

PBIC Livable Communities Webinar Series

WalkSafe: An Urban Center's Approach to Pedestrian Safety Education



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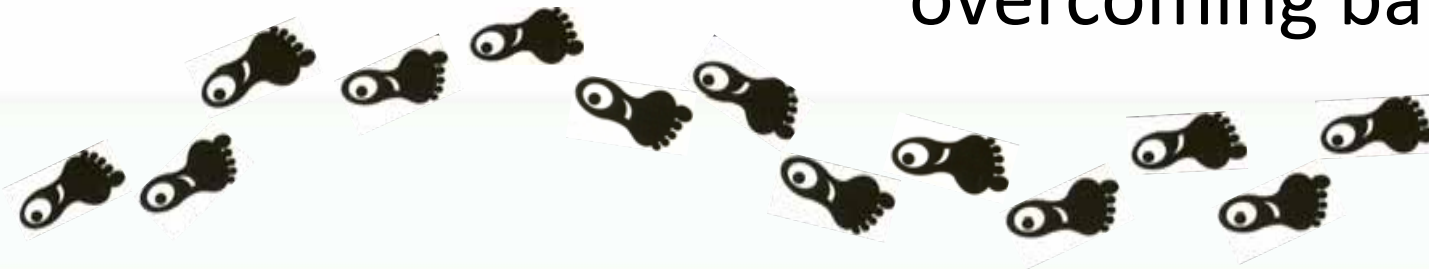
Pedestrian and Bicycle Information Center



Outline



- Program support
- Scope of the problem
- WalkSafe™ mission
- 5-E Model
- Educational component
- Strategies for sustainability & overcoming barriers



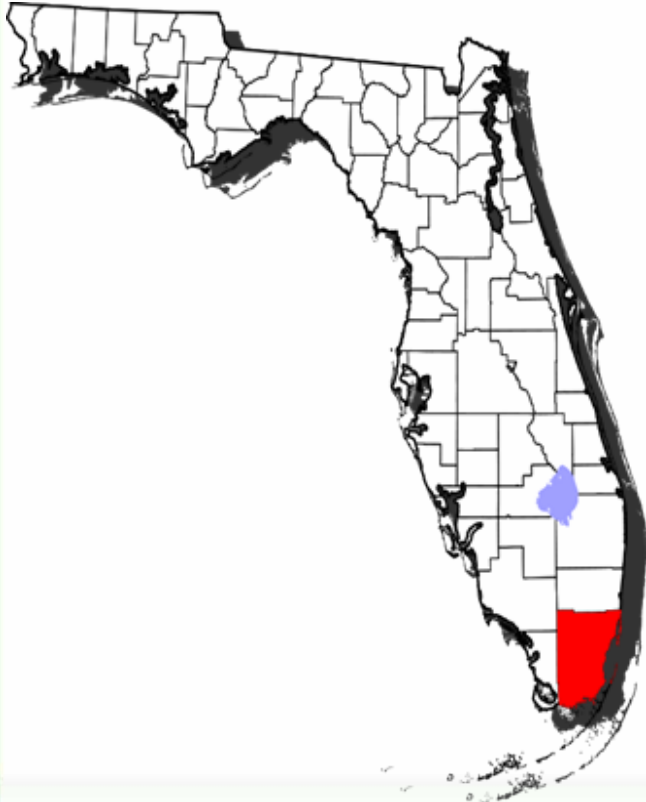
Current Support

WalkSafe is sponsored by The Miami Project to Cure Paralysis at the University of Miami Miller School of Medicine

Funding for WalkSafe is provided by:



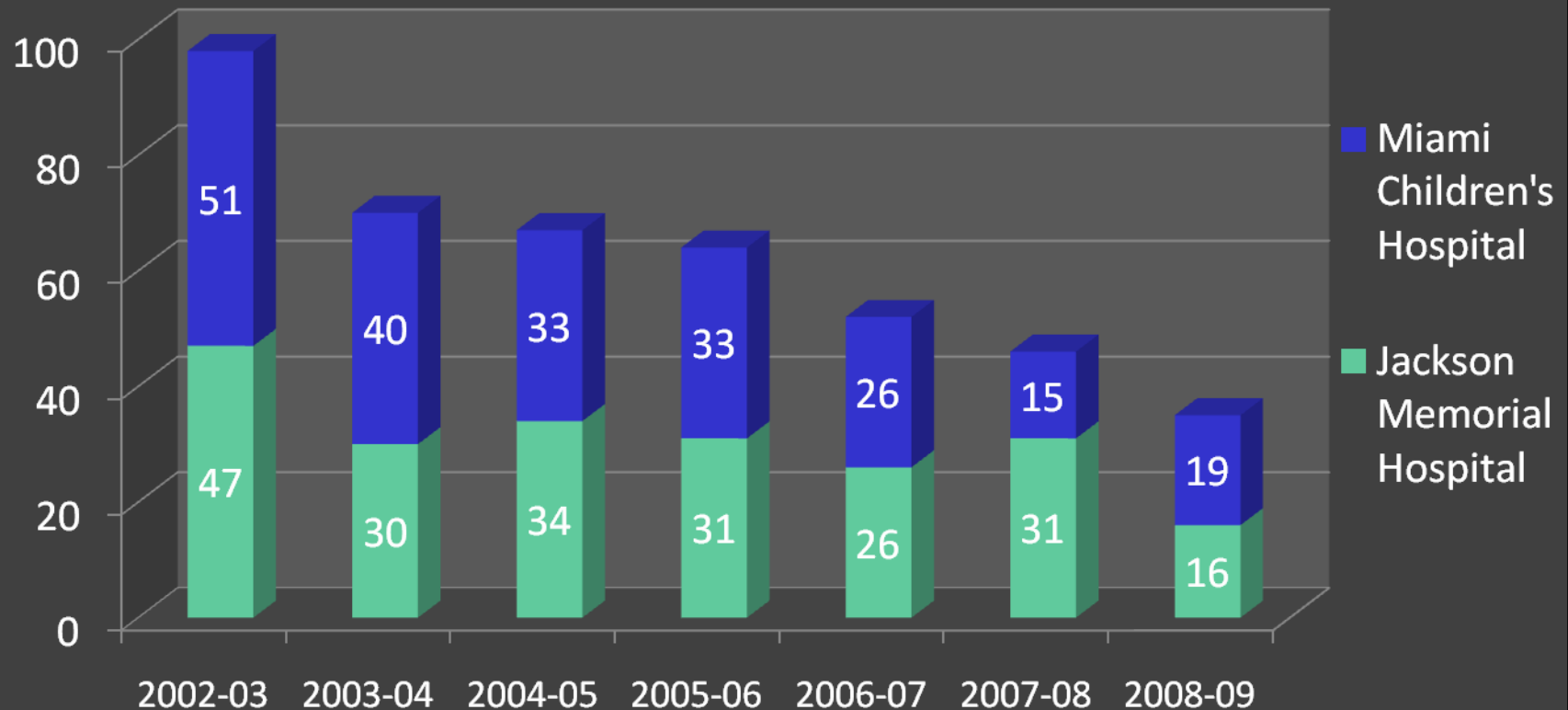
Miami-Dade County



- **35** municipalities
- **2,398,245** total population
- **156,000** K-5th grade students
- **262** elementary schools & K-8 centers (public, charter & specialized)
- **68%** of inhabitants speak a language other than English at home (primarily Spanish and Creole)

