

Activities for children 12-14

Activity 48

Guess who starts the movement

Duration: 10-15 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game

Objectives:

- Learn to imitate the movements of another child, through peripheral vision, in order to obtain body movement awareness
- Develop team coordination and synchronization

Skills & Knowledge:

- Visual perception (peripheral vision)
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Reaction time
- Mimetic ability
- Cooperation
- Non-verbal communication

Instructions:

1. All children gather in a circle.
2. The teacher chooses one child (A) to get out of the circle and close its eyes.
3. Then, the teacher silently chooses another child (B).
4. Child B starts moving in slow motion while holding their position and everyone follows its movement at the same speed.
5. The teacher then asks child A to stand in the center of the circle and try to guess which child initiates the movement.
6. Each child has up to 3 guesses.

Tips:

1. Child B needs to move very slowly, so everyone can follow its movement.
2. Children in the circle, in order not to show with their eyes who initiates the movement, commit from the beginning to look at the center of the circle and a little above their height.

Activity 49

The Path of Sounds

Duration: 10-15 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game

Objectives:

- Learn to orient themselves using only sounds
- Understand the impact of hearing on road safety

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Reaction time
- Cooperation
- Non-verbal communication

Materials required: Blindfolds

Instructions:

1. Children stand into parallel rows facing each other, creating a helicoid path in between.
2. A blindfolded child is asked to pass through this path.
3. Each time a child passes between two children of the path, these children help the blindfolded child to orient itself, by making a sound.

Activity 50

Flying Discs

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game

Objectives:

- Develop visual-motor coordination
- Practice concentration

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Reaction time
- Cooperation

Materials required: Frisbee discs

Instructions:

1. Children are split into two groups.
2. Children of the first group stand into parallel rows facing each other, creating a path between them.
3. The teacher gives Frisbee discs alternately to children in each row, so as to exchange passes with the opposite side.
4. At the teacher's signal, each child of the second group is asked to pass through the path of the Flying Discs by avoiding them.
5. Then the two groups switch positions.

Variations:

- a. With a tambourine, we can set the pace at which the discs would be thrown each time.
- b. To avoid injuries, especially in younger age groups, children can throw soft balls at a lower height.

Tips:

- Sometimes children have false and dangerous perceptions. For example, they may think "the faster I am, the faster the danger will pass". Through this game, children learn to be patient, until they find the right time to act.

Finding Lost Treasure

Duration: 40 min.

Numbers of Players: Groups or a whole class

Type of Activity: Movement & Traffic Safety

Objectives:

- Enrich their knowledge of traffic vocabulary
- Cooperate with their classmates and also have lots of fun

Skills & Knowledge:

- Traffic Vocabulary
- Visual perception
- Critical Thinking
- Gross motor
- Classifying of meanings
- Decision Making

Materials required:

- 2 tables to classify the objects
- Clues: Images of the equipment/signs/tactics/written clues

Instructions:

1. The teacher hides the clues in the class or school yard, gym, etc.
2. The teacher divides the class into 2 groups.
3. The teacher explains to students what they must search for and how to pin the clues on the table.
4. Set the timeframe (35 min)
5. The team that finds the most clues and pins them to the right table WINS!

Dice & Step

Duration: 20 min.

Numbers of Players: Whole group or class

Type of Activity: Traffic Safety

Objectives:

- Learn how to cross the road safely. It only takes 6 steps!

Skills & Knowledge:

- Traffic Vocabulary
- Visual perception
- Critical Thinking
- Decision Making

Materials required:

- A large die with a sticker of one of the 6 steps on every side.
- A table to stick the stickers onto.

Instructions:

1. The teacher divides the class into 2 groups.
2. The students of the first group roll the die.
3. The students of the second group stick the sticker at the right place on the table (logic sequence).
4. The teacher refers to the importance of safe crossing and explains the 6 steps by discussing it with the class.

Variations:

- The student that rolls the die, can represent - like pantomime - the step that the die rolled. So the game becomes more active and fun.

Frozen Pictures

Duration: 20 min.

