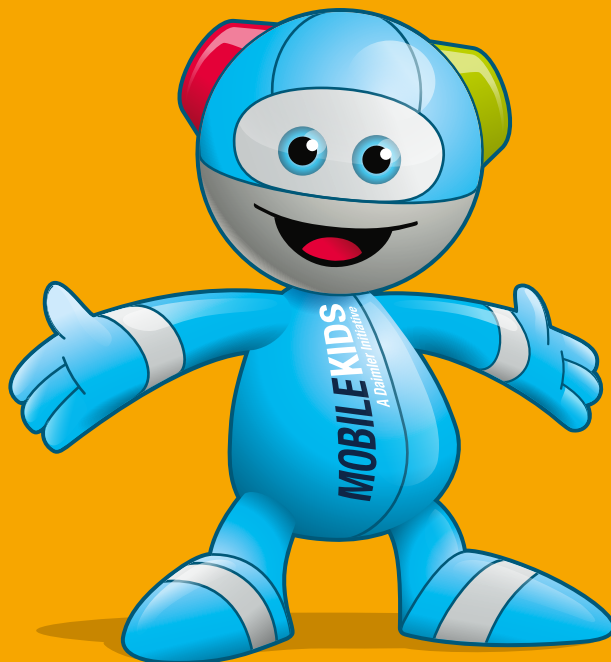


Learning unit compact

“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.

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2

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.

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Project management and production: Klett MINT GmbH

Typesetting: Bettina Herrmann, Stuttgart

Illustrations: Daimler AG, Stuttgart, Daniel Scherer, Landau

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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.

3

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.

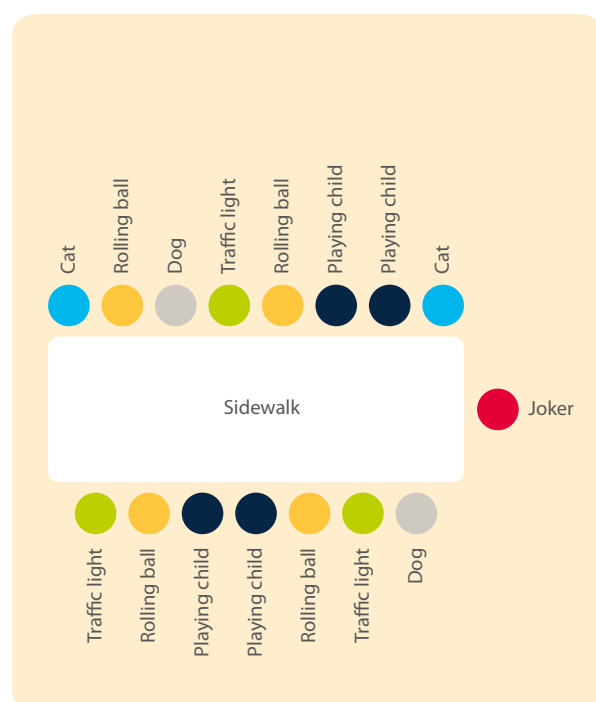
The first 16 children draw the role cards (see page 7).

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 even hopscotch.
-  **Cat:** She meows at the edge of the sidewalk, purrs, arches her back.
-  **Dog:** He barks at the edge of the sidewalk.

4

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“.