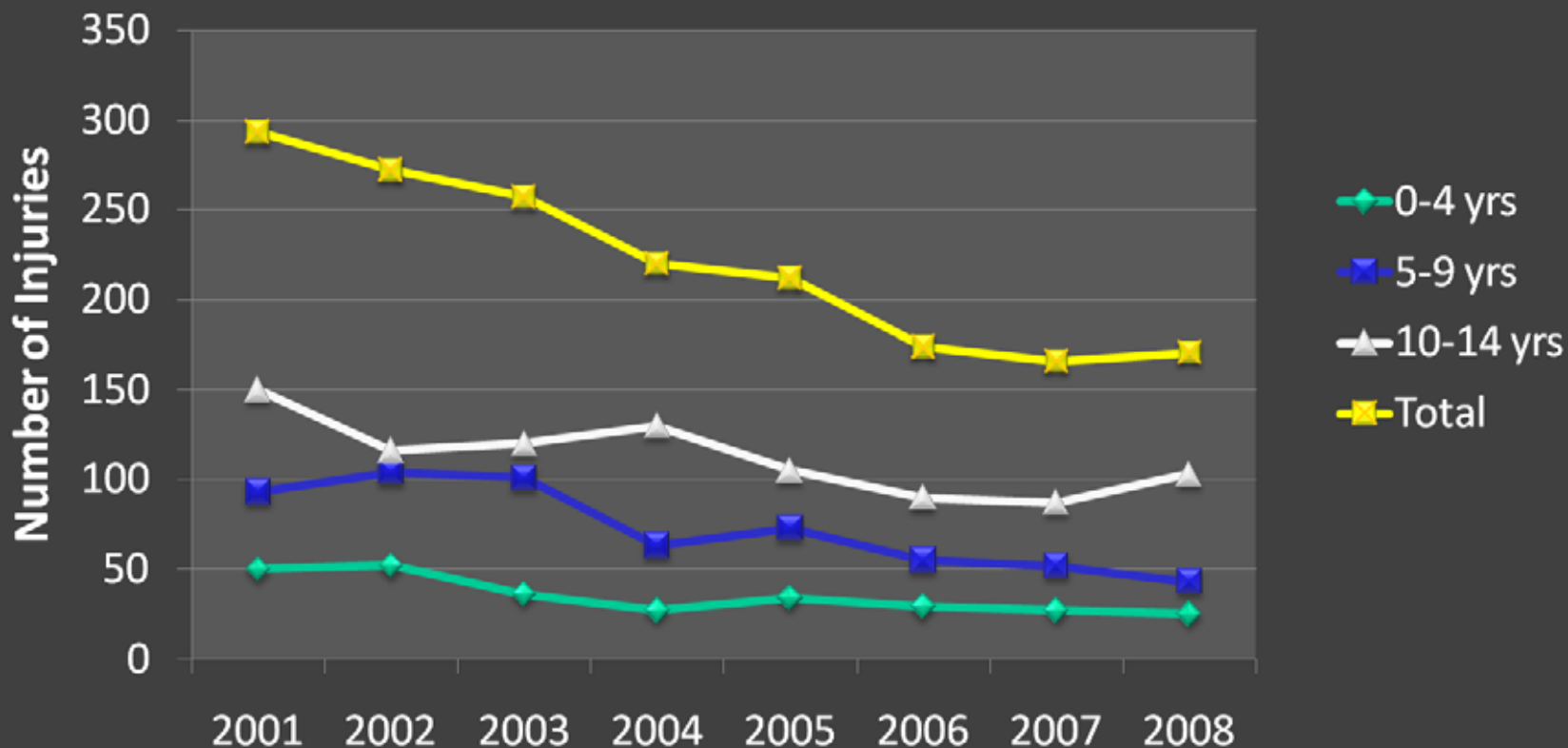
The Problem

Trauma Alerts for Pedestrians Hit by Cars at MDC Level-One Trauma Centers, Ages 0-14, 2002-2009

