

1. Child/student gives the reasons why safety equipment (safety belt, helmet, headrest and reflector, wrist guards and knee pads) are important and uses them in everyday activities in various traffic environments.

	Preschool education	First stage of study	Second stage of study	Third stage of study	Fourth stage of study
KNOWLEDGE SAFETY BELT	Child: knows that children must use a safety seat in the car;	Student: describes why a safety belt is necessary;	Student: gives the reasons why a safety belt is necessary and describes what happens to a passenger in a car or bus in the case of a collision;	Student: highlights the connections between the use of a safety belt, speed and collision;	Student:
MAKING ONESELF VISIBLE (INCL. USING A REFLECTOR)	knows that wearing a reflector when it's dark makes them visible to drivers;	understands why wearing a reflector in traffic is safer, knows the difference on railway;	gives the reasons why being visible/noticeable in traffic is important, incl. why wearing a reflector increases safety; describes how a reflector functions, knows the differences of wearing a reflector on a road outside a built-up area, in a city and on a railway;	describes how a reflector works and explains why wearing a reflector is necessary;	
HELMET	knows that wearing a helmet is important when cycling;	explains and understands that wearing a helmet when cycling, using a scooter, hoverboard, etc. is necessary;	knows the rules for bicycles established by law (lights, brakes, reflectors, signal, etc.);	gives the reasons and analyses the need to use safety equipment (safety belt, helmet, headrest) and a reflector, and the differences in their use, e.g. on a railway;	gives the reasons and analyses the need to use safety equipment and the differences in the case of different traffic environments (e.g. that safety equipment and reflector do not increase safety on a railway);
HEADREST			describes why using a headrest in a car correctly is necessary;	knows the requirements for vehicles established by law (lights, brakes, reflectors, signal, etc.);	
BEHAVIOUR SAFETY BELT	uses a safety seat in a car;	fastens the safety belt when in a car or bus;	fastens the safety belt when in a car, taxi or bus;	fastens the safety belt when in a car, taxi or bus;	
MAKING ONESELF VISIBLE	under an adult's instruction, makes sure that they and others are wearing a reflector;	wears a correctly fastened reflector or other source of light that makes them visible when participating in light traffic when visibility is bad or it's dark;	wears a correctly fastened reflector or other source of light when participating in light traffic when visibility is bad or it's dark; uses various solutions (clothing) for making	wears a correctly fastened reflector or other source of light when participating in light traffic when visibility is bad or it's dark; uses various solutions (clothing) for	

HELMET	knows how to put a helmet on;	wears a helmet when cycling;	themselves visible throughout the year; knows how to use a helmet correctly;	making themselves visible in light traffic and standing out in the environment throughout the year; uses a helmet correctly when cycling or riding a moped.	
GOOD CONDITION OF VEHICLE			assesses the working order of their vehicle (e.g. scooter, bicycle).	assesses the working order of their vehicle (e.g. bicycle, moped);	
HEADREST				regulates their headrest to the correct height in the car.	uses safety equipment, incl. a reflector, correctly.

2. Child/student monitors and analyses their behaviour and the behaviour of others from the viewpoint of safety, distinguishes dangerous behaviour (incl. distractions) from safe behaviour in traffic, and considers safe behaviour important.

	Preschool education	First stage of study	Second stage of study	Third stage of study	Fourth stage of study
SKILL MONITORING AND ANALYSING BEHAVIOUR	Child: observes the behaviour of others in traffic under a teacher's instruction;	Student: observes the behaviour of others in traffic under a teacher's instruction;	Student: monitors (by way of self-analysis, observation, etc.) their own behaviour and the behaviour of others in traffic as pedestrians and cyclists in different traffic environments; studies (e.g. in research or creative work, in an essay) the need to use safety equipment and draws the attention of the other students to this;	Student: monitors and analyses their own behaviour and the behaviour of others in different traffic environments; carries out a study or gives information in order to promote safe behaviour in the classroom or at school;	Student: monitors, analyses and assesses their own behaviour and the behaviour of others in traffic depending on the mode of travel; carries out a study or gives information in order to promote safe behaviour in the classroom or at school;
DISTINGUISHING	distinguishes between	describes the unsafe	describes the main reasons of	analyses potentially	looks for, describes,

