

12 PRINCIPLES

for teaching children and
young people about traffic
and mobility

Good practice to inspire

The principles are aligned with formal requirements and are based on knowledge of the most effective measures.

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EDUCATION FOR EVERYONE

Continuity and progression

- 1 throughout the educational pathway
- 2 progression all the way
- 3 strategic and operational goals

RESPONSIBILITY AND SUPPORT

Kindergartens and schools

- 4 take responsibility and receive support
- 5 traffic education is part of local annual plans
- 6 procedures for following up and revising plans

HIGH QUALITY

Traffic education

- 7 is evidence-based and up-to-date
- 8 includes goals that can be evaluated
- 9 incorporates pupil insight and self-assessment

12 principles at a glance

MOTIVATION

Participation and competence

- 10 children and young people have the right to contribute
- 11 parents and others contribute
- 12 a solid base for student teachers

FOREWORD

Education plays a key role in the Vision Zero initiative. The Norwegian Transport Plan states that children should learn how to travel safely in traffic through traffic safety and mobility education. One chapter of the plan is the Children's Transport Plan, written for children and young people with input from these target groups. The Children's Transport Plan addresses both physical infrastructure and educational measures.

The European Transport Safety Council (ETSC) is a non-profit organisation working to reduce the number of traffic-related injuries and fatalities. One of its projects is LEARN! (Leveraging Education to Advance Road safety Now!), and the Norwegian Council for Road Safety represents Norway in this work. The aim is to strengthen the scope and quality of traffic education.

LEARN! produces reports, hosts seminars and runs a dedicated website. One of the reports, Key Principles for Traffic Safety and Mobility Education, outlines principles for authorities and other decision-makers. Read more about LEARN! on page 41.

References are listed on page 42.

The LEARN! Key Principles are cited in the National Action Plan for Road Safety 2022–2025. While Norway performs relatively well in relation to many recommendations, there is still room for improvement. That is why we are developing principles and recommendations that are tailored to conditions in Norway. The work is anchored in the National Action Plan for Road Safety 2022–2025 (measure 47):

The Norwegian Council for Road Safety, in co-operation with the Norwegian Directorate for Education, the Norwegian Public Roads Administration and other relevant authorities and actors, will investigate how traffic and mobility education for children and young people can be coordinated and strengthened.

This Norwegian edition provides an overview of principles, recommendations and examples of best practice. Visit tryggtrafikk.no for more detailed information about the scientific foundation, curricula in kindergartens and schools, and systemic initiatives such as Heart Zone and Traffic Safe Municipality. The principles are explained in more detail with more examples of best practice.

The Norwegian Council for Road Safety has overall responsibility for the report. The Norwegian Directorate for Education and the Norwegian Public Roads Administration have been actively involved throughout the process.



OBJECTIVES AND TARGET GROUPS

Children and young people should gain the competences needed to make safe, active and sustainable transport choices. This report is based on recent research on children's understanding of risk and on knowledge about which educational measures are most effective. It highlights the benefits of active participation by children and young people, and their right to contribute. The recommendations align with the Children's Transport Plan and the National curriculum for Kindergartens and Schools.

The work underlines the importance of a systematic and coordinated approach, supporting the work of Heart Zone, Traffic Safe Municipality and Traffic Safe County.

The primary target audience is decision-makers – politicians and public authorities at national, county and municipal level. Coordination requires cross-sectoral collaboration. The recommendations are especially relevant for the early childhood and education sector, but also for staff responsible for public health. The target audience also includes school and kindergartens governing bodies, head-teachers and directors. Many other actors may also find the recommendations useful, including staff and parent committees in kindergartens and schools, student councils, municipal youth councils, organisations and teacher training institutions.

DEFINITIONS

Our definition of traffic and mobility education align with LEARN! and includes measures that affect safe behaviour among children and young people in traffic. The education includes several dimensions. Children and young people should

- acquire knowledge and understanding of road-safety rules and traffic conditions
- improve their skills through training and experience
- develop responsible attitudes and motivation to contribute to road safety
- be well equipped for choosing safe, active and sustainable modes of transport

Being in traffic always carries a certain risk of collisions and injuries, and children must gradually learn to manage this risk. Traffic education provides children and young people the foundation for independent mobility. A good childhood environment offers children a wide range of opportunities for play and activity. An increased radius of activity makes it easier to take part in leisure activities and play with peers. This benefits the children's development as well as short and long-term health.

The effect of road-safety measures is often assessed in terms of reducing the number of collisions and fatalities. When it comes to traffic education, we also need to look at behavioural changes. Knowledge, skills and attitudes all affect how we behave in traffic. There is a link between behaviour and the risk of being involved in a collision. Changes in knowledge, skills, motivation and behaviour are therefore useful parameters for measuring the effect of traffic education. Measures need to be evidence-based, and it's important to evaluate both the effect and process. Self-awareness and reflection are part of this definition.

Systematic traffic education is important for two reasons. The first is that children and young people need to learn what is safe and what is dangerous in order to prevent harm. The second is to support a long-term preventive approach, where the main aim is to develop good habits and a culture of safety in personal development.

In these recommendations, traffic safety and mobility education is simply referred to as traffic education.



STRENGTHEN AND COORDINATE

Report to the Storting No. 40
2015–2016 Traffic Safety Work
– Coordination and Organisation
– addresses cross-sectoral
challenges. Traffic safety extends
far beyond the responsibilities of
the road authorities, and effective
cross-sectoral cooperation is
becoming increasingly important
as lower collision rates make it
more difficult to identify effective,
targeted measures to eradicate
collisions.

The white paper outlines areas
where improved cross-sectoral
coordination can help anchor and
target traffic safety work more
effectively. It describes road safety
trends, future challenges, key
actors, measures and tools.
Traffic education for children and
young people holds significant
potential for strengthening this
work.

THE CHILDREN'S TRANSPORT PLAN

The Children's Transport Plan is part of the National Transport Plan. Children refers to both children and youngsters, and the plan is based on input from the target groups themselves. What matters to them are safe routes to school, environmentally friendly transport, and improved opportunities to travel independently. The report to the Storting (white paper) No. 20 2022–2033 states:

Recent research conducted by various research organisations including SINTEF and Nord university/NTNU has, for example, provided new insight about children's limited ability to orientate themselves, judge speed and focus attention appropriately in traffic.

There are many good reasons why as many children as possible should cycle or walk to school and leisure activities. Less parental driving reduces road traffic, children gain important road safety experience, and increased cycling and walking are beneficial to health, climate and environment. The Children's Transport Plan's target is that 80 per cent of children living within four kilometres of school should cycle or walk to and from school.

