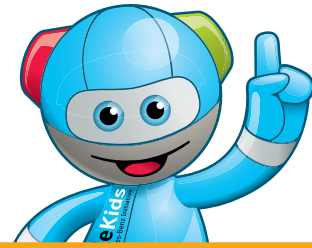


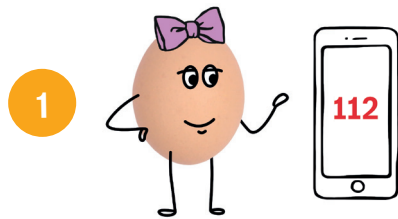
# How do I make an emergency phone call?



Help! An accident has happened. You need to make an emergency call. Can you answer all the W questions about the accident from the video?

**112**  
**5Ws**

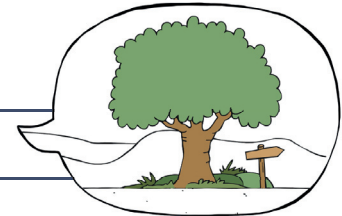
- Where
- Who
- What
- How many
- Wait



2 Where did it happen?

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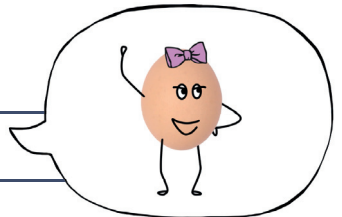
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3 Who is calling?

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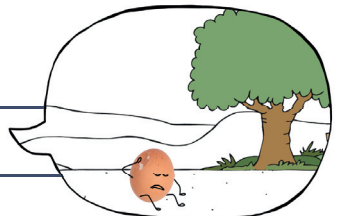
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4 What has happened?

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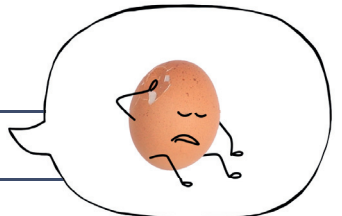
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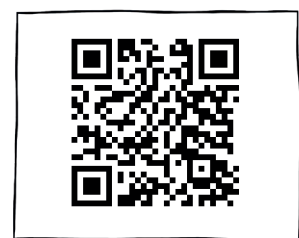
5 How many casualties?

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6 Wait!



# How do I make an emergency phone call? - Info for teachers

Time required: 🕒 1 - 2 lessons

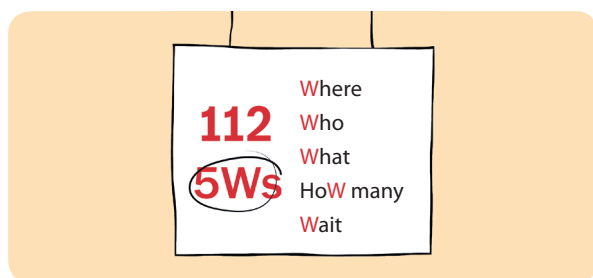
Target group: 📖 Years 3 - 5 (Grade 2 - 4 in Germany)

## Educational background

Most accidents happen in private space, usually without professional first aiders being present. This is where an emergency phone call can save lives. It is the first part of the survival chain and can be carried out by primary school children. It makes sense to try out making an emergency call early, in order to overcome inhibitions. Even practising how to describe a situation exactly, concisely and factually will help pupils with writing factual texts at a later stage.

## Possible lesson plan for Years 3 - 5 (Grade 2 - 4 in Germany)

As an introduction, everyone watches the film “How do I make an emergency phone call?” together. The children are asked to notice exactly what has happened. Then, the teacher writes the 5 W questions on the board:



The pupils should find answers to them by describing the situation from the film. After this, each child is given a worksheet and can now write down the answers independently.

Everyone works together with a partner to practise making an emergency call. Perhaps there are toy telephones available for this? Alternatively, the pupils can also say out loud which number they need to dial, so that it sticks in their mind. One of the children plays the part of the emergency call centre operator and asks the Q questions. The other child must give the answers as factually and concisely as possible.

## Skills to be acquired

- By practising making an emergency call, the children overcome any inhibitions about making such a call in a real life situation. They find out that nothing unexpected will happen when they speak to the emergency call centre.
- By answering the W questions, they are preparing themselves for writing factual texts (reports).