<p>SAFE BEHAVIOUR FROM UNSAFE BEHAVIOUR</p>	<p>correct and incorrect behaviour by the example of a pedestrian and co-passenger;</p> <p>describes potential threats in traffic depending on the mode of travel, incl. on their way to home (between the preschool and home);</p>	<p>behaviour of peer pedestrians in various traffic environments on the basis of their experience and the given situations, and highlight the reasons of accidents;</p> <p>explains which spots in traffic are dangerous for walking, messing around and playing (e.g. prepares a list of dangerous spots based on consequences);</p> <p>names the risks related to distractions in traffic;</p>	<p>accidents (incl. on the railway) involving pedestrians and cyclists;</p> <p>notifies and describes potentially dangerous situations in the different roles of a road user and in different traffic environments;</p>	<p>dangerous situations in different traffic environments and in the different roles of a road user;</p> <p>outlines the main reasons of accidents involving pedestrians, cyclists and moped riders, incl. from the aspect of railway safety (creates cause-effect connections in the case of incorrect behaviour);</p>	<p>analyses and assesses potentially dangerous situations in different traffic environments (at the personal, school, community, state and world levels);</p>
<p>INTERVENTION</p>	<p>knows the emergency number 112;</p>	<p>in specific dangerous situations, draws the attention of the others to the need to behave safely, informs an adult if necessary or calls the emergency number 112 after making sure that they are safe themselves;</p>	<p>in specific dangerous situations, draws the attention of the others to the need to behave safely, and if necessary, informs an adult or the police about a traffic accident (calls the emergency number 112) and dangerous situations in traffic;</p>	<p>intervenes appropriately for the prevention of a situation when the behaviour of others places their own life or the lives of others at risk, knows how to draw attention to the dangerous behaviour of others in traffic;</p>	<p>intervenes appropriately for the prevention of a situation when the behaviour of others places their own life or the lives of others at risk;</p>
<p>VALUING SAFE BEHAVIOUR</p>		<p>understands that safe behaviour in traffic helps prevent accidents and prefers to make safe choices in behaviour;</p> <p>understands their mistakes and tries to avoid them in the future.</p>	<p>understands that safe behaviour in traffic helps prevent accidents and prefers to make safe choices in behaviour;</p>	<p>understands that safe behaviour in traffic helps prevent accidents and prefers to make safe choices in behaviour, makes recommendations to peers and close persons about ways of avoiding danger.</p>	<p>understands that safe behaviour in traffic helps prevent accidents, prefers to make safe choices in behaviour and considers the safety of other road users, incl. does not put themselves and others at risk.</p>

3. Child/student behaves safely and considers other road users and the weather conditions/threats arising from the environment, intervenes if necessary in order to guarantee the safety of others

	Preschool education	First stage of study	Second stage of study	Third stage of study	Fourth stage of study
KNOWLEDGE ENVIRONMENTAL IMPACT	<p>Child: describes the potential threats as a pedestrian in different seasons;</p> <p>knows safe pedestrian crossings in different traffic environments;</p>	<p>Student: as a pedestrian, understands that the stopping distance of vehicles on a wet and snowy road is longer than on a dry one;</p> <p>describes (as a pedestrian) the traffic threats in different seasons;</p>	<p>Student: as a pedestrian and cyclists, understands that the stopping distance of vehicles on a wet and snowy road is longer than on a dry one;</p>	<p>Student: explains the factors that determine the stopping distance of a vehicle, incl. a train;</p> <p>knows the stopping distance of a vehicle at different speeds on a dry and wet road;</p>	<p>Student: explains the factors that determine the stopping distance of a vehicle;</p> <p>knows the stopping distance of a vehicle at different speeds on a dry, wet and snowy road;</p> <p>knows the difference of the terms 'braking' and 'acceleration' in the case of different road conditions;</p>
BEHAVIOUR ASSESSMENT OF TRAFFIC ENVIRONMENTS	<p>describes their location (in respect of the surroundings);</p> <p>finds their way in the preschool yard;</p> <p>chooses a safe place for crossing the road as a pedestrian;</p> <p>values courtesy in the traffic environment (eye contact – the 'hello' in traffic).</p>	<p>focuses their attention on monitoring and assessing different traffic environments (incl. the railway) in different weather conditions;</p> <p>values courtesy in the traffic environment (taking other road users into account as a pedestrian, eye contact – the 'hello' in traffic, and thanking).</p>	<p>finds a way of avoiding threats in traffic in different weather conditions (e.g. as a pedestrian in the dark, when it's raining or there's a snow storm; no cycling when it's slippery).</p> <p>values courtesy in the traffic environment (taking other road users into account as a pedestrian and cyclist, eye contact – the 'hello' in traffic, and thanking).</p>	<p>finds a way of avoiding threats in traffic in different weather conditions.</p> <p>values courtesy in the traffic environment (taking other road users into account as a pedestrian, cyclist and moped rider, eye contact – the 'hello' in traffic, and thanking).</p>	<p>describes and analyses the threats arising from different traffic environments and weather conditions, incl. the impact of weather on different types of transport;</p> <p>values courtesy in the traffic environment (taking other road users into account as a pedestrian, cyclist, moped rider and driver, eye contact – the 'hello' in traffic, and thanking).</p>

4. Child/student knows traffic regulations and signs proceeding from their different roles as a road user and follows the traffic regulations in different traffic environments

