



**Basic knowledge:** Game tools, roles and rules  
**Topic:** Passenger train  
**Curriculum link:** Construction and technologies / Surrounding world

**Educational tasks:**

- Participates in creating a game situation.
- Constructs the objects necessary for the game action.
- Accepts certain roles in a play situation with other children.
- Observes game rules.
- Makes assumptions and establishes experimentally true / false

**Tasks:**

1. The teacher divides the children into teams, distributes the tasks in the team (every two children in the team work on a common task), distributes the relevant instruction cards and the necessary constructive material.
2. The teacher requires each pair of children on the teams to complete their constructive task.
3. The pairs show the made models, after which the teacher distributes to each team a study card, which shows how the individual objects should be united in a common construction.
4. The children place the railway station, the train and the tunnel in the places indicated in the card.
5. The teacher turns on the train of each team and invites the children to set it in motion.
6. The children observe the movement of the train on the track and find that it does not stop at the station and the passengers cannot get on it.
7. The teacher gives each team a red stop board and asks the children to place it in the appropriate place on the rails.
8. The train is set in motion again, and the children observe, comment on what is happening and make proposals for change, the aim being, when the train stops, to have the passenger car in front of the station platform, not the locomotive. This allows passengers to get on / off the train.
9. The teacher organizes a discussion about how many sound signal boards are needed for this model and what are the appropriate places for their placement (when approaching the station and before entering the tunnel). Distributes to each team two yellow sound signals and asks the children to place them in the appropriate places on the rails.
10. The train is moving again, and the children are watching, commenting on what is happening and making suggestions for change.

11. The teacher shows the children and explains the purpose of the white board for turning on / off the headlights of the locomotive. It is discussed when the headlights should be switched on and when they should be switched off.
12. Each team receives two white light panels and places them in appropriate places on the rails.
13. The train is moving again, and the children are watching, commenting on what is happening and making suggestions for change.

**Resources for each team:**

- Instruction cards № 375, 376, 378, 380 and the corresponding construction material, accessories and human figures.
- Set of rails: 6 - straight; 12 - arcs.
- Train control panels: 1 red, 2 yellow and 2 white.