Numbers of Players: Whole group or class

Type of Activity: Traffic Safety (Role Playing)

Objectives:

- Distinguish the right and wrong tactics
- Enrich their traffic vocabulary knowledge

Skills & Knowledge:

- Traffic Vocabulary
- Visual perception
- Critical Thinking
- Decision Making
- Discussion

Materials required:

- Flashcards with right and wrong tactics
- Red (wrong) and Green (right) Flashcards

Instructions:

1. Children are split into groups of 3-4 and find a spot in the area.
2. The teacher hands out flashcards with right and wrong practices at different traffic safety scenarios (e.g. loose shoelaces, hands in pockets, crossing the road diagonally, running on the zebra crossing, crossing the road before or after a turn, crossing without stopping at traffic lights, etc.)
3. After a short discussion on why some practices are wrong, students start to represent the flashcards they were given in fixed positions. Each character of the scenario tries to find their position regarding the incident. Firstly, they start working on the wrong practice and then they try to find a way to switch from the wrong tactic to the right one.
4. When they all finish, each group starts presenting its Frozen Pictures to everyone.
5. At the end of each performance, the rest of the children vote by raising the red or green card. Then they try to guess what kind of traffic safety problem the group addresses, why it is wrong and which is the right tactic we need to follow.

How do I train my reflex? (Poland 10)

Duration: 20 min.

Numbers of Players: In pairs

Type of Activity: Movement game (Relationship awareness: Body coordination)

Objectives:

- The aim of the task is to practice concentration. The task is a complementary activity to another lesson.

Skills & Knowledge:

- Exercising movement coordination
- Practicing reflex and agility skills

Materials required: Rulers of different length and width

Instructions:

- The ruler catch exercise is a simple way to test agility skills and reflex. The teacher explains the rules for carrying out the task. One student holds the ruler against the wall pressing it with a finger (A). The ruler should be placed vertically with the beginning of the scale at the bottom. The student practicing the reflex keeps the finger at the bottom of the ruler, at the beginning of the scale (B), preferably at 1 cm, but does not touch or press it. At a random moment, the first student (pressing the ruler at A) lifts the finger from the ruler, releasing it. The other student's (B) task is to press and stop the ruler with a finger as quickly as possible. The teacher can compare the results by reading the scale of the ruler – how many centimeters it took for each student to stop the ruler with a finger.

Variations:

- Another version of this exercise involves one student dropping the ruler while the other grabs it while falling. To make it more difficult, you can also set a value on the scale that it will be caught at, where the hand should grab the ruler, i.e. at 5 cm. The student can catch the ruler with two hands, or to make it more difficult - with one.

Tips:

- Conditions for implementation: in class; empty wall needed.

Can you hear me? (Poland 11)

Duration: 20 min.

Numbers of Players: Whole class

Type of Activity: Movement & Traffic Safety

Objectives:

- The aim of the task is to understand the impact of hearing on road safety. The task can be a complementary activity to another lesson.

Skills & Knowledge:

- Understanding what disrupts the functioning of hearing
- Identification of hearing sources and misinterpreting noises

Materials required:

- Soundproofing (anti-noise) headphones of various types; noise sources – whistle or musical instruments; possibly a telephone with earphones.

Instructions:

- The exercise shows how much a person can hear while moving in traffic with headphones on/talking on the phone, etc. The actual noise in traffic is much louder than in the simulated class conditions.

A volunteer student puts on soundproofing headphones and stands in front of the group with his back turned (so he/she cannot read from lips). Other students ask questions, call the volunteer and try to run a conversation. They modulate their voices from very silent to louder, and wait until the student in headphones starts to react by answering the questions.

Variations:

- There are two other variations of this exercise:
 1. The volunteer (also standing in headphones with back turned) tries to point a direction from which the noise is coming, while other students use whistles or musical instruments behind his/her back.
 2. The volunteer is listening to a music through earphones (with back turned) and tries to run a conversation with other students.

Tips:

- Conditions for implementation: space that allows freely performing the activity.

Activity 56

Are you blind? (Poland 12)

Duration: 20 min.

Numbers of Players: Whole class

Type of Activity: Traffic Safety (Cycling: Blind spots)

Objectives:

- The aim of the task is to understand the idea of a blind spot. The task is a complementary activity to another lesson.

Skills & Knowledge:

- Understanding the meaning of blind spot for cyclists
- Understanding how to behave in traffic while riding a bike, in particular around large vehicles.

