

Every Body **WALK!**

Every Body Walk! Collaborative Social Justice Training Workbook
Prepared for:
Social Justice Training at Pro Walk/Pro Bike/Pro Place
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Welcome to the Every Body Walk! Social Justice Toolkit and Training

At the 2015 National Walking Summit, several of our keynote speakers and presenters put forth the call to action that the walking movement use walkability to undo decades of injustice perpetrated across the U.S. from policies, programs and attitudes that fuel social and economic divisions along lines of class, race, income and other differences. It is our moral responsibility to make sure that every individual has safe, accessible, and enjoyable places to walk and be physically active and to be engaged with their community. The benefits are too great and consequences of doing nothing too grim to do otherwise.

The Every Body Walk! Collaborative (EBWC) heeded the call to come together to identify key areas where walking and walkability can help to ease tensions, bridge divides, and address disparities within communities. EBWC partners reviewed the literature and began identifying available resources and creating materials walking champions can use to work within equity and social justice frameworks and assist in further aligning all our efforts toward healthy, productive communities for everyone. The result is this Social Justice Toolkit and related training on creating communities that are safe, productive and, most importantly, livable for all members.

Research¹ consistently finds that where a person lives has a tremendous influence over the quality and length of an individual's life. Moreover, it points to the power of the built environment in creating places that support opportunities for health and prosperity. In the U.S., a person's zip code can serve as a powerful predictor of his or her physical, mental and social health and the opportunities they are afforded. Where a person is born is now a major determinant in how long and how well they live. Access to schools, jobs, and necessary goods and services are all influenced by where we live and the transportation options that are available.

We have seen how walking and walkability can help to bridge community divides and overcome existing disparities. Walkable communities lead to improved access and safety for community members of all backgrounds, encourage broad involvement by all in the design and planning process and are places where people have safe, accessible and enjoyable opportunities to be physically active, engage with their neighbors and gain access to schools, jobs and other valuable resources. They are places where people feel safe from physical and social harms and where people are collectively and creatively engaged in developing their community. Communities that work to bring all members together and to ensure that those often left by the wayside are accounted for are communities that are

¹ For more research on this topic, please review the following:

Research Completed by Harvard School of Public Health (<https://www.hsph.harvard.edu/news/features/zip-code-better-predictor-of-health-than-genetic-code/>)

Article: Social Determinants of Health: Where You Live Matters

(<http://www.centerforhealthjournalism.org/resources/topics/social-determinants-health>)

Article: Why ZIP Codes Matter: Advancing Health Equity in All Policies (http://www.rwjf.org/en/culture-of-health/2014/12/why_zip_codes_matter.html)

healthier, safer and more engaged than those that do not. These communities offer opportunities for interesting interactions that can create social bonds, help develop shared community values, and provide joyful experiences.

The Social Justice Toolkit aims to provide organizations and individuals working within the walking movement resources and guides to help them achieve objectives related to fostering equity, fairness and justice within communities.

When working to promote walking and walkability and create built environments that promote walking, there are many opportunities to engage, empower and inform community members and organizations on larger issues. The Social Justice Toolkit outlines key considerations and messages to integrate social justice and equity concerns into the walking movement. Those considerations are organized around the following themes:

- **Equity not equality:** Interventions should focus on communities that have suffered from a lack of investment and that do not have strong walking infrastructure or support.
- **Customized solutions:** Interventions should be tailored to suit differing needs according to gender, age, income and other factors. Interventions should also focus on helping communities retain their identity and heritage as they become walkable. Solutions, resources and tactics should be customized to fit the needs and identity of the local community they are applied in.
- **Walkability through empowerment and empowerment through walkability:** Community actors need to be part of the planning process from the beginning. We need to discuss the barriers and challenges to walkability and identify the leaders within communities who can help overcome them. How do we help communities harness resources and organizations that already exist?

This project has been a collaboration of many organizations and individuals working in a variety of sectors and the Every Body Walk! Collaborative hopes that the toolkit will continue to be a collaborative effort. Please provide feedback on the toolkit and examples of how you use it at hsimon@americawalks.org.