Children's needs and their involvement in community planning are topics in the UN Convention on the Rights of the Child, the Norwegian Constitution, the Planning and Building Act and the national policy guidelines for strengthening the interests of children and

young people in planning (RPR-BU). The extent to which these are followed varies in the planning of new infrastructure. The regulations on environmental health in kindergartens and school also supports this perspective by expanding and specifying the duty to provide information and including children and students among those who should be informed (Section 17-I). From 2020, all municipality and county councils must have established a youth council or representative body for young people (13–19 years), cf. section 5-12 of the Local Government Act. The goal is to ensure broad, open and accessible participation in matters and processes that affect young people. The council may also take up matters on its own initiative. All primary and lower secondary schools are legally required to have a pupil council and a school environment committee.



Colourbox

// It is paradoxical that there is less traffic education in the age groups in which accident rates increase.

EDUCATION – PART OF VISION ZERO

Traffic education helps create responsible road users and is considered a key part of the Vision Zero initiative, alongside measures targeting vehicles, infrastructure and enforcement. Children and young people are road users every day – as passengers, pedestrians, cyclists or electric scooters users. Road safety concerns everyone and is a shared responsibility.

In Norway the number of serious accidents involving children and young people has decreased over time, but it requires effort to maintain – and preferably improve – this positive development, especially for new generations. If more people are to cycle and walk to school, we need to enhance efforts to prevent injuries. This involves both physical infrastructure and education. We have limited knowledge about the number of injuries involving children as vulnerable road users. Children are often improperly secured in cars and buses, and many perceive the route to and from school as unsafe. The number of young people killed or seriously injured has decreased, but young people are still more vulnerable than other groups. It is challenging that road safety is not always a natural part of the cooperation between the home, kindergarten and school. We reach many people through the education system – at least up to and including lower secondary school. Surveys show that traffic education is most common in the early school years. It is para-

doxical that traffic education decreases in the age groups in which injury rates increase.

When good habits are established early, it lays the foundation for children to grow up to become responsible road users. Traffic education prepares children and young people for new roles as road users as they grow older and more exposed to risk. This requires continuity and progression throughout childhood.

Many people contribute to road safety efforts. The low accident numbers in Norway are the result of efforts by a range of actors: national, regional and local government agencies in combination with organisations and enterprises. The cross-sectoral cooperation extends administrative levels and occurs both centrally and locally – not only involving transport and justice sectors but education and health as well. This model of cooperation in Norway ensures that the effort is well coordinated.

Traffic education is a long-term endeavour. Targeted and tailored measures for children and young people require knowledge of their capabilities as road users. Each age group has different challenges, but all need knowledge of what creates a culture of safety. Adults are important role models. Children and young people are influenced by how their parents travel to kindergarten, school, work and leisure activities. Attitudes and behaviours are transmissible and become part of the habits children and young people learn.

CURRICULUM AND REGULATIONS IN KINDERGARTENS AND SCHOOLS

The Knowledge Promotion Reform specifies pupils' desired competences after certain school years, but does not dictate detailed learning objectives. To ensure all children and young people receive quality and progressive traffic education, learning material should guide and show how this can best be implemented. Internal control systems must ensure that injuries and accidents are prevented. Traffic education largely occurs through everyday practice and routines. Overview of regulations that establish the framework for traffic education:

Internal control for the kindergarten and education sector must promote health, wellbeing, good social and environmental conditions, and prevent illness and injury. Of particular relevance to this report is the section on safety and health preparedness. Injuries and accidents must be prevented, and there must always be procedures and equipment to handle accidents. These procedures must be known to everyone, including children. The municipal director as well as the governing bodies of private kindergartens and schools are responsible for internal control.

The Framework Plan for Kindergartens is a regulation under the Kindergarten Act that outlines what a kindergarten must contain and staff responsibilities. All kindergartens must base their work on what is stated in the Framework Plan. The Framework Plan for Kindergartens includes 'safe travel' as part of the framework discipline local community and society.

The Framework Plan for SFO (after-school programmes) is a regulation governing work in SFO. SFO must facilitate play, cultural and leisure activities based on children's age, functional level and

interests, and provide care and supervision. Traffic education can be integrated into how the local environment is used in children's play, exploration and physical activity.

The curriculum for primary and lower secondary school consists of the core curriculum, subject and time allocation, and subject curricula. These are regulations under Education Act and govern the content of education. The core curriculum applies to primary, secondary, upper-secondary and adult education. The national curriculum describes competence objectives and basic skills. At primary level, the competence objectives for traffic education are listed under physical education, but the interdisciplinary aspect is also emphasised. Traffic education can be included in multiple subjects and in the three interdisciplinary topics of public health and life skills, sustainable development, and democracy and citizenship.

At secondary level, the elective subject 'traffic' comprises 57 hours and has its own curriculum. The traffic education regulations set the framework for a basic road safety course as an integrated part of the elective subject. The requirements in both the traffic education regulations and the curriculum of the subject must be fulfilled.

Curricula for upper-secondary education include both upper secondary school and vocational programmes. Upper secondary school consists of university-preparatory and vocational study programmes. In upper-secondary education, there are no explicit competence objectives for traffic education, but road safety can be included in various subjects and in the same three themes of public health and life skills, sustainable development, and democracy and citizenship.



12 PRINCIPLES FOR EFFECTIVE TRAFFIC EDUCATION

The principles follow the framework and regulations in kindergartens and schools and are based on knowledge of children's understanding of risk. The recommendations encourage cooperation and are accompanied by good examples that serve as inspiration. Let children and young people travel around in an active, safe and sustainable manner.

AREA 1

TRAFFIC EDUCATION FOR EVERYONE

- 1 All children and young people receive traffic education throughout their entire educational pathway.
- 2 Kindergarten and school planning frameworks ensure progression in traffic education.
- 3 Traffic education has strategic and operational goals.

AREA 2

RESPONSIBILITY AND SUPPORT

- 4 Kindergartens and schools take responsibility and receive support for delivering effective traffic education.
- 5 Traffic education is included in local annual plans in kindergartens and schools.
- 6 Kindergartens and schools have good procedures for following up and revising plans.

AREA 3

HIGH QUALITY

- 7 Traffic education is evidence-based and up-to-date.
- 8 Traffic education has goals that can be evaluated.
- 9 Pupils' self-awareness and self-assessment are part of the education.

AREA 4

MOTIVATION, PARTICIPATION AND COMPETENCE

- 10 Children and young people actively participate with the right to contribute.
- 11 Parents, organisations and other actors support and participate.
- 12 Students in teacher training programmes have a solid foundation for providing traffic education to children and young people.



TRAFFIC EDUCATION FOR EVERYONE

PRINCIPLES

- 1 All children and young people receive traffic education throughout their entire educational pathway.
- 2 Kindergarten and school planning frameworks ensure progression in traffic education.
- 3 Traffic education has strategic and operational goals.