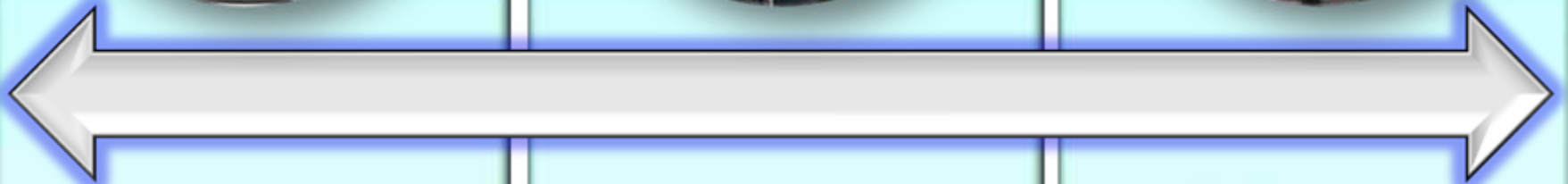


The Problem

Miami-Dade County Pedestrians-Hit-by-Cars,
Ages 0-14 (by age group), 2001-2008



WalkSafe™ Mission



Improve
pedestrian
safety

Increase
physical activity
levels

Enhance
walkability

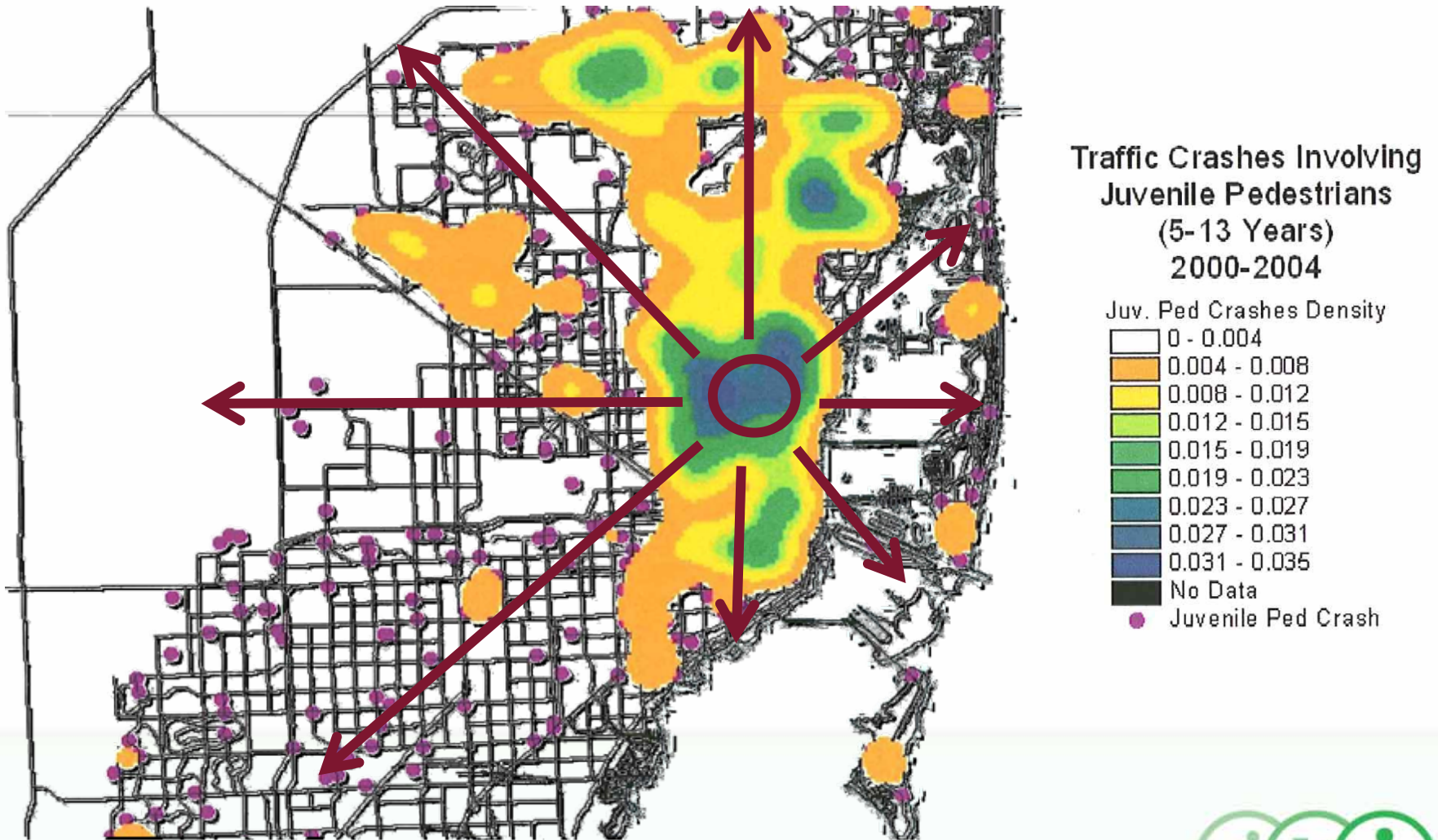
5-E Model



Educational Component: Development

- | | |
|---------|---|
| 2001-02 | Conduct lit review & develop |
| 2002-03 | curriculums
Pilot curriculums & establish efficacy |
| 2003-07 | Target highest-risk areas for education |
| 2007-09 | Disseminate throughout MDC and
Florida |
| 2009-? | Sustain in Florida and disseminate
nationally |

Educational Component: Dissemination



WalkSafe™ Educational Component



- 3-day elementary school-based educational curriculum
- Provides pedestrian safety and health education to Kindergarten-5th grade students
- Taught annually in October to coincide with International Walk to School Day
- Students complete curriculum and use

Educational Component: 3-Day Curriculum

Day 1



Video and
Teacher-Led
Classroom
Discussion

Day 2




Outside
Street-
Crossing
Simulation

Day 3



Poster
Contest or
Creative
Activity

Educational Component: 3-Day Curriculum



www.walksafe.us

Materials

- "Stop and Look with Willy Whistle" Video
- TV/DVD Player
- Reproducible Materials Pages 10 – 44 (Optional)

Objectives

Students in grade 2 and 3 will:

1. Demonstrate an understanding of concepts covered in "Stop and Look with Willy Whistle" video by engaging in a teacher-led discussion.
2. Read, define, and use vocabulary words in a sentence.

Sunshine State Standards


- Identify accident prevention procedures (HEA 1.2.8)
- Discuss various activities which help achieve a healthier you (HEC 1.2.2)
- Uses reference components, pictures, graphs, charts, maps, and captions to gain meaning from the text
- Identifies relevant supporting details/facts, essential message and arranges events in chronological order (L.A.A. 2.2.1) (L.A.C.2.2.1) (L.A.E.2.2.4)
- Uses text, pictures, artifacts, technology, and audio visual materials as a means of providing new insights

Teacher's Guide: Grades 2-3

Day 1: Lesson Plan

Introduction

Inform students that they will be learning how to be safe walkers. Create a concept map on the board that reflects students' current walk safety knowledge.



```
graph TD
    SW[SAFE WALKER] --> FR[Follow rules]
    SW --> BC[Be Careful]
    FR --> OC[Obeyed at the corner or crosswalk]
    FR --> WS[Walk on sidewalk or off road if street]
    BC --> LA[Looks and alert for vehicles]
    BC --> LA2[Looks all ways, Left, Right, Left]
```

Did you know...

- 30,000 children in the US are struck by cars each year.
- There are 4,000 pedestrian fatalities each year.
- Every six minutes a pedestrian is hurt in traffic.
- Elementary school age children are at the greatest risk due to poor judgment of potentially dangerous situations. (NHTSA Traffic Safety Facts 2007)

Vocabulary

Safe	To be careful and avoid danger.
Pedestrian	A person who is walking.
Intersection	Where two roads meet.
Crosswalk	A marked place to cross the street.
Curb/Edge	Raised pavement between the edge of the road and the sidewalk.
Corner	Where the road bends or turns.
Signals	Lights that tell cars and people when to stop and go.
Visual Screen	An object that blocks your view when crossing.