Materials required:

- Film "How to avoid biking in the blind spot of a car" available: <https://www.youtube.com/watch?v=OfmJZmFNpe0>; illustration <https://www.bicyclenetwork.com.au/tips-resources/know-how/turning-blind/> (note: it is for a left-hand traffic and only for the teacher to get more information – does not need to be shown in class); mountain/glacier goggles (with sides covered); a desk or a ladder.

Instructions:

- The so-called blind spot is the space to the rear and side of the vehicle that cannot be seen in any of the mirrors. The blind spot means that when a driver changes lanes, he/she cannot see that another vehicle (also a bicycle) is moving in the adjacent lane or notices it at the last moment. Still too many cyclists are not aware of blind spots around the lorry / bus / delivery vehicle. If a cyclist is not sure whether the driver can see him/her, it is best to keep a distance of at least few meters away from the truck or riding behind it.
- In this experiment, one of the students puts on the goggles and climbs the ladder/desk/platform, pretending he/she is a bus/lorry driver. The student explains what he/she sees when looking straight ahead and looking slightly to the sides. Other students approach him/her from one side and then from the other. The student on the platform signals the moment when he/she starts to see his/her colleagues. The activity is repeated by all students who later share their experiences with each other.

Variations:

- The ideal solution is to conduct this experiment with a real lorry at a maneuvering yard, so each participant could see how the driver of such vehicle sees the road traffic and its participants near the vehicle.

Tips:

- Conditions for implementation: space that allows freely performing the activity; desk / chair / ladder / another elevation - on which it is possible to observe while standing.

Activity 57

See & Draw (Turkey 1)

Duration: 30 min.

Numbers of Players: 2 Groups of 5 students

Type of Activity: Movement & Traffic Safety (Visual art activity- Drawing)

Objectives:

- The aim of the activity is to revise the categories and the roads signs taught earlier at class.
- The aim of this activity is to make students use their memory combined with creativity.

Skills & Knowledge:

- Sensory skills:
 - ✓ Have a good memory
 - ✓ Be able to associate the signs to the colors of each category
- Cognitive skills:
 - ✓ Be creative
 - ✓ Be concentrated

Materials required:

- Ten cards with the road signs written in students' mother tongue for each group
- Paper for students to draw the signs
- Pencils, colors, rulers
- A timer to time 1 minute per student.

Instructions:

- There will be 2 groups of 5 students each. The students will be in a queue. There will be 2 piles of 10 cards with the road signs written in students' mother tongue on a table and next to them there will be the paper and all the material needed for drawing. The table will be situated on the other side of the classroom. Each student will have to go to the table, to pick the first card and after reading the sign, he/she will have to draw it. The student will have one minute to draw the sign. If he/she doesn't make it, then the second student from the line will have to try and so on. The group that will have drawn the most signs in 30 minutes, will be the winner.

Tips:

- This activity should be done after teaching to students the three main categories of road signs (regulatory, warning and guide signs). There should be 2 teachers during this activity one per group in order to use the timer.

Activity 58

The Quiz (Turkey 2)

Duration: 15 min.

Numbers of Players: Whole class

Type of Activity: Traffic Safety (Quiz: <https://forms.gle/xc3tMiQjot6mSACi9>)

Objectives:

- The aim of this activity is for the teacher to see if students have gained the knowledge of the road signs and if they are able to recognize them.

Skills & Knowledge:

- For the cyclist: Learn the traffic rules and safety guidelines.

Materials required:

- Use of a computer
- Laptop or tablet

Instructions:

- You have 15 minutes to answer the quiz.
- Choose one answer for each question.

Variations:

- The teacher can also prepare a matching exercise, one column with the signs written and a second one with the signs' pictures.

Tips:

- This quiz can be done after teaching the road signs in order to see if students have acquired the knowledge.

Activity 59

Escape labyrinth by following the traffic signage (Turkey 3)

Duration: 20 min.

Numbers of Players: 2 groups of 6

Type of Activity: Movement & Traffic Safety (stability- balance)

Objectives:

- The aim of this activity is to make students use their stability while driving with a passenger in a fictional car, to respect the traffic rules (road signs, use of seatbelt).