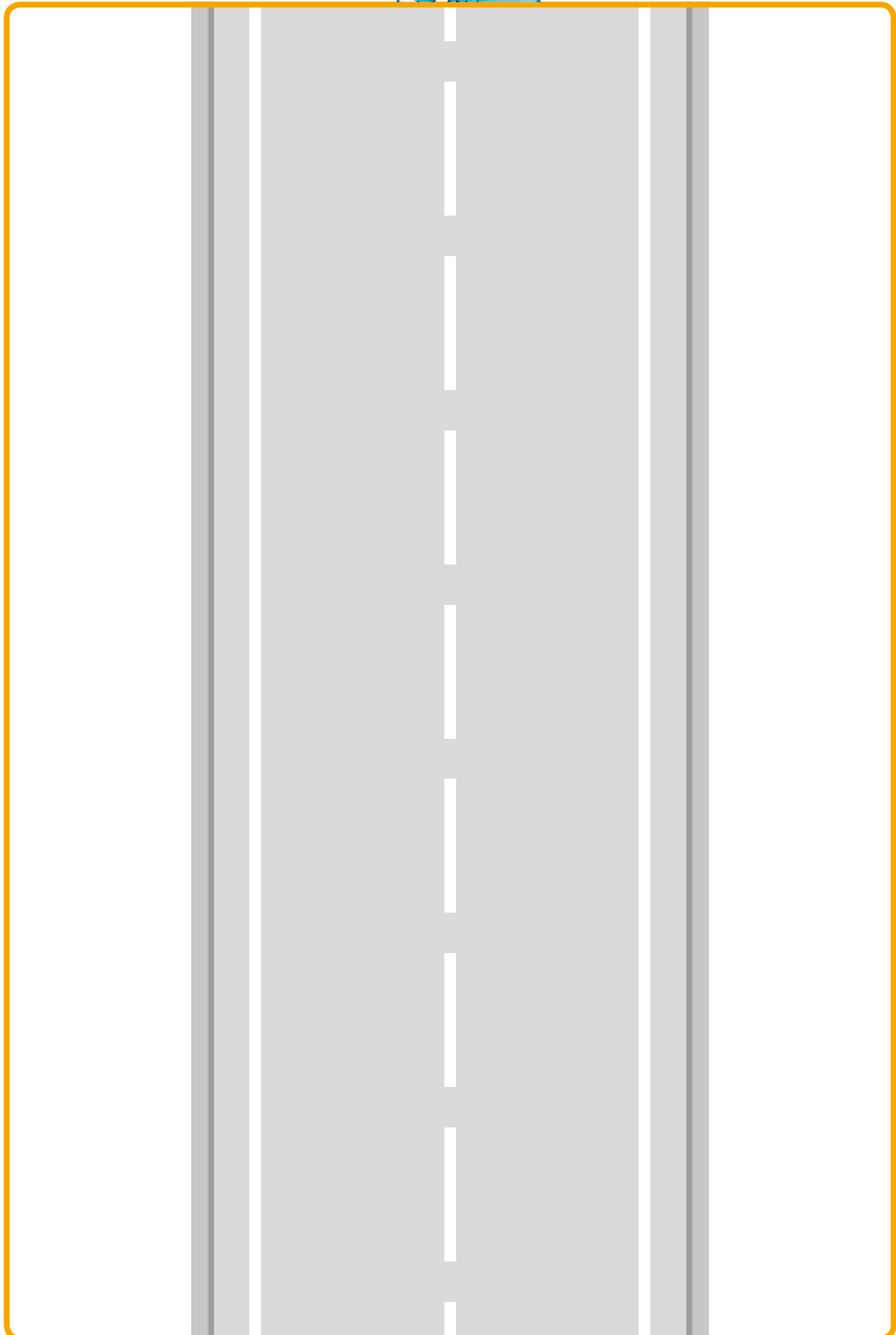
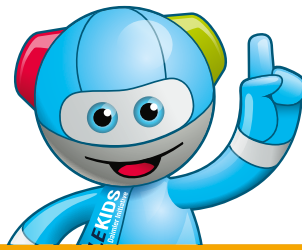
Levelling up

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.



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

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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.



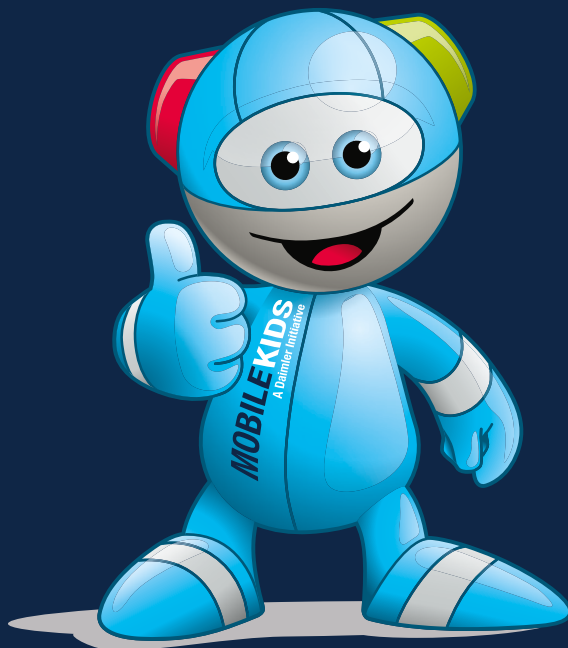
Dog

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



Learning unit compact

“Cycling on the road”:
Becoming a skilled cyclist



Introduction

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This unit is primarily aimed at students in grades 3 and 4 (8-10 year olds). Before the students actually put the relevant traffic rules into practice, they are prepared for road traffic in this teaching unit through motor skills exercises and practical bicycle training.

Even though children start riding a bicycle at the age of 4 or 5, they are not ready to face road traffic. Experiences acquired by students as pedestrians are not directly transferable to bicycles. The bicycle is much faster and demands different responses. But children are unable to cope with multiple challenges in road traffic. On an average, children only develop most skills needed for cycling in traffic when they turn 8.

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At a glance

Students come to the 3rd grade with varying levels of motor skills. And so the practical bicycle training starts with motor skills exercises. Here children ought to learn to control their bicycle. Other basic skills needed in cycling such as looking around, giving hand signals, braking, and dodging obstacles are taught. The teacher can decide individually according to the progress of the class how intensive each training session should be.

It is important that the children internalise: The basic requirements for safely riding a bicycle in road traffic are having a roadworthy bicycle and wearing a helmet.

The add-on activity involves an excursion with children where the focus will be on learning traffic signs.