RECOMMENDATIONS – national | county | municipal level

- Continue to promote traffic education as a clear part of Vision Zero with evident goals and measures in the National Action Plan for Road Safety as well as in regional and municipal plans.
- Transport authorities hold the main responsibility for road safety, but traffic education in kindergartens and schools must be anchored with education authorities at national, county and municipal level.
- Share examples of good practice and establish systems for guidance and follow-up – for instance, initiatives such as Traffic Safe Municipality, Traffic Safe County and Heart Zones.
- Highlight the opportunities offered by the Framework Plan for Kindergartens and the Knowledge Promotion Reform to deliver high quality traffic education with continuity and progression throughout the entire educational pathway.
- Ensure that road safety is a central component of the internal control system of kindergartens and schools.
- Support schools in organising their work effectively, for example through initiatives such as Traffic Safe Municipality and Traffic Safe County.
- Follow the Norwegian Council for Road Safety's plan for the content and progression of education. The plan includes topics such as pedestrians, cyclists, passengers, children's independent mobility, speed, intoxication, attention and safety equipment. The framework should be adapted to local traffic conditions, children's capabilities and any ongoing initiatives.

The examples demonstrate the opportunities offered by the Framework Plan for Kindergartens and in the Knowledge Promotion Reform to provide good quality traffic education with continuity and progression.

Examples of good practice

EXAMPLES OF PRINCIPLE 1 All children and young people receive traffic education throughout their entire educational pathway

Regional Mobility Plan for Agder 2023–2033

Together we make travelling easy, safe and green. Quote from the plan:

Preventive work and early intervention have proven positive effects. It is therefore important to identify groups with increased risk in traffic, so that targeted measures can be implemented for these groups. Road safety issues vary widely in both scope and character in the different municipalities. Road safety plans function primarily as strategic tools for targeted local road safety efforts. It is important that there is a consistent approach from national to local level.

Plan for green mobility and road safety 2019–2029 in Strand municipality in Rogaland

This strategy includes Traffic Safe Municipality, traffic education and Kids' Tracks as part of a comprehensive effort to promote safe walking and cycling.

1 These examples show how traffic education is a natural part of county and municipal planning.

EXAMPLES OF PRINCIPLE 2 The frameworks for kindergartens and schools ensure progression in traffic education

Traffic education in kindergarten and the kindergarten–school transition

The Children's Traffic Club is a tool for children, kindergartens, primary schools and parents to explore, practise, play and learn about traffic, so that children can learn what is safe and what is dangerous. The club has a website that is accessible to everyone. Its areas of focus are linked to the Framework Plan for kindergartens, SFO after-school programmes and the Knowledge Promotion Reform, and show progression from the youngest to the oldest children.

Bicycle traffic education, progression at primary level

Sykkeldyktig is a collaboration between the Norwegian Automobile Federation (NAF), the Norwegian Cyclists' Association and the Norwegian Council for Road Safety. It is a learning resource that includes digital textbooks, films, assessment exercises and practical cycling exercises.



Examples of good practice

Traffic education in lower and upper-secondary education

The learning resources in Underveis are based on the national curriculum, which consists of the core curriculum, subject and hour distribution and the subject-specific curricula. These are regulations under the Education Act and are intended to govern the content of education.

The learning objectives are geared towards curricula and competence objectives in subjects, and adapted for teachers in lower and upper-secondary education.

At lower/secondary level: traffic as interaction and understanding of risk

The content is about road safety rules, road safety as interaction, active and safe transport, intoxication and attention. Understanding the importance of using safety equipment such as reflectors, helmets and seatbelts.

In upper/secondary education: responsible choices and new roles as road users

Continues the themes of speed, intoxication, attention and safety equipment. A higher sense of reflection and understanding of risk, including in relation to various types of vehicles and road user roles.

V722 Municipal Road Safety Plans

The Norwegian Public Roads Administration has a number of guides to support road safety efforts – including V722. It is regularly updated and is a useful tool for developing municipal road-safety plans. The guide connects local work to national initiatives and includes a specific list of recommended actions. Under road user measures, there are tips and recommendations for actions aimed at children and young people. You also receive practical advice on how to work systematically by prioritizing, planning, monitoring and evaluating.

The appendices provide a good overview of support schemes, goals and tools.

Traffic education in primary schools and for immigrants

Schools in Gloppen municipality, Vestland, have a joint road safety plan. They use the competence objectives in the Knowledge Promotion Reform, the criteria for Traffic Safe Municipality, and the regulations on environmental health in kindergartens and schools. There is also a parent meeting plan specifying themes for each year: driving, rules for cycling to school, using reflectors, cycle proficiency, positive attitudes to safe behaviour along roads, at bus stops and around school grounds. The road safety plan outlines the content and progression of the teaching. Examples include: caution, safety equipment in cars and on bicycles, reflectors, signs and rules, school cycling regulations, helmet mandates, first aid, scientific concepts, discussion, reflection and understanding risk. In addition, traffic education for immigrants is included in the introduction programme, for which the municipality is responsible. Quote from the road safety plan:

“ Since our participants are adults, and many of them walk or cycle to and from school, the central theme is adults and children as vulnerable road users. The Norwegian language and Social Studies curriculum for adult immigrants includes traffic-related learning objectives: Students should learn about transport in their local community and basic road safety rules. Part of the teaching should be linked to their daily routines and local surroundings. The curriculum also states that pupils should learn about everyday tasks such as travelling to and from school and kindergarten.

Many of our students are parents, so the role of parents in relation to road safety is another important topic. In addition, the adult learning centre has offered traffic education as an elective subject for many years, for those preparing to take their driving test[...]



Organisation of traffic education in upper secondary school

Agder has an initiative called Road Safety Ambassadors. The goal is to ensure that all pupils at all levels in upper secondary school receive continuous learning and education in how to behave safely in traffic. The project was designed to provide a comprehensive, pedagogical road-safety programme where pupils shape its content. This means that 'pupils do not passively receive information, but through their own and their peers' activities, construct each other's attitudes and behaviour.' Selected pupils are engaged as ambassadors for road safety at their own school.

The project is designed not to demand too much time, preparation and resources from schools. It also aligns with the competence objectives. Ambassadors must complete three mandatory activities, while a further three activities are optional. The mandatory activities follow a set structure and vary somewhat each year, allowing adaptations to local conditions and ensuring their relevance.

Examples of good practice

EXAMPLES OF PRINCIPLE 3 Traffic education has strategic and operational goals

Outline of content and progression in traffic education from kindergarten to upper secondary school.