	Preschool education	First stage of study	Second stage of study	Third stage of study	Fourth stage of study
KNOWLEDGE KNOWLEDGE OF TRAFFIC REGULATIONS	<p>Child: knows the rules in their preschool group and year, incl. knows how to cycle safely in the preschool yard;</p> <p>knows how to use roads safely as a pedestrian, incl. in a group of children;</p>	<p>Student: knows the main traffic regulations and signs, and traffic control devices proceeding from their different roles as a road user;</p> <p>names the regulations that must be taken into account when using the road alone and with others (e.g. on an school trip, hike, in public transport and on a study trip);</p> <p>describes the differences in railway and road traffic regulations;</p>	<p>Student: knows traffic regulations and signs proceeding from their different roles as a road user, understands the differences in railway and road traffic regulations;</p>	<p>Student: knows traffic regulations and signs proceeding from their different roles as a road user, incl. those relating to railways;</p>	<p>Student: knows traffic regulations and signs proceeding from their different roles as a road user;</p>
BEHAVIOUR COMPLIANCE WITH TRAFFIC REGULATIONS	<p>follows the agreed rules in their preschool group and yard, incl. those that regulate cycling;</p> <p>follows the agreed rules when using the road in a group of children;</p>	<p>follows the traffic regulations and behaves safely in traffic;</p>	<p>follows the traffic regulations and behaves safely in traffic, is considerate of other road users.</p>	<p>follows the traffic regulations and behaves safely in traffic, is considerate of other road users.</p>	<p>follows the traffic regulations and behaves safely in traffic, is considerate of other road users.</p>

5. Child/student maps dangerous spots and plans a safe route to school depending on the mode of travel

	Preschool education	First stage of study	Second stage of study	Third stage of study	Fourth stage of study
SKILL JOURNEY PLANNING		Student: describes their journey from home to school according to their mode of travel and highlights the spots that are difficult for them in traffic, incl. near the school;	Student: maps the dangerous spots near the school and on the way to school, describes the threats and their potential consequences;	Student: compares different routes and modes of travel considering their different aspects (affordability, speed, length, safety) and selects the most suitable one from the viewpoint of the road user's role and different traffic environments (incl. railway);	Student: outlines and analyses the connections between the threats arising from the road user, vehicle and traffic environments (incl. on the way to school);
WAY TO SCHOOL PLANNING		plans a safe way to school for themselves.	plans a safe way to school for themselves depending on the mode of travel; names different options for road use in Estonia, uses different transport options to prepare the route from home to the desired destination (e.g. for planning a school trip or hike).	plans and maps their way to school in consideration of at least two different modes of transport and road user roles, using different technical options (taking photos of traffic signs/traffic control devices or dangerous spots, determination of GPS coordinates), adds a description of the threat and finds solutions for avoiding the treats.	maps their way to school in consideration of at least three different modes of travel and road user roles using different technical options, finds ways of avoiding threats and, if necessary, makes suggestions (e.g. to the school principal) for making the school territory safer.

6. Child/student is aware of their and their family's road use habits, the nature of the traffic culture and traffic safety level of Estonia and other countries

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SKILL TRAFFIC CULTURE	Child: describes their and their family's modes of travel.	Student: describes their and their family's road use habits;	Student: describes the nature of the traffic culture and the habits of road users in various countries, incl. Estonia;	Student: compares the level of traffic safety in different countries with the level of traffic safety in Estonia;	Student: analyses modes of travel, traffic safety and traffic culture in different countries, how they have changed in time and are connected to traffic behaviour, outlines the differences between the analysed countries and Estonia;
LOOKING FOR INFORMATION		gets to know the types of transport and modes of travels in their area;	looks for information about various transport options in Estonia that not available in their area (e.g. tram, trolleybus, ferry, ship, train, plane) and the safety rules that must be taken into account;	looks for information about the specific features of traffic in various countries (incl. selection of modes of travel) and is able to outline how to take this into account in their own behaviour (e.g. left-hand traffic, multiline railways, the need to consider bicycle traffic, various types of transport);	uses different media channels to find descriptions of the traffic accidents that have occurred in the case of different modes of travel (incl. on the railway) and the differences based on time, countries, etc.;
PRESENTING INFORMATION		under the instruction of a teacher, prepares a survey or a simple diagram based on observation results about their and the other students' traffic behaviour (e.g. ways of	names different options for road use in Estonia, knows and uses different transport options to prepare the route from home to the desired destination (e.g. for planning a	looks for, collects and presents data and makes suggestions for improvement of the traffic safety of the area, school and class on the basis of	reads the health profile of their county (accidents and injuries compared to the number of residents) and compares it with the health profiles of other countries.

		coming to school or use of safety equipment on different days of the week).	school trip or hike); reads (from tables, graphs) and prepares simple traffic statistics (e.g. division by percentage).	these data.	
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