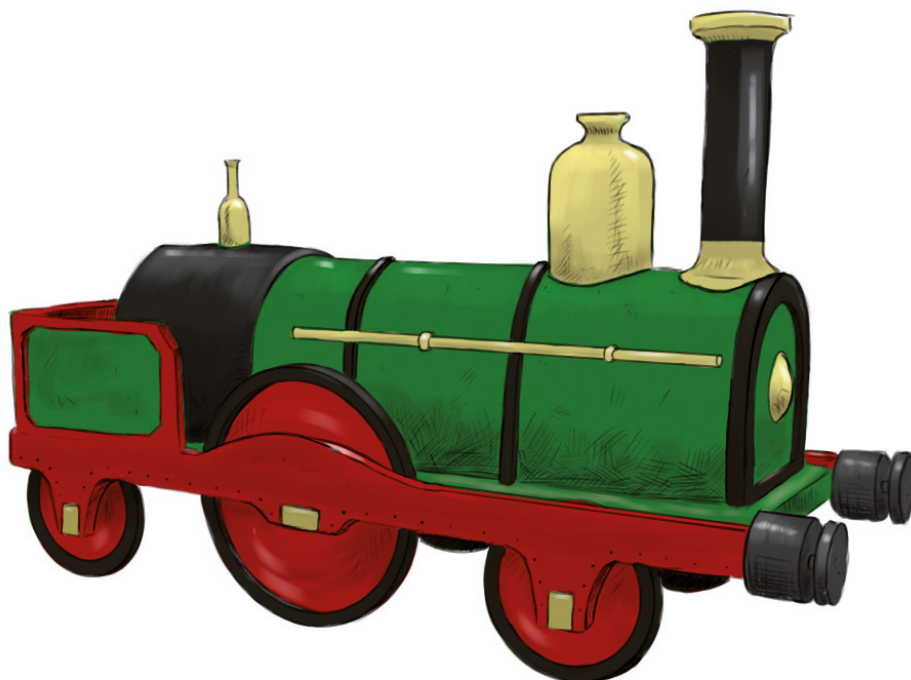


4000 BC: The first oxcart



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1825: The first steam train



1850: The penny-farthing

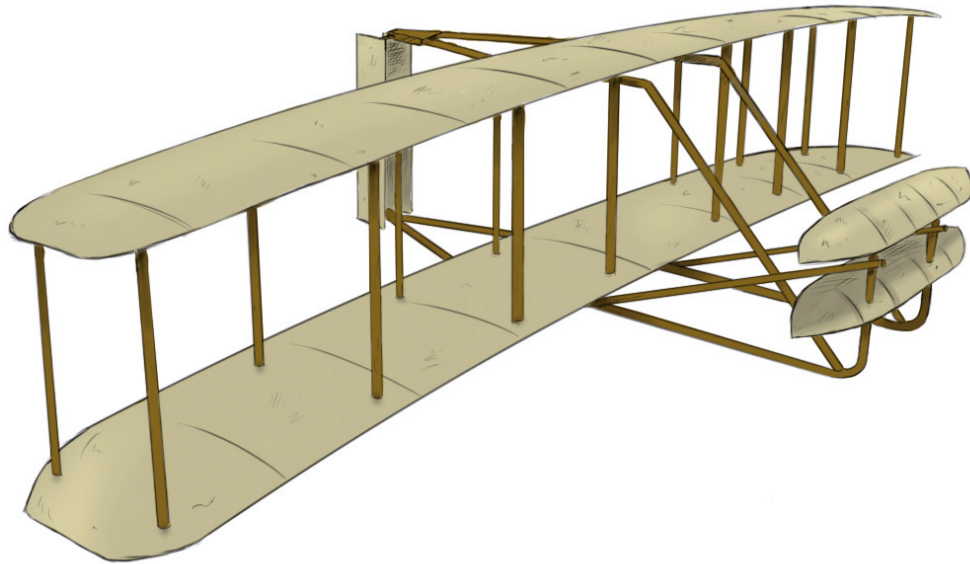


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1886: The first automobile in the world



1903: The first engine-powered flight



10

2050: A vision for transport in the future