AGE	CONTENT OF TRAFFIC EDUCATION IN KINDERGARTENS AND SCHOOLS
Kindergarten	<p>Safety and visibility</p> <ul style="list-style-type: none"> • Pedestrians – walk with adults, walk on pavements or on the left-hand edge of the road, cross the road at the safest places (traffic lights, pedestrian crossings, places with good visibility), use reflectors. • Passengers in a car, bus or taxi – use safety equipment correctly, procedures for boarding and alighting, and routines at the entrance to kindergarten.
Years 1–2	<p>Basic skills and responsibilities</p> <ul style="list-style-type: none"> • Pedestrians – use the local environment, traverse traffic with progressively more responsibility, walk on pavements, footpaths or on the left-hand edge of the road, cross the road in the safest places (traffic lights, pedestrian crossings, places with good visibility), learn relevant road safety rules and signs, use reflectors. • Cyclists – practise basic skills in areas with little or no traffic, wear a helmet. • Passengers in a car, bus or taxi – use safety equipment correctly, procedures for boarding and alighting, and routines at the school gate.
Years 3–4	<p>Increased independence, understanding and safety</p> <ul style="list-style-type: none"> • Pedestrians – understand and follow rules, transfer knowledge from familiar to unfamiliar situations. • Cyclists – practise skills in low traffic areas, choose the safest cycling routes, ride on the right-hand side of the road, give signal, wear a helmet. • Passengers in a car, bus or taxi – use safety equipment correctly, procedures for boarding and alighting, and routines at the school gate.
Years 5–7	<p>Responsibility and role models</p> <ul style="list-style-type: none"> • Pedestrians – understand and follow rules, be good role models for other children. • Cyclists – practise skills in mixed-traffic areas, choose the safest cycling routes, learn about bike equipment, understand and follow rules, wear a helmet, choose active and safe modes of transport. • Passengers in a car, bus or taxi – use a seatbelt correctly, procedures for boarding and alighting, and routines at the school gate.

AGE	CONTENT OF TRAFFIC EDUCATION IN KINDERGARTENS AND SCHOOLS
Years 8–10	<p>Road safety as interaction and understanding of risk</p> <ul style="list-style-type: none"> • Understand and follow road safety rules, road safety as interaction. • Road safety, sustainability and public health, first aid, safe and active transport. • Understand the risks associated with speed, intoxication and inattention. • Understand why it is important to use safety equipment such as reflectors, cycle helmets and seatbelts.
Upper secondary school years 1–2	<p>Responsible choices and new roles as road users</p> <ul style="list-style-type: none"> • Discuss how areas of risk, such as speed, intoxication, inattention and not using a seatbelt impact one's own safety and the safety of others. • Understand the risk factors associated with relevant road user roles and vehicle groups. • Understand how to keep oneself and others safe in traffic. • Be able to make informed choices about modes of transport, personal safety and health.
Upper secondary school year 3	<p>Safety in the transition to adulthood</p> <ul style="list-style-type: none"> • Discuss how personal responsibility and attitudes affect traffic behaviour and safety. • Understand the connection between personal safety, public health and sustainable mobility. • Collaborate on and contribute to a safe celebration for all graduating pupils.
Apprentices	<p>Road safety as part of working life</p> <ul style="list-style-type: none"> • Understand that road safety is a natural part of HSE in all organisations. • Be aware of how to reduce the risk of injuring oneself or others in traffic. • Work on attitudes that support road safety.

3
The framework must be adapted to local conditions and the children's capabilities.

RESPONSIBILITY AND SUPPORT

PRINCIPLES

- 4 Kindergartens and schools take responsibility and receive support for delivering effective traffic education.
- 5 Traffic education is included in local annual plans in kindergartens and schools.
- 6 Kindergartens and schools have good procedures for following up and revising plans.

RECOMMENDATIONS – kindergarten and school level

- Kindergarten and school governing bodies take responsibility for facilitating and following up on plans and practices.
- Kindergarten and school management take responsibility for ensuring everyone traffic education and for providing guidance and follow-up. They keep up with available courses and network meetings.
- Individual teachers are responsible for ensuring plans are implemented in practice with good traffic education, safety routines and parental cooperation.
- All kindergartens and schools should have an annual plan showing how they work with traffic education and road safety. The plan should describe the education and routines for safety on outings.
- Follow recommended learning principles that are based on children's and young people's contributions, good parental cooperation, seasonal changes, finding safe places to gain practical experience in traffic, establishing good habits, moving from the specific to the general and abstract, ensuring progression. Basic road safety rules are included in the education, but tasks must allow space for reflection.
- Plans for traffic education and road safety must be known by all and regularly revised.
- Each school and kindergarten should have a teacher responsible for the plans, cooperation and information.
- Traffic should be a topic at parent meetings, and there should be a good flow of information between the Parents' Working Committee (FAU), management and other staff.

Examples of good practice

EXAMPLES OF PRINCIPLE 4 Kindergartens and schools take responsibility and receive support to provide traffic education

Courses for kindergarten staff

The Norwegian Council for Road Safety offers courses that provide a thorough introduction to how staff can take responsibility for safety and traffic education in the kindergarten, including incorporating road safety as a topic in parental cooperation. The content is linked to the Framework Plan for Kindergarten and regulations on environmental health. Quotes from course participants:

- // After attending the course, we've now introduced road safety as a topic at the first parent meeting of the year.
- // I wasn't aware that traffic education is a topic in the framework plan. Thank you for bringing that to light.

Elective subject 'traffic' at secondary level

The elective subject 'traffic' at Ottestad lower secondary school is run by enthusiastic teachers who, 'with the help of learning resources, knowledge and creativity', have made the subject 'fun, practical and interesting', as the The Traffic Safety Committee in the County (FTU) expressed when the school received the county's Road Safety Award 2023. The teachers themselves say:

- // Traffic is a wonderful subject to teach. Many pupils who are tired of school really love the subject and do really well. They achieve highly in every aspect because they are so engaged. The subject should be taught everywhere because it helps shape positive attitudes.

The elective subject 'traffic' aims to support the Vision Zero initiative. Schools can facilitate for 9th and 10th year pupils to participate in a basic road-safety course in line with the traffic education regulations, and follow the requirements for the education. The subject should help pupils develop critical thinking skills and positive attitudes in traffic. It's about developing respect for rules and ethical awareness when interacting with others in traffic. Understanding sustainable development of future modes of transport is also part of the subject.



5
Examples of how traffic education
can be included in schools' local annual plans.
We follow recommended learning
principles.

Examples of good practice

EXAMPLES OF PRINCIPLE 5 Traffic education is included in local annual plans in kindergartens and schools

Local annual plan from primary and secondary level

Mannaldalen School is located in Kåfjord municipality in Troms. Their traffic safety plan states that the school has had 75–90 pupils annually over the past 10 years. 85 per cent have been offered year-round school transport based on individual assessments due to dangerous routes to and from school. The pupils commute from a wide area, on national, county and municipal roads, and the school routes lack bus pull-ins and designated bus stops. Despite the offer of school bus transport, several pupils choose to travel to school by bike, a kind of sled (sparkstøtting) or on foot when conditions allow. Some pupils are driven to school by their parents. The school is extensively used for after-school activities.

The plan begins with a chapter on road safety and the competence objectives in the LK20 curriculum. It emphasises that cooperation between school and home is vital, and that parents have the main responsibility for their child's upbringing and development. It is therefore important that the school has a good and formalised collaboration with the Parents' Working Committee (FAU), which also plays a role in effective traffic education. The plan refers to the core curriculum, competence objectives and defines basic skills in traffic education.

