

## The elderly and traffic accidents: education as a trauma prevention strategy

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### Abstract

The **Purpose** of this article is to emphasize the importance of traffic education as a strategy to prevent traffic accidents involving the elderly because they are the most at risk of being hit in Curitiba, the capital city of Paraná, according to data from the Traffic Accident Analysis Commission of this town. The learning **Methods** used for this target audience, namely Donald Schon's reflexive learning and David Ausubel's meaningful learning, are described. They were practiced with approximately one thousand elderly people in Curitiba through interactive lectures during four years. These lectures are part of the Life on the Road Program, which originated in the United Nations and World Health Organization Movement for Action on Road Safety 2011-2020. The **Method** used to assess the interactive lectures was the experimental quantitative social research. Data collection was performed by means of questionnaires structured with closed-ended multiple-choice questions, answered by the participating elderly public. The indicators were: relevance of the lecture; intention to change behavior; usefulness of the lecture for day-to-day traffic. The **Results** showed that 88% of the participants learned new concepts and considered the lecture relevant for the development of their risk perception. 96% of them expressed the intention to change their behavior and the vast majority indicated which contents were relevant to their traffic safety under usual conditions. It was **Concluded** that the carrying through of the interactive lectures is a fundamental strategy in the prevention of traffic accidents involving the elderly people.

Key words: elderly people - education - prevention - risk perception - traffic accidents.

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