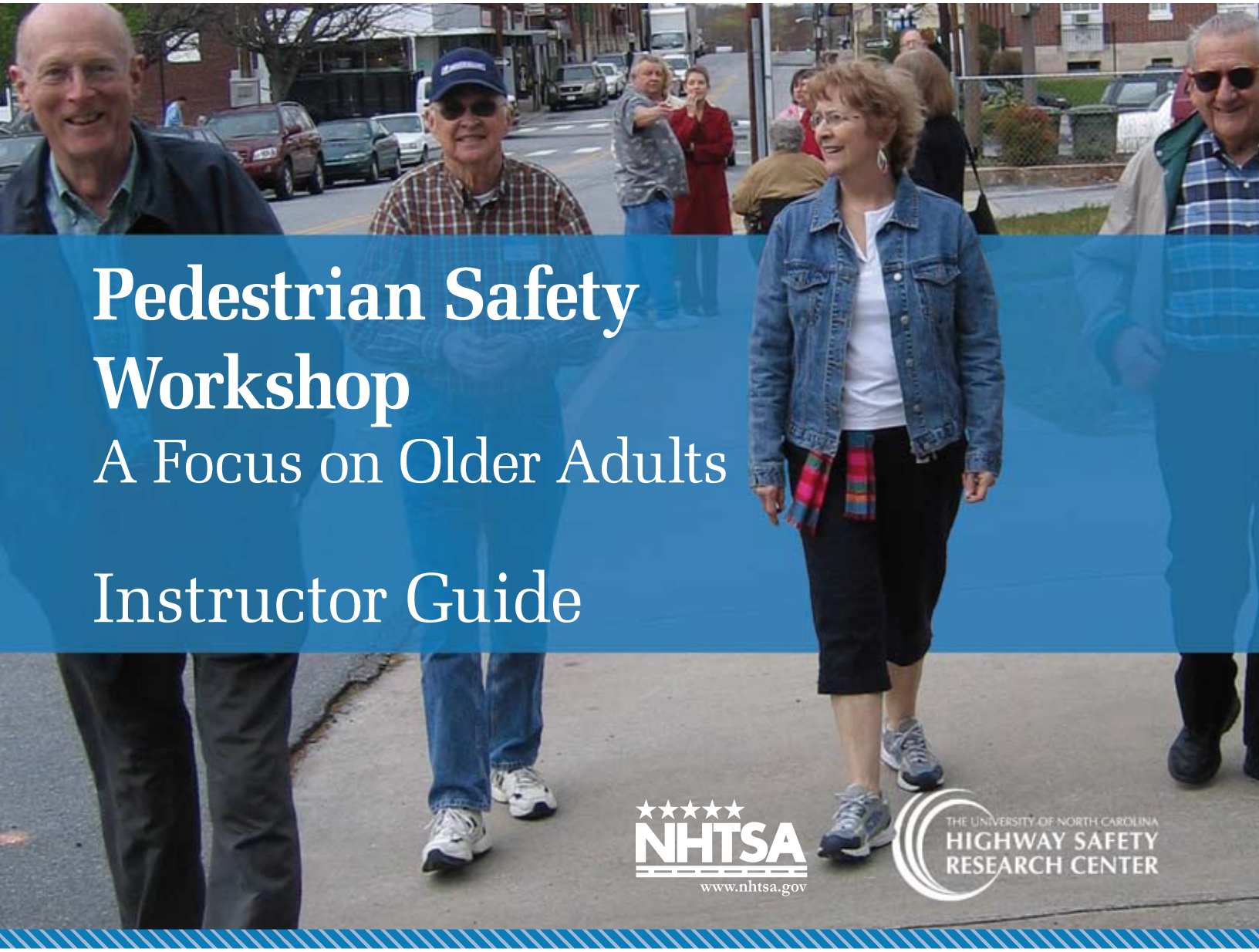

Pedestrian Safety Workshop

A Focus on Older Adults

Instructor Guide

NHTSA
www.nhtsa.gov

THE UNIVERSITY OF NORTH CAROLINA
HIGHWAY SAFETY
RESEARCH CENTER

The Pedestrian Safety Workshop: A Focus on Older Adults was developed for the National Highway Traffic Safety Administration by the University of North Carolina Highway Safety Research Center

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Pedestrian Safety Workshop: A Focus on Older Adults

Instructor Guide

Introduction

Thank you for your interest in teaching the *Pedestrian Safety Workshop: A Focus on Older Adults*. As you may already know, older adults have one of the highest rates of pedestrian injury and death of all age groups. At the same time, many older adults are unable to continue driving and need a way to get safely around their communities. People of all ages need physical activity, and walking is an ideal way to get it. Walking also provides opportunities to socialize and feel connected to the community.

This three-hour workshop describes what older adults can do to be as safe as possible while walking and how driver behavior, the physical environment, and traffic law enforcement can help improve walking conditions. Intended participants include older adults, transportation and public health professionals, law enforcement officers, decision makers and others with interest in mobility for older adults. Teaching this workshop is an opportunity for you to play an important role in bringing together all the people who can make it safer and more appealing for older adults to walk.

This guide's purpose is to aid you in preparing for, and teaching, the workshop. It is divided into four sections and a set of appendices:

1. *Getting to know the workshop* – Suggested steps on how to orient yourself to the content, flow, and material before you conduct the workshop for the first time.
2. *Preparing to teach* – Tasks for you and any partners to consider when organizing a workshop. Participants to invite include older adults, transportation and public health professionals, law enforcement officers, decision makers, and any other stakeholders.
3. *Workshop handouts* – Material for workshop participants.
4. *Teaching the workshop* – General instructions regarding the PowerPoint slides, as well as a brief description of each module.

Appendices - Instructor notes that accompany the workshop's PowerPoint slides.

Section 1: Getting to know the workshop

Background
The purpose of the *Pedestrian Safety Workshop: A Focus on Older Adults* is to engage communities in addressing the pedestrian safety issues that older adults face and to give older adults strategies for safer walking. The workshop is designed to encourage dialogue among community members and to equip participants with ideas to improve walkability in their communities.

Workshop objectives include:
1. Bring together stakeholders and begin conversations.
2. Describe pedestrian safety issues faced by older adults.
3. Discuss strategies that older adults can use to make walking safer.
4. Describe how addressing education, encouragement, enforcement, and improving the physical walking environment can improve pedestrian safety.
5. Identify actions and available resources that could help create safer environments for pedestrians of all ages.
6. Identify community assets and barriers to walking in the surrounding area.

Orienting yourself
Every instructor brings a different set of experiences and skills to teaching this workshop. You may have a background in health or engineering, you may have lots of experience teaching people or perhaps you are simply someone who sees the value of walking. As a result, there may be some workshop topics that you can review quickly, while others may take more time before you feel comfortable. In addition, having basic abilities with a computer, a working knowledge of Word and PowerPoint, or someone who can assist you will be necessary. The following steps offer a suggested approach to familiarizing yourself with the workshop material. Based on your level of comfort, you'll be able to quickly determine where you may need to spend more or less time.

1. View the instructor training at http://www.hsrc.unc.edu/training/older_ped_safety. This will show you how all the workshop parts fit together and will give you ideas about how to present the content. If it's not possible to view the training, move on to the next step.
2. Read the agenda (found in Section 2). This will give you an overview of the workshop.
3. The workshop consists of seven modules and activities. Read the notes that accompany each module's first slide (see Section 4). The learning objectives and instructions will give a sense of the intentions for each part of the workshop.
4. Read through each module's PowerPoint slides and instructor notes. These notes are written as a script and sometimes include a specific action for the instructor (like posing a question to the audience). You'll also find background information intended to give you, as the instructor, a little more detail and help you feel more prepared to field questions.
5. Now that you have a sense of the workshop's flow and content, revisit Section 2 to familiarize yourself with some strategies for setting up a successful workshop. Inviting the right participants well ahead of time and having a comfortable space for you and the participants will greatly increase the likelihood of a successful workshop.
6. Find an opportunity to teach the workshop soon. As you probably know, it's hard to remember information that's not promptly put into use and this workshop is no different. The sooner you get out and teach after getting to know the content, the better.
7. Have fun!

Section 2: Preparing to teach

This section describes tasks to consider when organizing a workshop, including:

- Collaborating with others;
- Identifying the target audience;
- Picking a workshop location;
- Creating the agenda;
- Promoting the workshop;
- Material; and
- Tasks.

Collaborating with others

As the instructor, you may be taking on the responsibilities for every facet of planning and conducting the workshop; from inviting stakeholders and finding a meeting room, to teaching it. Conversely, you may be invited by someone else to teach a workshop for a group. In this guide, it's assumed that at least some of the time you will have partners, such as a "local host." Often the host finds a workshop location, invites participants, helps with equipment and supplies, and may have a longer-term vested interest in the next steps and ideas generated at the close of the workshop. In other words, there's not one "right way" to divide responsibilities for organizing a workshop, but the key is for everyone involved to discuss tasks early in the planning process and ensure that each person knows their role.

Identifying the target audience

Having the right mix of participants is one important step towards creating a successful workshop. Likely workshop participants include:

- Older adults;
- Transportation engineers;
- City or town planners;
- Local government officials and council members;
- Assisted living center and senior center staff;
- Neighborhood groups, other citizen advisory and advocacy groups;
- Law enforcement officers;
- Public health professionals;
- Bicycle/pedestrian coordinator;
- Public transit staff; and
- Others who have an interest in safety, health of older adults, physical activity promotion, transportation, or walking.

Picking a workshop location

Two additional keys to a successful workshop are a comfortable meeting space and good surroundings for an observational walk. Ideally, the location is near a community center, library, town hall, place of worship, or other destination older adults frequently visit (or would like to visit) on foot. There are some logistical points to the meeting space itself, including:

- Seats 20 to 40 people comfortably;
- Chairs and tables arranged so that everyone can see the projector screen;
- Space for sign-in table, refreshments and handouts;
- Windows with shades or drapes so that room can be darkened. Light switches should be accessible.

- Power outlets for laptop computer and LCD projector;
- Table or stand for the projector;
- A screen or white, smooth wall for LCD projector use;
- A key to the room and contact information for help if there is a problem with the facility; and
- The building needs to be accessible for people using wheelchairs and other assistive devices.

Creating the agenda

To establish the agenda, first set a start and end time that works best for participants. Once that's determined, you can create an agenda using the file *AgendaTemplate.doc*. See *SampleAgenda.doc* for an example. The table below provides the approximate amount of time necessary for each module. See Section 4 for descriptions of each module.

Agenda	Estimated length
Welcome and Introduction	10 minutes
Walking and Older Adults: Safety, Health, and Transportation	20 minutes
Watching Out for Us! Skills for Safe Walking	25 minutes
Break	10 minutes
The Walking Environment	25 minutes
Completing the Picture: Education, Enforcement, and Encouragement	30 minutes
Taking an Observational Walk	35 minutes
Discussion and Next Steps	25 minutes
	Total workshop time: Approximately 3 hours

Promoting the workshop

Workshop hosts have had good luck with identifying 20 to 30 key participants, contacting them by phone or in person to extend an invitation, and then sending an e-mail with the agenda and location details. A phone call or personalized message provides a chance to convey why that person's presence is valued and will increase the likelihood of attendance. A follow-up phone call the week prior to the workshop helps remind participants that their presence is valued and offers a chance to explain how they might benefit.

A flyer with the key details can be created using *SampleFlyer.doc*. This might also be used to invite participants in a more general way, such as by posting the flyer in areas frequented by older adults, distributing it via community or agency newsletters, through a press release, or e-mail communications such as listservs used by desired participants.

Asking for an RSVP is recommended to: (1) keep track of progress in reaching key stakeholders; (2) plan for handouts and any refreshments; and (3) create a participant list and sign-in sheet. Some workshops also make pre-printed nametags.

Material

The following list includes material that you may use during the workshop. Talk with any collaborators to determine who will supply the following items:

- Sign-in sheet (*ParticipantSignIn.doc* may be used);
- Name tags (optional);
- Computer with PowerPoint software;

- LCD projector;
- Extension cord;
- Screen;
- Flip chart paper and easel;
- Markers;
- Tape;
- Refreshments (optional); and
- Handouts (see Section 3).

Tasks

Below is a chronological list of typical tasks involved in planning and teaching the workshop. This list may be useful in talking with any collaborators to determine who will be responsible for which tasks.

When to begin	Task
One to two months before the workshop	Meet with any collaborators to review tasks and determine who will be responsible for each one.
	Identify workshop location, date, and time.
	Create a list of key participants and invite each person by phone or personalized message.
	Using the template (see http://www.hsrc.unc.edu/training/older_ped_safety), create a workshop flyer and distribute it through any desired channels such as newsletters or electronic communications.
	Secure a LCD projector and, if needed, a screen and extension cord.
	Review or become familiar with the instructor notes for each module. See Section 1 for tips on preparing to teach for the first time.
	Review the Pedestrian and Bicycle Information Center's Web site for ideas about common barriers to walking and potential solutions for community members (http://www.walkinginfo.org/problems/problems.cfm) and an overview of groups and local government departments that address pedestrian-related issues (http://www.walkinginfo.org/problems/help.cfm).
	Determine which law enforcement methods are legal and available locally (like photo enforcement) by reviewing such methods with local law enforcement personnel or the workshop host. This information will be useful when discussing enforcement options in the *Completing the Picture* module.
Three weeks before the workshop	Create workshop agenda.
	Monitor the participant RSVP list. If key participants have not responded, this is a good time to check back with them.
	Arrange for any refreshments.
	Identify the appropriate person to say a few words about next steps for the community at the end of the *Discussion and Next Steps* module (the close of the workshop).
	Confirm who will provide supplies for the workshop (markers, flip chart paper, flip charts, tape).

One week before the workshop	Place final confirmation calls to key participants. Gauge likely attendance and determine if additional marketing is needed to get more participants.
	Confirm workshop location and equipment details.
	Copy agenda and handouts. If you plan to distribute *Watching Out for Us!*, make copies of the presentation on CDs. Create the local agency/department contact information handout that pedestrians can use to report concerns.
	Review the workshop content and materials once more.
One to three days before workshop	Familiarize yourself with the area in which the workshop will be delivered. Walk the route you will use for the *Observational Walk* exercise. Consider the potential needs of participants with mobility, vision or hearing difficulties who will be participating in the walk. If you anticipate having several participants for the observational walk, make a map or written directions of the walking routes for volunteer group leaders.
Day of workshop	Arrive early in case any changes to the room arrangement are needed. Set up equipment, handouts and any refreshments.
	Greet participants as they arrive. Take note of any elected officials so that you can recognize them during the workshop introduction. Determine if there are any transportation professionals (engineering, planning, public works) in attendance. If they are present, publicly recognize them at the beginning of the *Walking Environment* module as the people with the tools and skills for changing the physical environment. Also note any law enforcement representation and recognize them before describing enforcement options in *Completing the Picture* module.
	Teach the workshop and have fun.
After the workshop	Review evaluations and make adjustments accordingly.
	Send participant contact information and a summary of the ideas generated during the *Discussion and Next Steps* module to all participants.
	If appropriate, schedule a follow-up meeting with interested workshop participants to discuss progress and next steps.

Section 3: Handouts and support material

This section includes information about each handout in the order in which they will be used, followed by a hard copy of each handout. All handouts are available at http://www.hsrc.unc.edu/training/older_ped_safety.

Title	Description	Intended audience	Module
Flyer File name: *SampleFlyer*	A customizable flyer for promoting the workshop	Potential participants	Pre-workshop
Instructions for Walk Group Leaders File name: *GroupLeader*	Provides guidance for leading the group on an observational walk	Instructor	Pre-workshop
Participant Sign-in File name: *ParticipantSignIn*	Used for recording participant names and contact information	Instructor or host	Pre-workshop
Example Agenda File name: *SampleAgenda*	Includes potential start and end times as well as location information	Instructor	Pre-workshop
Agenda File name: *AgendaTemplate*	Details of the workshop; start, break and end times, and the corresponding modules and activities	Participants	*Welcome and introduction*
Defensive Walking File name: *DefensiveWalking*	Describes traffic situations with particular risks for pedestrians and strategies for taking control of the situation	Participants	*Discussion and Next Steps*
Resources File name: *ResourcesforParticipants*	For participants to find more information on topics addressed in the workshop	Participants	*Discussion and Next Steps*
Participant Evaluation File name: *ParticipantEvaluation*	Requests feedback on content and activities	Participants	Post-workshop

Sample Flyer

The City of Greenbelt and the Senior Citizen's Advisory Committee are pleased to sponsor this presentation of

Pedestrian Safety Workshop: A Focus on Older Adults

THE CITY OF GREENBELT	**Monday, April 7, 2009** **9 a.m. – Noon** **Refreshments will be provided** <Building> <Street address> <City/Town/Municipality>, <State> <Zip Code>

Join community members, health and transportation professionals, law enforcement officers, decision makers, and others to look at ways to improve pedestrian safety and walkability for older adults in Greenbelt.

The workshop stimulates dialogue among participants and provides skills and tools to make walking safer and more appealing.

Highlights

- Common situations in which older adults are injured
- Ways in which changes to the physical environment, education, and enforcement can improve safety for pedestrians
- Strategies to encourage more walking in a community
- An observational walk
- Discussion about how to make this community more pedestrian-friendly

This workshop is free of charge. Space is limited, so please register early by contacting:	**<Contact name>** **<Phone number>** **<E-mail address>**

Instructions for Walk Group Leaders

Before the workshop begins:
Familiarize yourself with the area and route participants will take. Try to structure the walk so that you end at the building where the workshop is being held. If you anticipate having several groups, make a map or write directions of which walking routes each group will follow. Give a copy of this map or directions to each group leader.

During the workshop:
Just before the walk begins, remind your group that this activity is a chance to observe the physical conditions in the community and the behavior of drivers and pedestrians. Also, ask them to consider how other people with more walking difficulties might perceive the walking conditions. Review the main questions (see below) they should be thinking about during the walk.

During the walk, stop at various locations to chat. Ask participants to note the types of driver and pedestrian behavior they see as well as the positive and negative impacts of the physical environments on walking.

Plan to stop one to three times during the walk. The number of stops will be determined by the amount of time remaining for the activity.

Remember, your role as group leader is to guide your group along the pre-determined route, keep your group together, and pose questions to participants as needed during the walk.

Below are questions you can ask participants during the walk if and when relevant. You do not have to ask all of the additional questions. They are just suggested questions that cover a variety of things that you might see or experience during the walk.

Did you have room to walk?

Are there sidewalks, wide shoulders, trails, or paths?
Are they smooth and in good condition?
Are there any tripping or fall hazards such as uneven sidewalk segments?
Are there many driveways along the walking route?

Was it easy to cross streets?

What made it difficult or easy?
How are the intersections that older adults must use to access the frequent destinations (library, senior center, pharmacy, grocery store)?
What is the condition of wheelchair ramps at intersections and driveways?

How are drivers and pedestrians behaving?

What are some of the behaviors that help you feel safe or do not make you feel safe?