## Ideas for extension work

**English:** Writing an accident report from the perspective of the female egg (from the video).

**General studies:** Learning first aid measures (e.g. in collaboration with the Red Cross or St. John Ambulance), training of school first aiders.

Link to the video:

<https://www.mobilekids.net/en/media/1344>

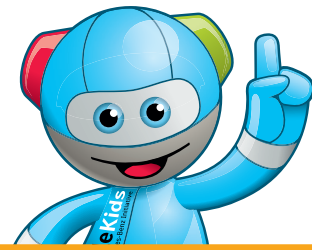


Link to detailed teaching materials:

<https://www.mobilekids.net/en/downloads>



# Why is it important to wear a bike helmet? (1)



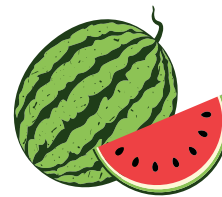
## Bike helmet experiments:

We will find out in two experiments what sort of protection a bike helmet gives you. For example, we'll use watermelons or balloons filled with water to represent your head.



You'll need:

- 2 watermelons or balloons and water
- 1 bike helmet
- 1 plastic sheet to protect the floor



1

### Experiment 1

You lift the watermelon/balloon up to chest level. This is about the same height as if you fell off your bike. Now you let go of the watermelon/balloon and let it fall onto the spread out plastic sheet.

What do you think will happen to the watermelon/balloon?

- Nothing will happen to the watermelon/balloon because it hasn't far to fall.
- The watermelon/balloon will split.
- The melon/balloon will burst apart.

Now run the experiment and see what happens. Write your observation here:

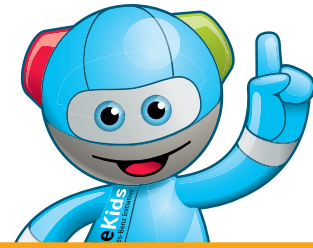
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# Why is it important to wear a bike helmet? (2)



2

## Experiment 2

You place the watermelon/water-filled balloon in the helmet you brought with you and buckle it up tightly. Now you drop it from the same height. Make sure that the watermelon/balloon lands on the helmet side.

What do you think will happen to the watermelon/balloon?

- The watermelon/balloon is sufficiently protected by the helmet and nothing will happen to it.
- The watermelon/balloon will burst.
- The watermelon/balloon will split slightly.

Now run the experiment and see what happens. Write your observation here:

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Just like the watermelon/balloon, your head is protected by the bike helmet. Describe here why it is important to always wear a bike helmet:

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# Why is it important to wear a bike helmet?

## - Info for teachers

Time required:  1 lesson

Target group:  Years 4 - 5 (Grade 3 - 4 in Germany) (same time as cycle proficiency training)

### Educational background

In Germany, helmets are not mandatory for cyclists. Bike accidents without a helmet, however, can be devastating, especially for children: A considerable proportion of cyclists in an accident suffer serious and fatal injuries to the head area. The helmet helps avoid up to 80% of head injuries for particularly seriously injured people. It is therefore important to make children aware of the importance of wearing a helmet as early as possible. The “watermelon test” demonstrates this particularly impressively. Alternatively, this can be done with e.g. a balloon filled with water.

### Possible lesson plan for Years 4 - 5 (Grade 3 - 4 in Germany)

It is also advisable to discuss the topic of bike helmets with the class as part of cycle proficiency training. As a rule, the pupils learn how to put on a bike helmet correctly. The presented experiment fits in at this point. It can be carried out with the whole class or in small groups.

For the experiment, the teacher needs to bring 2 watermelons (or alternative) and 1 bike helmet to school for each group. The size of the watermelon must be chosen in such a way that it fits inside the helmet. It is also advisable to bring a clean plastic sheet for protection. This will prevent the floor from getting dirty and you can still eat the watermelon with the children after the experiment. The children are told that the watermelon can act as a substitute for a head and a fall from a bike is going to be simulated. It is dropped from about chest height. Before conducting the experiment, the children guess what will happen to the watermelon. They can tick their chosen answers on the worksheet. Now their hypotheses are put to the test in the experiment.