Good routines with Heart Zones at the primary level

Quote from Lier municipality:

// Heart Zone is a collaborative project about safe and active travel to and from school. An area is established around the school that is adapted for pedestrians and cyclists (vulnerable road users), while efforts are made to reduce car traffic. A Heart Zone around the school makes it safer for pupils to walk or cycle. Children who are driven are dropped off at designated drop-off and pick-up points outside the Heart Zone, called drop zones.

Lier municipality has a comprehensive and structured approach to the Heart Zone project. There is a clear connection between the overarching municipal plans and individual school plans for working with Heart Zone.

RECOMMENDED LEARNING PRINCIPLES

Children and young people contribute

- Traffic education must be adapted to children's abilities and challenges.
- The learning outcome improves when children and young people contribute and gain their own experiences.

Parent cooperation

- Parents hold primary responsibility, and education must be built on solid parental cooperation.
- Adults are role models, and the most important learning experience happens whenever children are out in traffic. Starting early helps develop good habits for safe, active and sustainable transport.

Practical training in the local environment

- Use the local environment, follow seasonal changes, and address relevant conditions.
- Find safe places to practise in traffic. The shortest route is not always the safest.

Progression

- Progress from real-life situations for the youngest to the more general and abstract.
- Ensure progression by moving from being able to recall or understand something, to applying and mastering it.

Reflection and collaboration

- Basic road safety rules are included in the education, but exercises must also invite reflection – such as finding a safe route between two places, taking a stance on different assertions or comparing investigations that the pupils have conducted themselves.
- Road safety involves interaction. Individual tasks should be combined with collaborative exercises.

6
The examples show what working with Heart Zone and Traffic Safe Municipality involves.

Examples of good practice

EXAMPLES OF PRINCIPLE 6 Kindergartens and schools have good procedures for following up and revising plans

Project 'Heart Zone' – safer roads

The goal is for more children to cycle and walk safely to school. A 'Heart Zone' is as car-free as possible, with measures adapted to the traffic and surroundings of each individual school. Local rules and initiatives are developed to reduce the number of parents driving in the area around the school. The project is a collaboration between: the National Parents' Committee for Primary and Lower Secondary Education, the Norwegian Directorate of Health, Eco-Agents, the police, the Norwegian Public Roads Administration, Norwegian Cyclists' Association and the Norwegian Council for Road Safety.

The Institute of Transport Economics (TØI) was commissioned by the Norwegian Council for Road Safety to conduct a study and develop a knowledge base on the effects of Heart Zones (TØI report 2014 –2024). Improving children's road safety is the main reason for implementing Heart Zones.

There is a connection between the Heart Zone project and being a Traffic Safe Municipality. According to the study, 77 per cent of municipalities are certified Traffic Safe Municipality, and 6 out of 10 report that Heart Zones were introduced as part of their effort to being approved. In most schools, Heart Zones are well anchored in the

school management and Parents' Working Committee (FAU) – with specific goals for the Heart Zone work. The results suggest that Heart Zones influence traffic culture among parents. There are significant differences between Heart Zone schools and schools without such measures in terms of what are considered normal ways to pick-up and drop-off children. The initiative appears to have led to changes in travel habits among parents and pupils.

More systematic, greater awareness and improved traffic culture

More than half of the schools report that Heart Zones contribute to more systematic road safety work and a greater awareness of road safety among parents, staff and pupils. Evidence suggests that Heart Zones are an effective measure for influencing local traffic culture.

Pupil contribution and shared activities promote engagement and a sense of ownership. Attitude-shaping initiatives, such as cycling and walking competitions, reflector awareness days and visible traffic-safety wardens at schools are mentioned as effective in promoting safe and healthy travel habits. Engagement from school leadership, especially head masters, is essential to legitimising the initiative.

Framework conditions, such as infrastructure and traffic conditions, determine the quality of implementation. The physical design of a Heart Zone and how well it is perceived also seems to impact the success of attitude-shaping efforts.

Traffic Safe Municipality and Traffic Safe County Municipalities are responsible for preventing accidents, including traffic collisions. Laws and regulations stipulate that systematic preventive work is required across all sectors. Although road safety is often placed under transport, tools also exist within sectors responsible for health, education, sport and culture. Physical measures are important, but road users' behaviour also needs to be influenced.

To assist municipalities, the Norwegian Council for Road Safety, in cooperation with county councils, has developed a certification scheme called Traffic Safe Municipality and Traffic Safe County. Certification is a seal of approval showing that a municipality is working effectively, purposefully and holistically with road safety.

TØI has analysed the effect of being certified as a Traffic Safe Municipality (TØI report 1853/2021). The study shows very positive effects on

- road safety culture
- individual focus on road safety in the work
- personal road safety behaviour.

Employees reported a more positive road safety culture at work: The focus on road safety had increased awareness of the topic among

- immediate managers (67% agree)
- colleagues (62% agree)

– and it had become easier to raise issues about road safety in the workplace (58% agree).



Heart Zone



HIGH QUALITY

PRINCIPLES

- 7** Traffic education is evidence-based and up-to-date.
- 8** Traffic education has clear goals.
- 9** Pupils' self-awareness and self-assessment are part of the education.

RECOMMENDATIONS

- Use up-to-date learning resources from credible sources. Integrate teaching to your own work. Assess whether existing measures should be renewed and improved.
- Ensure clear roles and responsibilities in individual kindergartens and schools. Share new knowledge and practical experience.
- Use recognised quality standards and models when developing local measures.
- Set quality requirements for learning resources and seek support from relevant expert communities.
- Let pupils actively participate, explore and explain. Pupils' self-assessment is a natural part of the learning process, and they should receive advice on how to work further to increase their competence.

Examples of good practice

EXAMPLES OF PRINCIPLE 7 Traffic education is evidence-based and up-to-date

Research on children's understanding of risk, pedestrians 7–9 years

Virtual Risk Management (ViRMa) is a research project led by Queen Maud's College of Early Childhood Education and others. It investigates children's physical and risky play as a way to prevent collisions/injuries. The idea is that risky play is valuable for learning how to deal with danger, and that adults' well-intentioned restrictions can ultimately limit children's understanding of risk. The aim of ViRMa is to increase understanding of how children develop risk assessment and management skills. One scenario studies how children aged 7–9 cross a busy roads, using eye tracking and motion capture.

Research on attention and risk – cycle training

Children, Attention and Cycling is a research project organised by SINTEF on behalf of the Norwegian Council for Road Safety. The main objective was to develop and evaluate a new model for bicycle traffic education based on the scientific concept of Mind, Brain and Education. It utilises the interaction between neuroscience, psychology and pedagogy. The training model is rooted in how the brain develops cognitive maps as a basis for navigation and episodic memory. The training model was tested on experimental and control groups, totalling sixty children aged 10–11. The results show significantly improved attention and risk perception compared to traditional methods. The foreword to SINTEF report 2021: 01452 states: This provides the Norwegian Council for Road Safety a scientific foundation for bicycle traffic education among children.