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Agenda **Every Body Walk! Collaborative Social Justice Toolkit Training** **Pro Walk/ Pro Bike/ Pro Place**

Introduction (45 Minutes)

- Background on the Project
 - Process and overview of the Every Body Walk! Collaborative
 - Connection between walkability/walking and equitable communities
 - Social Justice and Walking/Walkability Connection
- Introductions of Facilitators and Participants
 - Background and experience
 - Agenda for the day and expectations of participation
- About the Toolkit
 - Structure and Contents of the Toolkit
 - What we hope to achieve with the toolkit and in-person training
 - “Living Document” components of resources

Recognizing and Overcoming Individual Biases (45 Minutes)

- What is cultural competence and why is it important?
- Recognizing individual biases (activity & debrief)
- How does this understanding of individual biases help us in our work?

Break (15 minutes)

Taking Steps to Incorporate Equitable Communities Messaging into the Walking Movement (45 Minutes)

- Review the messages and communication resources of the toolkit
- Practice using the messages and incorporating the talking points into communications
- Practice becoming a knowledgeable, thoughtful, and persuasive speaker about walkable communities and equity

Break (15 Minutes)

Acting on a Path Towards Equitable Communities (45 Minutes)

- Review the objectives of each section of the toolkit
- Review questions, considerations and steps that can be taken prior to starting a project related to walking and walkability that can help achieve equity objectives
- Simulations and Related Activities

Evaluation and Feedback (15 Minutes)

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Guidelines for Discussion

- 1. Listen carefully and observe attentively.**
Be present, listen, and respect others when they are talking. Participate to your fullest ability but always feel free to pass, or to not speak.
- 2. Personalize observations.**
Express your personal feelings, thoughts, ideas, and beliefs in a warmly personal way whether or not they are the same as someone else's. Use "I-messages" rather than "you-messages" (e.g. "I disagree" rather than "You're wrong."). Repeat back what you are hearing in conversation ("Am I hearing you say?"). Listen actively by giving verbal indicators regularly while in conversation ("Uh huh" or "yes.") Instead of invalidating somebody else's story with your own spin on their experience, share your own story and experience.
- 3. Show respect.**
Go out of your way to express in a genuine manner your understanding, honor, and esteem of the person with whom you are dealing. Put yourself in the other person's shoes. This is critical in the culturally diverse encounter. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks-- focus on ideas. Say I agree to disagree. The goal is not always to agree-- it is about hearing and exploring divergent perspectives.
- 4. Be nonjudgmental.**
This means shutting down the tendency to view another person in a negative light or viewing them with disfavor. Recognize in an ongoing way that in a culturally diverse environment, perspectives and outcomes are multiple.
- 5. Pay attention to your feelings.**
Take your feelings seriously and keep in touch with how you feel about what the other person is saying in conversation. You put yourself in better charge of yourself and in better command of the interpersonal situation. Practice recognizing the difference between intent and impact. A person may not intend to hurt by what they say or do but, in fact, may have an impact that is real just the same. Let us discuss the impact. Say "ouch" and explain the "ouch" when something doesn't sound or feel right. You may put it in the parking lot or talk it out now.
- 6. Keep a sense of humor.**
Cultivate an awareness of the absurdity that often is part of differences converging. Avoid taking yourself so seriously that you can't laugh at yourself. Have fun.

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Part 1: Recognizing and Overcoming Individual Biases

Before attending the Social Justice Toolkit Training, participants were asked to complete three short Implicit Association Tests. These tests are part of the “Project Implicit” website. Project Implicit is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a “virtual laboratory” for collecting data on the Internet.”

This activity aims to identify unconscious biases and cultural competence. Recognizing one’s own biases is an important first step in being able to have an honest and thoughtful conversation about how we work with issues related to social justice and equity as individuals as well as within the walking movement.

Discussion Questions

- Any initial thoughts on this experience?
- Was anyone surprised by their results?
- What can we do to help change some of the less positive results?
- As a professional, what skills, knowledge, behaviors and attitudes do you need to be a culturally competent leader?
- Please share any experience you have in working with individuals from backgrounds different from yours. How would this experience translate to working within the field of walking and walkability?
- How would you go about building rapport with those from a background different from yours?

What happens when we aren’t culturally competent?¹

There are many repercussions when organizations and practitioners are not culturally competent. These considerations are just some things to think about:

1. **Specific groups of people remain underserved.**
This may be because services are inaccessible. For example, the organization is in a

¹ This section is taken from: <http://www.lift4kids.org/clc/whathappens.html>

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working class community, but only has office hours from 9-5pm making it unlikely that people will be able to attend as there are no after work hours.