They collect their findings on the worksheet. In a second experiment, the watermelon is now protected by the helmet; when the experiment is carried out, care must be taken to ensure that the helmet has the closed side facing downwards and lands like this on the ground, so that the watermelon is protected. Here too, guesses and findings are again collected on the worksheet.

The class then discusses together why it is so important to wear a helmet. Possibly, the teacher should also explain that a child’s head is, of course, not as delicate as a watermelon and will not burst open immediately in the event of a fall. It is nevertheless a sensitive part of the body (and the brain can easily suffer injuries and concussion) which we should absolutely protect as much as possible.

### Skills to be acquired

- The pupils realise that the helmet can be a life insurance for them on their bike.
- They acquire methodological skills in scientific work by making and reviewing hypotheses.

Link to the video:

<https://www.mobilekids.net/en/media/1406>

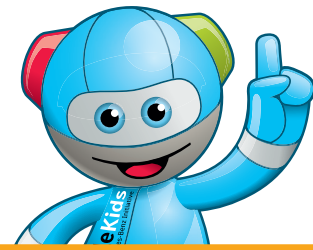


Links to detailed teaching materials:

<https://www.mobilekids.net/en/downloads>



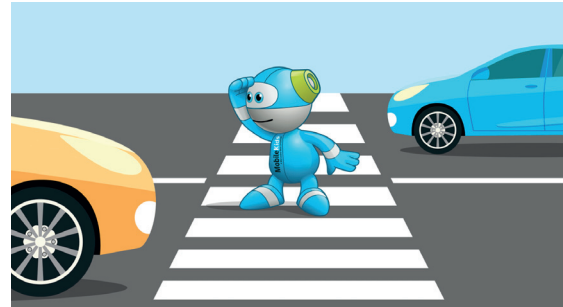
# How do I cross the road safely? - Film 1



## Why is a zebra crossing called a zebra crossing?

1 What is the official name of the zebra crossing?

- Pedestrian thingy
- Pedestrian crossing
- Crossing aid



2 What was put into the streets in ancient Rome to calm traffic in cities?

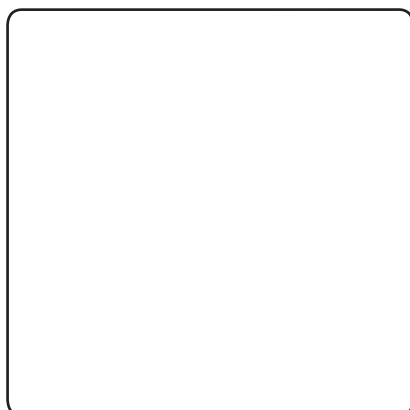
- Stepping stones
- Nails
- White marble

3 “Zebra” is a German abbreviation for **Zeichen eines besonders rücksichtsvollen Autofahrers**. What does this mean in English?

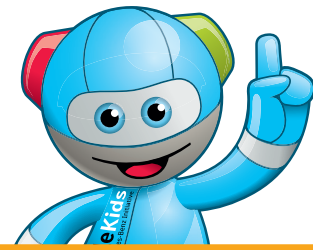
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4 Draw the traffic sign for a zebra crossing here:



# How do I cross the road safely? - Film 2

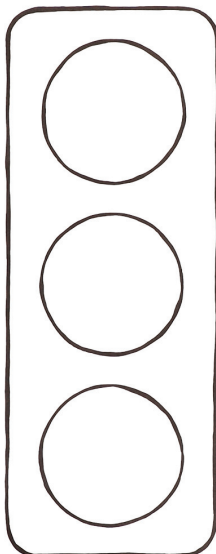


## Why are traffic light colours red, yellow, green?

- 1 What was the origin of the red colour?
  - They wanted to imitate the red of tomatoes.
  - In Britain, a red flag was waved in front to warn of steam-powered vehicles.
  - Red was the inventor's favourite colour.
- 2 So why did they choose the colour green?
  - Green apples are so healthy.
  - The colour was randomly selected.
  - In a colour wheel, it is exactly opposite red.
- 3 Yellow was used as the warning colour.  
Where did they get this idea from?