- Use vocabulary flashcards on **page 10** to illustrate definitions.
- Use vocabulary matching activity on **page 27** as a cooperative group demonstration.
- Ask students to list synonyms and antonyms for the vocabulary words and use sentence variety to apply words in sentences.

Traffic Signals

Review important traffic signals using traffic signal flashcards from **pages 19 – 23**.

Video

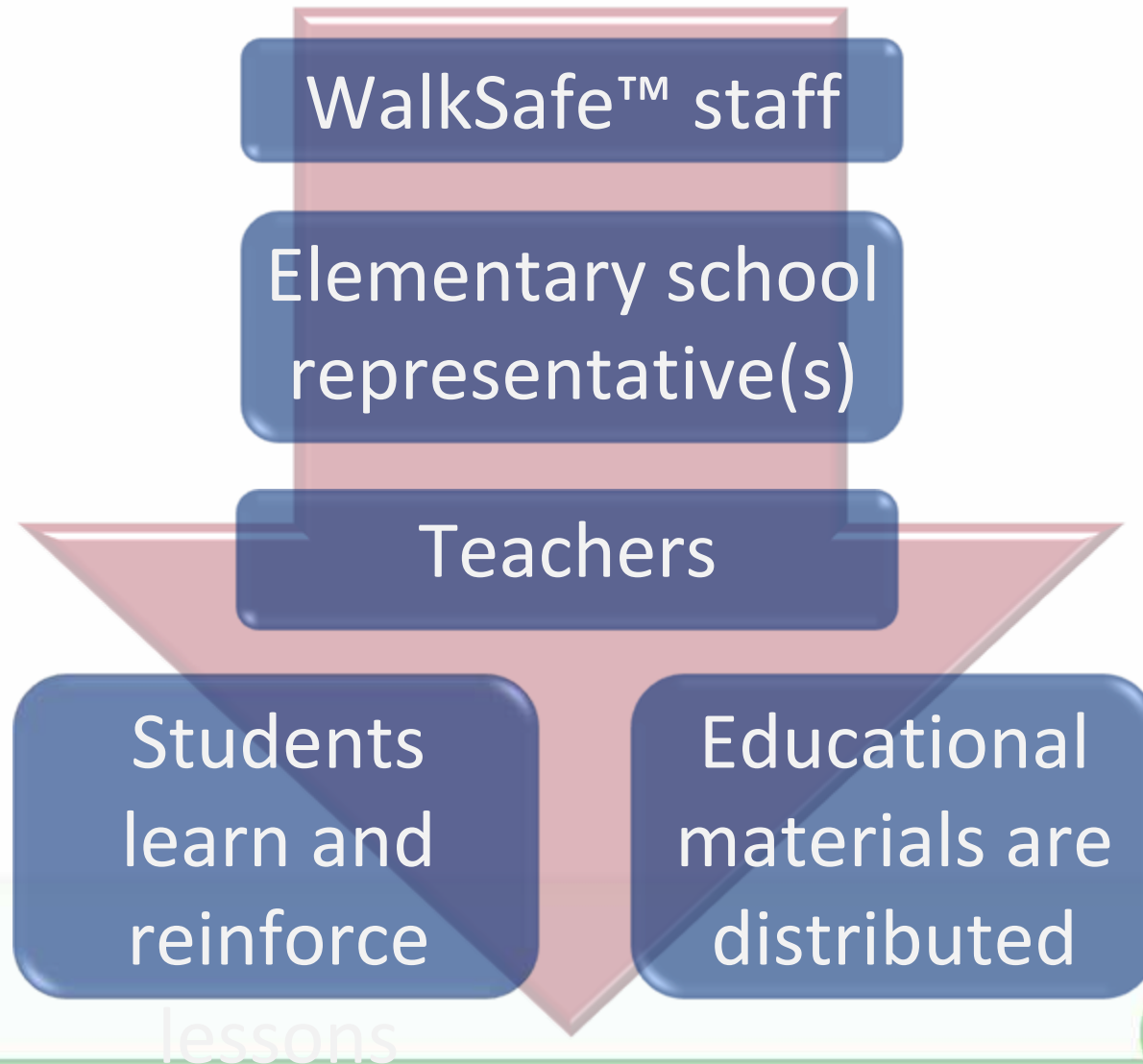
Play "Stop and Look with Willy Whistle" (8:17 min.) developed by the National Highway Traffic Safety Administration (www.nhtsa.gov)

Note:

- You may encounter a 30-second delay test screen on the video.
- If your school does not have access to a closed circuit television system, please contact the WalkSafe™ Office at 305-243-8115.

- Easy to implement
- Multi-modal
- Developmentally appropriate
- Inclusive
- Evidence-based
- Teacher-friendly
- Easily accessible

Educational Component: Training Model



Educational Curriculum: Day 1



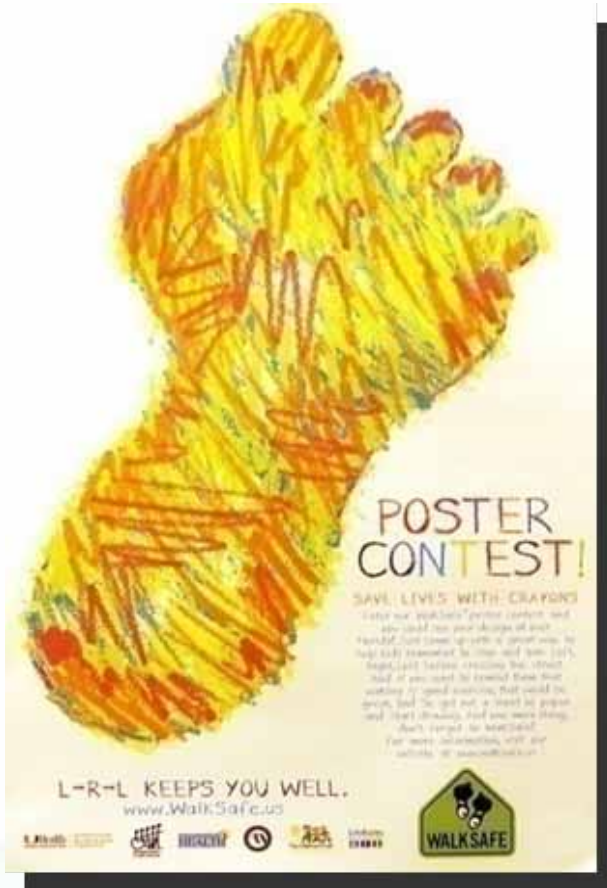
- **Video**
Demonstrate important pedestrian/road safety concepts through audio-visual media.
- **Teacher-led discussion**
Reinforce video lessons and safety concepts.
Discuss benefits of daily walking.