2. **Specific groups don't stay in treatment.**

Individuals may not feel understood and the way they explain their problems may not be seen as valid. Or perhaps, they do not want, "talk therapy," as it is not valued in their community and a problem solving approach would be better received.

3. **Minority groups are over-represented in punitive systems.**

Due to a lack of understanding and cultural bias, minority groups are more likely to be viewed as deficient and are overrepresented in the child welfare, juvenile justice and special education systems.

4. **Minority groups are under-represented in mental health systems.**

As a result of cultural bias, ethnic minority groups are often referred to punitive systems like Juvenile Justice, as opposed to those that help by focusing on treatment and recovery.

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Cultural Competency In Action

We encourage you to consider the following questions for you, your colleagues and your organization as you move to incorporate issues of equity and social justice into your work. These questions can help you become aware of existing biases and provide you with important considerations before beginning to work with a community.

Questions about yourself:

- What is your self-identity? (e.g. female, Hispanic, professional)
- What historical events have shaped your life experiences?
- What have your life experiences been like? (e.g. success, inequity)
- What are relationships between people, genders, generations like in your community?
- What gives you a sense of belonging? (e.g. religion, occupation, history)

Questions about the community of choice:

- Who resides in this community?
- What is valued in this community? (e.g. respect, responsibility, pride, self-determination, interdependence)
- How are religious beliefs valued?
- What language is used?
- What are important customs?
- Valued emotions?
- Important beliefs for solving problems?)
- Valued institutions? (e.g. school, church)
- Important features of family?
- Valued features of marriage?
- Most valued form of social organization?
- Value of formal education?
- Most valued community unit? (e.g. neighborhood, city, county)
- Attitudes about others or outsiders helping to solve problems?
- Attitudes about solving problems myself?
- Most valued help-giving person?
- Economic conditions?

Other things to consider:

- Are any of these values different from yours?
- Are there specific values in this community that you don't understand?
- Are there any values that you are unsure how to address?
- Is there a member of the community you can speak to about your differences before starting your project?

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Part 2: Taking Steps to Incorporate Equitable Communities Messaging into the Walking Movement

Talking Points and Sample Messages

The following messages and talking points are to be used to guide communication products and opportunities to promote equity in communities through walking and walkability. These messages can be used to talk with your community members, community-based organizations, businesses, elected leaders, and others about the importance of working together to create walkable communities for all and to promote social justice, particularly when planning community improvements or promoting increased walking. The messages are divided into sections based on specific benefits and opportunities that come from walking and walkability.

Walkable Communities Are Safe Communities

- All individuals have the right to safe communities in which to live, work, go to school and be physically active.
- Safe communities take into consideration concerns of physical safety, safety related to community design and the built environment and concerns of safety related to bullying, street violence and other harassment.
- Transportation options, including walking and biking, that are not designed to prioritize safety are not acceptable. Providing safe accommodations for walking and other forms of physical activity is important in creating communities where all members have access to school, work and other important goods and services.
- Walkable communities provide safe, accessible, affordable and enjoyable options for transportation to work, school and other needs.
- Walkable communities should engage and involve all people in efforts to promote safe walking, including law enforcement, local elected officials, businesses and many others. Safe walking conditions depend upon and benefit a multitude of sectors and should reflect this fact in their creation and in efforts toward educating the public and enforcing related policies.
- Walkable communities provide an opportunity for walking as a safe form of physical activity.
- Promoting walkable communities helps to create safe communities with engaged community members who are healthy, happy and productive. Encouraging more walking makes the streets safer for everyone.

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- The work to promote walkability provides opportunities to address community-related safety concerns.
- Safe walking conditions encourage walking as a form of physical activity, as a form of transportation and as a form of community engagement.

Walkable Communities Are Healthy Communities

- All individuals have the right to live in a community that promotes physical activity, including walking.
- Healthy communities that promote physical activity such as walking promote individual physical and mental health, community health and economic health.
- Health disparities across the U.S. have a profound impact on a person's quality of life and lifespan. Increasing access to walking can help address these disparities.
- The promotion of walking as a way to be healthy can be used to engage community members in activities related to equitable communities.
- Communities have a responsibility to provide opportunities for everyone, regardless of age or income, to move safely through his or her environment and to be physically active. Walking is an obvious choice for expanding transportation access and physical activity.