3

Target group	 From 3rd grade (from 8 years)
No. of participants	 If there are more than 5 children, for larger groups organise more supervisors, e.g. parents, as far as possible
Place	 Schoolyard/traffic training area
Time required	 At least 2 classes
Material required	<ul style="list-style-type: none"> • 1 bicycle and 1 bicycle helmet for each child • Maybe chalk for drawing lines • Boards or planks • Foam dice • Whistle • Traffic cones (at least 6) • Baton • Picture cards (letters, numbers, objects ...) <p>Add-ons:</p> <ul style="list-style-type: none"> • possibly cameras or smartphones • Writing pad, paper, colored pencils • Worksheet for sketching traffic signs (see under material)
Preparation	<ul style="list-style-type: none"> • Set up and map the training stretch • Place the traffic cones • If required set up the board/plank as a curb
Skills	<ul style="list-style-type: none"> • Students develop their motor skills on the bicycle. They learn to control their bicycle safely and correctly in certain situations. • Students behave as careful, safety-conscious, and accident-conscious cyclists. • They can anticipate certain risks in road traffic and are thus able to avoid accidents. • They can recognise and correctly interpret the traffic signs that are important for cyclists and apply them in practice. • Students increasingly ride their bicycles independently in traffic and thus expand their bicycle riding range.
Interdisciplinary elements	<ul style="list-style-type: none"> • Mathematics: Angle calculation • Sports: Motor skills and movement training • General studies: Reading maps, exploring the home town • Art: Drawing/sketching traffic signs

Implementation

Introduction

This teaching unit is especially useful for children if they already have the following basic riding skills.

- Keeping the bicycle going straight:
Students should be able to ride on a pre-drawn line even at a slow pace.
- Looking around:
Children should also be able to turn their head backwards while driving. They need to know that this will allow them to decide whether changing the lane is possible. However, they are not allowed to leave their lane for the time being.
- Riding with one hand:
Children should be able to ride their bicycle with one hand to indicate a lane change or turn.

The required riding skills will be reviewed as a small warm-up exercise in the beginning. Children ride behind each other and all of them follow the same routine: After getting on their bicycle, looking behind, and starting safely, they must follow the drawn line. A traffic cone indicates the point at which they should look around. While doing so, they must not leave their lane. They indicate with their hand that they want to turn left, they do so, then return to the starting point and re-join the group.

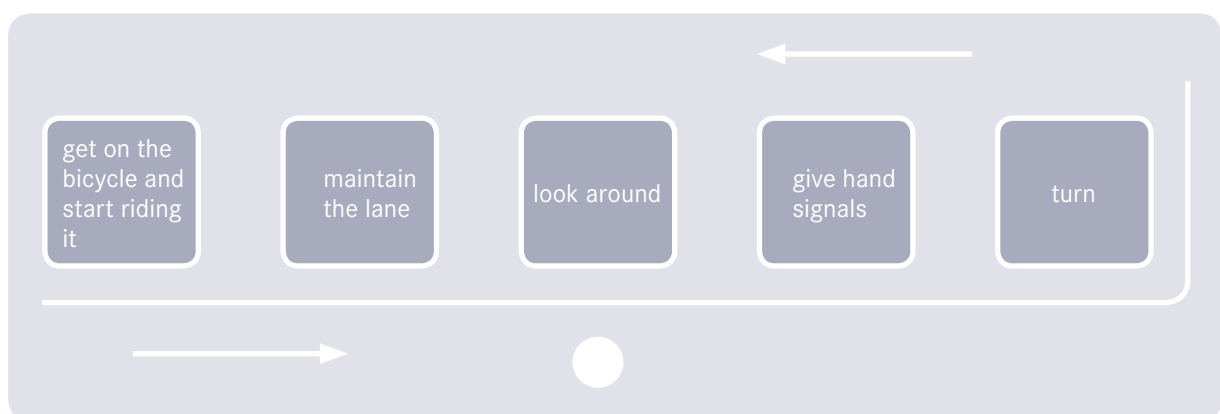
If this is accomplished, the routine is varied by asking the students to turn right.

As explained earlier, children should know that they can check what is happening behind them by looking around. Ultimately, they are only allowed to turn when they are not being overtaken by a car or a faster bicycle. The action of looking around can be practiced and reviewed whereby the teacher holds up a symbol poster. The children should recognise the symbol and name it out loud.

Additional training points

Other training sessions take place on points that are already set-up and mapped. How many points can be practiced in parallel or whether they are practiced one after the other depends on the number of children, their skill level, and the number of people supervising them. Some points require an adult to be present, while children can practice independently on other points.

4



The following points can be navigated independently by children after prior instruction.

- **Riding on bike lanes:**
Students should learn to drive up on lowered curbs. If training is not carried out in a proper traffic training area, the curbs must be replaced with boards or planks. Important: The boards must be fixed properly so that they do not move. By pushing a bike on the curb first it can be found out together in the group which angle is suitable for driving up. If the angle is too acute, the front wheel may slip off.
- **Slalom course:**
Children do the slalom course around set up traffic cones and thereby develop their basic skills on the bicycle.
- **Riding with one hand:**
While riding their bikes, students take a baton from person A and then pass it on to person B. This requires them to ride the bicycle with one hand for a short while and maintain their balance during the handover.

The following training points can only be completed with a teacher or a supervisor.

- **Braking exercise:**
Several students ride behind each other in a marked lane, e.g. the figure eight. They must maintain the right distance from each other, rule of thumb: at least as much as two bicycle lengths. When the whistle is blown, children have to apply the full brake using the front and rear brakes.