Educational Curriculum: Day 2



- **Review Day 1 concepts**
- **Simulation activity**
Students actively engage in street-crossing events on a simulated road.
Students demonstrate safe crossing behaviors.

Educational Curriculum: Day 3



Poster contest/creative activity

Students demonstrate knowledge gained from the WalkSafe™ lessons.

Posters are scored on message quality, creativity, and artistic merit. Winning posters are entered into the Statewide WalkSafe™ Poster Contest.

WalkSafe™ Statewide Poster Contest



2009 Winner

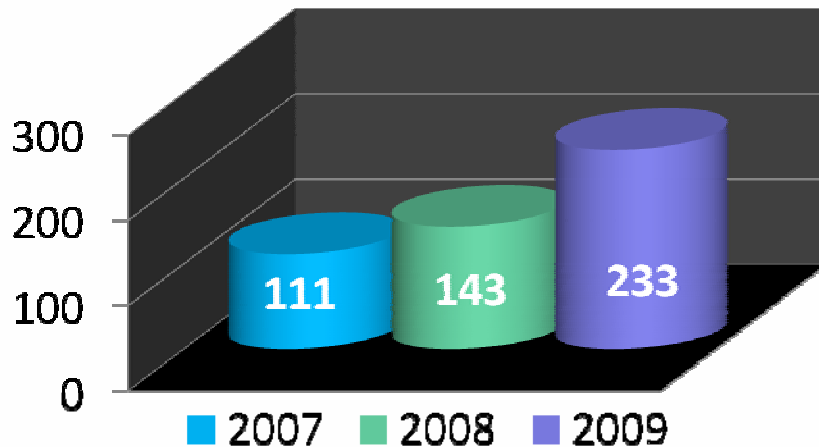


Tangi Parry
4th grade
Lee County

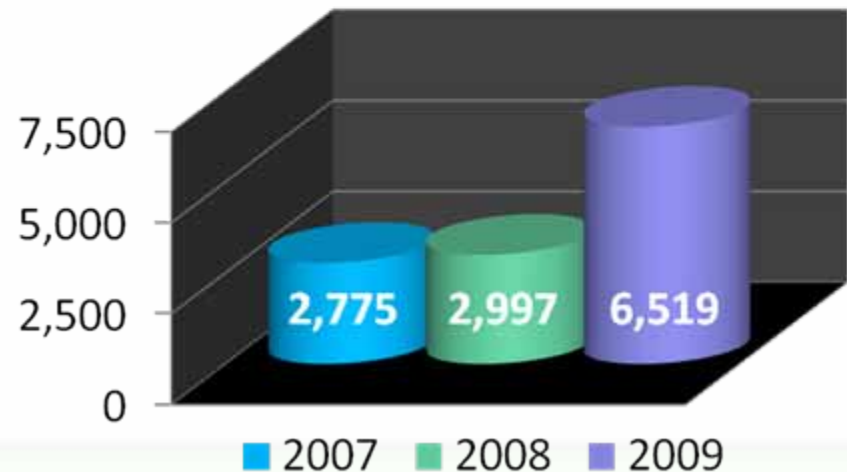


Educational Component: Reach Miami-Dade County

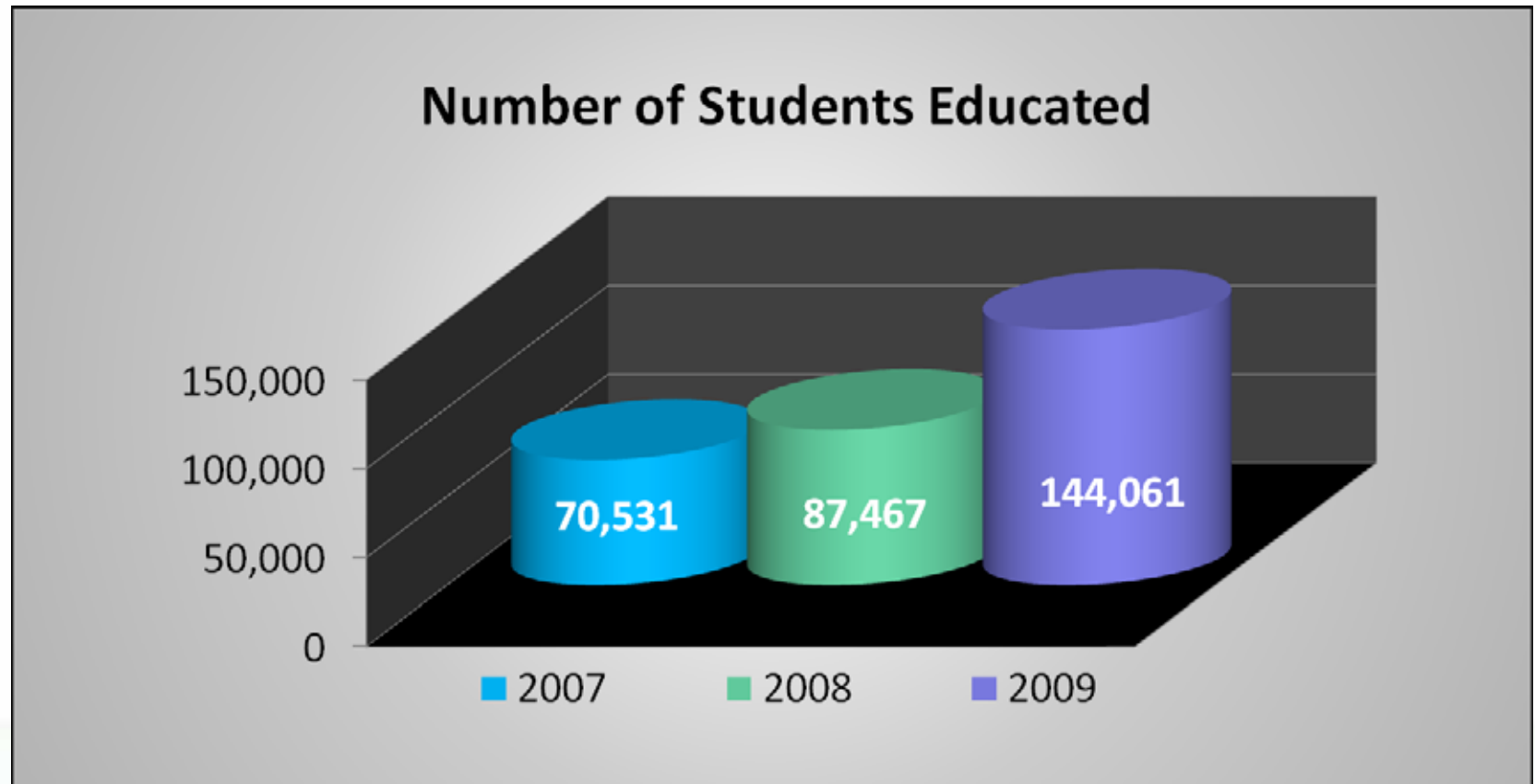
No. of Schools Participated



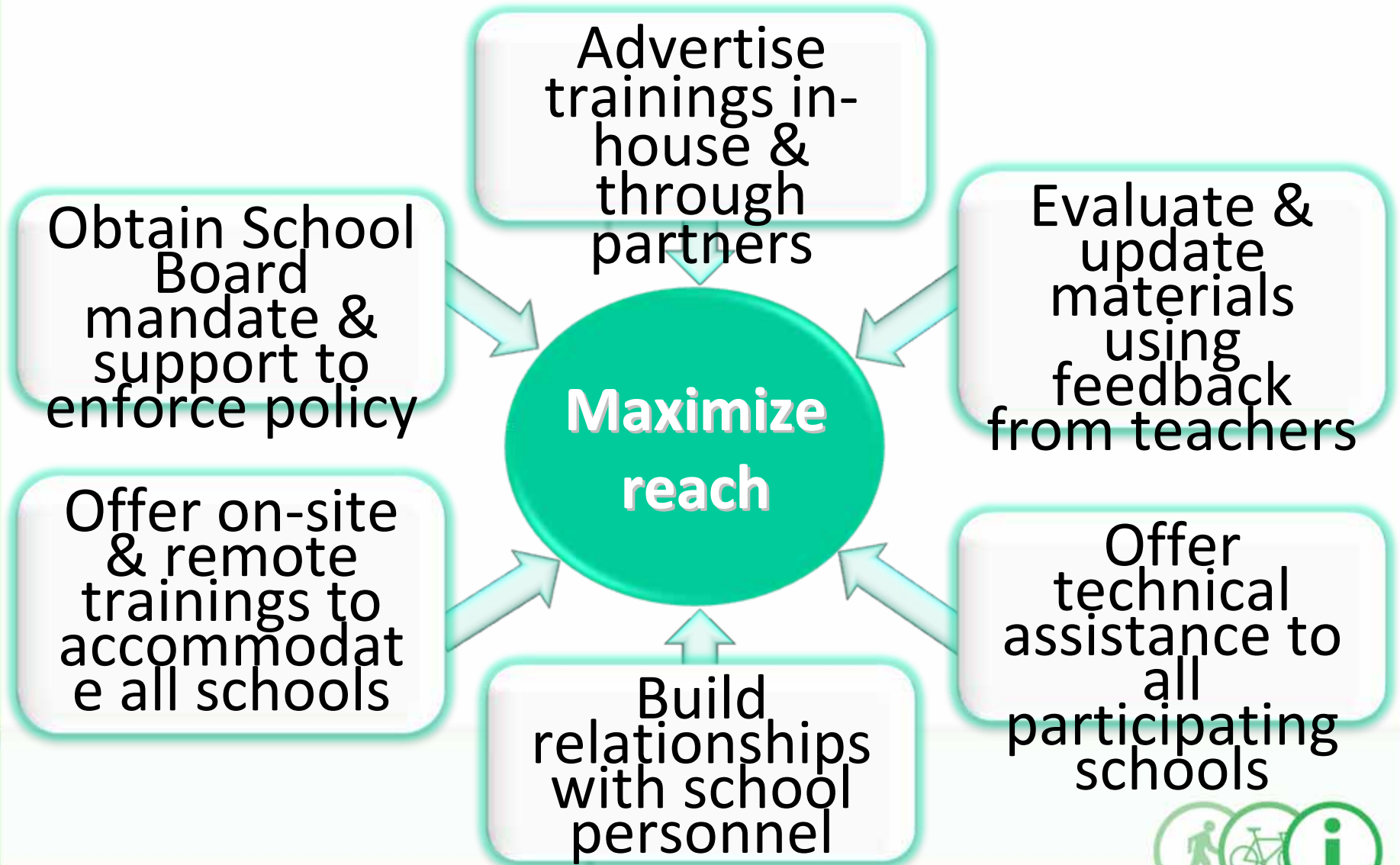
No. of Teachers Trained



Educational Component: Reach Miami-Dade County



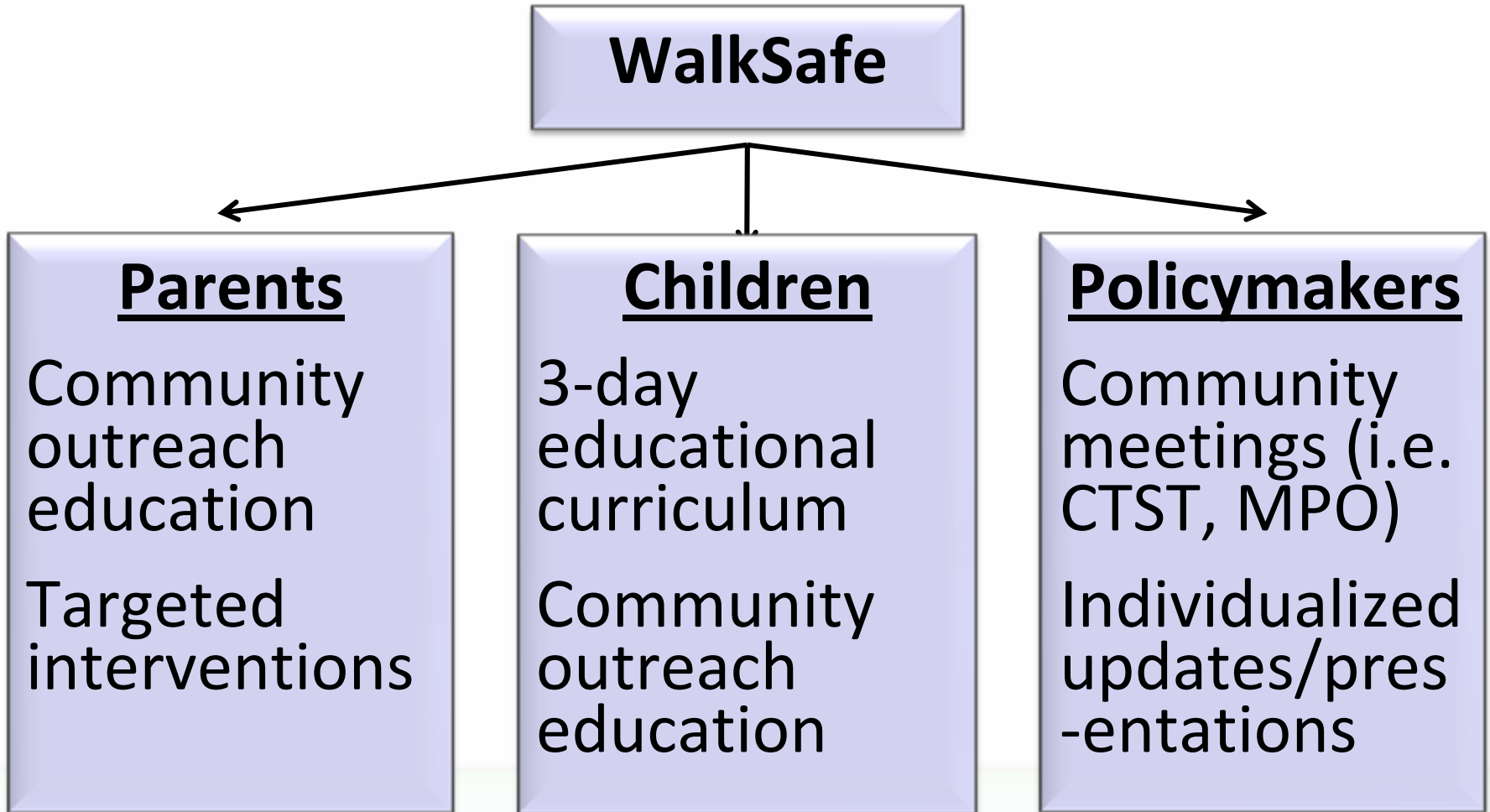
Educational Component: Maximizing Reach



Educational Component: Overcoming Barriers

Barrier	Strategies
Resistance from school personnel	<ul style="list-style-type: none">• School Board mandate• Continual follow-up• Evaluation and revision