Bicycle traffic education at primary level – from research to practice

Once the research project Children, Attention and Cycling was complete, it provided a good basis for the Norwegian Council for Road Safety to further develop bicycle traffic education in collaboration with SINTEF and Nord University. The county councils of former Sør-Trøndelag, Østfold and Nordland are participating. The project aims to equip teachers with the knowledge and skills to teach attention training related to cycling. The idea is that teachers can influence pupils in ways that result in observable behavioural changes in selected risk situations in traffic. New learning resources are being trialled and will be included in Sykkeldyktig.

Attention as a theme in upper-secondary education

Attention is a complex and important topic. One of several key aspects is distraction factors – typically divided into motor, visual, auditory and cognitive distraction (summarised in the report 'I didn't see him': thematic analysis of inattention in fatal traffic accidents, 2016). A relevant campaign addressing these distraction types is KONS, developed for upper secondary schools in Vestland County. The campaign introduces the terms 'drive', 'listen', 'see' and 'think' as expressions for plausible visual, auditory and cognitive distractions. The campaign will be offered to all upper secondary schools in Vestland as a long-term initiative and is a collaboration between Vestland County Council and the Norwegian Council for Road Safety.

8

The examples show how targeted measures can be developed in collaboration with youth.

Examples of good practice

EXAMPLES OF PRINCIPLE 8 Traffic education has clear goals

Generation Z and Alpha – how do we reach them?

Injury statistics are higher for young people than for other groups. This target group is spread across the country and uses different means of transport. While the youngest can be reached at lower and upper secondary school, their decisions are more heavily influenced by leisure activities, their peers and social media. Living in the moment and expanding one's horizons are key motivators.

Several organisations are working systematically and strategically to address this. To improve our understanding of young people, the Norwegian Council for Road Safety conducted a youth survey in 2023 based on a similar survey in Denmark. Trends and behavioural patterns were taken into consideration. A campaign was launched for and with young people on social media. Through stories and interviews with influencers from different cultural backgrounds, boys and girls are presented with relatable scenarios involving intoxication, speed and inattention. Clips from the campaign are used in lessons in the first two years of upper secondary school to prompt discussion and reflection among young people.

'Ung i trafikken'

Ung i trafikken is the road safety organisation for young people aged 15 to 26. They help young people make good decisions related to intoxication, speed, attention and micromobility. The preventive work is reflected in campaigns and projects that focus on peer-to-peer communication.

They run annual competitions and campaigns to which young people themselves contribute. Examples include an annual iron-on badge

campaign aimed at graduating students called #EDRUSJÅFØR (sober driver) and DeathTrip – a nationwide contest in which more than a thousand students compete to create the best awareness campaign against driving under influence. The project is led by Ung i trafikken with support from the Norwegian Directorate of Health. The organisation also receives funding for a number of projects from the Ministry of Transport.



'We may drink a lot, but our driver is always sober.'

9

Pupils are engaged, allowed to explore, explain and broaden their understanding – and self-assessment forms part of the learning process.

EXAMPLES OF PRINCIPLE 9 Pupils' self-awareness and self-assessment are part of the learning process

Veivalg – interdisciplinary education for pupils aged 15–16

Veivalg is an educational programme developed by the Norwegian Road Museum and the Norwegian Council for Road Safety. Its content addresses the risk factors of speed, intoxication, inattention and failure to use safety restraints. The material is relevant to the lower secondary curricula and the cross-curricular theme of public health and life skills. The tasks require pupils to reflect on ethical issues in traffic situations. The programme uses a problem-based learning approach that combines individual and group work. Exercises take place in the local area or in the classroom. Pupils are engaged with a series of question and answer session before and during the course, and in a summary at the end. Self- and peer-assessment is integrated in the lessons.



'What happens in traffic when you turn 16?
Do you have any thoughts about what is happening?'

PHYSICAL EDUCATION

Managing health in a way that benefits the individual. Learn to make good choices for one's own and others' wellbeing throughout life.

SOCIAL STUDIES

Make good life choices and cope with problems. Offer perspectives on what a good life can be.

SCIENCE

Take care of one's own physical and mental health. Make responsible choices for health, safety and the environment – both in leisure time and at work.

Anchored in The National Curriculum in the cross-curricular theme of public health and life skills

Quote from a teacher at Vardal lower secondary school:

// As their teacher, it's about making them aware of the risks they face every day – traffic is a big and natural part of that, especially as 15–16 year olds when they're facing important life choices.

Quote from a student at the same school:

// When you hear the words 'choosing a path', it can mean so many things, so you get more curious about what it's really about.

Examples of good practice

Learning resources based on exploratory learning

The learning resource Underveis is an example of how pupils are invited to reflect, explore, explain and assess their own learning. The 5E model provides a good starting point:

Engage

Spark curiosity and interest, for example through a film comparing collisions without seatbelts to falls from various heights. Prior knowledge and exercises reveal learning needs.

Explore

Encourage pupils to investigate and make decisions, for example through exercises in which pupils identify errors in how safety equipment is used.

Explain

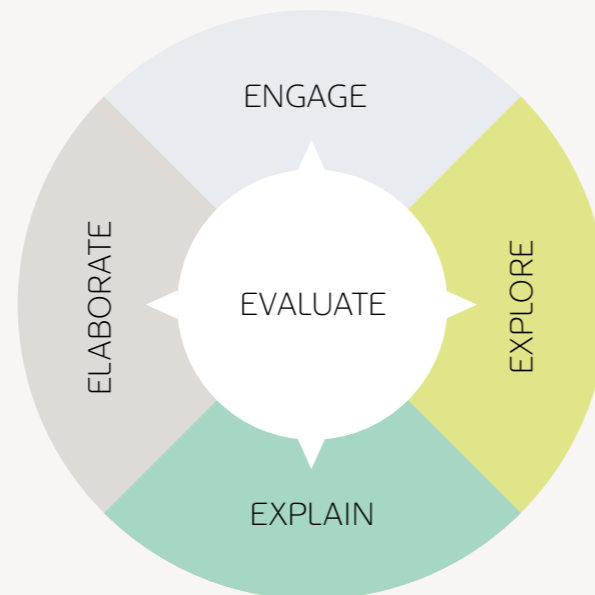
The teacher challenges and builds on pupils' knowledge. This bridges what students already know with new knowledge.

Elaborate

The next step is generalisation – applying knowledge, for example through a collision calculator where pupils input a chosen speed and the weight of an object (like a mobile phone or bottle) to see the forces at play.

Evaluate

All learning phases form part of the process. Pupils and teachers assess learning outcomes.



The 5E model was developed in the USA and has been further developed by the Norwegian Centre for Science Education. It was incorporated into road safety work through the Norwegian Council for Road Safety's Model for Behaviour Modification (2017).



MOTIVATION, PARTICIPATION AND COMPETENCE

PRINCIPLES

- 10** Children and young people actively participate with the right to contribute.