Note:

This exercise is also suitable as a game to be played in the interim with the whole class.

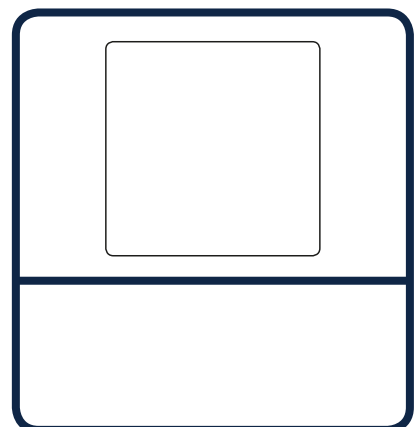
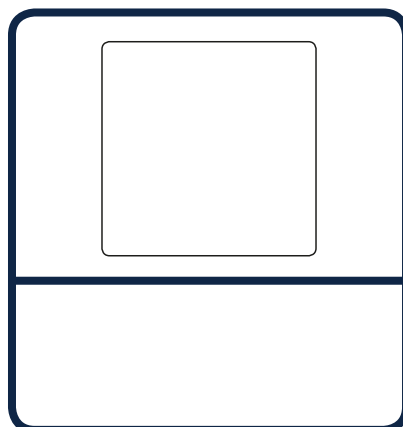
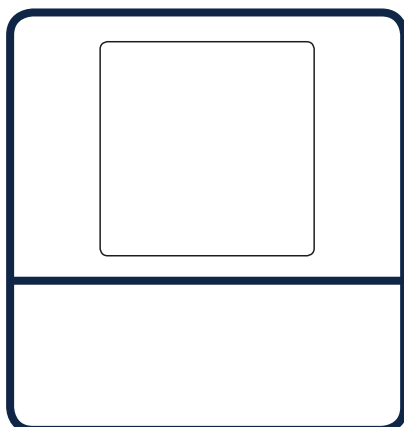
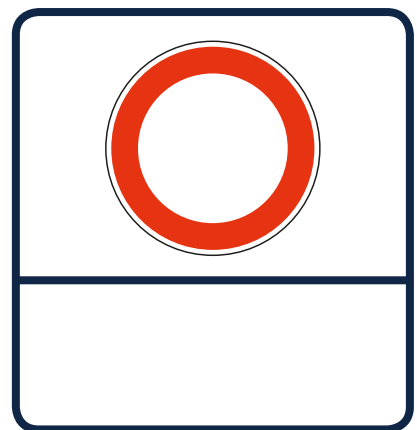
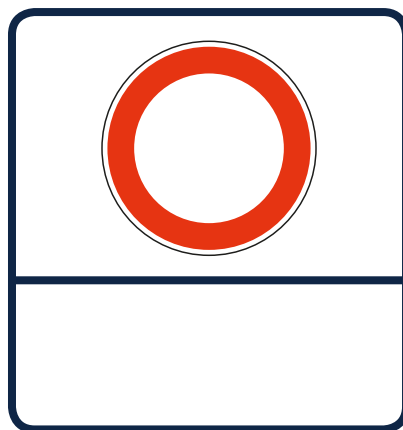
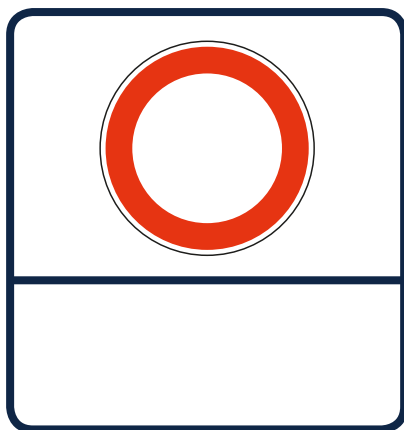
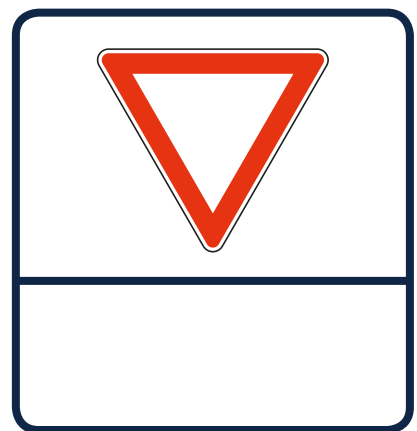
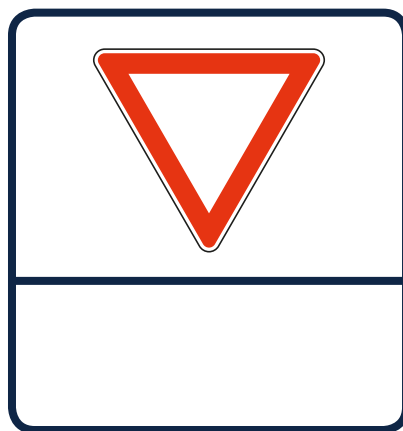
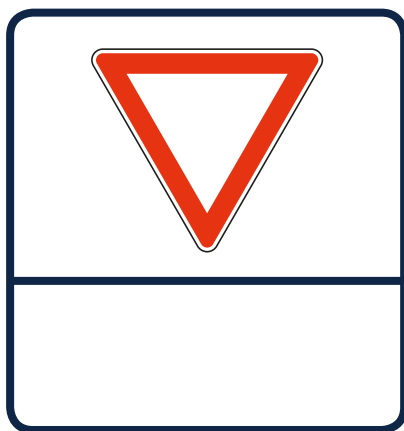
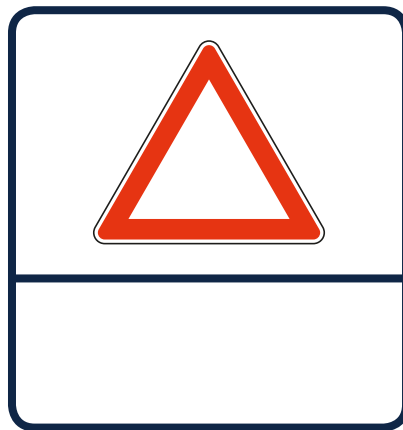
- **Responding to instructions:**
Instructions are announced which must be followed by children, e.g. when the whistle blows twice, children must duck briefly on the bike, etc.
- **Dodging exercise:**
A child rides past the supervisor in as straight a line as possible. The supervisor throws a non-rolling object (e.g. a foam cube) into the path, and the child on the bicycle must avoid it.