Difficulty replicating success outside of Miami-Dade	<ul style="list-style-type: none">• Statewide dissemination model• Tailored interventions
Policy barriers limiting progress toward program aims	<ul style="list-style-type: none">• Policy-change proposals• Broadened program scope

Targeted Education



Educational Component: Evaluation

Evaluation Tool	Information
Curriculum Completion Form	Number of participating teachers, schools, & students
Teacher Survey	Teacher's suggestions & opinions of curricular content
Educational testing	Efficacy of curriculum in increasing knowledge of pedestrian safety
Behavioral study	Effectiveness of curriculum in improving pedestrian behaviors

Encouragement, Enforcement & Engineering



IWALK Events



Community Meetings



Community Outreach



Neighborhood
Pedestrian Watch



Social Networking



Incident Reports



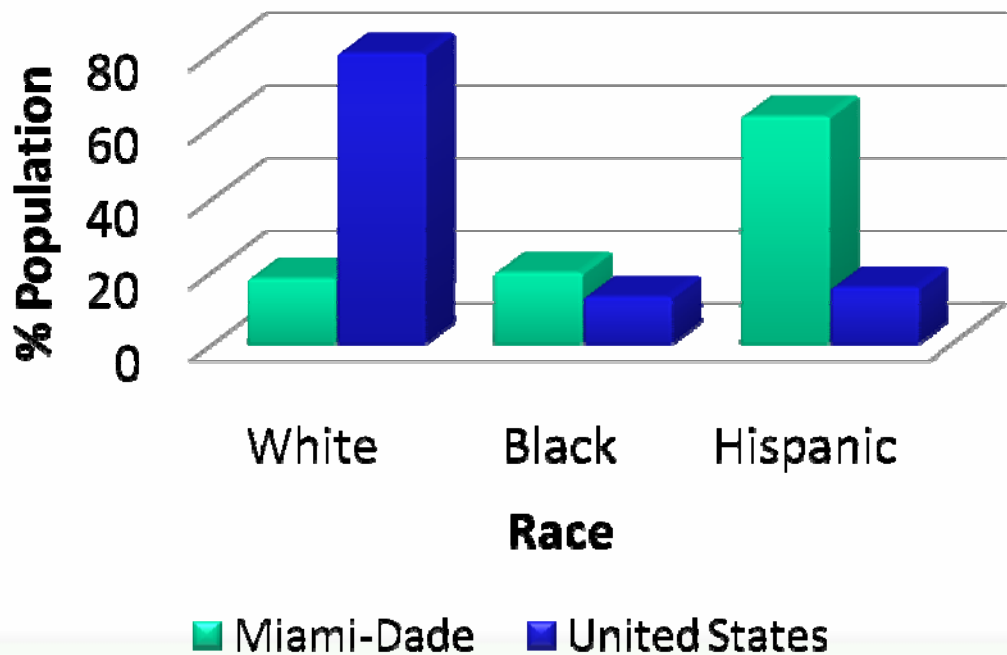
Website



E-Newsletter

WalkSafe: An Adaptive Approach

**Racial/Ethnic Composition:
Miami Dade County vs. the U.S.**



Develop multi-lingual, culturally sensitive materials and interventions using qualitative (focus groups) and quantitative research methods.

Materials

WalkSafe™ Poster



Neighborhood Pedestrian Watch Training Manual

SAFE PEDESTRIANS: BASIC LESSONS

- Stop before crossing the street. Stop and scan the street before crossing. Look for vehicles coming towards you before taking a step into the street.

PEATONES SEGUROS: LECCIONES BASICAS

- Pare antes de cruzar la calle. Pare y mire bien la calle antes de cruzar. Busque los vehículos que vienen hacia usted antes de tomar el primer paso a la calle.

WalkSafe™ Brochure

ENGINEERING

WalkSafe works with traffic engineers to assess and advocate for environments that encourage children to safely walk to and from school. Improvements such as marked crosswalks, wider sidewalks, flashing school zone lights, and new signage are all examples of engineering modifications.

ENFORCEMENT

WalkSafe works with multiple police departments to increase traffic surveillance

EDUCAR

Los currículos son utilizados para enseñar habilidades básicas de seguridad peatonal a niños de edad escolar primaria. La presentación de tres días permite que los estudiantes dominen las lecciones usando diferentes modos de aprendizaje. Cada año, en la Florida, más de 100,000 estudiantes de escolaridad primaria reciben el componente educacional del programa WalkSafe™.