Drivers:

- *Do they yield to pedestrians?*
- *Are they obeying speed limits?*
- *Are they parking their cars legally?*

Pedestrians:

- *Are they crossing at crosswalks?*
- *Are they crossing streets safely, do they have sufficient time to cross?*
- *Are they facing traffic when walking along a road?*

Do the surroundings feel safe?

Are there people, animals or things that make the walk feel more or less safe?

Do the surroundings feel comfortable?

Do you see certain characteristics that make you feel comfortable?
What would make it more comfortable?
Are there streetlights located along the route and at intersection crossings?
What is the condition and placement of signs, crosswalks and other pavement markings?

Participant Sign-in

Date: _____

Pedestrian Safety Workshop: A Focus on Older Adults

Workshop location: _____

Welcome to the workshop. Please take a moment and tell us who you are.

	Name and Organization (if applicable)	E-mail or phone
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	Name and Agency (if applicable)	E-mail or phone
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Pedestrian Safety Workshop: A Focus on Older Adults

Sample Agenda

Arlington Central Library auditorium
Arlington, VA
Tuesday April 8, 2008

Welcome and introduction	9:30
Walking and older adults: Safety, health and transportation	
Watching out for us! Skills for safe walking	
Break	10:25
Walking environment	
Completing the safety picture: Education, enforcement and encouragement	11:00
Taking an observational walk	
Discussion and next steps	
Workshop ends	12:30

Pedestrian Safety Workshop: A Focus on Older Adults

Agenda

<insert workshop building and room location>
<insert city and state>
<insert day and date of workshop>

Welcome and introduction	x:xx
Walking and older adults: Safety, health and transportation	
Watching out for us! Skills for safe walking	
Break	x:xx
Walking environment	
Completing the safety picture: Education, enforcement and encouragement	x:xx
Taking an observational walk	
Discussion and next steps	
Workshop ends	x:xx

Defensive Walking: Pedestrian Safety for Adults

Many people spend years practicing defensive driving, anticipating what the other driver might do. Walking also requires thinking ahead about what a driver might do. While the safest walking conditions may require changes to the physical environment – like sidewalks and traffic signals - or help from law enforcement in slowing speeding traffic, there are things that pedestrians can do to make themselves as safe as possible. Defensive walking is all about identifying situations that carry higher risks of being hit by a car and taking steps to control these situations as much as possible.

Crossing

- **Intersections**
  Although intersections are where pedestrians should cross, intersections are often where you need to look in the most directions for vehicles.
  What should a pedestrian do? Anticipate that a driver might run a red light. Look around before stepping into the road even when a light turns green or the walk signal appears. Check the direction that cars may be coming and make sure approaching drivers see you.

- **Stepping off the curb**
  The first half of the crossing has its own risks. This is when a pedestrian may be the most difficult for a driver to see or expect and there is also less time for the pedestrian to react.
  What should a pedestrian do? Check for cars before stepping out and make sure drivers see you.

- **Visual screens**
  When there's more than one lane of traffic in the same direction, one car that stops can act as a "visual screen," so that the driver in the next lane does not see the pedestrian.
  What should a pedestrian do? While crossing, as you come to the end of the first car, stop and look to see if another car is approaching. If so, can that driver see you? Does that driver have enough time to stop for you? If not, then allow the vehicle to pass before continuing.

- **Crossing time at traffic signals**
  The walk signal might not provide enough time to comfortably cross the street.
  What should a pedestrian do? If you've not started crossing and the "Don't Walk" signal is flashing, then wait until the next walk signal begins. If you're crossing and the signal starts to flash "Don't Walk," keep crossing the street. If the signal does not provide enough time to cross safely, the city transportation department needs to know. Give them a call.

Backing vehicles

There are three main situations in which pedestrians might encounter backing cars: (1) when a walkway crosses a driveway, (2) when crossing between parked cars and (3) in a parking lot. When backing up, a driver may not be able to see directly behind, or may not look for pedestrians. Likewise, pedestrians may be looking for moving cars, not parked cars about to move. Hybrid cars are particularly tricky because they have very quiet engines so there's not the typical engine noise that pedestrians expect.
What should a pedestrian do? When possible, pick a route that doesn't require walking behind cars. Look for brake lights and listen for engine noise and other cues that a car is about to move. Notice large parked vehicles that may block the view of smaller vehicles as they back up and look for vehicles backing out of driveways.

Being seen

When pedestrians are hit by vehicles, the drivers often say that they did not see them. This may be because the drivers are paying attention to something besides driving or it's dusk and difficult to see, or another reason. No matter what the case, it's worth the extra effort to make sure that drivers see you. **What should a pedestrian do?** Make eye contact with the approaching driver. Nod or wave if appropriate. That is the surest way to make sure you have the driver's attention. Dress to be visible by wearing light, bright clothes with retro-reflective markings and carry a flashlight or other lighting when walking at twilight and dark.

Take a moment to check again

People make mistakes, and driver mistakes can be costly to people walking. Just because the light says it's your turn to cross does not mean that cars will yield. Sometimes situations make it hard for drivers to see, like when they are backing up or it's dark outside. Defensive walking means counting on yourself as the final judge of what's happening. Take a moment to make eye contact with a driver or wait until a car passes before continuing on your way.

Here, the pedestrian and the driver of the left-turning vehicle both have traffic signals telling them it is their turn.

Today, many cities and communities understand the value of walkable neighborhoods and much is being done to improve the walking environment. However, by staying alert and following these precautions, pedestrians can have more control of their safety wherever they walk.

Pedestrian Safety Workshop: A Focus on Older Adults

Resources for Participants

The following resources provide additional information on pedestrian programs, policies and designs that can be used to create safer and more walkable environments.

Safety

Stepping Out - Mature Adults: Be Healthy, Walk Safely, National Highway Traffic Safety Administration.
Describes health benefits of walking, resources for getting started, tips for staying safe, and suggestions for making the community a safer place to walk.
http://www.nhtsa.dot.gov. Search for "Stepping Out – Mature Adults: Be Healthy, Walk Safely"

National Resource Center for Safe Aging
Online library contains resources for public health and older adult care professionals and others who work with older adults on issues of safety.
http://www.safeaging.org/resources/resources.asp

WalkingInfo.org, the Pedestrian and Bicycle Information Center.
Provides comprehensive resources and tools for encouraging and improving conditions for walking such as pedestrian safety guide and countermeasure selection system, data and pedestrian plans.
http://www.walkinginfo.org

Active Living Resource Center, the National Center for Bicycling and Walking.
Includes downloadable material and guidance for safe walking in many settings.
http://www.activelivingresources.org

Pedestrian Mobility and Safety Audit Guide, Institute of Transportation Engineers and the American Association of Retired Persons (AARP).
Describes how to assess the built environment to identify safety concerns for older adults.
http://www.ite.org/PedAudits/AuditGuide.pdf

Physical activity and health

Creating Communities for Active Aging: a Guide to Developing a Strategic Plan to Increase Walking and Biking by Older Adults in Your Community
Guide can be used to develop a strategic plan to engage older adults in more physical activity.
http://www.prevent.org/images/stories/Files/publications/Active_Aging.pdf

Building Healthy Communities for Active Aging, U.S. Environmental Protection Agency.
Describes healthy aging, smart growth and the EPA recognition program.
http://epa.gov/aging/bhc/index.htm

The National Blueprint: Increasing Physical Activity Among Adults Age 50 and Older.
Outlines barriers and strategies for increasing physical activity levels throughout the population.
http://www.agingblueprint.org

Live Well, Live Long Health Promotion and Disease Prevention for Older Adults, the American Society on Aging Adults.
http://www.asaging.org/cdc/module6/phase1/index.cfm

Step Up to Better Health, AARP.
A 10-week walking program designed to boost daily activity. Users build up to walking 10,000 steps per day and track their progress on the Web site.
http://aarp.stepuptobetterhealth.com/default.asp

Changing the physical environment
Highway Design Handbook for Older Drivers and Pedestrians, Federal Highway Administration.
Provides information that links older road user characteristics to highway design, operational attributes, and traffic engineering recommendations by addressing specific roadway features.
http://www.tfhrc.gov/humanfac/01103/coverfront.htm

PEDSAFE: Pedestrian Safety Guide and Countermeasure Selection System, Federal Highway Administration.
Provides information on possible engineering, education, or enforcement treatments for improving pedestrian safety and mobility.
http://www.walkinginfo.org/pedsafe

Guide for the Planning, Design and Operation of Pedestrian Facilities, American Association of State and Highway Transportation Officials (AASHTO).
Presents effective measures for accommodating pedestrians on public rights-of-way and recognizes the profound effect that land use planning and site design have on pedestrian mobility. The guide can be purchased through the AASHTO Web site at: http://www.transportation.org

Designing Sidewalks and Trails for Access, Parts 1 and 2, Federal Highway Administration.
Provide practice standards for applying the American with Disabilities Act (ADA).
Part 1 available at: http://www.fhwa.dot.gov/environment/sidewalks/index.htm
Part 2 available at: http://www.fhwa.dot.gov/environment/sidewalk2/

The Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities, the U.S. Access Board.
Contains scoping and technical requirements for accessibility to buildings and facilities by individuals with disabilities under the Americans with Disabilities Act of 1990.
http://www.access-board.gov/adaag/html/adaag.htm

National Transportation Enhancements Clearinghouse.
Provides information about Federal Transportation Enhancement-funded projects, which include pedestrian and bicycle facilities as well as the process for submitting an application.
http://www.enhancements.org

Pedestrian Safety Workshop: A Focus on Older Adults
Evaluation

Thank you for participating in today's workshop. Please take a few moments to provide feedback.

1. What is your role as it relates to this workshop?
   - ☐ Older adult or community member
   - ☐ Staff of senior center or retirement community
   - ☐ Health professional
   - ☐ Law enforcement officer
   - ☐ Other (please specify)_____
   - ☐ Planner
   - ☐ Engineer
   - ☐ Advocate

2. What is your overall impression of the workshop?

3. What was the most helpful part of the workshop for you?

4. Are there any actions you plan to take as a result of this workshop? If yes, please describe them.

5. What was the least helpful part of the workshop?

6. Were there topics you wished had been discussed? If so, please describe.

Thank you for your feedback.

Section 4: Teaching the workshop

This section is divided into two parts:

- General instructions regarding the use of the PowerPoint slides
- Brief description of each module

Using PowerPoint slides and notes

The *Pedestrian Safety Workshop: A Focus on Older Adults* consists of seven modules and activities. Each module or activity has at least one slide. Notes for the instructor are also provided for each slide. Notes include: the Script, Note to Instructor, Background Information,, Citations, and Images. The first slide in each module also includes learning objectives for the module.

- The Script section contains what the instructor says to the participants.
- The Note to Instructor section appears when the instructor needs to perform a special action (like posing a question to the audience).
- The Background Information section appears when additional information for the instructor might be useful.
- The Citations section is meant to cite the source of slide information.
- The Images section lists the source and location of slide images.

These sections appear only when needed, so not every slide contains all of them.
See the Appendices for Instructor Notes.

Module descriptions

Module:	Workshop Welcome and Introduction
Description:	This module provides an opportunity to introduce the workshop, acknowledge the local host/coordinator, introduce the instructors and participants, cover housekeeping issues, and review the day's agenda.
Estimated time:	10 minutes
Learning objectives:	Upon completion of this module, participants will: • Be able to identify local host and any elected officials present • Be able to identify workshop sponsors • Know the names and affiliations of participants • Know the course agenda • Be able to anticipate workshop outcomes

Module:	Walking and Older Adults: Safety, Health and Transportation
Description:	This module provides a general overview of why walking is important, especially for older pedestrians, describes some of the barriers older adults face, and discusses factors related to pedestrian safety.
Estimated time:	20 minutes
Learning objectives:	Upon completion of this module, participants will: • Be able to explain why walking is important, particularly for older adults. • Be able to verbalize their opinions about what makes a walk feel safe. • Be able to describe the general factors and conditions that influence walking.

Module:	Watching Out for Us!
Description:	This module is a presentation on safe walking skills for older adults. It describes situations that increase the chances of older pedestrians being hit by cars and how they can better control these situations. "Watching Out for Us!" can be delivered as part of the *Pedestrian Safety Workshop: A Focus on Older Adults* or it can be delivered on its own.
Estimated time:	25 minutes
Learning objectives:	Upon completion of this module, participants will: • Be able to identify the most common situations that increase the chances of being hit by a car. • Be able to explain ways to take control of potentially dangerous situations. • Be able to describe the benefits of walking in groups. • Recognize appropriate agencies to contact when pedestrian-related problems arise.

Module:	Walking Environment
Description:	This module discusses the physical environment – sidewalks, crosswalks, and other things – that can make walking more safe and comfortable.
Estimated time:	25 minutes
Learning objectives:	Upon completion of this module, participants will: • Be able to describe ways in which the physical environment can affect safe walking, particularly for older pedestrians. • Be able to identify some of the engineering treatments available to improve the walking environment.

Module:	Completing the Picture: Education, Enforcement, and Encouragement
Description:	This module describes how educating drivers and community members can contribute to safer conditions for walking and how education and enforcement are complementary strategies for changing unsafe behaviors. The module provides a sample of law enforcement methods for handling such behaviors. It also provides some ideas to encourage walking where conditions are safe.
Estimated time:	30 minutes
Learning objectives:	Upon completion of this module, participants will: • Be able to explain why education, enforcement, and encouragement are important. • Be able to identify audiences that require education and list at least one way to reach them. • Be able to identify several enforcement strategies. • Be able to identify several encouragement efforts.

Module:	Taking an Observational Walk
Description:	A walk outside gives participants a chance to observe the physical conditions in the community and the behavior of drivers and pedestrians, and to note the things they liked and disliked.
Estimated time:	35 minutes
Learning objectives:	Upon completion of this portion of the workshop participants will: • Be able to describe the factors that helped or hindered walking. • Be able to describe the behavior of pedestrians and motorists.

Module:	Discussion and Next Steps
Description:	This module provides an opportunity for participants to describe what they observed during the walk and to discuss the workshop content's implications for making changes in their neighborhood or community.
Estimated time:	25 minutes
Learning objectives:	Upon completion of this portion of the workshop participants will: • Be able to identify steps that will improve walking conditions and/or encourage more walking. • Be able to identify what they personally can do to contribute to improve walking conditions. • Identify potential solutions other community members can implement.

Appendix A

Module 1: Workshop Welcome and Introduction
Estimated time: 10 minutes

This activity provides an opportunity to introduce the workshop, acknowledge the local host/coordinator, introduce the instructors and participants, cover housekeeping issues, and review the day's agenda.

Slide 1: Pedestrian Safety Workshop: A Focus on Older Adults

Script:
I am (*introduce yourself and co-instructor*). Welcome to this workshop on older pedestrian safety. I would like to thank (*insert host/sponsor agencies*) for hosting this workshop, which was developed for the National Highway Traffic Safety Administration by the University of North Carolina Highway Safety Research Center.

Optional: Ask local coordinator or another representative to offer comments. Introduce any local elected officials.

Before we do introductions, I'd like to ask you a question: What do you think of when you hear the term "older adult"? *Give the audience time to respond.*

I ask this because it is important to recognize that older adults are a very diverse group. This workshop is intended to focus on the point in our lives when our range of mobility begins to change –that's a different point for everyone. It's also important to note that it is easier to maintain mobility than to regain it. So with that in mind, today we're going to talk about why we care about walking, what pedestrians can do to be as safe as possible while walking, as well as the role of drivers, law enforcement and the physical environment in protecting pedestrians.

I want you to find out who we have in the room today. Please tell us your name, and if you're from a specific organization, please tell us which one. *(Time available for introductions depends on the size of the group. Most likely, you will have about five minutes, so you may need to gently encourage brevity.)*

Okay! We've got a good group – I'm looking forward to spending the next few hours together. Let me say one more thing – this workshop is designed to inspire discussion and action. I challenge you to think about how this information relates to you, whether you are here because you are an older adult who wants to walk, someone who does not walk, or someone who can play a role in making it easier and safer to walk.

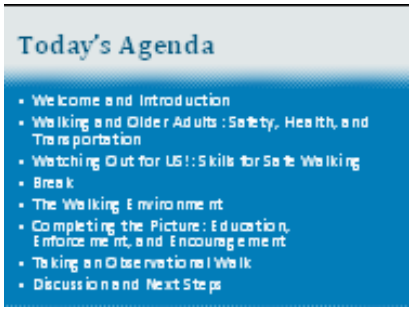
There are a few housekeeping items I want to mention. The restrooms are located *(insert directions*). If you haven't already done so, please set your cell phones to vibrate, or turn them off. I want to give you a sense of the agenda, too.

Learning Objectives:
Upon completion of this portion of the workshop, participants will:

- *Be able to identify local host and other dignitaries present*
- *Be able to identify workshop sponsors*
- *Know the names and affiliations of participants*
- *Know the course agenda*
- *Be able to anticipate workshop outcomes*

Note to Instructor:
The instructor can read the Script section of each slide for continual dialogue. The "Learning objectives" for the module do not need to be read to participants.
Image:
Hendersonville, NC, provided by Austin Brown.

Slide 2: Today's agenda



Script:

You'll see that we start off talking as a group, we'll take a break, talk a little more and then we head outside for a walk. We'll wrap up with a discussion about how to put all the pieces together.

Appendix B

Module 2: Walking and Older Adults: Safety, Health, and Transportation
Estimated time: 20 minutes

The Walking and Older Adults: Safety, Health and Transportation module provides a general overview of why walking is important, especially for older pedestrians, describes some of the barriers older adults face, and discusses factors related to pedestrian safety.

Slide 1: Walking and Older Adults: Safety, Health, and Transportation

Script:
We're going to start off by talking about why walking is important, how walking is particularly important for older adults, and what they face as pedestrians.

Learning Objectives:
Upon completion of this portion of the workshop, participants will:

- *Be able to explain why walking is important, particularly for older adults.*
- *Be able to verbalize their opinions about what makes a walk feel safe.*
- *Be able to describe the general factors and conditions that influence walking.*

Note to instructor:
The instructor can read the Script section of each slide for continual dialogue. The learning objectives for the module do not need to be read to participants. The Note to Instructor section appears when the instructor needs to perform a special action (like posing a question to the audience).
The Background Information section appears when additional information for the instructor might be useful. The Citations" section appears to notify an instructor of the source of information. The Images section lists the source and location of slide images. These sections appear only as needed. Therefore, not every slide contains all of these sections.
Image:
Hendersonville, NC, provided by Austin Brown.

Slide 2: Why care about walking?

Script:
Walking is important for many reasons. It is a low-cost form of transportation that not only gets people to their destinations, but also provides a way to spend time with others and enjoy health benefits. These are important, for physical activity and strong social relationships contribute to successful aging.

