Safe System for Universities

Module 3 Tutorial

Safe mobility for pedestrians

Revision	Date	By	Revisions
1.0	01 Jul 2020	C Stokes	First release

Introduction:

Pedestrians are more vulnerable to harm than many other types of road users. Their vulnerability comes from their lack of protection against collisions with vehicles. School children are particularly vulnerable because their bodies are still growing and can be more fragile than that of an adult. Younger children also lack the situational awareness that adults possess, making them more likely to make an error. Because of the perception of these issues in the face of heavier traffic volumes and more reliance on the motor vehicle, fewer children are walking to school than they did a few decades ago. This trend however can exacerbate the problems for those who do walk, including children simply walking from their parent's car to the school gate. In light of this, many schools are looking for solutions to increase the proportion of students walking to school, while still safely catering for those for who walking is not a practical option. In this tutorial, we will look at pedestrian safety through the lens of providing children with safe access to schools.

Instructions:

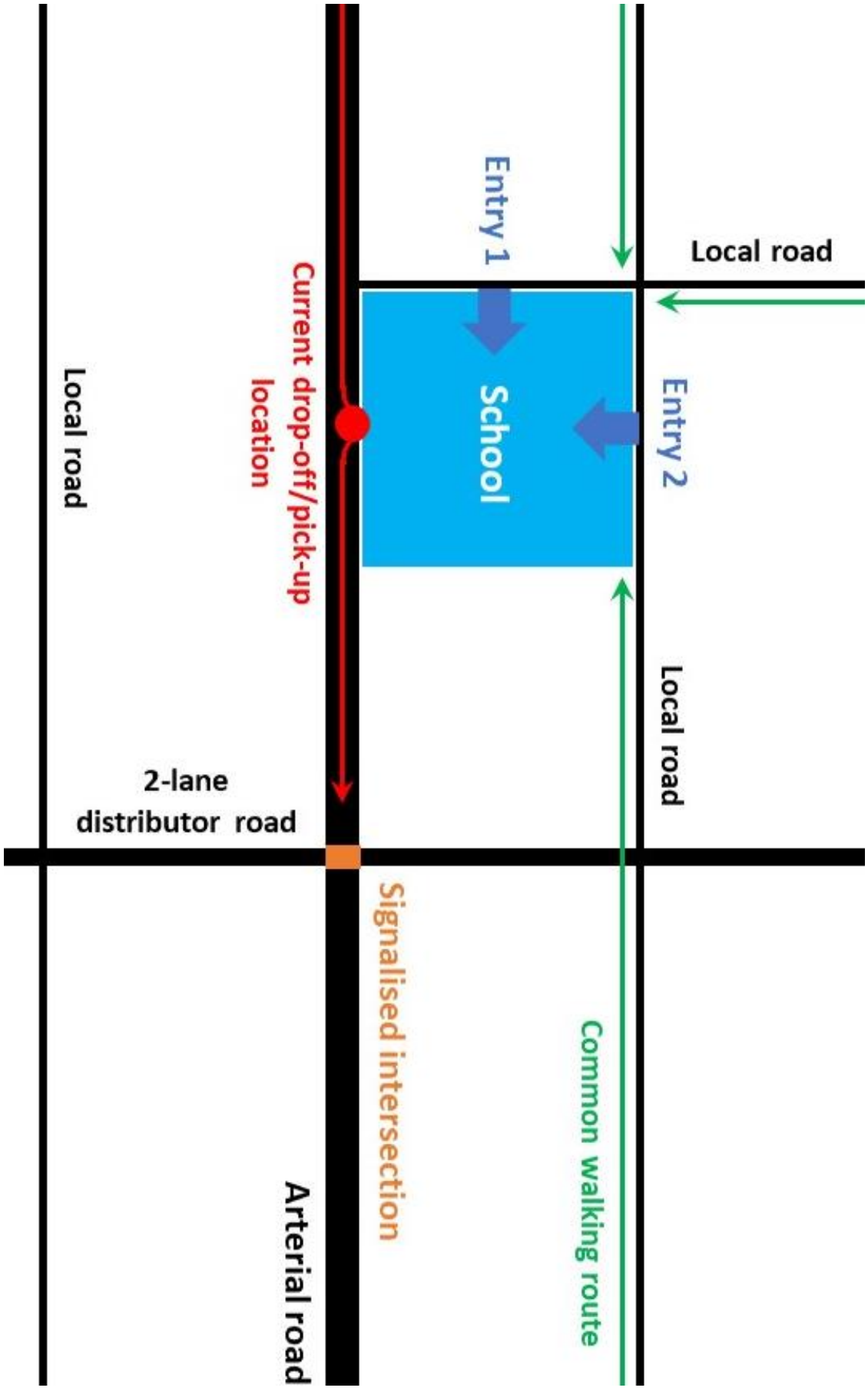
Part One

Students should review Module 3, Snippet 4, *Eliminating harm to vulnerable road users* of Safe System for Universities before undertaking this activity.

Form a group of 2-4 students. As a group, review the case study *Safe Travel to School Program*. As a group, discuss and answer the following questions while considering the ten pedestrian-oriented treatments that are illustrated in the case study:

Questions

1. For each pedestrian treatment, describe the ways in which safety is improved. Do you think any of these treatments are well-aligned to the Safe System objective of harm elimination? Remember to consider how each treatment affects the consequences, likelihood and exposure to pedestrian crashes.
2. Which treatments would you recommend as primary considerations, and which do you consider to be supporting treatments?
3. The treatments illustrated in the case study are shown for use on low volume local and distributor roads. How well do you think each treatment could work on higher volume, multi-lane arterial roads? Are there any treatments that you would consider to be impractical for use along multi-lane arterial roads?
4. Consider the network access map on the following page. Using some or all of the treatments illustrated in the case study, discuss and mark down the locations where you would use each treatment. Remember that students require safe access along their entire journey.



Network access map for student access to the local school