Securing the outcome of the assignment

The teacher reflects on the exercises with the children: What was difficult for them, what was easy? Generally students themselves can assess very well in which area they still need practice.

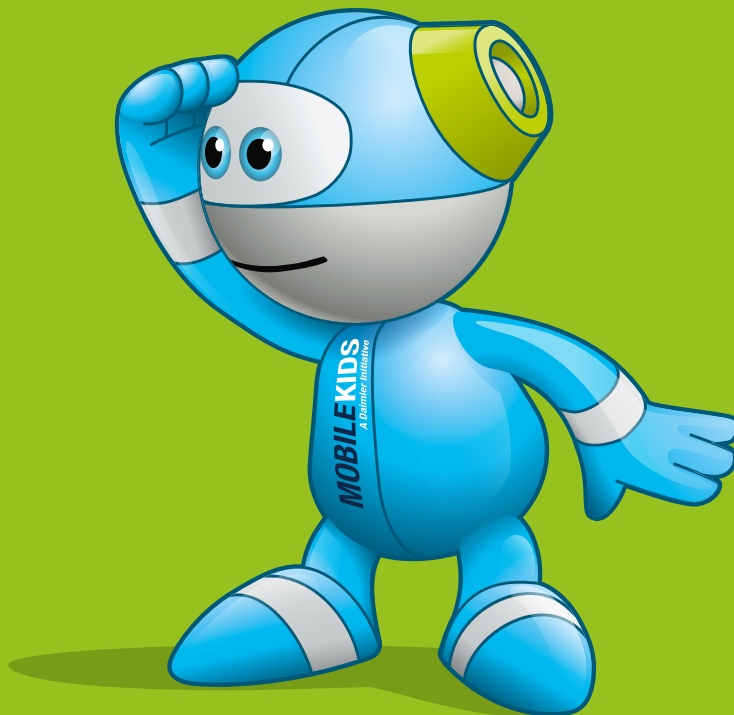
Levelling up

When children become confident about their riding skills, they can go for a short cycling excursion on a route with little traffic. It would be nice to have an appealing destination, such as a park or zoo. Perhaps the class can walk this route first. On the walk all the traffic signs on the route are noted, discussed, sketched, or photographed. Children are informed that traffic signs can be roughly divided into danger signs and signs that specify regulations or bans. For in-depth learning or as homework, students receive the following worksheet, in which they draw and name traffic signs they know. On the next school day, children can compare the individual worksheets and check the worksheets themselves: Who sketched which traffic signs? Are there deviations and differences? - These are checked by the teacher and corrected if necessary.



Learning unit compact

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



Introduction

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2

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.

3

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.