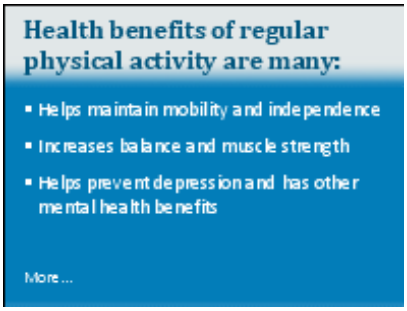
Background Information:

- *Nearly 70 percent of physically active older adults reported walking as the type of physical activity or exercise they had spent the most time doing during the past month.[1] Walking doesn't require special equipment, except for a comfortable pair of shoes, and is a relatively inexpensive way to get physical activity.*
- *Older adults have indicated that participating in walking programs provides them a social outlet for making friends and maintaining friendships.[2]*

Citations:

[1]*Centers for Disease Control and Prevention.*
. (1996). Physical Activity and Health: A Report of the Surgeon General. Atlanta, GA: Centers for Disease Control and Prevention.
[2]*Get Active Orlando. (2007). Focus group results from the Get Active Orlando program [workshop].*

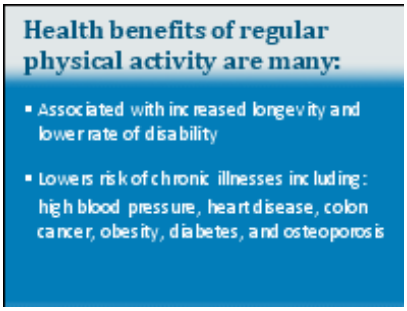
Slide 3: Health benefits of regular physical activity are many:



Script:
This slide and the next describe some of the health benefits of regular physical activity.

Note to Instructor:
Optional activity:
Ask how many people in the workshop already walk regularly for errands or health.

Slide 4: Health benefits of regular physical activity are many:



Script:
It's a pretty impressive list. The bottom line is that by lowering the risk of a variety of diseases, strengthening the heart and other muscles, and improving balance, walking, as a form of physical activity, can help contribute to staying independent. Not many things we do in life can have such positive effects.

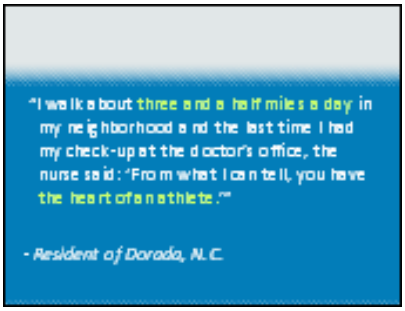
Background Information:

- *Regular physical activity helps prevent or control heart disease, obesity, arthritis, high blood pressure, diabetes, osteoporosis, stroke, and colon cancer.*[1]
- *Physical activity has also been associated with increased longevity and a lower rate of disability.*[2]
- *Increased muscle strength and sense of balance are important in reducing risk of falls.*[3]
- *Focus groups with older Americans (age 65+) found that older adults engage in physical activity to ensure a high quality of life, preserve connections in the community, and maintain everyday functions and independence.*[2]
- *Regular physical activity also assists in preventing such mental health impairments as depression, dementia, and poor self-perception.*[4]

Citations:

[1]*CDC. Physical activity and health: A report of the surgeon general.* [2]*Westerterp, K. R. (2000). Daily physical activity and aging. Current Opinion in Clinical Nutrition & Metabolic Care, 3, 485–8.*
[3]*Centers for Disease Control and Prevention and Merck Institute of Aging and Health. (2004).The state of aging and health in America. Retrieved October 13, 2007, from, http://www.cdc.gov/aging/pdf/State_of_Aging_and_Health_in_America_2004.pdf.*
[4]*Craft, L. L., & Landers, D. M. (1998). The effect of exercise on clinical depression resulting from mental illness: A meta-analysis.* Journal of Sports & Exercise Psychology, *20, 339-357.*

Slide 5: I walk about three and a half miles a day…



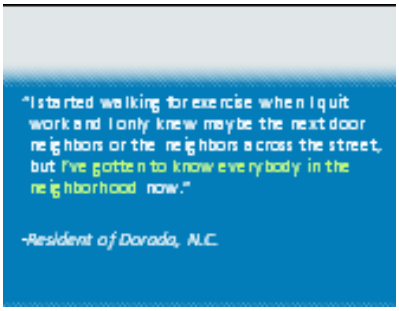
Script:
This quote from an older adult speaks to the health benefits of walking quite well.

Note to Instructor:
Read or paraphrase quote on slide.

Citation:

Smith, E. (n.d.). Walking as a way of life. Partnership for a Walkable America. Retrieved November 21, 2007, from http://safety.fhwa.dot.gov/ped_bike/ped/roadshow/walk/facts/spotlight/streets.html.

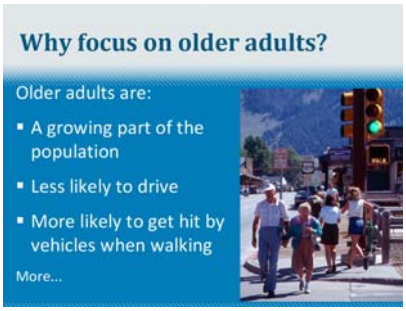
Slide 6: I started walking for exercise when I quit work…



Script:
Walking can also be a way to make and maintain friendships.

Note to Instructor:
Read or paraphrase quote on slide.
Citation:
Smith, Walking as a way of life.

Slide 7: Why focus on older adults?



Script:
Why focus on safety for older adults? Isn't walking the same for everyone? Not exactly - there are several reasons to think about the needs of older adults in particular:

- First, the older population is growing at a faster pace than the total population, and this trend will continue well into this century.
- Second, adults 65 and older are less likely to drive than younger people and many nondriving older adults make their trips by walking.
- Third, older adults account for a disproportionate number of pedestrian injuries and fatalities.

Background Information:

- *The U.S. population 65 and older is expected to double in size within the next 30 years from 35 million in 2000 to 71.5 million in 2030 (almost 1 out of 5 Americans will be 65 or older.)*[1]
- *Older adults are less likely to drive than people 19 to 64.*[2] *About 1 in 5 people (20%) 65 and older do not drive compared to 7 percent of people 19 to 64. These nondriving older adults make fewer daily trips than older adults who drive. Among the nondriving older adults, almost 25 percent of their trips are done by walking.*[2]
- *Older adults 65 and over accounted for 19 percent of all pedestrian fatalities and almost 10 percent of all pedestrian injuries in 2006.*[3]
- *Pedestrians 75 and over accounted for 11 percent of fatalities and 5 percent of all pedestrians injured in 2006. The fatality rate for this group, both males and females, was higher than for any other age group.*[3]

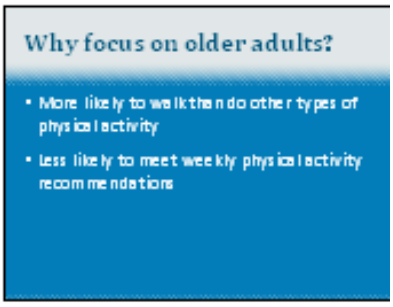
Citations:
[1]*Wan, H., Sengupta, M., Velkoff, V., & DeBarros, K. (2005).U.S. Census Bureau, Current population reports 65+ in the United States, U.S. Government Printing Office, 23-209, Retrieved November 10, 2007, from http://www.census.gov/prod/2006pubs/p23-209.pdf.*
[2]*Collia, D. V., Sharp, J,. & Giesbrecht, L. (2006). The 2001 National Household Travel Survey: A look into the travel patterns of older Americans. Journal of Safety Research, 34. In Estimating the impacts of the aging population on transit ridership [document 86; Project 20-65(4)] Prepared for: National Cooperative Highway Research Program. Washington, DC: Transportation Research Board. Retrieved October 23, 2007, from http://trb.org/news/blurb_detail.asp?id=5867.*

[3]*NHTSA. (2006). Traffic safety facts: A compilation of motor vehicle crash data from the Fatality Analysis Reporting System and the General Estimates System. DOT HS 810 818, 128-129.Washington, DC: National Highway Traffic Safety Administration. Retrieved October 17, 2007, from http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.6a6eaf83cf719ad24ec86e10dba046a0/.*

Image:

Provo, UT, provided by Dan Burden.

Slide 8: Why focus on older adults?



Script:

- Fourth, walking is the most popular type of physical activity among older adults.
- Fifth, older adults are less likely than other age groups to get enough physical activity.

We have a growing population—one that needs to be able to walk for transportation and health benefits, and is more likely to get hit by a vehicle. Therefore, we have lots of reasons to make sure that older adults in particular can safely and comfortably walk.

Background Information:

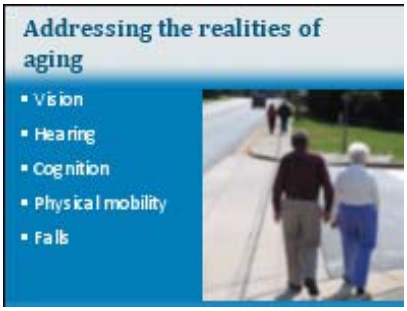
- *Older adults are less likely to meet weekly physical activity recommendations than other age groups.*[1]
- *Recommendations for adults: at least 30 minutes of moderate activity on 5 or more days/wk or 20 minutes of vigorous activity on 3 or more days/wk.*[2]
- *Examples of moderate-intensity physical activity are walking briskly, mowing the lawn, dancing, swimming for recreation, or bicycling.*
- *Examples of vigorous-intensity physical activity are jogging, engaging in heavy yard work, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill.*

Citations:

[1]*CDC. (2007). U.S. physical activity statistics. Retrieved November 12, 2007, from http://apps.nccd.cdc.gov/PASurveillance/DemoCompareResultV.asp?Year=2005&State=0&Cat=1&CI=#result.*

[2]*CDC. (2007). Physical activity for everyone: How much physical activity do you need? Retrieved November 12, 2007, from http://www.cdc.gov/nccdphp/dnpa/physical/recommendations/older_adults.htm.*

Slide 9: Addressing the realities of aging



Script:
Another important reason to focus on older adults is to address additional needs that often come with aging. As people age, many experience declines in vision, hearing, the ability to move around easily, and to quickly judge situations.[1] The risk of falling and fear of falling also increase as adults age. All of these things have an impact on how safely they walk and if they choose to walk at all.

Background Information:

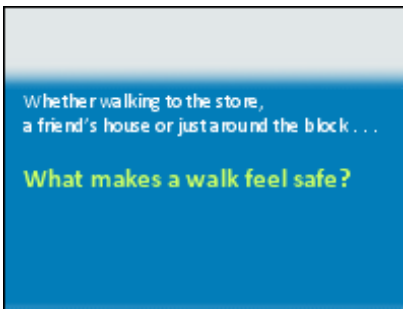
- *A decline in vision can affect older adults' ability to detect and respond to potentially dangerous traffic situations. Such visual declines include a decrease in peripheral vision and a reduction in motion sensitivity (ability to accurately judge speed).*[2]
- *A decline in hearing means older adults may have difficulty detecting surrounding traffic or judging the direction of sound. For example, older adult may struggle to detect the sound of backing automobiles as they walk past.*[2]
- *Many older adults experience a decline in physical mobility. This decreased physical mobility may make it difficult to walk along uneven surfaces or climb steps/curbs. To compensate, the older adult may pay more attention to simply walking than to surrounding conditions. For example, their compromised mobility may make it difficult to divide attention between stepping down a sidewalk curb and scanning for oncoming traffic.*[3]
- *Older adults experience a decline in perception-reaction time (the time to recognize a situation, make a decision and then physically respond); diminished selective attention (ability to filter information and continuously focus on the most critical information); and a diminished ability to divide attention (ability to process information from multiple sources simultaneously).*[2]

Citations:

[1]*Dunbar, G., Holland, C., & Maylor, E. (2004, June). Road safety research report no. 37 older pedestrians: A critical review of the literature. London: Department of Transport.*
[2] *Staplin, L., Lococo, K., Byington, S., & Harkey, D. (2001, May). Highway design handbook for older drivers and pedestrians. FHWA-RD-01-103*
McLean, VA: Federal Highway Administration.
[3]*Smith, Making streets safe for seniors on foot.*

Image:
Winston-Salem, NC, provided by Austin Brown.

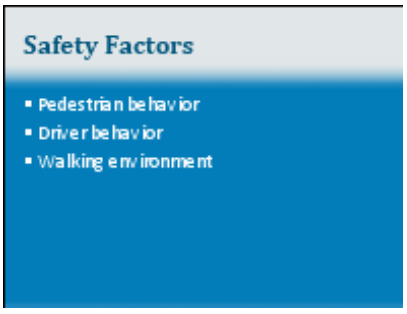
Slide 10: Whether walking to the store, a friend's house or just around the block…



Script:
Safety is the key factor in all of this. No one wants to walk where it does not feel safe. I'd like to hear about what makes a walk feel safe to you.

Note to Instructor:
Ask the group to name some characteristics that makes a walk feel safe. Answers may be related to traffic, the conditions of walkways or pleasant environments such as shade, benches, or nice landscaping.

Slide 11: Safety factors



Script:
Summarize points made by the group from the previous slide.

Those were all good points. Most of them will be covered by the three categories that we are going to discuss today.

- Pedestrian behavior. We can't control the behaviors of others, especially drivers, but we can make smart decisions about how and where to walk. We will look at situations in which older adults are more likely to be hit by cars and identify ways to avoid those situations.
- Driver behavior. We will talk about strategies to improve unsafe driver behaviors.
- Walking environment. We will look at the walking environment and identify ways the environment can help make pedestrians and drivers safer. And finally, we will take a walk to observe pedestrians and drivers in action to identify what we like, and what we don't like in terms of feeling safe.

Slide 12: Community conditions make walking difficult

Script:
Community conditions play a big role in whether people even want to try walking. As communities have worked to accommodate more and more cars, opportunities for walking have dwindled. Many areas are built without sidewalks, or the sidewalks are in disrepair. These situations make using the car the main, if not only, transportation choice.

Images:
Left, provided by Michael Ronkin; right, Hendersonville, NC,, provided by Austin Brown.

Slide 13: Great conditions, but where are the people?

Script:
Yet despite the great walking conditions in some places, few people take advantage of them. Therefore, we're also going to talk about programs across the country that are developing ways to get more people out walking.

Image:
Gresham, OR, provided by Dan Burden.

Slide 14: Community partnership

Script:
The good news is that this workshop is happening here, which means that this community (*city, neighborhood, whatever is the appropriate description*) cares about issues related to walking. Because we've got a group here to make things happen, just being together and hearing the issues from different perspectives can lead to positive change. By the end of this workshop, as a group you will know the safety skills pedestrians need, you will be able to identify the unsafe behaviors of drivers and pedestrians, as well as unsafe conditions in the environment. By becoming acquainted with unsafe behaviors and environments, you will recognize several ways to improve them. And where it is safe to walk, you will be able to encourage older adults to walk more for their own health, as well as the health of the community.

Appendix C

Module 3: Watching Out for Us!
Estimated time: 25 minutes

"Watching Out for Us!" is a presentation on safe walking skills for older adults. It describes situations that increase the chances of older pedestrians being hit by cars and how they can better control these situations. "Watching Out for Us!" can be delivered as part of the *Pedestrian Safety Workshop: A Focus on Older Adults* or it can be delivered on its own.

Slide 1: Watching Out for Us!

Script:
We are going to talk about what we can do to make ourselves as safe as possible when walking. I want to acknowledge that safety is also influenced by other people; drivers, for example. Sometimes with the help of law enforcement officers, drivers are responsible for respecting others' safety. But what can we do as pedestrians? Well, it's really about defensive walking. Most of us spend our lives practicing defensive driving, anticipating what other drivers might do. Just as with driving, when walking, we need to anticipate what drivers might do. Put another way, drivers are supposed to watch out for pedestrians—but let's not bet our lives on it. Therefore, in this section we will focus on how pedestrians can avoid being hit by vehicles and what they can do to take control of potentially dangerous situations.

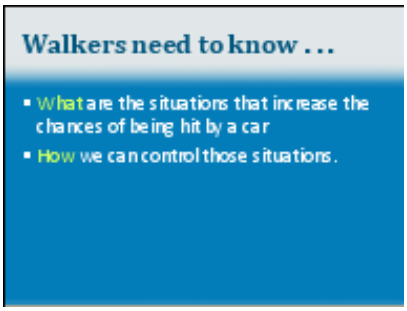
Learning Objectives:
Upon completion of this section participants will:
- *Be able to identify the most common situations that increase the chances of being hit by a car.*
- *Be able to explain ways to take control of potentially dangerous situations.*
- *Be able to describe the benefits of walking in groups.*
- *Recognize appropriate agencies to contact when pedestrian-related problems arise.*

Note to Instructor:
The instructor can read the Script section of each slide for continual dialogue. The "Learning Objectives" for the module do not need to be read to participants. The "Note to Instructor" section appears when the instructor needs to perform a special action (like posing a question to the audience). The "Background Information" section appears when additional information for the instructor might be useful. The "Citations" section appears to notify an instructor of the source of information. The "Images" section lists the source and location of slide images. These sections appear only as needed. Therefore, not every slide contains all of these sections.

It is important to emphasize the role of drivers and the environment in making conditions safer for pedestrians. Without that context, audiences can become irritated that pedestrians are being asked to be responsible for their own safety while other things need to be fixed. When that context is given, audiences have been positive about the messages.

Image:
Chapel Hill, NC, provided by Austin Brown.

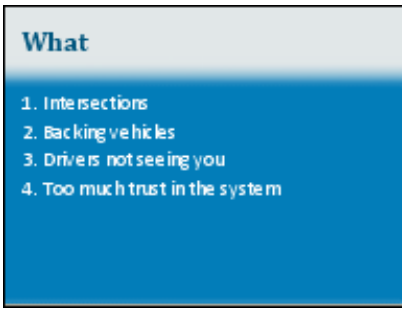
Slide 2: Walkers need to know . . .



Script:
For the most part, walking can be a relaxing, fun way to be active. But some situations require us to be particularly aware of driver behavior. Defensive walking is all about knowing what and how.

- "What" are the situations that increase the chances of being hit by a car, and
- "How" we can control those situations to the greatest extent possible.

Slide 3: What



Script:
Based on crash statistics, we are going to talk about the four main "Whats" that pedestrians, especially older pedestrians, need to watch out for and discuss how we can take control of them[1]:

- Intersections. We will discuss four things to think about at intersections.
- Backing vehicles. These can be in roadways, driveways, or parking lots. We will look at three main times to check for backing vehicles.
- Drivers not seeing you. When conflicts occur, drivers often say they just didn't see the pedestrian. There are things we can do to prevent that from happening.
- Too much trust in the system. What does that mean? It's about taking control, being the final judge of what's happening and when it is safe to walk. Put another way, it means not just trusting that a green light means no car is coming.

Citation:
[1]*Blomberg, R., Cleven, A., & Edwards, J. (1993, June). Development of safety information materials and media plans for elderly pedestrians. DOT HD 808 132. Final Report, June 1993. Washington, DC: National Highway Traffic Safety Administration.*

Slide 4: Intersections: What: Turning vehicles

Script:
First, let's talk about intersections. Although pedestrians should cross at intersections, intersections are often where walkers need to look in the most directions for vehicles.
One thing to look for when crossing an intersection is turning vehicles.[1]

- Drivers waiting to make a right turn on a red light focus on looking to the left for oncoming traffic and may not notice a pedestrian stepping off the curb on their right.
- The left-turning vehicle typically must cross at least one lane of oncoming traffic before making the turn, and the driver may commit to turning before the pedestrian steps off the curb or even before the pedestrian is in view.
- In some situations, like the one pictured here, the traffic signal gives the left turning car a green light at the same time the pedestrian has the walk signal.