Walkable Communities Provide Opportunities to Work Together

- Every community member has the right to be an active participant in the community decision-making process.
- Projects related to walking and walkable communities can be used to engage community members.
- Engaged communities are healthy communities. Discussions around walking and walkability can be used to establish relationships that facilitate discussions on other topics.
- The common goal of walkable communities can be used as a platform to bring together new partners, coalitions and groups that might not otherwise work together.

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- The benefits that come from walkable communities should accrue to all community members and as such a broad swath of the community should be brought to the decision-making table.
- Engaging community members at the very beginning of a project will improve the likelihood that the community is engaged around, informed of and committed to the project. It also means that the project will be more likely to reflect the needs and wants of community members.

Education and Promoting Walkable Communities

- Every community member has the right to have knowledge of the planning, design and development of their community.
- Policy makers have a responsibility to be sure they are adequately informing all community members on changes to their community, taking into consideration language, access and use of different media formats.
- Providing and promoting information related to the benefits of walking and walkable communities can lead to an engaged community that is more physically active.
- Conversations with community members on issues of walking and walkability can lead to conversations on broader topics including health equity disparities, community engagement and other issues related to equitable communities. Connections can be made between the work done to promote walking and walkable communities and broader topics, creating a forum and dialogue that extends beyond issues related to walking and walkable communities.
- Information needs to be disseminated in formats and channels accessible by all community members.
- Information that is shared with community members should reflect the identity of that community. Information should be customized to reflect the history, culture and diversity of that community.

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How to Ensure That Key Messages Make Their Way Into Your Communications

Every piece of communication can include your key message. If a story you are writing doesn't have a key message—doesn't incorporate one of the themes or messages that make the connection between equity and walking—then why write it?

Focus your time when gathering stories to find good case studies that illustrate your key messages. Work with the volunteers in your local area to uncover projects that have successfully developed walking programs or walkable communities that benefit all community members, and collect stories, quotes, photos and video that illustrate their impact. Ensure that these are communicated widely, using a variety of external and internal channels.

By thinking ahead, we can develop our communications and tell walking stories that make a difference. By planning ahead with our communications, we can ensure that we generate the right photos, text, audio or video for use across a number of channels, targeted to members and to the public.

Your existing event/program calendar is a great starting point for forward planning your communications. Take a look at existing events or themes during the year and add those to a planning chart; then fill your gaps with stories that will support your key messages.

A good story can be used within a number of outlets or channels, and across a wide time frame. Most stories have a 'moment in time,' and you can generate content that works before, during and after this fixed point. If you think in advance about your story, it will help you to choose the type of content you need. The table below shows the range of platforms, and what could be achieved with each at different moments in time.

Medium	Before the event	During the event	After the event
Printed newsletter	Article, photo and action		Articles and photos
Email newsletter	Article, photo and hyperlink		
Website			
Facebook	Photo, question/quiz and hyperlink	Live photo gallery	Photo gallery and Storify
Twitter		Live photo updates	Storify
YouTube		30-second video update	3-minute video update

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Vine	Video promos	Live video updates	
Newspaper	Pre-event news release	Live interviews, photo and video opportunities	Post-event press release, photo, quote
Radio	Pitch to journalists		
Regional TV			
EXAMPLE:	Highlight the impact on a community of walking through an organized walking group	Show the live activity and ideas developed as people come together to create a plan for a walkable community	Demonstrate the results and outcomes of a policy initiative for safe streets and sidewalks

Activity: Incorporating Messages Into Your Own Work

Select one of the sections (safety, health, collaboration or information sharing) and use the talking points to create a pitch for a project or program that your organization is proposing for a community or audience that you work with.

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Finding Stories and Identifying Spokespeople

In order to be engaging and incorporating equity with your work in the walking movement, it is important that you engage and equip representatives of the local community in your messaging and story-telling. These stories are often the most persuasive resource you will have for convincing people for change and action. When you identify a good story to use in the media, take a moment to think about the best use for the story. While press releases are great tools for disseminating information and facts, they don't allow you to build real relationships with the media nor tell a broader story. While pitching stories to the media requires some skill and dedicated time to do effectively, it can yield more returns in the form of viewers/listeners/readers, depth of the story, emotional appeal, etc. than an objective press release can.

What makes a Good Media Story?

The cornerstone of media relations is timely, emotionally compelling and interesting stories. So what makes a good story? Here are some key elements that the media use to determine if a story is a candidate for publicity.