Skills & Knowledge:

- Motor skills:
 - ✓ Be able to turn
 - ✓ Be able to balance
- Sensory skills:
 - ✓ Recognize the road signs and understand their meaning
- Cognitive skills:
 - ✓ Concentrate on the road
 - ✓ Collaborate with their team

Materials required:

- 6 boxes for fruits as cars
- Rope to be used as a seatbelt and the connection between the car and the driver
- PVC road signs
- Obstacles to create 2 labyrinths

Instructions:

- There are 2 teams of 6 students each. Each team has 3 couples, one is the driver and the other is the passenger. Every couple has one car (boxes) and the passenger is sitting in the car, wearing the seatbelt (rope). The rest of the rope is going to be used to tie the edge of the car so that the driver can pull it. In the school yard there will be 2 labyrinths, one for each group. In the labyrinths there will be obstacles with road signs on them. The drivers will have to enter the labyrinths with their cars (pulling the boxes) and they will have to follow the road signs in order to exit the labyrinth. If they don't respect the signs or if they hit for example a sign while turning, they will have to go back to the beginning. After exiting the labyrinth the driver will have to drive back to the beginning so that the second couple of his/her tea can continue and so on. The first group (all the three couples) that will manage to exit the labyrinth and go back to the beginning, will be the winners.

Tips:

- This activity can be done in the school yard or in the gym if the weather conditions don't allow it. Teachers can use obstacles with the road signs on them or they can also use other students as pedestrians who are crossing a street so that the drivers will have to slow down.

Activity 60

Responsible Drivers (Turkey 4)

Duration: 10 min.

Numbers of Players: Whole class

Type of Activity: Movement & Traffic Safety (estimation of distances and speed)

Objectives:

- The aim of this activity is to make students estimate and control their speed, to learn how to move in different directions respecting the road signs.

Skills & Knowledge:

- Motor skills:
 - ✓ Use of space
 - ✓ Move in different directions
 - ✓ Estimation of distance
 - ✓ Estimation of speed
- Sensory skills:
 - ✓ Recognize the road signs and their meaning
- Cognitive skills:
 - ✓ Concentrate on the road

Materials required: PVC road signs

Instructions:

- This activity can take place in the school yard or in an empty classroom. Students will have to keep the distance of 1 m. among them and they all have to be able to see the teacher.
- Students will drive an imaginary car, so they will have to jog. The teacher will have to show to students a different road sign every 20 seconds and students will have to recognise the sign and to apply it. If they don't remember it or for example they can't stop on time in a red traffic light and hit another car, then they have to leave the game. The winners will be those who will arrive at the end of the time respecting the 1 m. distance and the road signs.

Variations:

- Teachers can use recorded sounds of klaxons or compressors working in the streets for example in order to make students be more concentrated and be ready to react calmly.

Tips:

- Teachers can do this activity with the whole class or if it is too crowded they can divide their class into 2 groups and do the activity for 5 minutes each group.

Activity 61

The Passenger (Turkey 5)

Duration: 45 min.

Numbers of Players: Whole class

Type of Activity: Traffic Safety (passenger): Role playing-debate

Objectives:

- The aim of this activity is to make students realise the benefits of respecting the traffic rules and especially the use of seatbelt.

Skills & Knowledge:

- Appropriate behavior in car/school bus
- Use of seatbelt
- Be able to distinguish right from wrong
- Be able to justify someone's choice
- Be able to use arguments

Instructions:

- First there will be a lottery to choose two students to do the role playing. The role play is the following: one student doesn't want to use the seatbelt while being in the school bus. He/she tries to justify his/her choice. The second student tries to convince him/her that his/her choice isn't the correct one using arguments and presenting the consequences of that choice. The role play will take place in 5 minutes and all the students will be watching it. After that time there will be an analysis of the arguments with the whole class for 10 minutes. During the remaining time (30 minutes) there will be a debate. All the students will have to participate, to express their ideas, their arguments, to choose the best behavior concerning the use of seatbelt or not and to propose solutions in order to convince other people of their age to respect the proper behavior.

Variations:

- After the end of the debate the students could create a poster with a slogan concerning the use of seatbelt. They could also make a video with short phrases encouraging young people to respect the traffic safety rules.

Tips:

- Teachers should encourage all students to participate in the debate.