Q. Who has the right-of-way in this situation?
Give the audience time to answer.

A. The driver should yield the right-of-way to the pedestrian in the crosswalk when the pedestrian has the walk signal. But will they?

How can walkers take control?

- Pedestrians, just like drivers, should anticipate that a driver might run a red light or otherwise fail to yield to pedestrians. It's important to look around first and not rush into an intersection when a light turns green.
- Check the direction that cars may be coming from and make sure an approaching driver sees you.

Citation:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 5: Intersections What: When stepping off the curb

Script:
Another time to be alert at an intersection is when you're stepping off the curb. The first half of the crossing can be more dangerous than the second half. This is when drivers have the most difficulty seeing or anticipating pedestrians. There is also less time for pedestrians to react.[1]

How can walkers take control?
- Check for cars before you step out.
- Make sure drivers see you and are stopping for you.

Citation:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 6: Intersections: What: Visual screens

Script:
Now let's talk about visual screens. Visual screens occur when one car stops and another continues traveling in the next lane. The first car can actually prevent the second car from seeing the pedestrian.[1]

How can walkers take control?
- While crossing, as you come to the end of the first car, stop and look to see if another car is approaching. If so, can that driver see you?
- Does that driver have enough time to stop for you? If not, allow the vehicle to pass before continuing.

Citation:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 7: Intersections: What: Crossing time at traffic signal

Script:
Another main issue at intersections is the amount of time that is provided for a pedestrian to cross at a traffic signal.
The duration of the walk time can vary from city to city and even from one intersection to another within the same town. It is important to remember that the time available to walk includes both when the pedestrian walk symbol and the flashing hand or flashing "Don't Walk" is shown.

How can walkers take control?
- Wait until the start of the pedestrian walk phase to begin your crossing.
- If you're in the street and the signal starts to flash "Don't Walk" keep crossing the street at a safe pace.
- If you have not started crossing and the "Don't Walk" signal is flashing, then you should not start crossing the street. Wait until the next walk phase begins.
- If there is not enough time to finish crossing safely, make a note of which intersection that was and inform the city.

Images:
Chapel Hill, NC, provided by Michael Daul.

Slide 8: Backing Vehicles: What: Parking lots

Script:
The second main What that pedestrians need to watch out for is backing vehicles. Backing vehicles create their own safety hazards, and rearward visibility from a car is usually poor. Drivers may look for moving cars, but fail to look for pedestrians. Likewise, pedestrians may look for moving cars, but ignore parked cars about to move.[1] Hybrid cars also pose a problem. The engines are so quiet that pedestrians don't have the cue of motor noise to let them know that a car may be about to move.

Let's look at some backing situations in which to be alert.

The first is in parking lots. Pedestrians may be less attentive in a parking lot because it may not seem like a roadway. Drivers of backing vehicles may have more difficulty seeing pedestrians, especially if there are large vehicles parked on either side.

How can walkers take control?
- Recognize that parking lots require attention. Look for brake lights and listen for engine noise and other cues that a car is about to move.
- Recognize that large parked vehicles may be blocking the view of smaller vehicles about to back up.

Citation:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 9: Backing Vehicles; What: Crossing behind parked cars

Script:
The second backing situation involves street parking.[1] Here pedestrians usually cross behind parked cars, perhaps to get into a car. Pedestrians often concentrate on looking for moving cars in the travel lanes, not cars that might be about to back up. Also, drivers of the backing vehicles may not have a good view of the pedestrians, particularly if the pedestrian is short or the vehicle sits high.

How can walkers take control?

- When possible, do not cross behind or between parked cars.
- If you have to cross, make sure that neither parked car is running and watch for other moving traffic.

Citation:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 10: Backing Vehicles: What: Driveways

Script:
The last backing situation involves alleyways and driveways.[1] This can be any place where a driveway crosses a sidewalk. A pedestrian may not expect a vehicle to be coming, and the driver may not expect a pedestrian. In this photo, it is difficult for the pedestrians to see that there is an alleyway and backing vehicle until…*forward to next slide.*

Citation:
[1] *Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 11: Backing Vehicles; What: Driveways

Script:
…they are at the corner of the building.

How can walkers take control?
- Notice where driveways are. Watch for cars and whether they are parked, moving or about to move.
- Be aware of driveways where it's hard to see, like alleyways.[1]

Citation:
[1] *Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*

Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 12: Drivers not seeing you; What: Driver distraction, low lighting

Script:
The third "What" that pedestrians should be aware of is when drivers don't see you. When pedestrians are hit by vehicles, drivers often say that they did not see them. Sometimes the pedestrian made a quick move that the driver could not have anticipated or was dressed in dark clothes that made the pedestrian difficult to spot. Other times, the drivers may not have looked as carefully as they thought, or poor lighting conditions made walkers difficult to see. Also, today's drivers and pedestrians can be distracted in many ways, including talking on cell phones or listening to headsets. No matter what the case, it's worth the extra effort to make sure that drivers see you.[1]

How can walkers take control?
- Make eye contact with the approaching drivers. Nod or wave if appropriate. That is the surest way to make sure you have their attention.[2]
- Dress to be visible. Older adults have a marked increase in getting hit by vehicles in the winter months when the sun is the lowest in the sky and shadows are greatest. To be seen better, wear light, bright clothes with retro-reflective markings and carry a flashlight or other lighting when walking at dusk and nighttime.[3]

Citations:
[1]*Transportation Research Board. (2004). Transportation in an aging society: A decade of experience. Conference proceedings of the 27th annual conference held in Bethesda, MD. Conducted by the Transportation Review Board, Washington, D.C.*
[2]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians. National Highway Traffic Safety Administration.*

[3]*Zegeer, C., Stutts, J., Huang, H., & Zhou, M. (1993). Prevention of motor vehicle injuries to elderly pedestrians. Family and Community Health, 15(4), 38-56.*

Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 13: Too Much Trust in the System; What: Take control

Script:
The final "What" we're going to talk about is having too much trust in the system. People make mistakes, and driver mistakes can be costly to pedestrians. Just because your light says cross, or you're within the crosswalk does not mean that the system will work. Taking control means counting on yourself to be the final judge of what's happening.[1]

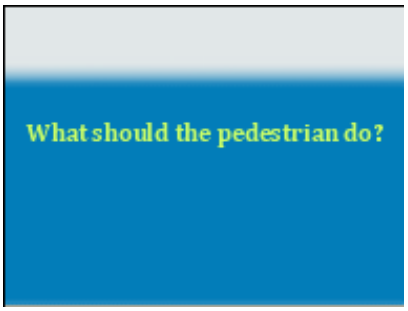
How can walkers take control?

- Before stepping out into the street, check to see if any cars are still in the intersection.
- Make eye contact with the driver.
- If a driver waves you on, make sure there isn't a second driver who doesn't see you.

Citation:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*

Image:
Carrboro, NC, provided by Austin Brown.

Slide 14: What should the pedestrian do?



Script:
Let's take a few moments to look at some scenes of people walking to see if we can identify "What" the pedestrians need to be aware of and HOW they can best take care of themselves.

Slide 15: What should the pedestrian do?

Script:
Q. What is the potential danger in this photo?
Give the audience time to answer

A. A car is about to back out of the driveway. Especially since it is dark outside, the pedestrian needs to be alert to see if the driver sees him.

Image:
Chapel Hill, NC, provided by Austin Brown.

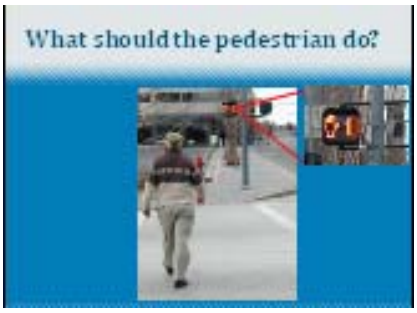
Slide 16: What should the pedestrian do?

Script:
Q. What is the danger here?
Give the audience time to answer

A. The pedestrian should consider three things:
- First, he should look for a car approaching in each travel lane to be crossed.
- Second, the pedestrian should be aware that the first stopped car may prevent him from being seen by the driver of the car in the other lane.
- Last, he should establish eye contact with the driver of each vehicle before walking in front of them.

Images:
Chapel Hill, NC, provided by Michael Daul.

Slide 17: What should the pedestrian do?



Script:
Q. What should the pedestrian do?
Give the audience time to answer

A. Finish crossing the street at a comfortable pace. Again, if the signal timing was too short, report it to city officials.

Image:
Provided by PBIC Image Library.

Slide 18: What should the pedestrian do?

Script:
Q. What is the potential danger in this photo?
Give the audience time to answer

A. The pedestrian should be aware of the alleyway and exiting car. He should also make eye contact with the driver before passing in front of the car.

Image:
Chapel Hill, NC, provided by Austin Brown.

Slide 19: What should the pedestrian do?

Script:
Q. What should the pedestrians in this photo do to take control? There are several things.
Give the audience time to answer

A. The pedestrians need to check for turning vehicles and decide whether the drivers of those vehicles can see them (both left- and right-turning vehicles). The pedestrians should not trust that the approaching driver will yield to them. Therefore, they should watch to see if the car stops before proceeding.

This photo is a good example of a situation where the system says its your turn to go, but …*forward to next slide*

Image:
Carrboro, NC, provided by Michael Daul.

Slide 20: What should the pedestrian do? (continued from previous slide)

Script:
continued from previous slide…that does not necessarily mean it is safe. As you can see, the van did not yield.

Image:
Carrboro, NC, provided by Michael Daul.

Slide 21: How many pedestrians do you see?

Script:
Q. How many pedestrians do you see, or more importantly, can the driver see? What are the pedestrians doing right, and what do they need to do to improve?
Give the audience time to answer

A. *forward to next slide*

Image:
Chapel Hill, NC, provided by Austin Brown.

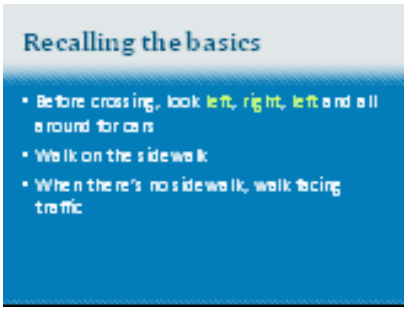
Slide 22: How many pedestrians do you see? (continued from previous slide)

Script:
A. There are 7 pedestrians:

- Pedestrian 1 and 2 are walking on the sidewalk but it is hard to seem them because of their dark clothing.
- Pedestrian 3, 4, and 5 are walking on the sidewalk, but farther away.
- Notice how Pedestrian 4's reflective vest makes her much more visible than the other pedestrians, even those wearing light colors.
- Pedestrian 6 is next to the truck.
- Pedestrian 7 is walking in the street rather than on the sidewalk. She is hard to see except for small reflective strip on her shoe.
- Wearing reflective material or carrying a flashlight when walking at dawn, dusk and night are better ways of being seen than only wearing light colored clothing.
- Your local sporting goods or bicycling stores often sell reflective vests.

Image:
Chapel Hill, NC, provided by Austin Brown.

Slide 23: Recalling the basics



Script:
Now is a good time to go over some of the basic pedestrian safety tips that we all already know:

- Before crossing a street or driveway: look LEFT, RIGHT, LEFT and then any direction a car could come from. Although we have talked about this in regard to intersections, it really applies anywhere. The first look to the left is to scan for traffic in the direction the vehicles will be coming in the first lane you enter. The look right is to see what's coming in the other direction. The last look left is to double check to make sure that there still is nothing coming just before you step out. Remember, they may be coming from behind you, too.
- When there's no sidewalk, walk facing oncoming traffic. Get as far to the side of the road as possible to provide additional space between you and oncoming cars. Why facing traffic? Remember how important it is to be able to make eye contact with drivers and to anticipate their moves.
- When there is a sidewalk on only one side of the road, it is recommended to use the sidewalk for traveling in either direction (with traffic or against traffic).

Slide 24: Selecting the best routes

Script:
It is also important to select the best routes. Sometimes you don't have choices, sometimes you do.

Look for things like:
- Walkways or sidewalks.
- Intersections that allow time to cross safely.
- For longer walks, places to rest and bathrooms can be important.
- And ask yourself "How safe do I feel?" That is an important consideration too.

Image:
Hendersonville, NC, provided by Austin Brown.

Slide 25: Walking in groups

Script:
Walking in groups offers several benefits and can make the trip safer in several ways:

- Makes the pedestrians more visible
- Walkers can look out for each other
- Helps overcome limitations. This is an important topic that we have not yet discussed. Some of us have vision or mobility impairments, which can make walking difficult. Many of us without obvious impairments still deal with things such as changing medications and how they make us feel; arthritic hips, knees, or joints that change with the weather; and other things that might affect how alert or mobile we are on any given day. Recognizing how we are feeling and how that might affect our abilities is important. Having others around to help us through those times can be a real benefit.

Which leads us to the next point, walking in groups:

- Walking in groups can make walking fun and help to build and maintain friendships.
- It can also encourage more walking. And being active is good for all of us.

Image:
Hendersonville, NC, provided by Austin Brown.

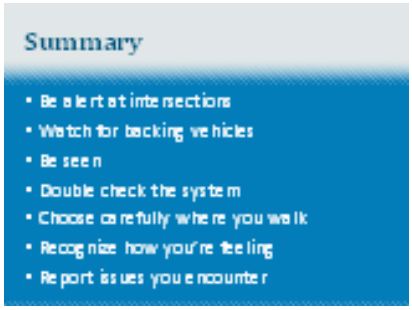
Slide 26: Notice things others can fix

Script:
Walking is a good time to notice things others can fix. So, to report a problem, whom do you contact?

- Speeding drivers – notify the police.
- Drivers failing to yield – that involves the police as well.
- Signal timing – transportation engineers need to know about this.
- Sidewalks broken or blocked – that usually falls under the public works department.
- A need for sidewalks – this could be reported to several places, but the City Manager or City Council may be the place to start.

Note to Instructor:
If needed, edit this slide's list of agencies and departments so that it is consistent with those agencies found within the location in which you are presenting. The local agency/department contact information handout you created may help with this task.

Slide 27: Summary



Script:
We've talked about many ways in which walkers can take control:

- Be alert at intersections – do not trust that a driver will see you.
- Watching for backing vehicles – never trust that a driver with his or her back to you can see you.
- Be seen – this includes everything from how you dress to getting the driver's attention and making eye contact.
- Trust your own judgment as a double check of the system.
- Choose carefully where you walk.
- Recognize how you are feeling and how that can affect your walk.
- Report issues you encounter to the appropriate authorities.

Slide 28: Spread the word

Script:
The last point I would like to make is to spread the word. We want all pedestrians to be as safe as possible. An added benefit is that people with whom you share pedestrian safety information may also become drivers who are more alert for pedestrians.

Image:
Winston-Salem, NC, provided by Austin Brown.

Appendix D

Module 4: The Walking Environment
Estimated time: 25 minutes

The "Walking Environment" module discusses the physical environment – sidewalks, crosswalks, and other things – that can make walking safer and more comfortable.

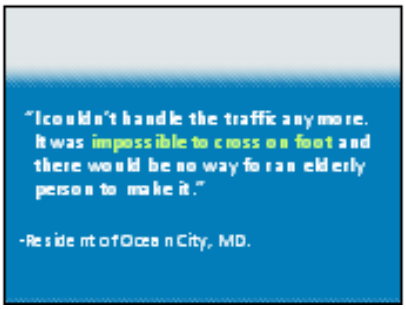
Slide1: The walking environment

Script:
Optional: Before starting this section, I want to be sure to identify a few particular participants. *Introduce any transportation professionals, engineers, planners, and public works staff in the room.* These are the people who have the skills and tools to change the physical environment.
We've been talking about the kinds of things pedestrians can do to protect themselves when walking, but we know that it usually takes more self-protection. The physical environment – sidewalks, crosswalks, and other things – can also make it safer for walking. That's what we're going to talk about now. I'm going to give you a broad overview of some of the ways that the physical environment can be changed to make walking safer. We aren't going to get into whether a particular option is appropriate for a particular location. Local transportation professionals need to be consulted to answer that question.

Note to Instructor:
The instructor can read the Script section of each slide for continual dialogue. DO NOT tell participants that you do not know anything about engineering treatments and their impacts on walking. Rather, recognize any engineers who are present and invite them to supplement any of the things you cover in this module.
Learning Objectives:
Upon completion of this portion of the workshop, participants will:
- *Be able to describe ways in which the physical environment can affect safe walking, particularly for older pedestrians.*
- *Be able to identify some of the engineering treatments available to improve the walking environment.*

Image:
Carrboro, NC, provided by Austin Brown.

Slide 2: I couldn't handle the traffic anymore…

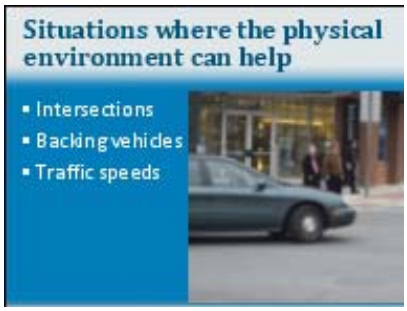


Script:

Let's take a look at the quote on this slide. Sometimes an older adult's description captures the realities better than anything else. A resident of Ocean City, Maryland, comments on the selling of her condominium.[1] One of the reasons she sold the condo was because the supermarket was located across a 6-lane street from her high-rise home, and there were no accommodations for crossing the road on foot.

Citation:
[1]*Smith, Making streets safe for seniors on foot.*

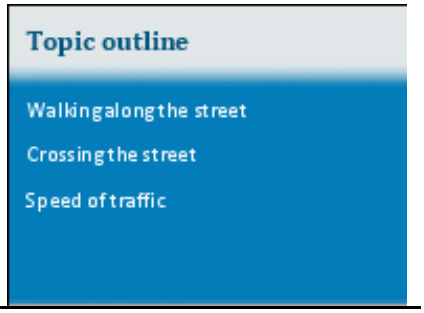
Slide 3: Situations where the physical environment can help



Script:
Earlier we talked about the most common ways older pedestrians are injured and what pedestrians can do to protect themselves. The built environment can also either help or hurt these situations.

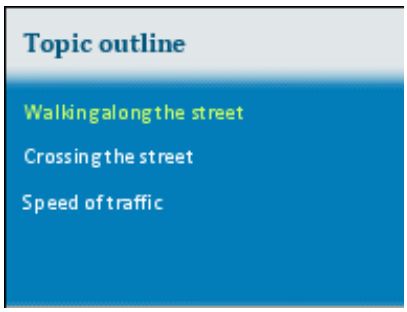
Image:
Chapel Hill, NC, provided by Austin Brown.