---


- 4 Draw the correct colours of traffic lights here:



# How do I cross the road safely?

## - Info for teachers

Time required:  1 lesson

Target group:  From Year 3 (Grade 2 in Germany)

### Educational background

Listening skills are key skills in school. Children must be able to listen for more than half of the lesson time, because a large proportion of knowledge transfer takes place orally. It is therefore very important to promote this. This can be achieved most successfully by clearly delimiting and announcing listening times. With this worksheet, the listening task has also been linked to traffic-related topics that can be dealt with in lessons. They are a good way to get started or to extend the topic of crossing the road safely.

### Possible lesson plan for Year 3 (Grade 2 in Germany)

The worksheet offers questions for two short films on exciting traffic topics. The pupils are told to listen carefully and they will receive questions afterwards. Anyone may make notes if they wish. As a differentiated activity, some children may be given the worksheets in advance so that it is easier for them to listen and pick out the answers. The films "Why is a zebra crossing called a zebra crossing" (2:42 min.) and "Why are traffic lights red, yellow, green?" (1:16 min.) are first watched through completely, then the pupils receive the relevant questions, which they are supposed to answer. The answers can either be collected and discussed or the short films can be viewed again.

### Skills to be acquired

- The pupils listen and understand, and can answer knowledge-based questions about the films.
- They learn that traffic lights and zebra crossings serve as a safe crossing aid and recognise them as signs.

### Ideas for extension work

Crossing the road safely can now be discussed in more detail. Here, research could be carried out in the vicinity of the school into pedestrian lights and zebra crossings and the rules of how to cross could be discussed.

### Solutions

#### Film 1:

1. Pedestrian crossing
2. Stepping stones
3. Sign of a particularly considerate driver
- 4.



#### Film 2:

1. Red flag to warn of steam-powered vehicles
2. Colour wheel opposite red
3. Football
- 4.



Links to the videos:

<https://www.mobilekids.net/en/media/1454>

<https://www.mobilekids.net/en/media/1300>



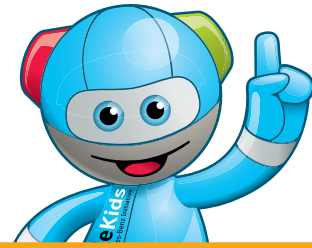
Links to detailed teaching materials:

<https://www.mobilekids.net/en/downloads>






# What should you pay attention to at bus stops?




- 1 You have seen the film about behaviour at bus stops. It was explained how you should behave at bus stops. What else can you think of? Write it in the box here:


Don't play at bus stops  
Be considerate towards other people





- 2 Now discuss it with the person sitting next to you. What did he/she think about? You can write new things in this box:




You



- 3 Now share your behaviour tips with the whole class. Write things in the box which you and your partner had not written down:




We



# What should you pay attention to at bus stops? – Info for teachers

Time required:  1 lesson

Target group:  From Year 3 (Grade 2 in Germany)

## Educational background

With increased mobility, pupils may come into contact with the issue of travelling by bus as early as in their primary school. Some take the bus to school from their first school year onwards, others take the bus to school when they move up to secondary school in Germany in Grade 5 (Year 6 in England & Wales). They then sometimes spend some time waiting at the bus stop, where older children will not always be setting a good example. Bad behaviour is not only a social problem of a lack of consideration, but can also become dangerous. There are numerous collaboration partners who offer school bus training courses. In addition, due to its relevance to safety, this issue should also be included in normal lessons.

## Possible lesson plan

The class first watches the short film: “What should you pay attention to at bus stops?”. It lasts 1:37 min. and provides initial stimuli. In the plenary session, discuss what sort of advice the MobileKids ambassadors gave. The worksheet is then handed out to the children. They should work through it based on the I-You-We method (think, pair, share). This means that each child first writes down what they should pay attention to at bus stops. They then discuss with their neighbour and compare the points. Finally, everything is shared with the whole class on the board. As a follow-up, you could go to a nearby bus stop and discuss behaviour again here.

## Skills to be acquired

- The pupils know how to behave at bus stops without endangering themselves and others.
- They apply the I-You-We method and show understanding when discussing their learning partner’s suggestions.