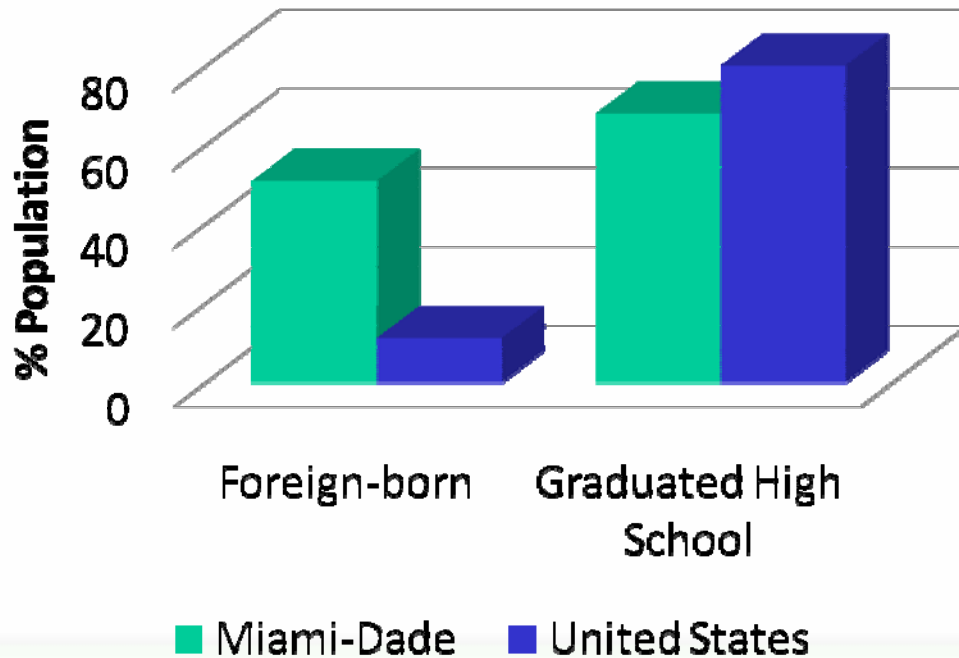
ENJENIER

WalkSafe™ travay avèk enjenier anviwènman kote lekòl yo pou yo ankouraje timoun pou yo mache lekòl. Wap wè amelyorasyon tankou pi gro sidewalk, pi bon kote pou travèse, avèk limyè ki klere kote lekòl yo. Sa yo jis egzann bagay ki kap fet pou elèy ka mache lekòl.



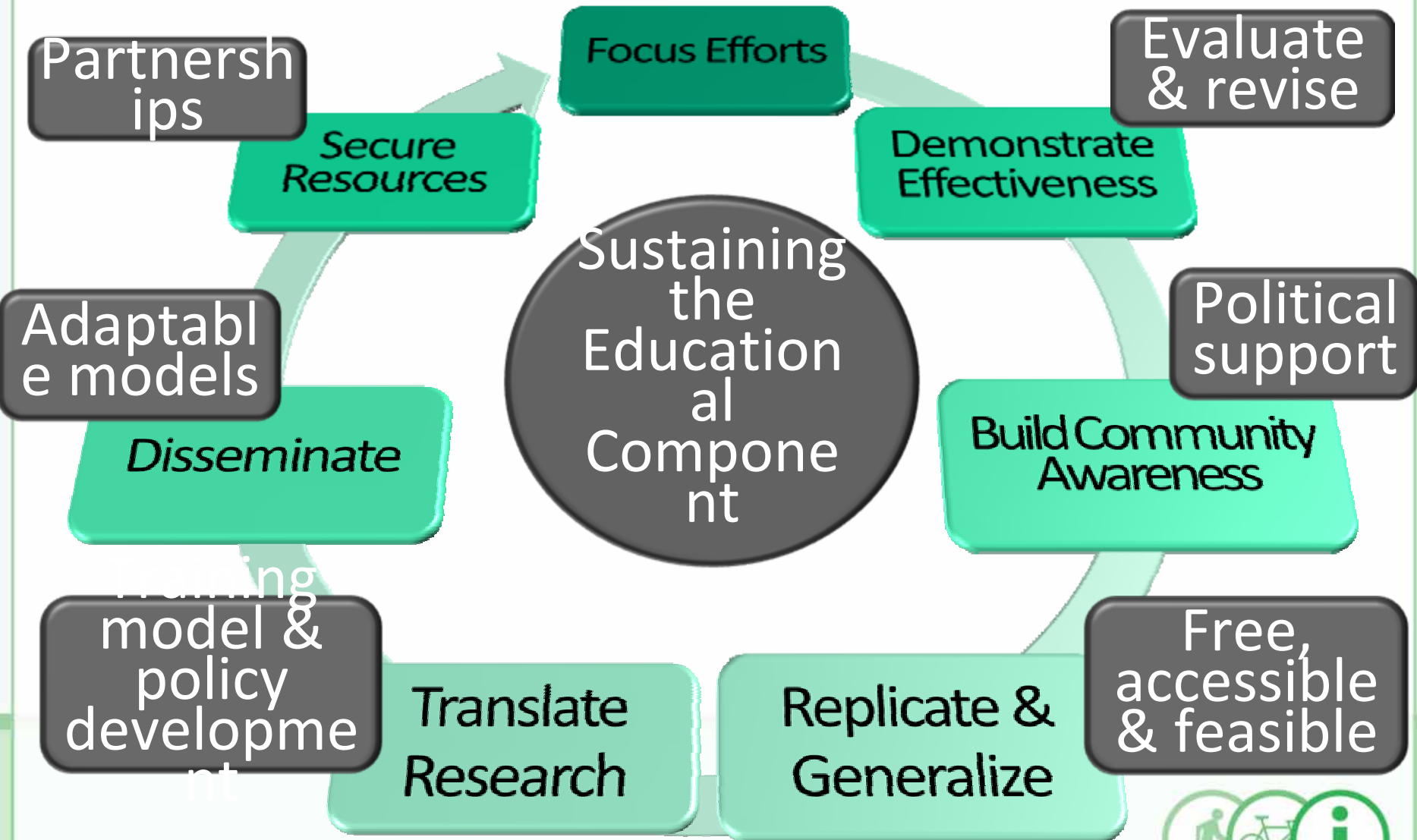
WalkSafe: An Adaptive Approach

**Educational Background & Origin:
Miami-Dade County vs. the U.S**



Adapt materials and interventions to meet the specific needs of a diverse population with varying educational backgrounds and origins.

Sustainability Strategies



Thank you!



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