Slide 4: Topic outline



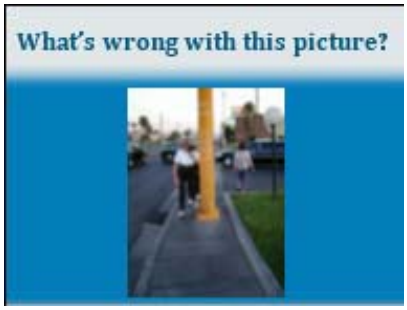
Script:
We'll start by discussing the environment for walking along the street. Usually at some point while walking you have to cross streets, so we will discuss ways to make crossing safer. Finally, we will talk about slowing down vehicle traffic.

Slide 5: Topic outline



Script:
Let's turn our attention to the walking environment along the street. I'm going to need some help from you in identifying what's wrong with the picture in the next slide.

Slide 6: What's wrong with this picture?



Script:

Q. What's wrong with this picture?
Give the audience time to make suggestions

A. The pole in the middle of the sidewalk makes it difficult to continue walking and impossible for someone in a wheelchair to pass. Imagine if there was a pole in the middle of a street. Drivers simply wouldn't tolerate it. So why do we have sidewalks like this? A continuous, clear passage must be maintained. Also, the steep slope of the sidewalk beside the pole can be a problem. Finally, ideally, there would be some kind of buffer like landscaping between the sidewalk and road so sidewalk users don't have to walk right next to traffic.

Image:
Santa Rosa, CA, provided by Dan Burden.

Slide 7: What's wrong with this picture?

Script:

Q. What's wrong with this picture?
Give the audience time to make suggestions

A. The bushes are overgrowing the sidewalk and force pedestrians to walk in the street. Plant landscaping near sidewalks often requires maintenance, which in turn can affect pedestrian use.

Image:
Salt Lake City, UT, provided by Mike Cynecki.

Slide 8: Good sidewalks encourage walking

Script:

Have you seen people trying to walk side by side on a sidewalk even when there's not enough room? Walking can be a social activity and places that allow room for walking together are more appealing as a result.

Sidewalks need to be well maintained and free of obstacles such as signs and landscaping that encroach on the sidewalk.

Background Information:
Sidewalk width should be a minimum of 4 feet wide to meet American Association of State Highway and Transportation Officials (AASHTO) standards and 5 feet wide to meet ADA guidelines, but the

preferred width is at least 6 feet. Four-feet-wide sidewalks make it difficult for two people to walk side-by-side.

Image:
Traverse City, MI, provided by Dan Burden.

Slide 9: What's wrong with this picture?

Script:
Q. What's wrong with this picture?
Give the audience time to make suggestions

A. There are three main problems here. First, this is a blind alley-way. Second, the flag blocks visibility. Third, the sloping driveway does not provide a level area for wheelchairs.

Image:
Provided by PBIC Image Library.

Slide 10: ADA requirements

Script:
In case you're not familiar with it, ADA stands for the Americans with Disabilities Act. The idea behind ADA is to provide an environment that is equally accessible and comfortable for all users.

Background Information:
In terms of the letter of the law, ADA requirements need to be followed for new construction or any time a public facility is altered, but many communities are also working to retrofit older construction. For transportation professionals, there are many resources that outline specifications for meeting ADA requirements.

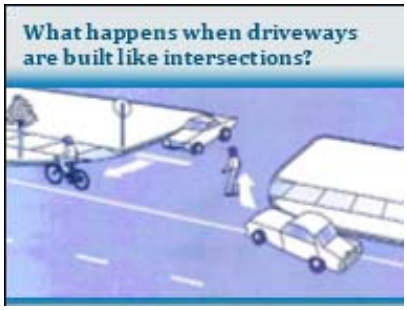
Image:
Denver, CO, provided by Mike Cynecki

Slide 11: Curb ramp

Script:
Curb ramps are part of ADA requirements and serve people using wheelchairs, walkers, and strollers.

Images:
(left) Phoenix, AZ, provided by Mike Cynecki; (right) provided by Peter Lagerwey.

Slide 12: What happens when driveways are built like intersections?



Script:
Imagine that this is an entrance to a business or shopping center. This design makes it easy for drivers to go fast and makes it unlikely they will yield to pedestrians.

Images:
Provided by Michael Ronkin.

Slide 13: What happens when sidewalk continue across driveways

Script:
Remember the sloping sidewalk we saw earlier? Although ramps may be necessary at intersections so that pedestrians can cross the street, the rest of the sidewalk can be continuous and at one level. This also changes driver behavior. The design slows vehicles as they enter and exit and alerts drivers they are crossing a pedestrian area.

Image:
Provided by Michael Ronkin.

Slide 14: What's wrong with this picture?

Script:
Q. What's wrong with this picture?
Give the audience time to make suggestions

A. There are a couple of things we can talk about here. The most obvious problem is that the two walking paths don't meet. Also, there are no benches to rest at along the length of the sidewalk. We're going to talk about options in just a minute, but first, I have another picture for you to see.

Image:
Provided by Peter Lagerwey.

Slide 15: Which street looks more inviting to walkers?

Script:

Q. Which street looks more inviting for walkers?
Give the audience time to respond

A. This could be a matter of personal opinion. On the left, the planting strip provides a physical buffer between the sidewalk and the roadway. A few other types of buffers that separate pedestrians and cars are bike lanes, parked cars and street furniture such as benches, newspaper boxes, street lighting, and public art. The photo on the right shows a sidewalk that has no buffer from the traffic. Also, on wider streets like this one, traffic tends to move much faster. However, it looks like the trees provide shade that might be welcome on a hot day.

Images:

(left) Phoenix, AZ, provided by Mike Cynecki; (right) Chapel Hill, NC, provided by Austin Brown.

Slide 16: Additional features

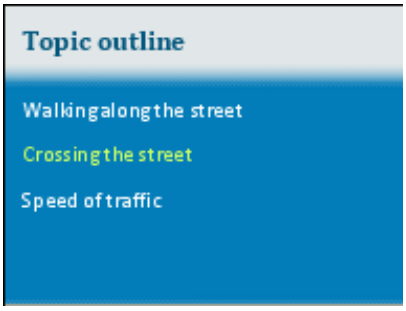
Script:

Street lighting helps pedestrians see where they're going and helps drivers see pedestrians. Also, places to sit, restrooms, drinking fountains, and public art all can make walking routes feel more comfortable and inviting.

Image:

Asheville, NC, provided by Annie Lux.

Slide 17: Topic outline



Script:

We're now going to talk about how the physical environment influences crossing the street. We're going to start by looking at another picture of a less-than-ideal walking location.

Slide 18: What's wrong with this picture?

Script:
Q. What's wrong with this picture?
Give the audience time to respond.

A. Personally, this does not look like a place I'd want to cross. The intersection is really wide, making it hard to cross before the light changes.

Image:
Phoenix, AZ, provided by Mike Cynecki.

Slide 19: Shortening the crossing

Script:
Curb extensions (also known as curb nubs or bulb-outs) can help pedestrians cross the street. They extend the sidewalk to shorten the crossing distance for pedestrians, as well as help pedestrians see and be seen from behind parked cars. Curb extensions also prevent drivers from parking in the crosswalks.

Image:
Anchorage, AK, provided by Michael King.

Slide 20: Parking restrictions at corners

Script:
Restricting parking near corners and crosswalks helps drivers and pedestrians see each other.

Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 21: Crossing islands

Script:
Crossing islands simplify a crossing by breaking it into two stages. This allows pedestrians to focus on cars coming from one direction at a time. And if needed, crossing islands give pedestrians somewhere to stand, rest, or wait during the crossing.

Image:
Phoenix, AZ, provided by Mike Cynecki.

Slide 22: High-visibility crosswalks

Script:
Marked crosswalks can guide pedestrians in crossing and they alert drivers that pedestrians may be crossing. Drivers usually notice high-visibility markings, such as ladder style markings, at a greater distance than simple parallel-line markings.

Images:
Salem, OR, provided by Dan Burden.

Slide 23: Pedestrian pushbuttons

Script:
Pedestrian pushbuttons allow the pedestrian to press the button to get the walk signal. They should be within easy reach for people in wheelchairs.

Images:
Lake Oswego, OR, provided by Dan Burden.

Slide 24: Countdown signals

Script:
Pedestrians also need adequate time and information in order to cross the street safely. Pedestrian countdown signals show the number of seconds remaining to cross the street so that pedestrians can decide if they have enough time to cross.

Note to Instructor:
Point out that the numbers 6 then 4 in the pictures indicate how many seconds remain in the crossing time for pedestrians.

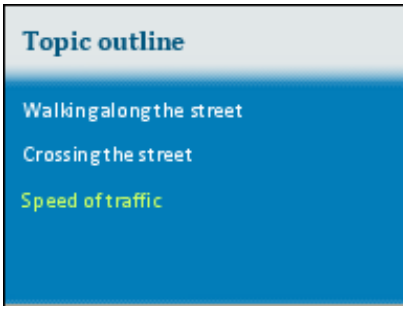
Background Information:
The amount of time available for pedestrians can be changed. However, this has to be balanced with trying to keep vehicle traffic moving. Your local transportation engineer can answer specific questions about whether an intersection traffic signal could allow for longer crossing time.
Images:
Provided by Mike Cynecki.

Slide 25: No-turn-on-red may increase pedestrian safety

Script:
Often pedestrian collisions at intersections occur when a vehicle makes a (right) turn-on-red and the driver does not look to the right for pedestrians. As a pedestrian, look for right-turning vehicles before stepping into the roadway. Not permitting right-turn-on-red can help avoid these collisions.

Background Information:
It's important to note that when right-turn-on-red is prohibited, there may be more right-turn-on-green conflicts with pedestrians when both the righ- turning drivers have a green light and the pedestrian has the "walk" signal.
Image:
Provided by PBIC Image Library.

Slide 26: Topic outline



Script:
Next we will talk about traffic speed.

Slide 27: Why are we concerned with slowing down traffic?

Script:
So why are we concerned with slowing down traffic?
Most drivers don't think driving 5 or 10 miles over the speed limit is a big deal. However, it can be the difference between whether a pedestrian is injured or killed if hit by a motor vehicle.

If a pedestrian is struck by a car at 40 mph, there is an 85-percent chance of death. This percentage drops to 45 percent at 30 mph and 5 percent at 20 mph.[1] Thus, slowing vehicle speeds not only reduces the chance of a collision because less stopping distance is required, it also reduces the chance of a pedestrian injury and fatality.

Citation:
[1]*Department of Transport. (1987). Killing speed and saving lives. London: Department of Transport.*
Image:
Parisi Associates. (n.d.). Transportation tools to improve children's health and mobility.. Retrieved November 10, 2007, now available at http://www.saferoutestoschools.org/pdfs/SR2S%20Transportation%20Tools.pdf

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Slide 28: Speed is a central issue for pedestrians

Script:
Speed is addressed in many ways: by educating drivers, by enforcing speed laws, and by building environments that help drivers obey speed limits. In this section we will discuss how the physical environment affects speed.

Image:
Jacksonville Beach, FL, provided by Dan Burden.

Slide 29: Wide turns mean traffic can move faster

Script:
A wide turn means that this truck can travel too fast around this corner.

Image:
Provided by PBIC Image Library.

Slide 30: Tight turns slow down motor vehicles

Script:
Turns at corners can be built with traditional sharp angles or afterward with the addition of an extension, as shown in this picture. It's possible to make this change and still accommodate turns by large emergency vehicles.

Notice that this modification also acts as a curb extension.

Q. Can you recall benefits of curb extensions for pedestrians?
Give the audience time to respond

A. They shorten the crossing distance and improve the pedestrian's ability to see and be seen by traffic.

Image:
Oxnard, CA, provided by Dan Burden.

Slide 31: Speed humps and speed tables slow down traffic

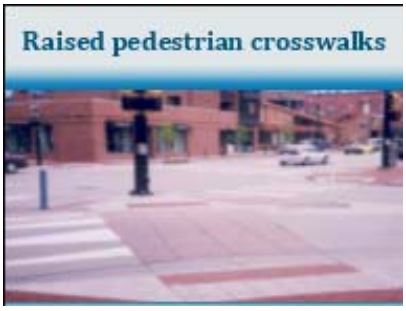
Script:
Speed humps and speed tables slow down traffic too. These are different than speed bumps, which are used in parking lots where traffic is slower.

Background Information:
Speed humps can be used on neighborhood streets while speed tables can be used on higher speed roads.[1] Speed tables can also serve as raised crosswalks, and their shape and size better accommodate emergency response vehicles.

Citations:
[1]*Pedestrian & Bicycle Information Center. (2004). PedSafe: Pedestrian safety guide and countermeasure selection system. Washington DC: Author.*

Image:
(left) Phoenix, AZ, provided by Mike Cynecki; (right) Chapel Hill, NC, provided by Austin Brown.

Slide 32: Raised pedestrian crosswalks



Script:
Raised pedestrian crosswalks extend from curb to curb and bring vehicles to sidewalk height. They provide a flat area for pedestrians crossing the street, and drivers must slow down to go up and over them.

Images:
Boulder, CO, provided by Austin Brown.

Slide 33: Thoughts?

Script:
Before I move on to summarize and give a few ideas on what to do with this information, I wanted to pause to get your impressions. Does anyone have observations or comments to share? If we have any engineers with us today, could you tell us about one thing you heard that is an option for this community or perhaps is already being done?

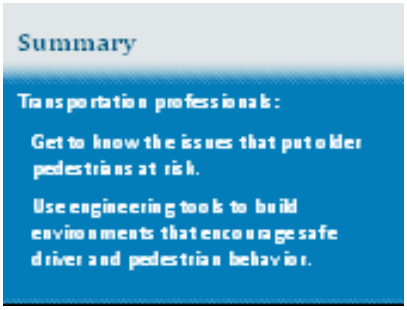
Note to Instructor:
This is a chance to engage the audience and particularly hear from any transportation engineers who can give insight into what's being done and what could be done. The goal is to keep the discussion positive and productive.

Slide 34: Summary

Script:
In summary, the physical environment can affect safety and enjoyment for pedestrians in many ways by providing places for walking along the street, sufficient time to cross the street, and designs that encourage appropriate driving speeds. What should you do with this information? Here are a few suggestions:
For older adults:

- Pick walking routes with physical environment features that have safety benefits.
- Tell your local transportation professionals about places where you'd like to walk but don't feel the physical environment is safe.

Slide 35: Summary



Script:
For transportation professionals:

- Work with older pedestrians to learn where they want to walk, but don't feel safe because of traffic.
- Use engineering tools to create environments that encourage safe pedestrian and driver behavior.

Appendix E

Module 5: Completing the Picture: Education, Enforcement, and Encouragement
Estimated time: 30 minutes

The "Completing the Picture: Education, Enforcement, and Encouragement" module describes how educating drivers and community members can contribute to safer conditions for walking and how education and enforcement are complementary strategies for changing unsafe behaviors. The module provides a sample of law enforcement methods for handling such behaviors. It also provides some ideas to encourage walking where conditions are safe.

Slide 1: Completing the Picture: Education, Enforcement, and Encouragement

Script:
Where it is safe, getting people out walking has many advantages. Can you think of a few?

- Drivers will come to expect pedestrians.
- There will be more people around, which can create a sense of safety.
- Local decision-makers will see that there is demand for improvements to the walking environment.

We have already discussed how pedestrians can take control of their safety and how the design of the environment can make walking easier and safer for pedestrians. Now we are going to round out the picture by talking about others who could benefit from education, and how education and enforcement go hand in hand in changing unsafe behaviors. We will finish up by talking about how to encourage more walking.

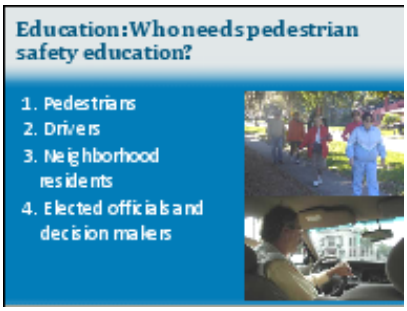
Learning Objectives:
Upon completion of this portion of the workshop, participants will:

- *Be able to explain why education, enforcement, and encouragement are important.*
- *Be able to identify audiences who require education and list at least one way to reach them.*
- *Be able to identify several enforcement strategies.*
- *Be able to identify several encouragement efforts.*

Notes to Instructor:
The instructor can read the Script section of each slide for continual dialogue. Acknowledge law enforcement officers in the room and recognize that not all enforcement tools are used or allowed in every state or community. Recognize also that law enforcement may not have the resources available to help in all the ways they would like to help.

Image:
Hendersonville, NC, provided by Austin Brown.

Slide 2: Education: Who needs pedestrian safety education?



Script:
Who needs pedestrian education? Of course, pedestrians do, and we have already covered that; but, drivers, neighborhood residents, and decision-makers also need educational messages about safety issues and why obeying them is important.

Image:
(top) Orlando, FL, provided by Leah Nash; (bottom) Healdsburg, CA, provided by Ramon Trias.

Slide 3: Safety messages for drivers

Script:
One of the most important messages for drivers is that pedestrians are an essential part of the transportation system. Viewing pedestrians not as inconveniences, but as equal partners with vehicles, benefits everyone.

As we've discussed, speed matters. Five mph can mean the difference in whether a pedestrian survives being hit by a car. Getting drivers to understand this can help change behaviors or make drivers understand why a speed enforcement campaign is underway. Speeding is just one way in which driver mistakes can be costly for pedestrians.

Drivers need to:
- Come to complete stops and look for pedestrians before proceeding.
- Limit or avoid behaviors that distract from the task of driving such as talking on cell phones, tuning the radio, or eating.
- Expect pedestrians. This includes understanding different groups and their behaviors, such as children and the possibility of a child darting from between cars or older pedestrians needing extra time to cross the road.
- Use caution when driving in parking lots, like when backing out of parking spaces.

Image:
Ft Meyers, FL, provided by Dan Burden.

Slide 4: Safety messages for neighborhood residents

Script:
There are several messages for neighborhood residents that can make walking both safer and easier.
Neighbors can help by:

- Keeping the sidewalk clear of: debris, vegetation, parked cars, and trash cans.
- Driving the posted speed limit, particularly in neighborhoods.

Image:
Carrboro, NC, provided by Austin Brown.

Slide 5: Safety messages for decision-makers

Script:
Elected officials, transportation professionals, and other decision-makers must buy into the importance of walking and the need for safe walking conditions. Otherwise, they may not provide the resources to address problems. Their support for pedestrian education programs, stepped-up enforcement activities, and infrastructure improvements is crucial. It is important for elected officials and transportation decision-makers to understand and believe that:

- Walking is an integral and critical part of the transportation system.
- The presence of pedestrians is a good indication of the health and vitality of a community.
- Designing a safe, convenient, and comfortable walking environment requires careful planning and engineering, as well as ongoing maintenance and care.
- Physical improvements must go hand in hand with policy support such as land use control and legal changes.

Image:
Phoenix, AZ, provided by Mike Cynecki.

Slide 6: Community efforts

Script:
There are a variety of ways communities can contribute to creating safer places to walk.