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

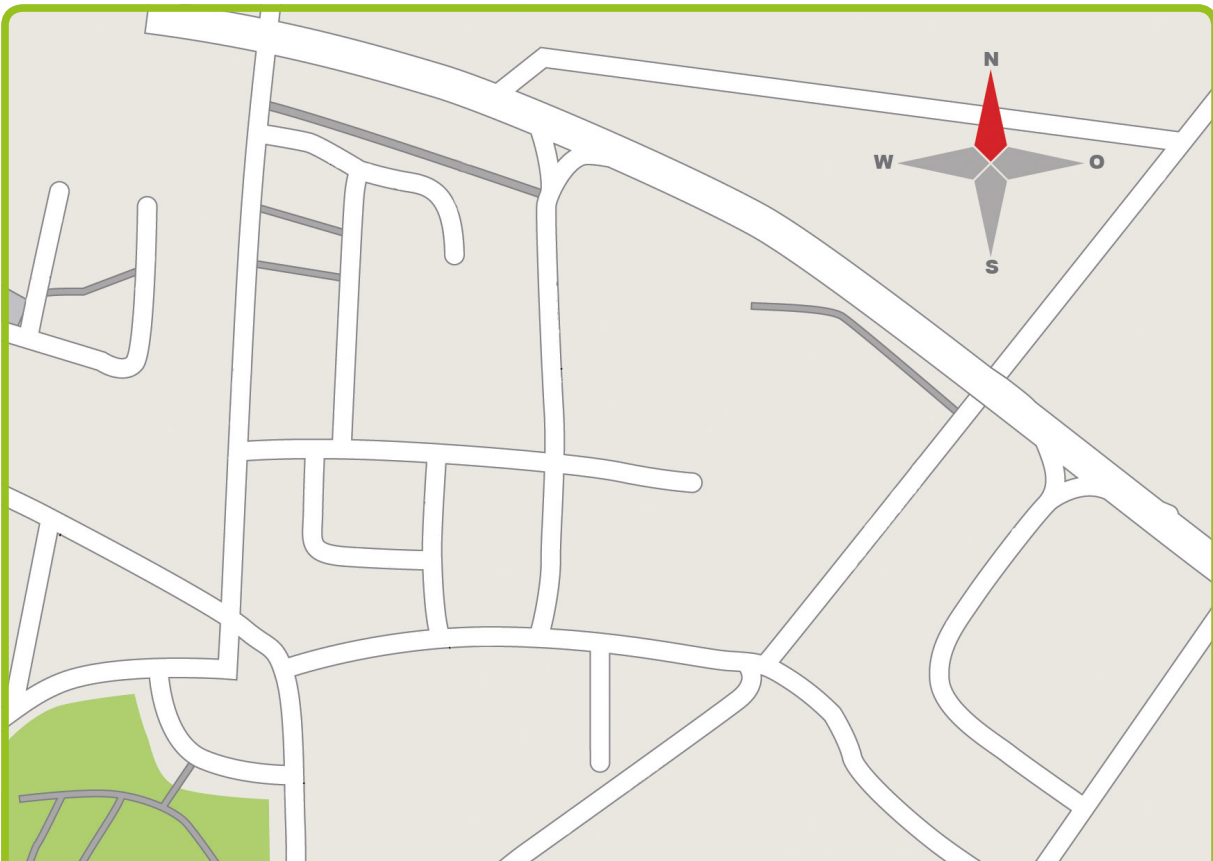
The children's route descriptions are read out and compared. Here, the requirements to ensure a safe way to school can also be discussed. Sometimes it is better to take a small detour to reduce dangers in traffic and to cross the road at a crosswalk or a traffic light, for example.

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.



Word bank for describing the route:

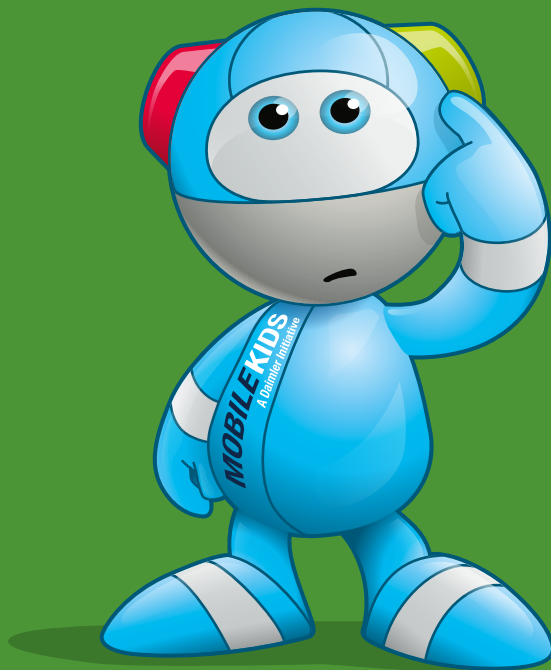
turn, cross, cross over, arrive, come, pass, reach, continue, go on, stop, halt, stand still, left, right, down, up, uphill, along, between, across the road, opposite, beside, next to, next door

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

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:

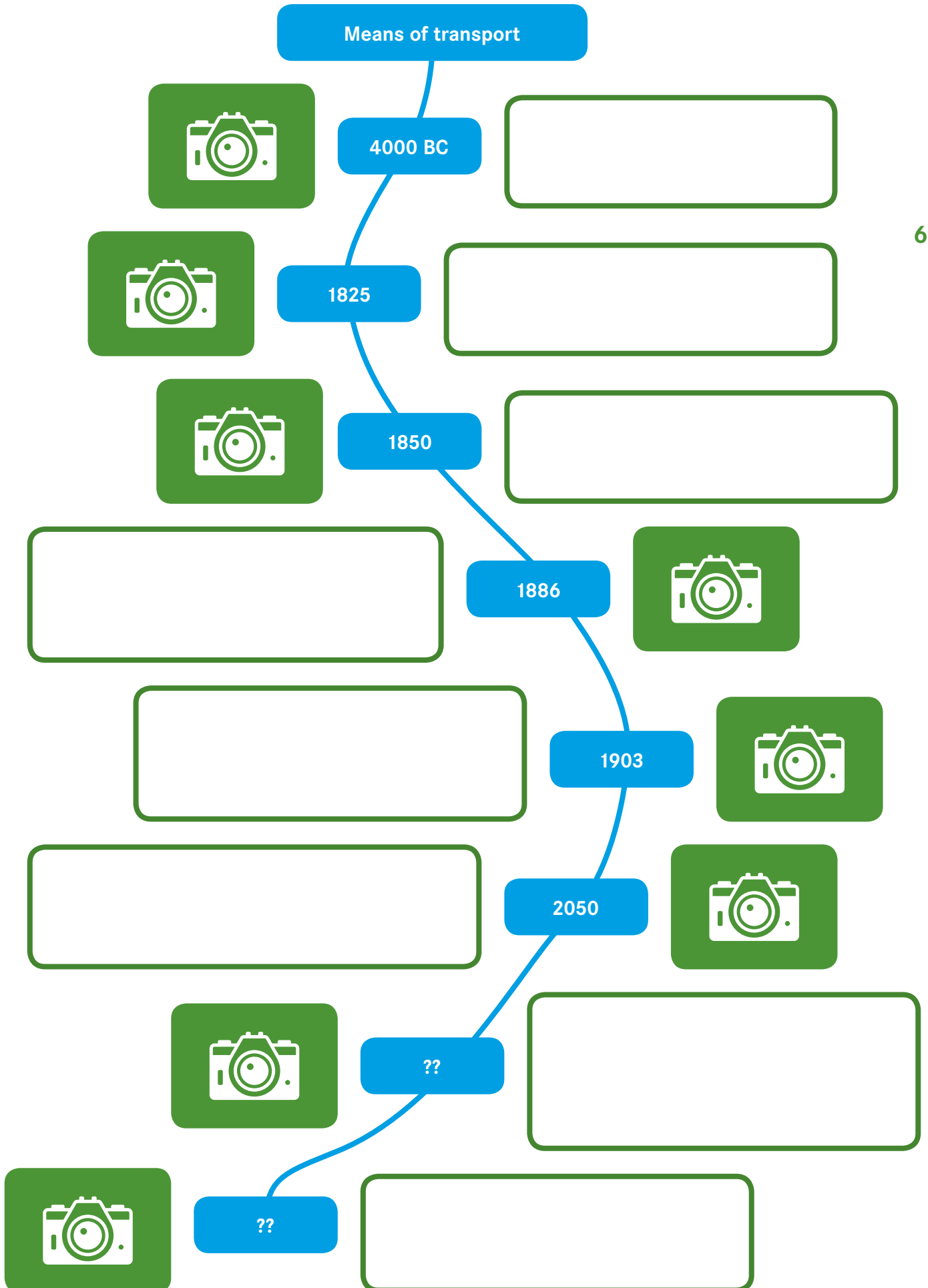
The groundbreaking concept vehicle is called Vision AVTR (ADVANCED VEHICLE TRANSFORMATION). This concept vehicle embodies the vision of the Mercedes-Benz designers, engineers, and trend researchers for transport in the distant future.



Physical game

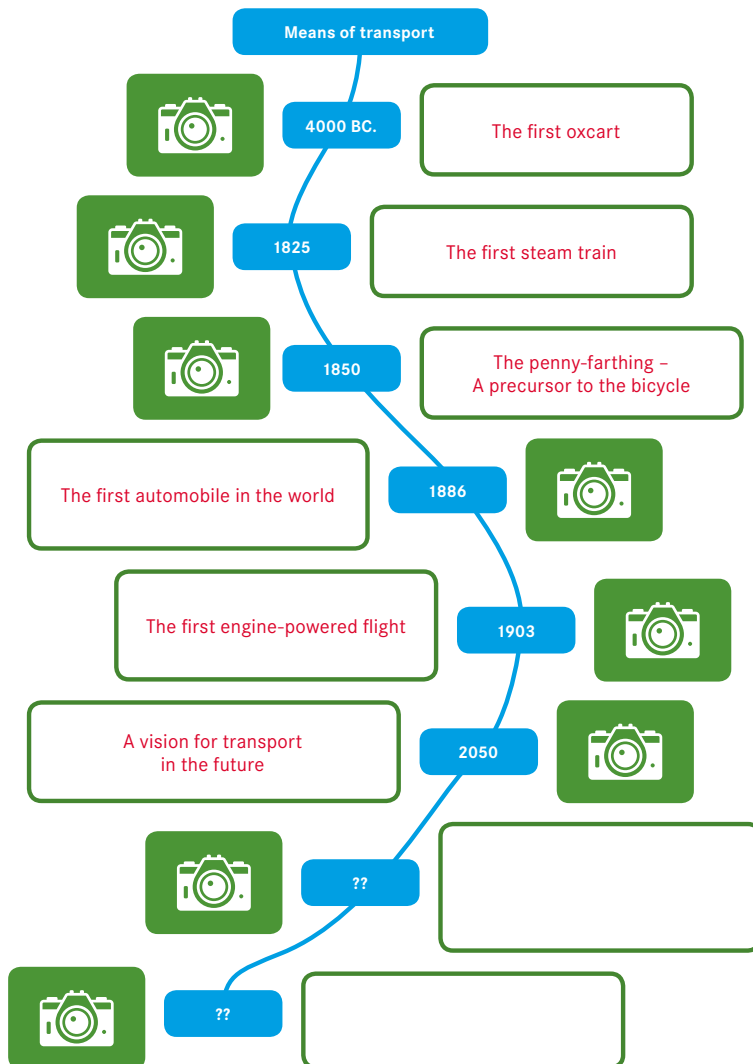
5

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.