RECOMMENDATIONS

Measures that can strengthen children's independent mobility (source TØI report 1864/2021, extract)

- Expand the use of Heart Zones, prioritise vulnerable road users, create safe outdoor areas for play and physical activity, and facilitate bicycles lending and areas for cycle training.
- Improve public transport services.
- Include and prioritise initiatives that support self-directed activity and areas for this in municipal area planning, as well as in developing competence, staffing and funding.
- Create specific children's sections (child national travel behaviour survey) in national travel behaviour surveys and expand child-focused studies to supplement the child survey – for example Kids' Tracks.

Recommendations for kindergartens, schools and youth councils

- Allow kindergarten children to help plan outings beyond the kindergarten grounds and use of the local environment.
- Involve student councils in systematic work related to health, safety and environment at schools, including after-school programmes.

PRINCIPLES

- 11** Parents, organisations and other actors support and participate.
- 12** Students and teachers have a solid foundation to provide traffic education to children and young people.

RECOMMENDATIONS

- Engage young people in road safety through participation and planning initiatives in school and leisure time.
- Kindergartens and schools play central roles, but parents, organisations and other actors must also support road safety work and take responsibility.
- Effective traffic education depends on competent teachers who should receive professional development through courses and network meetings.
- Institutions offering teacher training programmes should provide students with foundational knowledge of traffic education.

Examples of good practice

EXAMPLE OF PRINCIPLE 10 Children and young people participate actively with the right to contribute

Traffic as a topic in youth councils

Municipal youth councils are participatory bodies where young people can get involved. They have the right to express their views on all matters affecting children and young people at municipal and county levels – including on road safety.

When new schools are built or old schools are remodelled, youth council should be involved in finding the best road safety solutions. Youth councils can help map traffic conditions and propose measures in their municipality.



Colourbox

10
Examples of involving young people in issues related to road safety.

11
Examples of how parents can contribute to a collaboration with the school on road safety.

EXAMPLES OF PRINCIPLE 11 Parents, organisations and other actors support and participate

Parents and organisations in cooperation with schools – Heart Zones in primary schools

The catalogue of initiatives for transport and environment (TØI) includes an article about Heart Zones around schools. The measures introduced vary depending on the schools' goals, needs and their feasibility. Common educational initiatives include reflector campaigns, walking and cycling competitions, traffic safety wardens and registering children's walking routes. An evaluation of a municipal initiative in Bergen identified the following success factors:

- initially assessing local traffic conditions and needs
- setting clear frameworks and goals
- organising a dedicated working group
- ensuring the participation of the head master and school leadership



Sora



Examples of good practice

How can parents contribute?

Quote from the National Parents' Committee for Primary and Secondary Education (FUG):

Road safety is a shared responsibility. Politicians and public administrators in municipalities and county councils, as well as schools and parents, can all contribute. Children must learn how to navigate traffic safely, adults must show understanding and adopt the right attitudes towards children's road safety, and authorities must ensure that roads and infrastructure take account of children who are at school, or on their way to and from school.

Below are some suggestions of how Parents' Working Committees (FAU) can support road safety efforts. The Norwegian Council for Road Safety has websites and brochures aimed at parents and teachers about traffic education and road safety in schools. The Norwegian Public Roads Administration has produced a booklet on attractive routes to school.

- Initiate awareness campaigns, theme weeks or similar activities that highlight topics such as the use of reflectors, parental traffic behaviour and walking to school.
- Initiate and cooperate with the municipality and school on creating a Heart Zone around the school.
- Encourage the municipality to apply for certification as a Traffic Safe Municipality, Traffic Safe School or monitor compliance if already certified.
- Work with the school to set common rules for cycling to and from school.
- Raise road safety as a topic at parent meetings.
- Monitor the municipality's road-safety plans.
- Advocate for road safety measures around the school, such as reduced speed limits, changes to traffic patterns, signage and speed-reduction measures.
- Apply for road safety grants, ideally in cooperation with schools and school governing bodies.

Take initiative

Follow up

Establish common rules

How organisations can contribute

The Valuable Transport Campaign is a grant scheme in Færder Municipality in Vestfold that supports road safety for members, managers, coaches and parents involved in clubs and associations. The initiative addresses the high volume of traffic to training sessions, events, competitions, meetings and gatherings.

- The members are your most valuable asset.
- Road safety prevents injury.
- Clear attitudes to road safety create security.
- It strengthens the club's/organisation's reputation.

The campaign includes travel policy proposals and lists organisations that have had their road safety work approved.

EXAMPLE OF PRINCIPLE 12 Students and teachers are provided a solid foundation to provide traffic education to children and young people.

Teacher training programmes that provide a solid foundation for traffic training

A number of universities and university colleges offer courses that provide students an introduction to how they can teach traffic education and road safety in kindergartens and schools. The students try their hand at designing exercises for their future pupils. Quotes from two students:

“ It's already been really useful. If I hadn't learned this now, I don't know where we would have learned it, says a first-year student on the primary school (pupils aged 6–12) teacher training programme.

“ I've learned how important it is to be well prepared and to have a good dialogue with pupils before going into traffic – something I hadn't considered before.

Practise

Prevent



International commitments

Countries in Europe have on several occasions committed to providing traffic education:

The Convention on the Rights of the Child

The UN Convention on the Rights of the Child is an international agreement on children's rights. It gives all children and young people under the age of 18 the right to a safe and secure upbringing, regardless of background.

The Vienna Convention (UN)

The vast majority of European countries have adopted the UN Convention on Road Traffic (also known as the Vienna Convention of 1968) and thus committed to providing traffic education to all. 'Article 3(5bis). Contracting Parties will take the necessary measures to ensure that road safety education be provided on a systematic and continuous basis, particularly in schools at all levels.'

UN Sustainable Development Goals

The UN Sustainable Development Goals set targets for improving road safety (target 3.6), sustainable urban transport systems (target 11.2), and education (target 4, in particular target 4.7) to ensure that all learners acquire the knowledge and skills needed to promote sustainable development.

Valletta Declaration on Road Safety (EU)

In May 2017, the transport ministers of the EU Member States committed to fostering, together with the European Commission, a Europe-wide road safety culture based on shared values. Road user behaviour will be improved through continuous and effective education and training aimed at different groups.

LEARN!

LEARN! (Leveraging Education to Advance Road safety Now!) is a project initiated by the European Transport Safety Council (ETSC), Fundación MAPFRE and the Flemish Foundation for Traffic Knowledge (VSV). The project aims to improve the quality of traffic safety and mobility education in Europe by providing information, tools and resources to education professionals as well as policy recommendations to decision makers.

Children and young people have the right to grow up safely, and road safety should therefore be an important and natural part of their everyday lives.

The first report describes the status of traffic safety and mobility education in Europe. The provision varies greatly, and most countries do not fulfil their obligations to provide such education on a systematic and continuous basis, especially not on all school levels.

■ The report's Key Principles contain 17 recommendations that should be implemented in all countries to ensure that children and young people receive high-quality traffic safety and mobility education.