- One way is to hold a neighborhood meeting where pedestrian safety is discussed.
- Road signs are a way to alert people that they are entering a residential area with pedestrian activity and to slow down.
- Flyers and other print material are easy ways to disseminate information to people in the neighborhood.
- A neighborhood clean-up day can include collecting trash, clearing sidewalks, and pruning bushes. A community in California invited neighbors to a "pruning party" and provided supplies and assistance with trimming vegetation overgrowing onto the sidewalks. If a conflict over trimming trees and bushes occurs, it is best to contact local public works or planning officials to resolve and enforce local ordinances.

Note to Instructor:
If there are local engineers in the audience you can ask them about how they handle signs that are not in the Manual of Uniform Traffic Control Devices.
Images:
(top) Bellevue, WA, provided by Dave Parisi; (bottom) Salt Lake City, UT, provided by Mike Cynecki.

Slide 7: Community efforts

Script:
Another community effort is a neighborhood speed watch. Residents can assist in enforcing traffic laws as well as educating drivers in the community. One option is to use radar equipment. While the specific details of how the program operates can vary from location to location, the idea is that residents monitor speeds along their neighborhood streets using radar equipment from the municipality. In Greensboro, NC, the city's Department of Transportation loans a radar gun and trailer unit so residents can monitor speeds along their street. The unit displays the speed limit for the street and the travel speed of passing cars, and the residents record the speeds. This type of real-time awareness encourages speeding drivers to slow down.

Another community effort is a neighborhood pace car program. Residents agree to drive the speed limit and they place a "pace car" sticker on their vehicle to show their participation and support. When there are enough pace cars on the road, driving the speed limit starts to become the norm in the neighborhood.

Background Information:
Santa Cruz, CA, has had success with its Pace Car program. The Pace Car program was recently added to Santa Cruz's Neighborhood Traffic Plan toolbox. For more information visit: http://www.ci.santa-cruz.ca.us/pw/npcp/npcp.html.
Images:
(top) Greensboro, NC, provided by Speed Watch; (bottom) Santa Cruz, CA, provided by the Santa Cruz Public Works Department.

Slide 8: Media campaigns

Script:
Many communities have launched media campaigns to reach drivers and pedestrians. In a few minutes we will see another example of how media is used to get out other kinds of messages.

Background Information:
- *As part of the Walk Safe Miami program, posters were used to help raise awareness and educate pedestrians on crossing the street safely and wearing highly visible clothing at night. The posters were placed on billboards and bus placards.*
- *The San Jose, California Department of Transportation started the Street Smarts public education campaign to help raise public awareness and discussion about driver, pedestrian, and bicyclist behavior.*

Images:
Top and bottom left, Oakland, CA, provided by San Jose, California, Department of Transportation; top right, Oakland, CA, United Seniors Walkable Neighborhoods for Seniors Project; bottom right Miami, FL, provided by Miami Metropolitan Planning Organization.

Slide 9: Law enforcement

Script:
Education and enforcement go hand in hand in changing unsafe behaviors. Community efforts such as the speed watch program and pace car program are important ways neighbors can help educate and enforce behaviors that make walking safer.

Now let's talk about law enforcement. Law enforcement officers are valuable partners who play many roles in supporting safer walking conditions. The key role of law enforcement is to reduce traffic crashes by changing the unsafe behaviors of pedestrians and motorists. Their enforcement efforts can include an array of methods to improve behavior of pedestrians and drivers. Ticketing of traffic law violators becomes necessary when other methods do not work.

Note to Instructor:
For this section, find out State and local pedestrian laws in advance. Also it's beneficial to find out whether pedestrian decoys and photo enforcement are acceptable. Not all of the methods will be

appropriate for each location. Review these methods with the local coordinator or law enforcement agency to determine which are available and which are legal in the jurisdiction. Certainly, photo enforcement is not allowed in all States. Do not use slides that are inappropriate for the location in which you are presenting.

Image:
Provided by PBIC Image Library.

Slide 10: Unsafe driver behavior

Script:
Some of the unsafe driver behaviors that cause problems for pedestrians include:

- Speeding, which we talked about earlier.
- Failing to yield to pedestrians, especially in crosswalks.
- Running red lights or stop signs.
- Distracted driving, like talking on cell phones or tuning the radio.
- Not anticipating the presence of pedestrians.
- Parking or stopping in crosswalks.

Image:
Las Vegas, NV, provided by Dan Burden.

Slide 11: Unsafe pedestrian behavior

Script:
There is much discussion about whether to ticket both drivers and pedestrians. Here are a few general guidelines for ticketing pedestrians:

- Jaywalking that causes drivers to have to stop or slow down unexpectedly is a real problem. However, ticketing pedestrians who are simply crossing the street safely under conditions that were not created with pedestrians in mind can create a negative public reaction.
- Ticket in high-crash locations where pedestrian actions are contributing to the crashes. Avoid ticketing in areas where there is limited traffic, or where the pedestrian is not disrupting any flow of traffic.

Image:
Provided by PBIC Image Library.

Slide 12: Law enforcement methods

Script:
Here are a few of the methods that law enforcement have for dealing with these unsafe behaviors. Some, such as the speed trailer and feedback signs, are designed to raise awareness and educate, while others involve ticketing.

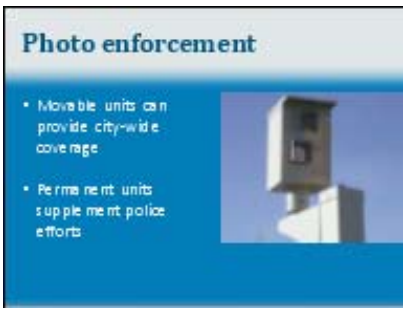
Image:
Seattle, WA, provided by Pete Lagerwey.

Slide 13: Speed trailers and active speed monitors

Script:
Speed trailers and monitors can be effective in increasing awareness of local speed limits and reducing speeds.
Speed trailers are mobile while speed monitors are permanent devices.

Background Information:
Portable speed trailers are most effective when the trailer flashes "SLOW DOWN" or flashes a bright white light (mimicking a photo speed camera) or a blue and red light when drivers are moving too fast. Some speed trailers can collect traffic count data and speed data throughout the day, which can help identify the times when enforcement is most needed. Officers will use certified equipment and turn off the speed trailer radar if they are working speed radar at the same location.
Images: *Top, Boulder, CO, provided by Dan Burden; bottom, Bellevue, WA, provided by David Parisi.*

Slide 14: Photo enforcement



Script:
Automated photo speed enforcement is an option for some communities to consider. However, many states do not allow photo speed enforcement. If used, it should be preceded by publicity, and visible warning signs should be placed in front of the camera structure.

Background information:

- *Photo speed enforcement is not a replacement for traditional police enforcement; it is merely a supplement. The mere presence or threat of photo speed enforcement may result in improved driver compliance and behavior.*
- *Mobile photo speed vans can provide excellent citywide coverage for multiple locations.*
- *A permanent photo speed enforcement site in a neighborhood will almost never be financially viable.*

Images:
Provided by PBIC Image Library.

Slide 15: Pedestrian "decoy" enforcement actions

Script:
Pedestrian "decoy" enforcement actions are used to encourage drivers to yield to pedestrians. Police officers in highly visible civilian clothes (which makes it difficult for drivers to claim they did not see them) pose as pedestrians crossing the street, while other officers observe and pull over drivers who fail to stop for the pedestrians. This strategy has been used successfully in communities across the country. It draws media attention, thereby serving as a general deterrence by sending the message that drivers who do not yield to a pedestrian may be stopped and ticketed. Evaluations of this method have shown that it can have a long-term effect on yielding behavior.[1]

Background information:
Miami Beach, Florida, has had success with a pedestrian decoy operation. Additionally, a very effective program is in operation in Annapolis and in Montgomery County, Maryland. Many cities are exploring using this tactic, and active campaigns are underway in Washington, Oregon, Nevada, Georgia, Maryland, and New Mexico.

Citations:
[1]*Van Houten, R., & Malenfant, J. E. L. (2003). The effects of a behavioral pedestrian enforcement program on yielding behavior in the city of Miami Beach. Final Report Proposal. Kalamazoo, MI: Center for Education and Research in Safety.*

Image:
Phoenix, AZ, provided by Mike Cynecki.

Slide 16: Progressive ticketing

Script:
Progressive ticketing is another method for changing unsafe behaviors. There are three main components of an effective progressive ticketing program:

- First, educate or establish community awareness of the problem. Awareness of the problem will change some behavior and create public support for the enforcement efforts to follow.
- Second, announce what action will be taken and why. Give the public time to change behavior before ticketing starts. This can be done through warnings or other reminders.
- Finally, after the warning time expires, hold a press conference announcing when and where the police operations will be. For the offenders who have still not changed their unsafe behavior, officers then openly commit to doing what they said they would—write tickets.

Image:
Bellevue, WA, provided by Dave Parisi.

Slide 17: Media coverage

Script:
All the components of a good law enforcement program—creating awareness of the problem, warning the public about the enforcement strategies, and demonstrating that the enforcement is now occurring—benefit from media coverage.

However, the law enforcement program can easily turn negative if the community does not support the effort. Therefore, it is important to establish public awareness of the reason enforcement is needed prior to the enforcement effort. The goal is to get lots of media attention, not give a lot of tickets. If 10 people get tickets and 100,000 hear about it, you've been more successful than if 100 get tickets and only they know it.

Image:
Orlando, FL, provided by Leah Nash.

Slide 18: Success Story: Heed the Speed

Script:
Here is an example of a successful neighborhood safety program focused on reducing speeding called *Heed the Speed.* This is a combined education and enforcement neighborhood safety program that has been evaluated by the National Highway Traffic Safety Administration and proven to be effective in reducing driving speeds in neighborhoods. The traffic safety campaign is conducted with active neighborhood participation using a public information campaign and a short (three-month), intensive police enforcement campaign. The education component involves community meetings to get the word out to pedestrians and motorists about the consequences of speeding and how it affects insurance rates.
Warnings are given out at first, followed by citations by the end of the three-month period.

Background Information:
Residents are asked to voluntarily comply with the speed limits. Safety articles are written in community newsletters and local newspapers about the dangers and consequences of speeding. Nearby high schools and car dealerships are contacted with the same information. Residents are provided with yard signs with the HEED THE SPEED safety message. Radar speed trailers and radar speed training of new officers in these neighborhoods help to provide a high level of police visibility. The program is repeated at intervals when speeds increase. Machine speed studies can be used to record and monitor speed results.
Image:
Provided by PBIC Image Library.

Slide 19: Encouragement programs

Script:
We've spent some time talking about educating drivers and the general public about things they can do to make the community safer for walkers. Then you heard about strategies that engage law enforcement officers in slowing down traffic and other actions that help pedestrians. Let's talk about a "good problem to have," which is when the walking environment and driver behavior allow for walking – there are sidewalks or other places to walk and cross the street and drivers don't make pedestrians nervous.

Q. Why do people choose not to walk even when there are great places to do so?

Note to Instructor:
Possible audience responses include:
- *It's more convenient to drive.*
- *Some people may be in a hurry.*
- *Others may not feel well.*

- *Some have no one to walk with.*
- *Some places don't have destinations (e.g., shops, restaurants, etc.) within walking distance.*

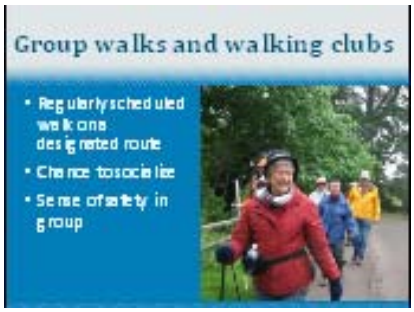
Image:
Portland, OR, provided by Donna Green.

Slide 20: How are communities promoting walking?

Script:
What can be done to encourage more people to walk?
We've already talked about the many benefits of walking like the positive impact on health and the opportunity to socialize with others. We also know that the more people who are out walking, the more drivers will come to expect pedestrians and will behave accordingly. Further, the more community leaders will realize that there is interest in walking, they will make decisions that support walking-friendly environments. Many communities across the country are undertaking different strategies to promote walking. As you can see from this list, there are lots of ways – and there are certainly more beyond this list. To give you a sense of what these strategies involve, we're going to talk about four strategies in more detail.

Image:
Portland, OR, provided by Donna Green.

Slide 21: Group walks and walking clubs



Script:
The first strategy to promote walking is group walks. Walking clubs may hold group walks on a weekly or monthly basis and have designated routes. One of the benefits of group walks is that they get people out walking who do not want to go alone. One community in North Carolina initiated a "stroll patrol," led by a local law enforcement officer. Another program logged each participant's mileage so they could track how far they walked over time.

The group shown here is from a Portland, Oregon, hiking program.

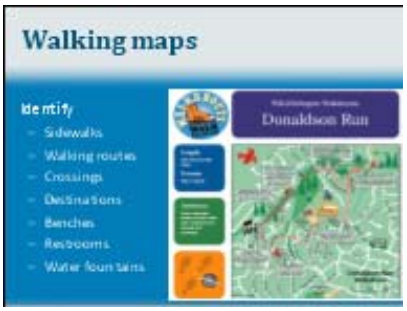
Background Information:
The "stroll patrol" was conducted in Hillsborough, NC.
Image:
Portland, OR, provided by Donna Green.

Slide 22: Special events

Script:
Other strategies to promote walking include special walking events. These are a way for people to rediscover that walking can be fun – they can get someone out the door who ordinarily does not go for a walk. Events might include music, signs on the route, balloons or other elements that create a positive atmosphere. They can also provide an opportunity for media coverage, which can bring attention to the growing popularity of walking or shed light on the need for improved conditions.
In Massachusetts, an October "Harvest Walk" brought together walking clubs to enjoy mingling and walking with members of other walking clubs throughout the State.

Background Information:
The Harvest Walk is sponsored by Keep Moving—Keep Moving, a Massachusetts program that promotes physical activity to help prevent chronic disease, build healthy bodies and minds, and keep individuals socially connected.
Special events are also a way for people with low vision to participate.
Image:
Provided by PBIC Image Library.

Slide 23: Walking maps



Script:
Let's look at a third strategy to encourage walking – walking maps. Maps can be hand-drawn or elaborate and graphically appealing. They can give ideas about where to go, show places to sit; restrooms and drinking fountains, and changes in topography, like hills. The maps may also include a rating on the difficulty of a route and risks for people with mobility or visual issues. Commonly used walking routes have the added benefit of getting drivers used to seeing pedestrians along the route.

This map from Arlington, Virginia, has a lot of information about the routes along Donaldson Run.

Image:
Arlington, VA, provided by http://www.walkarlington.com/go/walkabouts05after.html.

Slide 24: Media campaigns

Script:
Again, these are just a few examples. One last strategy we have time to discuss today is media campaigns. We've already seen examples of how they can remind drivers and pedestrians about safety. They can also carry a message that encourages people to get out and start walking.
This example is from Tempe, Arizona.

Image:
Tempe, AZ, provided by Tempe in Motion.

Slide 25: Walk Wise, Drive Smart, Hendersonville, NC

Script:
Walk Wise, Drive Smart is a comprehensive neighborhood-based program in Hendersonville, which focuses on creating pedestrian-friendly environments for older adults. The program builds upon established community relationships and uses community input to guide improvements to the walkabilty of Hendersonville. The program combines educational, encouragement, enforcement, and environmental activities to create a safer and more inviting walking community.
Examples include:

- The installation of a mid-block crossing yield-to-pedestrians sign and installing missing sections of sidewalks.
- Encouragement activities like neighborhood walks led by community members, and giving participants walking logs and pedometers.

Background Information:
Walk Wise, Drive Smart is part of the Henderson County Livable and Senior Friendly Community Initiative. More information is available from http://www.walk-wise.org/
Image:
Hendersonville, NC, provided by http://www.walk-wise.org.

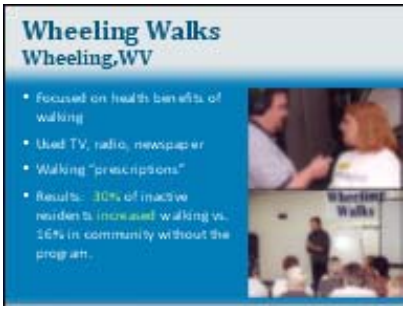
Slide 26: Live Long, Live Well, NJ

Script:
The *Live Long, Live Well* program in New Jersey is focused on encouraging physical activity by walking. Participants receive log books to track their miles walked as well as information on health and on walking groups in their area.

In 3 years, over 1,500 New Jersey older adults logged nearly 356,000 miles. The average walker was 72 years old and walked 236 miles. Approximately 88 percent of *Live Long, Live Well* walkers said they increased their levels of physical activity by using the program.

Citations:
New Jersey Department of Health and Senior Services. (2007, December). Welcome to the Live Long, Live Well Walking Program for New Jersey's residents age 50 plus. Retrieved December 14, 2007, from: http://www.nj.gov/health/senior/walking/index.shtml.
Image:
Vancouver, B.C., provided by Dan Burden.

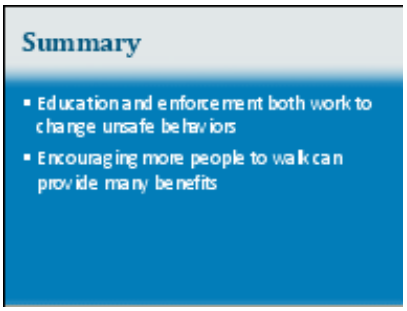
Slide 27: Wheeling Walks, Wheeling, WV



Script:
The main part of the *Wheeling Walks* program included a community campaign to encourage walking. TV, radio, and news ads were used to help spread the message. After the program, 30 percent of inactive older adults increased their walking compared to only 16 percent in a community that did not have the program. Other parts of *Wheeling Walks* included physician prescriptions for walking, a Web site, and a faith-based program.

Images:
Wheeling, WV, provided by http://www.wheelingwalks.org/photos.asp.

Slide 28: Summary



Script:
To sum up, there are many ways to encourage walking and the introduction of quality education and enforcement can help change unsafe behaviors.

Appendix F

Module 6: Taking an Observational Walk
Estimated time: 35 minutes

During the "Taking an Observational Walk" field exercise, participants will have a chance to observe the physical conditions in the community, observe the behavior of drivers and pedestrians, and note the things they liked and disliked.

Slide 1: Taking an observational walk

Script:
We are going for a walk to observe driver and pedestrian behavior and to look at the physical conditions for walking. Even if this isn't an area that you'd personally or professionally focus on, it gives us a chance to apply what we've discussed, and you can think about how it relates to places you care about. If a walk doesn't work for you today, please feel free to stay in the room and we'll report back on what we saw. We have two walk route length options; there's a 10- minute walk to look just outside the building and a 20-minute walk that lets us see around the nearby area a bit.