There are six criteria that the media use to judge a story:

1. **Timeliness:** Did the news or events happen recently? If so, you have a better chance of getting the media's interest. Or are there issues in the news that a story could be tied to?
2. **Impact:** Does the story create impact in one person's life or within an entire community or the world? The broader the impact, the greater the appeal will be to the media. They want to cover stories that are relevant to a large segment of the population.
3. **Proximity:** For local news coverage, you need to consider if the story happened within the neighborhoods that the media outlet covers.
4. **Prominence:** Is someone involved in the story recognized as a celebrity, a notable politician or a well-respected community leader? Involving a person with some level of prominence makes the story more appealing to the media.
5. **Novelty:** Is there an unusual, previously untold or unexpected element to the story?
6. **Conflict:** The news is filled with stories of conflict. The media enjoy having conflict play out in their pages and airwaves. Does the story have some element of conflict and resolution that will make it interesting?

A good media story has at least one of these criteria, so use this list as a guide when reviewing your stories.

Developing a Story Arc

A "story arc" is a structure for developing compelling stories. It is broken into three sections: a beginning, a middle and an end. The stories that you develop and build out for

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use in the media should follow this structure. Here is what you should include in each of these sections:

Beginning: Establish the setting of your story and the key characters (whether they are individuals or other organizations or institutions). The beginning is where you give the audience key information that will allow them to imagine the story taking place—where it happened and to whom.

Middle: The middle section of your story presents the challenge or conflict with which your main character is presented. Here is where you explain the obstacle that your character needs or wants to overcome.

End: Unless your story is a tragedy, the end is where your character finds resolution and overcomes the obstacle. In the stories that the *Every Body Walk!* collaborative tells, the solution presented at the end will almost always be about walking or building walkable communities.

The goal of using a story arc is to illustrate the facts that you already know to be true about walking, but in a way that is more emotionally engaging and takes your audience on a journey they won't forget!

How to Identify and Recruit Spokespeople

As you talk and work with people in your community and within your organization, listen for good stories and passionate voices. When you find one, explain to the “storyteller” that your organization is likely to secure media coverage and you are looking for local voices to include. Ask if they would be open to working with you to share a quote *or* prepare key messages, and possibly speaking with a reporter on behalf of your organization.

If they are open to sharing a quote: Ask for their contact information and follow up with them to capture their story (which you will use as source material for a quote) and their role within the community (e.g., high school teacher, mayor, police officer, retiree, community volunteer, etc.). Pull out the most compelling statements in their story and write a short summary, including a quote from the person. Once you start to build a collection of stories and quotes, take a look at the types of community members represented and identify missing voices to add to the mix.

If they are open to speaking with a reporter: Schedule a time to sit down and work with them on media training. After they agree, examine the following items (listed below) to determine if they would make a good spokesperson for your organization.

- **Their role and history with the organization and the walking movement:** A good spokesperson is well informed about your organization's goals, activities and history.
- **Their reputation with/within the community or other audience that will read/see/hear their interview or presentation in the media:** You wouldn't want a convicted felon as the face of your organization, would you? (No!) Making sure that your spokesperson has a positive reputation with/within the community increases the likelihood that audiences will listen and respect what they have to say.

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- Their knowledge and credibility balance with their communication skills: While it is important that your spokesperson is a good speaker, it is even more important that they are knowledgeable about the topic, credible as a representative of your organization, and able to develop a good rapport with the media. You want a triple threat!
- Their comfort with speaking to media about the topic being discussed: If your spokesperson is uncomfortable speaking about a certain topic—and it's more than just pre-interview jitters—don't force them to do it. Find someone that can deliver your message with confidence and understanding of the topic.
- Their enthusiasm for the topic being discussed: Enthusiasm is infectious, and demonstrates to audiences that your spokesperson truly cares about and believes in what they are saying.
- Previous media experience: Practice might not make “perfect,” but it can sure make you better! Spokespeople with previous media experience are better able to remain calm and deliver messages with confidence.
- Their ability to remain calm and use tactics like bridging and circling when confronted with difficult questions: A good spokesperson can intuit when a reporter begins a difficult or negative line of questioning, and can counteract it without becoming defensive, upset or flustered.

Activity: Incorporating Equity as a Spokesperson for the Walking Movement

Think of a recent announcement or story your organization has used in promoting its work. Consider the following:

- Did the story or announcement reflect the identity of the community or project it was highlighting?
- How could the story have been made more effective or persuasive using the tips above?
- How could the story have incorporated the talking points or messages related to equity? How could it have been an opportunity for a conversation on the larger issue of disparity and divides?