## Ideas for extension work

MobileKids offers further teaching units on safe journeys to and from school. With these, you can also go into more detail about behaviour at bus stops and on the bus itself (school materials, module 5).

Link to the video:

[https://www.mobilekids.net/en/how\\_to\\_behave\\_at\\_a\\_bus\\_stop](https://www.mobilekids.net/en/how_to_behave_at_a_bus_stop)

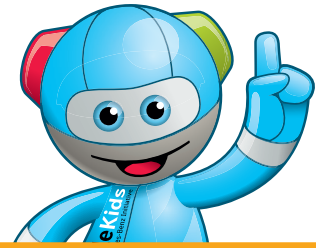


Links to detailed teaching materials:

<https://www.mobilekids.net/en/downloads>



# What are danger signs?

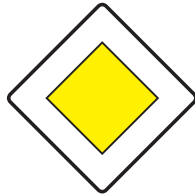


Find the danger sign in each row and draw a circle round it.

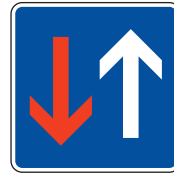
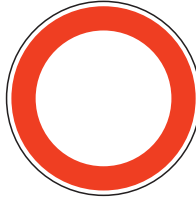
1



2



3

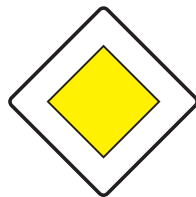


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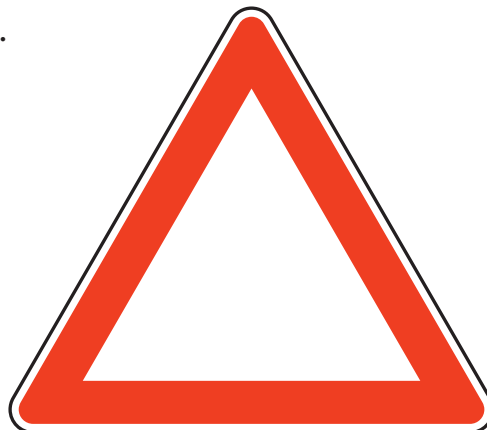


Fahrradstraße

EN: Cycle Street




What would you like to warn others about?  
Draw it inside the triangle.



# What are danger signs? - Info for teachers

Time required:  1 lesson

Target group:  Years 2 - 3 (Grade 1 -2 in Germany)

## Educational background

Traffic signs are grouped into geometric shapes. The shape and colour indicate internationally which type of traffic signs it is: for example, whether it is a mandatory, prohibition or warning sign. Recognising geometric shapes is an important basic mathematical skill which, once mastered, can help children with working out the meanings of traffic signs.

## Possible lesson plan for Years 2 - 3 (Grade 1 - 2 in Germany)

The topic can be integrated very well into the maths curriculum, and it makes sense to combine this with the identification of geometric figures. The pupils first learn about the characteristics of the shapes circle, triangle, square and octagon and can discover them on the traffic signs. This can take place either in the classroom by looking at pictures or even during a learning walk. The children now know that there are traffic signs with different shapes. Now they look for traffic signs near the school. The pupils are given the task of finding only those with a triangular shape. These can then be photographed. In the classroom, the photos are used to discuss what the signs mean. It is emphasised that they are always in places where something needs to be warned about. It is made clear to the children that this is the special job of a triangular traffic sign. Often it is very easy to infer from the symbol on it (the first two left figures) what the warning is about. Some of them just have to be learnt (the last two figures).

The children can now show on the worksheet that they have understood this and also recognise the triangle as a shape. The second task allows them to draw freely what they want to warn others about.

## Skills to be acquired

- The pupils distinguish geometric shapes according to their corners and properties.
- They recognise traffic signs in real life and combine them with their knowledge of geometric shapes.
- They learn that traffic signs that are triangular always warn people about something.

## Ideas for extension work

Traffic sign bingo from our teaching materials.

Link to the video:

<https://www.mobilekids.net/en/media/1577>



Links to detailed teaching materials:

<https://www.mobilekids.net/en/downloads>