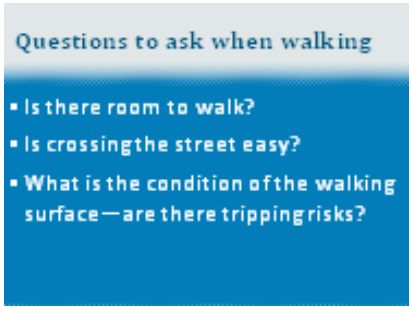
Learning Objectives:
Upon completion of this portion of the workshop participants will:
- *Be able to describe the factors that helped or hindered the walk.*
- *Be able to describe the behavior of pedestrians and motorists.*

Note to instructor:
- *The instructor can read the Script section for continual dialogue.*
- *Before the workshop, plan the walking routes. Keep in mind that some participants may have vision, hearing or mobility difficulties.*
- *It's nice to have two route length options to accommodate varying abilities: a 10-minute walk and a 20-minute walk.*
- *It's possible to have additional walk options so that each group sees different areas and then reports back to the entire group.*
- *Include commonly used intersections or areas that are known to be problematic because of traffic speed or missing pedestrian infrastructure.*
- *Groups of people will take longer to walk than one person alone, so be conservative when estimating the length of the walk.*
- *Eight to 12 people work best for groups. If needed, recruit a few knowledgeable participants who are willing to serve as volunteer group leaders. They will guide the group along the route, keep the group together and pose a few basic questions at stopping points along the route (as seen on the next two slides). Provide each leader with a map or directions if necessary.*
- *Divide the participants into groups of 8 to 12 people based on their route length choice. Asking them to count off while they are still seated is an easy way to form these groups and also helps participants meet one another.*
- *Invite participants to take a brief break and meet walking leaders outside.*
- *Lead the walk*

- *If several groups are using the same route, stagger departure times by a minute or so.*
- *Groups walk and then stop to discuss what they've seen. The number of stops depends on what time permits.*
- *At each stopping point, ask participants what they've noticed about pedestrian and driver behavior and about the physical environment. What makes it appealing to walk? What interferes with walking?*

Image:
Hendersonville, NC, provided by Austin Brown

Slide 2: Questions to ask when walking

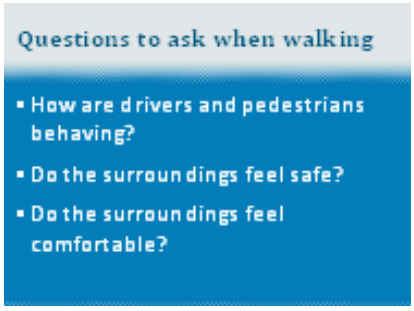


Script:
During the walk, think about what you see and experience and also consider how others with greater walking difficulties might perceive the walking conditions. Ask yourselves questions like:

- Is there room to walk?
- Is crossing the street easy?
- What is the condition of the walking surface—are there tripping hazards?

Forward to the next slide for additional questions…

Slide 3: Questions to ask when walking



Script:
Some additional questions to ask include:

- How are drivers and pedestrians behaving?
- Do the surroundings feel safe?
- Do the surroundings feel comfortable?

We'll stop at various points during the walk to give you a chance to comment on what you notice. After the walk, you will have an opportunity to share what you liked and disliked.

Appendix G

Module 7: Discussion and Next Steps
Estimated time: 25 minutes

"Discussion and Next Steps" lets participants to describe what they observed during the walk and to discuss the workshop content's implications for making changes in their neighborhoods or communities.

Slide1: Discussion and Next Steps

Script:
Now that you've had a chance to do some of your own observation, let's talk about what you saw. I know that the route we just walked may not be where you usually walk, but we're using it as our learning lab for today. Hopefully you can take ideas from our discussion and the workshop in general and apply them to places you normally walk.

Learning Objectives:
Upon completion of this portion of the workshop participants will:
- *Be able to identify steps that will improve walking conditions and/or encourage more walking.*
- *Be able to identify what they personally can do to contribute to improve walking conditions.*
- *Identify potential solutions other community members can implement.*

Note to Instructor:
Prior to the workshop review the Pedestrian and Bicycle Information Center's Web site for ideas about common barriers to walking and potential solutions for community members (http://www.walkinginfo.org/problems/problems.cfm) and an overview of groups and local government that address pedestrian-related issues (http://www.walkinginfo.org/problems/help.cfm).

Activity set up:
1. *Hang three pads of flip chart paper that will be visible to the group. Use the following titles (one per pad): (a) Pedestrian Behavior; (b) Driver Behavior; (c) Physical Environment. Draw three vertical lines down each page and head each section as follows: Likes; Dislikes; Ideas for Next Steps.*

Example:

Pedestrian Behavior		
Likes	Dislikes	Ideas for Next steps

2. *Ask the group for a volunteer to scribe.*
3. *Check in with the workshop organizer to be sure that he or she is prepared to say a few words about next steps at the end of the section.*
4. *Ask the scribe to record comments on the appropriate paper.*

1. Let's talk first about **pedestrian behavior.** What did you notice? *Call on a few participants. Be sure you hear a few likes and dislikes.* Based on what's been mentioned, are there dislikes that need to be addressed? What might be done? *Allow time for responses. Scribe records these in "Ideas for Next Steps" section.*

   A. *If participants do not mention educating older adults about pedestrian safety, ask:* Is there a need to educate older adults about what they can do to protect themselves? *Remind the group about the 30-minute Watching Out for Us! presentation that they can use to talk with other older adults about pedestrian safety.* Where could the presentation take place? When? Is there anyone in the room who might want to use it?

   B. ***Special situation****: If conditions for pedestrians are ok, but few pedestrians were out walking, address the following:* Were there many walkers? If conditions are okay for pedestrians, what can be done to encourage more walking? *These ideas can be added to the same pad of paper – ask the scribe to add "not many walkers" in the Dislikes column and then write participants' ideas in the "Ideas for Next Steps" section.*

   C. *Read though the list under the "Ideas for Next Steps" section.* Would anybody like to volunteer to do any of these "Ideas for Next Steps"? *This step is where participants are going to take ownership for next steps.*

*Spend about **5 to 7 minutes** talking about likes, dislikes and ideas for what can be done regarding **pedestrian behavior**.*

2. Ok, we've talked about pedestrians. Let's hear about observations of **driver behavior.** *Call on a few participants. Be sure you hear a few likes and dislikes.* Based on what's been mentioned, are there dislikes that need to be addressed? What might be done? *Scribe records these in "Ideas for Next Steps" section.*

   A. *Next steps for driver behavior may require law enforcement assistance. If a representative is not in the audience, ask who might be willing to identify and make contact with someone in the local law enforcement agency. Examples of dislikes that might need the help of law enforcement include: speeding, not yielding to pedestrians, and illegal parking (such as parking on a sidewalk).*

   B. Would anybody like to volunteer to do any of these "Ideas for Next Steps"? *Allow time for responses. If no one volunteers an answer, say:* Are there people who aren't in the room now who could do these things? Who here can volunteer to contact these people?

*Spend about **five minutes** talking about likes, dislikes and ideas for what can be done regarding **driver behavior.***

3. Our final category is the **physical environment**. What did you see that you liked? What didn't work as well or needs to be changed?

A. Next steps for physical environment almost always require help from a local transportation engineer or public works department. *If a representative is not in the audience, ask who might be willing to identify and make contact with the appropriate person. Examples of dislikes that might need the help of a local engineer include: sidewalk repairs, sidewalk construction, and pedestrian signal timing.*

B. Are there any dislikes that can be addressed by non-engineers here in the room? *An example could be related to communicating with neighbors about keeping the sidewalk clear of garbage cans, vegetation, or other obstructions.*

*Spend about **five minutes** talking about likes, dislikes and ideas for what can be done to improve the **walking environment**.*

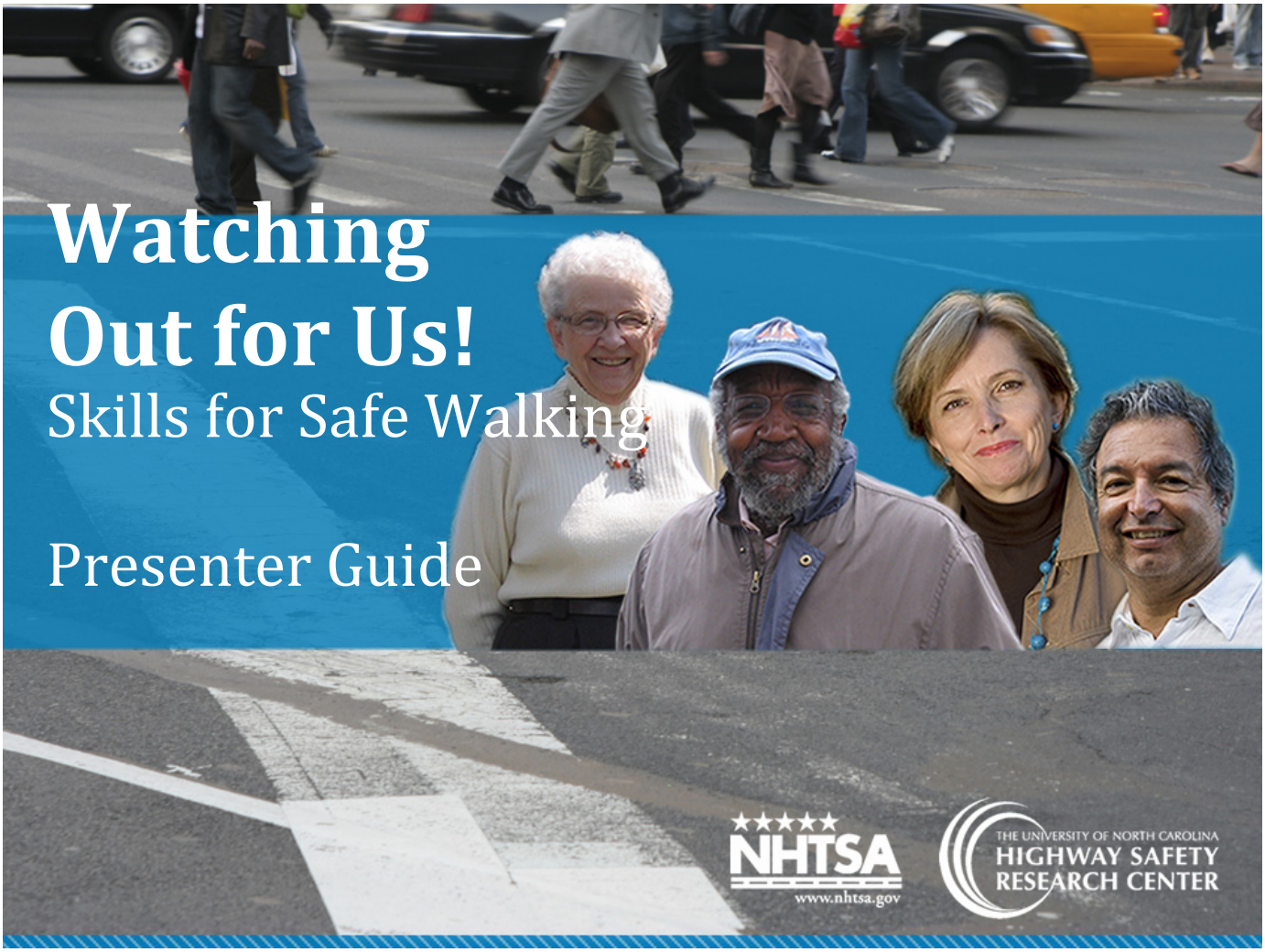
As you can see from the topics we've covered, we've had quite a full session today; and as I said at the start of the workshop, the major goal was for us to talk about improving safety for older pedestrians. We talked about common ways that older adults get hit by cars and strategies pedestrians can use to avoid those situations. In addition to the discussion about older pedestrian safety, the 30-minute *Watching Out for Us!* presentation is available for any of you interested in talking with other older adults about pedestrian safety. We also talked about other elements that play a role in pedestrian safety, including drivers and the physical environment. You've had a chance to observe things for yourself, talk about what you saw, and come up with possible solutions for various problems. Not only that, many of you volunteered to take action after today. Thank you to each of you who volunteered to help improve walking for older adults.

Today's workshop was hosted by *name of workshop organizer and sponsoring organization*, who is very interested in what we discussed here.

If appropriate, ask workshop organizer to say a few words about next steps.

Would anyone else like to say anything in closing? We have a list of Web sites that provide more explanation of some of the topics we discussed today. Also, please take a moment to complete a workshop evaluation form. You can put the completed evaluations *insert location*. Thank you for taking the time to be here. I hope that the information and conversation we've shared today will help you in taking action to make your community safer for older pedestrians. Thank you.

Image:
Hendersonville, NC, provided by Austin Brown.



Watching Out for Us! was developed for the National Highway Traffic Safety Administration by the University of North Carolina Highway Safety Research Center

Watching Out for Us! Skills for Safe Walking

Presenter Guide

Thank you for your interest in presenting *Watching Out for Us! Skills for Safe Walking.* This presentation, approximately 25 to 30 minutes long, is designed to review the kinds of traffic situations in which older pedestrians have the greatest risk of injury, as well as to engage audience members in identifying safe walking strategies. *Watching Out for Us!* was developed to address one piece of pedestrian safety—how people walking can protect themselves. Driver behavior and the physical environment, such as sidewalks and pedestrian signals, also play key roles.

As you may already know, older adults have one of the highest rates of pedestrian injury and death compared to other age groups. At the same time, many older adults drive less for a variety of reasons and still need a way to safely get around their communities. The good news is walking does more than just get someone between two points; it provides physical activity as well as a connection to the greater community.

The main messages of the presentation are:

- Certain traffic situations are particularly risky for older pedestrians.
- Older pedestrians can help protect themselves in potentially dangerous situations.
- Walking in groups has benefits.
- There are particular agencies that may be contacted for assistance with traffic safety concerns.

Using this guide

This guide is intended to assist you in preparing for, and presenting, *Watching Out for Us!* How you use this guide will vary depending on your experience and comfort with the material. If you're familiar with pedestrian safety and already know where you'll share this presentation, then skimming through this information may be sufficient. If this is a new topic area for you or you don't know where you'll present it, more time might be spent studying the details.

The guide has four sections:

1. *Getting to know the presentation* – Steps for orienting yourself to the content, flow and material before you present for the first time.
2. *Setting the stage for successful presentation* –Tips for getting the right audience and creating a good setting for delivering the presentation.
3. *Presentation techniques* – Provides general presentation tips.
4. *Speaker notes* – Presentation script and details about each slide for the presenter

Section 1: Getting to know the presentation

1. The presentation uses PowerPoint so you'll need to have basic computer and PowerPoint skills as well as be able to use an LCD projector or have someone who can assist you.
2. View the presenter training at http://www.hsrc.unc.edu/training/older_ped_safety. You can watch the presentation and get technique tips. If it's not possible to view the training, observe someone else making the presentation or move on to the next step.
3. If possible, observe someone who already has some experience conduct the presentation. This makes it easier to see how it flows and may give you ideas about how to present some of the content.
4. Read through the presentation's speaker notes in Section 4. These notes are written as a script and sometimes include a specific action for the presenter (like posing a question to the audience).
5. Try to find an opportunity to present *Watching Out for Us!* soon. As you probably know, it's hard to remember information that's not promptly put into use. This presentation is no different, so the sooner you get out and teach, the better.

Section 2: Setting the stage for a successful presentation

The presentation may be given alone or might be part of another meeting. If it will be in conjunction with another event or meeting, much of what's described below will not be necessary.

Inviting potential audience members

Intended audience members include older adults and other community members who care about pedestrian safety for older adults. If you are responsible for inviting participants, then you may want to start by making a list of people you think might be interested in attending. It's generally a good idea to start promoting the presentation four to six weeks in advance.

- Individual contact by phone or in-person is the best way to get someone to come.
- A flyer can be posted in locations that older adults live or visit. A customizable flyer is available at http://www.hsrc.unc.edu/training/older_ped_safety.
- Another way to notify many potential audience members is by e-mail or listserv. This may be particularly useful for reaching people through senior centers and residential communities that use electronic means to share information.

Presentation location

The location may depend on whether the presentation is given as part of another meeting or not. If you're responsible for finding a location, then think about places where older adults frequently visit and meeting rooms are available, such as community or senior centers, places of worship or libraries. When picking a meeting room, look for the following features:

- Make sure you can darken the room so that the audience will be able to comfortably see the projector screen. Look for drapes or blinds for any windows. Skylights or windows, if located near the front of the room, can make it hard to see the presentation.
- A smooth, white wall or a projector screen will be needed.

If you have difficulty identifying a location or promoting the presentation, consider contacting the Area Agencies on Aging and/or the AARP chapter in your area. These organizations are familiar with planning and conducting programs for older adults and they may be able to help you reach your target audience. Other options include the local housing authority or retirement communities.

Material and equipment

The following items will be needed:

- Computer with PowerPoint program
- LCD projector
- Extension cord
- Presentation PowerPoint file

The following material is optional:

- "Defensive Walking," handout for audience members
- Contact information for local agencies working on pedestrian safety (see "Planning" for more information)
- Nametags
- Microphone
- Refreshments

Planning

The following table includes suggested tasks leading up to your presentation. Depending upon your particular situation, some tasks may not be necessary.

Prior to giving the presentation, create a handout for participants that lists the appropriate local agencies and departments that audience members can contact for registering concerns and complaints such as speeding traffic and pedestrian crossing signals that don't give enough time to cross the street. For ideas of issues to include on this handout see slide # 26, "Notice Things Others Can Fix" in the presentation. Having the contact information will be useful since several of the presentation slides provide an opportunity to share it with the participants. If you're unsure of the appropriate agencies to include, contact the local law enforcement agency for help.

Planning the presentation

When to begin	Task
Four weeks before presentation	Meet with any collaborators and decide who will do which tasks.
	Identify a presentation location, date and time.
	Create a list of groups and participants to invite.
	Create a flyer (template available at http://www.hsrc.unc.edu/training/older_ped_safety).
	Submit the flyer to community or agency newsletters or post it at locations where your audience will see it.
	Secure a LCD projector and, if needed, a screen and extension cord.
	Read and review the speaker notes in the presentation.
One week before the presentation	Review the material and equipment you'll need.
	Create the local agency/department contact information handout that pedestrians can use to report concerns.
	Copy handouts.
	Practice the presentation.
	Confirm location and equipment details. Gauge likely attendance and determine if additional marketing is needed.
Day of presentation	Arrive early in case changes to the room arrangement are needed. Set up equipment, handouts, and any refreshments.
	Greet audience as they arrive.
	Give the presentation and have fun.

Section 3: Presentation techniques

If you haven't had much experience making presentations or facilitating group discussion, the tips below, based on the experience of other presenters, are intended for you.

- Make sure the audience can hear and understand you. You may want to ask them if you are loud enough or too loud.
- Engage the audience by making eye contact and asking questions that lead to the next slide.
- Remember, you are not expected to be an expert on everything. Sometimes the best answer is "That is not something I know, but someone in this community who might know is . . . (law enforcement officer, engineer, public works professional, etc.)."
- Encourage questions while staying within the presentation's allotted time.
- Try to avoid more than five minutes of lecturing by asking for audience input regularly (the speaker notes will cue you for opportunities).
- Share your commitment to this topic. Audiences will respond to your positive energy.