■ The manual is a project handbook for developing and evaluating activities and programmes for traffic safety and mobility education. It provides recommendations, criteria and guidance for developing and implementing effective educational activities.

■ LEARN! publishes Flash publications, a series of short reports highlighting specific aspects of traffic education. One of them focuses on sustainability and mobility.

■ LEARN! organises events and webinars where experts present and discuss best practices and interesting projects.

■ All project resources are freely available on the LEARN! website: trafficsafetyeducation.eu



Brakestad

REFERENCES

National Transport Plan and Children's Transport Plan

<https://www.regjeringen.no/en/dokumenter/meld.-st.-14-20232024/id3030714/>

Traffic and mobility education is key to ensuring children and young people can travel safely.

Coordination of road safety work

Report to the Storting (white paper) no. 40 2015–2016) Traffic Safety Work – Coordination and Organisation

<https://www.regjeringen.no/no/dokumenter/meld.-st.-40-20152016/id2513038/>

The white paper outlines areas where improved cross-sectoral coordination can strengthen and target traffic safety work more effectively. Traffic education is one of the areas that is identified as having particular potential for improvement.

LEARN!

<https://www.trafficsafetyeducation.eu>

<https://etsc.eu/learn-key-principles-for-traffic-safety-and-mobility-education/>

An international project managed by the European Transport Safety Council (ETSC). The aim is to ensure education for all children and young people.

Key Principles is a report from the project. '12 principles for teaching children and young people about traffic and mobility' is based on the Key Principles report adapted to suit Norwegian conditions.

National Action Plan for Road Safety 2022–2025

<https://www.regjeringen.no/contentassets/c91632e1e2a84454b72072c5d51bf517/nasjonal-tiltaksplan-for-ts-pa-vei-2022-2025-endelig.pdf>

The action plan contains a number of measures to strengthen the scope and quality of traffic education. 12 principles [...] are enshrined in the action plan.

Traffic Safe Municipality and Traffic Safe County

<https://www.tryggtrafikk.no/trafikksikker-kommune/>

Municipalities are responsible for preventing accidents. A certification scheme has been developed based on quality criteria (evaluated).

Heart Zone

<https://www.tryggtrafikk.no/barnehage-og-skole/hjertesone-tryggere-skolevei/>

Heart Zone is a cross-sectoral initiative to help more children and young people walk or cycle to school (evaluated).

<https://www.trafficsafetyeducation.eu/bestpracticeexamples/implementing-heart-zones-to-increase-walking-and-cycling-to-school/>

Principle 1 All children and young people receive traffic education throughout their entire education pathway

Regional Mobility Plan for Agder 2023–2033 – Together we make travelling easy, safe and green

https://agderfk.no/_f/p1/i06d7f0ef-2320-4313-bbaa-ae185693c7fc/0_regional-plan-for-mobilitet-for-agder-2023-2033_endelig-utgave_redigert_okt23.pdf

Plan for Green Mobility and Road Safety 2019–2029 – Strand municipality in Rogaland

https://www.strand.kommune.no/_f/p-1/i883ca860-bab2-4309-81aa-7e43d2dd4fa4/stedsanalyse-vagen-grotnes.pdf

Principle 2 Kindergarten and school planning frameworks ensure progression in traffic education

Traffic education in kindergarten and the kindergarten- school transition: <https://www.barnastrafikklubb.no/>

Bicycle traffic education, progression at primary school level: <https://sykkeldyktig.no/>

Traffic education in lower secondary and upper secondary education: <https://www.tryggtrafikk.no/ung/>

Principle 3 Traffic education has strategic and operational goals

Outline of content and progression in traffic education from kindergarten to upper secondary school:

<https://www.tryggtrafikk.no/barnehage-og-skole/progresjon-i-trafikkopplaeringen/>

Principle 4 Kindergartens and schools take responsibility and receive support to provide traffic education

Courses for kindergarten staff: <https://www.tryggtrafikk.no/kunnskap-om-trafikksikkerhet/kurs-og-arrangementer/kurs-for-ansatte-i-barnehage/>

The elective subject Traffic: <https://www.tryggtrafikk.no/ung/ung/valgfaget-trafikk/>

Principle 5 Traffic education is included in local annual plans in kindergartens and schools

Learning principles in traffic training: <https://www.tryggtrafikk.no/barnehage-og-skole/progresjon-i-trafikkopplaeringen/>

Principle 6 Kindergartens and schools have good procedures for following up and revising plans

Project Heart Zone, safer routes to school: <https://www.tryggtrafikk.no/barnehage-og-skole/hjertesone-tryggere-skolevei/>

Traffic Safe Municipality and Traffic Safe Councils: <https://www.tryggtrafikk.no/trafikksikker-kommune/>

Principle 7 Traffic education is evidence-based and up-to-date

Research on children's understanding of risk, pedestrians 7–9 years:

<https://dmmh.no/prosjekter/virma-virtual-risk-management-exploring-effects-of-childhood-risk-experiences-through-innovative-methods>

Research on attention and risk, cycle training in the 5th year: <https://sintef.brage.unit.no/sintef-xmlui/handle/11250/2839061>

Bicycle traffic education, from research to practice: <https://sintef.brage.unit.no/education-xmlui/handle/11250/2839061>

Attention as a topic in upper secondary school: <https://samferdsel.toi.no/forskning/den-livsfarlige-uoppmerksomheten-article33650-2205.html>

Principle 8 Traffic education has clear goals

Gen Z and Alpha – how do we reach young people? <https://www.tryggtrafikk.no/ung/>

Ung i trafikken: <https://www.ungitrafikken.no/>

Principle 9 Pupils' self-awareness and self-assessment are integral to learning

<https://www.tryggtrafikk.no/ung/>

Principle 10 Children and young people are active participants with the right to contribute

Traffic as a topic in youth councils: <https://vimeo.com/910763557> <https://vimeo.com/manage/videos/910765561>

<https://www.tryggtrafikk.no/ung/ungdomsråd/>

Principle 11 Parents, organisations and other actors support and participate

Parents and organisations in cooperation with schools – Heart Zones in primary schools

<https://www.tiltak.no/b-endre-transportmiddelfordeling/b-5-mobilitetsplanlegging-og-kampanjer/b-5-6/?highlight=hjertesone>

How can parents contribute? From the National Parents' Committee for Primary and Secondary Education: <https://foreldreutvalgene.no/fug/trafikksikkerhet/>

<https://www.tryggtrafikk.no/barnehage-og-skole/skole-og-trafikksikkerhet/informasjontilforeldre-og-laerere/>

Principle 12 Students and teachers have a solid foundation to provide traffic education to children and young people

Teacher training programmes that provide a solid foundation for traffic education

<https://utdanning.no/yrker/beskrivelse/trafikklaerer>

TRAFIKK & MOMBIILITY

udir.no

vegvesen.no

tryggtrafikk.no