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Part 3: Acting on a Path Toward Equity and Social Justice

Objectives and Considerations

The following objectives and considerations outline how individuals and organizations of the walking movement can take steps towards promoting equity and social justice within communities. The objectives and considerations are divided into sections based on specific benefits and opportunities that come from walking and walkability which can then be applied to specific projects, programs and work done within the walking movement.

Walkable Communities are Safe Communities

Walkable communities work to address safety as it relates to the built environment as well as other concerns, such as street harassment and violence. Efforts to create safe places for people to be physically active and to encourage the use of walking as a viable transportation option promote safety for people who walk as well as the community as a whole. The development of safe spaces for walking can have the added benefit of engaging stakeholders including law enforcement, elected officials and other community activists around broader safety concerns.

- What safety concerns is the project working to address? What safety concerns exist that could also be addressed through the work?
- Have I/we considered the viewpoints of all community members in addressing safety concerns, including cultural, religious, and economic considerations and those related to age or mobility limitations?
- Have I/we taken steps to involve and engage community members on the proposed project?
- How will community members benefit from this project? What are potential disadvantages to this project for community members?
- What will the short-term impact be from our project on the safety of community members?
- What will the long-term impact be from our project on the safety of community members?

Walkable Communities Are Healthy Communities

Walkable communities work to promote healthy communities in a variety of ways. The benefits of walkable places to physical and mental health are well-documented and should

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be afforded everyone. Walkable communities also provide opportunities for strengthening community engagement.

- What health concerns is the project working to address? What health concerns exist that could also be addressed through the work?
- Have I/we considered the viewpoints of all community members in considering what it means to be physically active, including cultural, religious, economic or considerations for age or ability?
- Have I/we taken steps to involve and engage community members on the issue and proposed project?
- How will community members benefit from this project? What are potential disadvantages to this project for community members?
- What will the short-term impact be from our project on the health concerns of community members?
- What will the long-term impact be from our project on the health concerns of community members?

Walkable Communities Provide Opportunities to Work Together

The following messages and talking points are to be used to guide communication products and opportunities to promote equitable communities through walking and walkability. These messages can be used to talk with your community members, community-based organizations, businesses, elected leaders, and others about the importance of working together to create safe walking for all and to promote equitable communities, particularly when planning community improvements or promoting increased walking.

- What coalitions or partnerships currently exist in the community? What groups or organizations could be important stakeholders to engage?
- Have I/we provided opportunities for community members and organizations to become involved and engaged in the project? Have we accounted for concerns related to cultural, religious, and economic differences and considerations related to age or ability?
- Have I/we considered how to frame the project from its earliest stages to engage and inform all community members?

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- How will community members benefit from this project? What are potential disadvantages to this project for community members?
- What will the short-term impact be from bringing this coalition or project together?
- What will the long-term impact be from bringing this coalition or project together?
- What other community concerns could be addressed by a partnership that comes together around this project?

Education and Promoting Walkable Communities

The general promotion of walkable communities and the benefits that come with them can help develop communities that promote equity by engaging and informing community members on a variety of topics. Issues related to walkability, including safety, health and engagement can be used to foster conversations on broader topics related to equity and social justice. The resources and information that we use to promote walkable communities need to reflect the nature of specific communities and be easily used and implemented by all community members.

- What is the goal or objective of sharing the information we have? How are we translating that goal to community members?
- Have I/we considered the identity of the community and community members in how we are formatting and sharing the information, including differences related to cultural religious, and economic differences as well as considerations related to age and ability?
- Have I/we taken into consideration varying degrees of knowledge related to this information?
- How can this information be used by community members? Does the format and information reflect this?
- Have I/we considered the origins of this information? Could there be resistance to these sources?
- Has the information been customized to fit the needs, plans and identity of the community we are trying to reach?

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Activity: Working with Considerations of Equity and Social Justice

In your small group, assign one member to represent a community member, one to represent a local organization, and one to represent a local official (government or business). Your community has been presented with the opportunity to do a community project related to improving walking and walkability. Discuss and present the following:

- What common goals or agendas would be shared by the group? What individual agendas might be held by each of you that could help or hurt the project?
- What 2-3 considerations found in the toolkit would be the most important or significant in this project?
- How would you recommend your team address the concerns of those considerations so that your project benefits all community members?
- What other opportunities could your project provide to promote equity or social justice within the community?