Section 4: Speaker Notes

Using PowerPoint slides and accompanying speaker notes
The following sections appear in the speaker notes.

- The Script section contains what the presenter says to the participants.
- The Note to Instructor section appears when the instructor needs to perform a special action (like posing a question to the audience).
- The Citations section appears to provide the source of information.
- The Image section provides credit and location of slide images.

Note that headings only appear when there is relevant information for that slide, so not every slide will have every heading.

Slide 1: Watching Out for Us!

Script:
We are going to talk about what we can do to make ourselves as safe as possible when walking. I want to acknowledge that safety is also influenced by other people; drivers, for example. Sometimes with the help of law enforcement officials, drivers are responsible for respecting others' safety. But what can we do as pedestrians? Well, it's really about defensive walking. Most of us spend our lives practicing defensive driving, anticipating what other drivers might do. Just as with driving, when walking, we need to anticipate what drivers might do. Put another way, drivers are supposed to watch out for pedestrians—but let's not bet our lives on it. Therefore, in this section we will focus on how pedestrians can avoid being hit by vehicles and what they can do to take control of potentially dangerous situations.

Learning Objectives:
Upon completion of this section participants will:

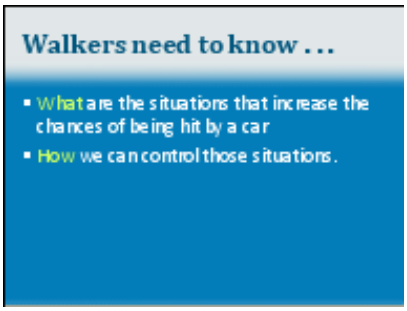
- *Be able to identify the most common situations that increase the chances of being hit by a car.*
- *Be able to explain ways to take control of potentially dangerous situations.*
- *Be able to describe the benefits of walking in groups.*
- *Recognize appropriate agencies to contact when pedestrian-related problems arise.*

Note to Instructor:
The instructor can read the Script section of each slide for continual dialogue. The learning objectives for the module do not need to be read to participants. The Note to Instructor section appears when the instructor needs to perform a special action (like posing a question to the audience).
The Background Information section appears when additional information for the instructor might be useful. The Citations section appears to notify an instructor of the source of information. The Image section lists the source and location of slide images. These sections appear only as needed. Therefore, not every slide contains all of these sections.

It is important to emphasize the role of drivers and the environment in making conditions safer for pedestrians. Without that context, audiences can become irritated that pedestrians are being asked to be responsible for their own safety while other things need to be fixed. When that context is given, audiences have been positive about the messages.

Image:
Chapel Hill, NC, provided by Austin Brown.

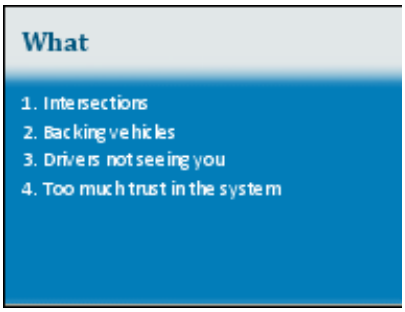
Slide 2: Walkers need to know . . .



Script:
For the most part, walking can be a relaxing, fun way to be active. But some situations require us to be particularly aware of driver behavior. Defensive walking is all about knowing what and how.

- "What" are the situations that increase the chances of being hit by a car, and
- "How" we can control those situations to the greatest extent possible.

Slide 3: What



Script:
Based on crash statistics, we are going to talk about the four main "Whats" that pedestrians, especially older pedestrians, need to watch out for and discuss how we can take control of them:[1]

- Intersections. We will discuss four things to think about at intersections.
- Backing vehicles. These can be in roadways, driveways or parking lots. We will look at three main times to check for backing vehicles.
- Drivers not seeing you. When conflicts occur, drivers often say they just didn't see the pedestrian. There are things we can do to prevent that from happening.
- Too much trust in the system. What does that mean? It's about taking control, being the final judge of what's happening and when it is safe to walk. Put another way, it means not just trusting that a green light means no car is coming.

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*

Slide 4: Intersections: What: Turning vehicles

Script:
First, let's talk about intersections. Although pedestrians should cross at intersections, intersections are often where walkers need to look in the most directions for vehicles.
One thing to look for when crossing an intersection is turning vehicles.[1]

- Drivers waiting to make a right turn on a red light focus on looking to the left for oncoming traffic and may not notice a pedestrian stepping off the curb on their right.
- The left-turning vehicle typically must cross at least one lane of oncoming traffic before making the turn, and the driver may commit to turning before the pedestrian steps off the curb or even before the pedestrian is in view.
- In some situations, like the one pictured here, the traffic signal gives the left turning car a green light at the same time the pedestrian has the walk signal.

Q. Who has the right-of-way in this situation?
Give the audience time to answer.

A. The driver should yield the right-of-way to the pedestrian in the crosswalk when the pedestrian has the walk signal. But will they?

How can walkers take control?

- Pedestrians, just like drivers, should anticipate that a driver might run a red light or otherwise fail to yield to pedestrians. It's important to look around first and not rush into an intersection when a light turns green.
- Check the direction that cars may be coming from and make sure an approaching driver sees you.

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 5: Intersections What: When stepping off the curb

Script:
Another time to be alert at an intersection is when you're stepping off the curb. The first half of the crossing can be more dangerous than the second half. This is when drivers have the most difficulty seeing or anticipating pedestrians. There is also less time for pedestrians to react.[1]

How can walkers take control?
- Check for cars before you step out.
- Make sure drivers see you and are stopping for you.

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 6: Intersections: What: Visual screens

Script:
Now let's talk about visual screens. Visual screens occur when one car stops and another continues traveling in the next lane. The first car can actually prevent the second car from seeing the pedestrian.[1]

How can walkers take control?
- While crossing, as you come to the end of the first car, stop and look to see if another car is approaching. If so, can that driver see you?
- Does that driver have enough time to stop for you? If not, allow the vehicle to pass before continuing.

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 7: Intersections: What: Crossing time at traffic signal

Script:
Another main issue at intersections is the amount of time that is provided for a pedestrian to cross at a traffic signal.
The duration of the walk time can vary from city to city and even from one intersection to another within the same town. It is important to remember that the time available to walk includes both when the pedestrian walk symbol and the flashing hand or flashing "Don't Walk" is shown.

How can walkers take control?
- Wait until the start of the pedestrian walk phase to begin your crossing.
- If you're in the street and the signal starts to flash "Don't Walk" keep crossing the street at a safe pace.
- If you have not started crossing and the "Don't Walk" signal is flashing, then you should not start crossing the street. Wait until the next walk phase begins.
- If there is not enough time to finish crossing safely, make a note of which intersection that was and inform the city.

Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 8: Backing Vehicles: What: Parking lots

Script:
The second main "What" that pedestrians need to watch out for is backing vehicles. Backing vehicles create their own safety hazards, and rearward visibility from a car is usually poor. Drivers may look for moving cars, but fail to look for pedestrians. Likewise, pedestrians may look for moving cars, but ignore parked cars about to move.[1] Hybrid cars also pose a problem. The engines are so quiet that pedestrians don't have the cue of motor noise to let them know that a car may be about to move.

Let's look at some backing situations in which to be alert.

The first is in parking lots. Pedestrians may be less attentive in a parking lot because it may not seem like a roadway. Drivers of backing vehicles may have more difficulty seeing pedestrians, especially if there are large vehicles parked on either side.

How can walkers take control?
- Recognize that parking lots require attention. Look for brake lights and listen for engine noise and other cues that a car is about to move.
- Recognize that large parked vehicles may be blocking the view of smaller vehicles about to back up.

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 9: Backing Vehicles; What: Crossing behind parked cars

Script:
The second backing situation involves street parking.[1] Here pedestrians usually cross behind parked cars, perhaps to get into a car. Pedestrians often concentrate on looking for moving cars in the travel lanes, not cars that might be about to back up. Also, drivers of the backing vehicles may not have a good view of the pedestrians, particularly if the pedestrian is short or the vehicle sits high.

How can walkers take control?
- When possible, do not cross behind or between parked cars.
- If you have to cross, make sure that neither parked car is running and watch for other moving traffic.

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 10: Backing Vehicles: What: Driveways

Script:
The last backing situation involves alleyways and driveways.[1] This can be any place where a driveway crosses a sidewalk. A pedestrian may not expect a vehicle to be coming, and the driver may not expect a pedestrian. In this photo, it is difficult for the pedestrians to see that there is an alleyway and backing vehicle until…*forward to next slide.*

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 11: Backing Vehicles; What: Driveways

Script:
…they are at the corner of the building.

How can walkers take control?
- Notice where driveways are. Watch for cars and whether they are parked, moving or about to move.
- Be aware of driveways where it's hard to see, like alleyways.[1]

Citations:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 12: Drivers not seeing you; What: Driver distraction, low lighting

Script:
The third "What" that pedestrians should be aware of is when drivers don't see you. When pedestrians are hit by vehicles, drivers often say that they did not see them. Sometimes the pedestrian made a quick move that the driver could not have anticipated or was dressed in dark clothes that made him or her difficult to spot. Other times, the drivers may not have looked as carefully as they thought, or poor lighting conditions made walkers difficult to see. Also, today's drivers and pedestrians can be distracted in many ways, including talking on cell phones or listening to headsets. No matter what the case, it's worth the extra effort to make sure that drivers see you.[1]

How can walkers take control?
- Make eye contact with the approaching drivers. Nod or wave if appropriate. That is the surest way to make sure you have their attention.[2]
- Dress to be visible. Older adults have a marked increase in getting hit by vehicles in the winter months (November, December and January) when the sun is the lowest in the sky and shadows are greatest. To be seen better, wear light, bright clothes with retro-reflective markings and carry a flashlight or other lighting when walking at dusk and nighttime.[3]

Citations:
[1]*TRB, Transportation in an aging society.*
[2]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.* [3]*Zegeer, C., Stutts, J., Huang, H., & Zhou, M. (1993). Prevention of motor vehicle injuries to elderly pedestrians.* Family and Community Health, *15(4), 38-56.*
Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 13: Too Much Trust in the System; What: Take control

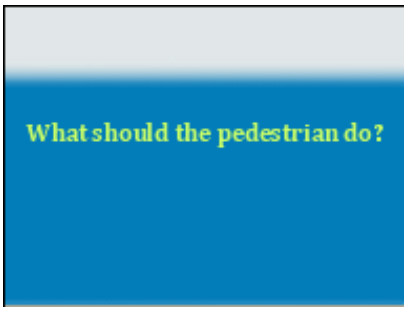
Script:
The final "What" we're going to talk about is having too much trust in the system. People make mistakes, and driver mistakes can be costly to pedestrians. Just because your light says cross, or you're within the crosswalk does not mean that the system will work. Taking control means counting on yourself to be the final judge of what's happening.[1]

How can walkers take control?

- Before stepping out into the street, check to see if any cars are still in the intersection.
- Make eye contact with the driver.
- If a driver waves you on, make sure there isn't a second driver who doesn't see you.

Citation:
[1]*Blomberg, Cleven, & Edwards, Development of safety information materials and media plans for elderly pedestrians.*
Image:
Carrboro, NC, provided by Austin Brown.

Slide 14: What should the pedestrian do?



Script:
Let's take a few moments to look at some scenes of people walking to see if we can identify "What" the pedestrians need to be aware of and how they can best take care of themselves.

Slide 15: What should the pedestrian do?

Script:
Q. What is the potential danger in this photo?
Give the audience time to answer

A. A car is about to back out of the driveway. Especially since it is dark outside, the pedestrian needs to be alert to see if the driver sees him.

Image:
Chapel Hill, NC, provided by Austin Brown.

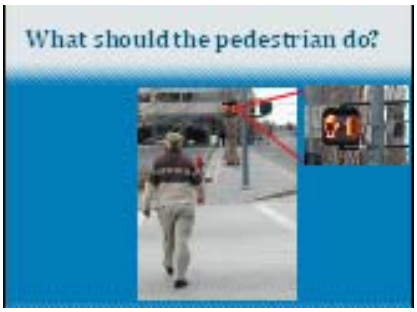
Slide 16: What should the pedestrian do?

Script:
Q. What is the danger here?
Give the audience time to answer

A. The pedestrian should consider three things:
- First, he should look for a car approaching in each travel lane to be crossed.
- Second, the pedestrian should be aware that the first stopped car may prevent him from being seen by the driver of the car in the other lane.
- Last, he should establish eye contact with the driver of each vehicle before walking in front of them.

Image:
Chapel Hill, NC, provided by Michael Daul.

Slide 17: What should the pedestrian do?



Script:
Q. What should the pedestrian do?
Give the audience time to answer

A. Finish crossing the street at a comfortable pace. Again, if the signal timing was too short, report it to city officials.

Image:
Provided by PBIC Image Library.

Slide 18: What should the pedestrian do?

Script:
Q. What is the potential danger in this photo?
Give the audience time to answer

A. The pedestrian should be aware of the alleyway and exiting car. He should also make eye contact with the driver before passing in front of the car.

Image:
Chapel Hill, NC, provided by Austin Brown.

Slide 19: What should the pedestrian do?

Script:
Q. What should the pedestrians in this photo do to take control? There are several things.
Give the audience time to answer

A. The pedestrians need to check for turning vehicles and decide whether the drivers of those vehicles can see them (both left- and right-turning vehicles). The pedestrians should not trust that the approaching driver will yield to them. Therefore, they should watch to see if the car stops before proceeding.

This photo is a good example of a situation where the system says its your turn to go, but …*forward to next slide*

Image:
Carrboro, NC, provided by Michael Daul.

Slide 20: What should the pedestrian do? (continued from previous slide)

Script:
continued from previous slide…that does not necessarily mean it is safe. As you can see, the van did not yield.

Image:
Carrboro, NC, provided by Michael Daul.

Slide 21: How many pedestrians do you see?

Script:

Q. How many pedestrians do you see, or more importantly, can the driver see? What are the pedestrians doing right, and what do they need to do to improve?
Give the audience time to answer

A. *forward to next slide*

Image:
Chapel Hill, NC, provided by Austin Brown.

Slide 22: How many pedestrians do you see? (continued from previous slide.

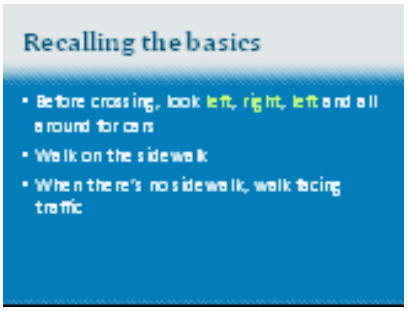
Script:

A. There are seven pedestrians:

- Pedestrian 1 and 2 are walking on the sidewalk but it is hard to seem them because of their dark clothing.
- Pedestrian 3, 4, and 5 are walking on the sidewalk, but farther away.
- Notice how Pedestrian 4's reflective vest makes her much more visible than the other pedestrians, even those wearing light colors.
- Pedestrian 6 is next to the truck.
- Pedestrian 7 is walking in the street rather than on the sidewalk. She is hard to see except for small reflective strip on her shoe.
- Wearing reflective material or carrying a flashlight when walking at dawn, dusk and night are better ways of being seen than only wearing light colored clothing.
- Your local sporting goods or bicycling stores often sells reflective vests.

Image:
Chapel Hill, NC, provided by Austin Brown.

Slide 23: Recalling the basics



Script:
Now is a good time to go over some of the basic pedestrian safety tips that we all already know:

- Before crossing a street or driveway: look LEFT, RIGHT, LEFT and then any direction a car could come from. Although we have talked about this in regard to intersections, it really applies anywhere. The first look to the left is to scan for traffic in the direction the vehicles will be coming in the first lane you enter. The look right is to see what's coming in the other direction. The last look left is to double check to make sure that there still is nothing coming just before you step out. Remember, they may be coming from behind you, too.
- When there's no sidewalk, walk facing oncoming traffic. Get as far to the side of the road as possible to provide additional space between you and oncoming cars. Why facing traffic? Remember how important it is to be able to make eye contact with drivers and to anticipate their moves.
- When there is a sidewalk on only one side of the road, it is recommended to use the sidewalk for traveling in either direction (with traffic or against traffic).

Slide 24: Selecting the best routes

Script:
It is also important to select the best routes. Sometimes you don't have choices, sometimes you do.

Look for things like:
- Walkways or sidewalks.
- Intersections that allow time to cross safely.
- For longer walks, places to rest and bathrooms can be important.
- And ask yourself "How safe do I feel?" That is an important consideration too.

Image:
Hendersonville, NC, provided by Austin Brown.

Slide 25: Walking in groups

Script:
Walking in groups offers several benefits and can make the trip safer in several ways:

- Makes the pedestrians more visible
- Walkers can look out for each other
- Helps overcome limitations. This is an important topic that we have not yet discussed. Some days are better than others for everyone. As we age, many of us deal with things such as changing medications and how they make us feel; arthritic hips, knees, or joints that change with the weather; and other things that might affect how alert or mobile we are on any given day. Recognizing how we are feeling and how that might affect our abilities is important. Having others around to help us through those times can be a real benefit.

Which leads us to the next point, walking in groups:

- Walking in groups can make walking fun and help to build and maintain friendships.
- It can also encourage more walking. And being active is good for all of us.

Image:
Hendersonville, NC, provided by Austin Brown.

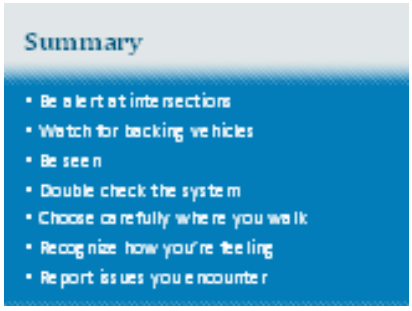
Slide 26: Notice things others can fix

Script:
Walking is a good time to notice things others can fix. So, to report a problem, whom do you contact?

- Speeding drivers – notify the police.
- Drivers failing to yield – that involves the police as well.
- Signal timing – transportation engineers need to know about this.
- Sidewalks broken or blocked – that usually falls under the public works department.
- A need for sidewalks – this could be reported to several places, but the city manager or city council may be the place to start.

Note to Instructor:
If needed, edit this slide's list of agencies/departments so that it is consistent with those agencies found within the location in which you are presenting. The local agency/department contact information handout you created may help with this task.

Slide 27: Summary



Script:
We've talked about many ways in which walkers can take control:

- Be alert at intersections – do not trust that a driver will see you.
- Watching for backing vehicles – never trust that a driver with his or her back to you can see you.
- Be seen – this includes everything from how you dress to getting the driver's attention and making eye contact.
- Trust your own judgment as a double check of the system.
- Choose carefully where you walk.
- Recognize how you are feeling and how that can affect your walk.
- Report issues you encounter to the appropriate authorities.

Slide 28: Spread the word

Script:
The last point I would like to make is to spread the word. We want all pedestrians to be as safe as possible. An added benefit is that people with whom you share pedestrian safety information may also become drivers who are more alert for pedestrians.

Image:
Winston-Salem, NC, provided by Austin Brown.

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