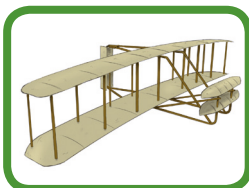
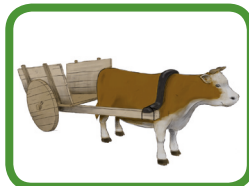
Material

Children should write the following text in the worksheet:



7

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

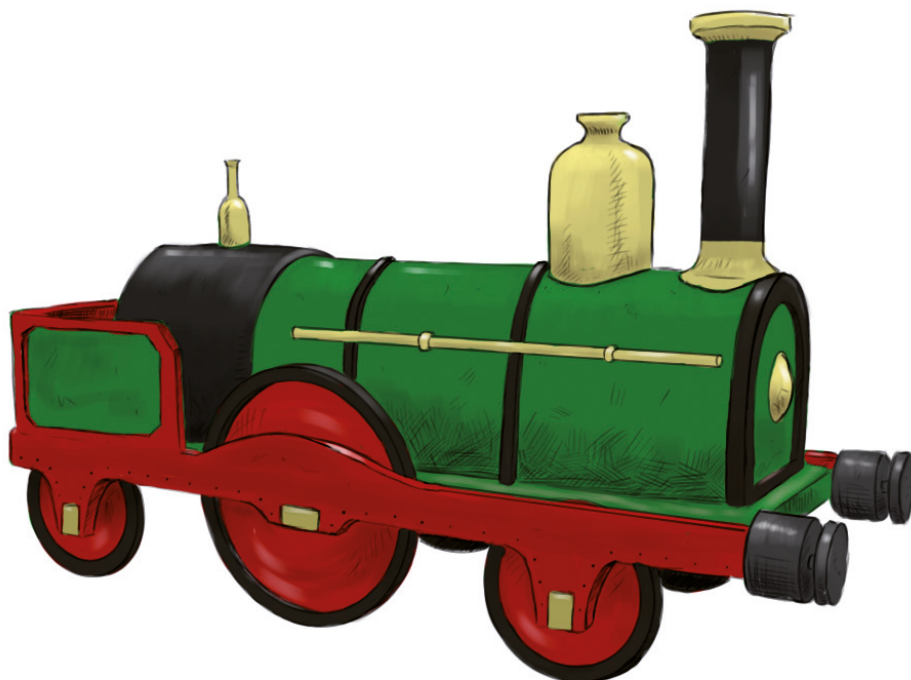


4000 BC: The first oxcart



8

1825: The first steam train



1850: The penny-farthing

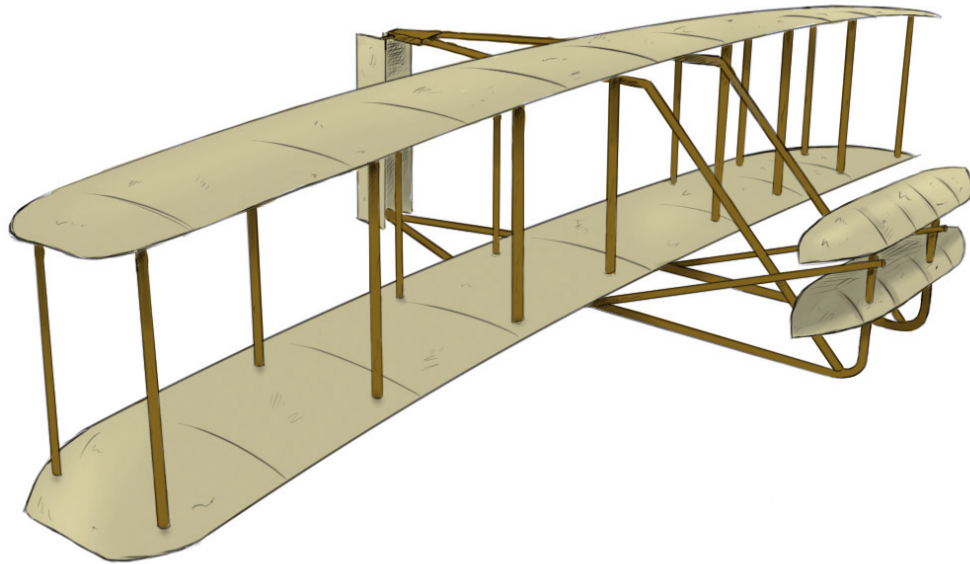


9

1886: The first automobile in the world



1903: The first engine-powered flight



10

2050: A vision for transport in the future

