

Everyone's doing it!

An Active Travel intervention for 11-13 year-olds



A holistic approach to Active Travel and behaviour change

This is an information package for schools and parents of the young people completing the KS3 Active Travel intervention, *Everyone's Doing it*. By providing information and support to schools and parents, young people can get support and continuity after they set goals and make a plan to adopt Active Travel. This will support them to make long-lasting changes that will benefit them and others.

What is Active Travel?

Active Travel involves walking, cycling, and other car-free options, as means of transport to get to a particular destination, such as work or school. Active Travel has quite a few benefits; it is good for individuals' health as it is a way of being active within normal daily routine. It can be quicker than driving at times, it reduces congestion, lowers air pollution, and can save money on fuel and running costs when it replaces car journeys. Active Travel also includes the use of scooters, electric bikes, and skateboards, among others.

Why is this important?

According to a 2008 Transport for London (TFL) report, young people are one of the least likely groups to walk and cycle. *Everyone's Doing It* is an evidence-led intervention that targets young people aged 11-13 years. It uses a strengths-based approach to get young people to get motivated and set goals for Active Travel. The holistic basis of the intervention requires that the young people get support from their schools and families, in order to increase its efficacy and increase young people's likelihood of adopting Active Travel habitually. Hence, this resource package aims to help the young people who complete the online intervention by giving their support network the tools and skills that will increase young people's Active Travel options, further their knowledge, and lead to long-lasting behaviour changes.

Not only is a modal shift to Active Travel essential for health and wellbeing, as well as for environmental reasons, but it becomes an even more pressing issue in a COVID-19 world, where creative solutions to commuting are crucial. *Everyone's Doing it* targets a cohort that is disinclined to adopt Active Travel habitually. Further, this cohort will soon become commuting adults, who may be more motivated to walk and cycle if they adopt Active Travel habitually now.

The intervention

Everyone's Doing it has been carefully designed to address young people's barriers to adopting Active Travel, as identified in existing research – for instance, the name aims to dispel the myth that Active Travel is not common, which is one of the barriers identified to young girls in particular. It also incorporates Behaviour Change Techniques (BCTs) that have been shown to be effective with this age group. The intervention covers topics such as, the benefits of Active Travel (e.g., health benefits, confidence, socialising, gaining a sense of independence, and benefits to communities and to the environment), motivating factors, barriers and solutions (including state of mind, such as an intentional focus on solutions), making a plan (e.g., planning tools, breaking goals down to achievable steps), encouragement, safety/bike safety, information giving, and seeking social support.

Young people will be asked to download a summary of the intervention as well as the notes they make along the way, in an effort to further motivate them to use the tools and learning provided. This can be used by schools and parents to encourage young people to stick to their goals and make positive changes.

Parents – Parents can support the young people completing *Everyone's Doing it* by helping them to review and stick to their plans and goals, as well as helping them formulate a travel plan to travel to/from school. Further, they can liaise with schools to encourage support from the school and to find out how their approaches can complement each other. As each school and pupil have their own needs and requirements, this will be individualised support. One of the main contributing factors in young people's likelihood to walk and cycle is their parents' behaviour. Therefore, adopting Active Travel (for commuting and/or leisure) as a family will further encourage young people to be more active and to adopt Active Travel habitually. Apps, such as Route Guard, can help you track your child's whereabouts when they are out walking and/or cycling. You can find a link to Route Guard below, along links to other resources.

Schools – There are practical ways in which you can support your pupils to adopt Active Travel habitually. Bike training (such as Bikeability, pedestrian training, scooter training, puncture repairs, etc) can get young people more comfortable about cycling and can teach them about safety when out on their bikes, as well as practical skills they will need. Schools can also incorporate aspects of Active Travel into their curriculum whilst pupils learn about other subjects, such as maths, P.E., and geography. Schools can further provide support and assistance to help young people and their families to formulate a travel plan that will support them to consider their choices and to be more active. Modeshift Stars can help with travel plans.

One of the key motivating factors identified, for girls in particular, who are less likely to adopt Active Travel than boys, is to have changing and showering facilities at school. Whilst not every school will have the capacity to install showers, it is worth considering how allocating existing facilities and resources and/or improve infrastructure may make a significant difference to young people's options and behaviour.

Collecting data to measure impact of intervention and support from schools/parents

Each school will have its own individual needs and will want to support their pupils in tailored ways. By measuring the impact of all the support that young people are going to get, schools will form a more accurate picture of what works for their pupils and what does not, compared to measuring schools and local authorities as a whole.

Schools are therefore encouraged to collect their data on Active Travel behaviour. However, this does not have to be a resource-heavy endeavour. The recommended approach would be to collect questionnaire data (an example is included below):

- Collect travel information pre-intervention – this can be done as pupils arrive into the school, or in class. A simple, multiple answer questionnaire could ask how they travelled to school that morning and/or how they usually travel to/from school.
- Collect travel information post-intervention – the same as the first data collection, but after some time has passed to allow young people to put their goals and plans into action.

- (optional) Collect travel information to check for long-lasting changes – repeat the data collection to determine if changes made have become habitual. This step can also be more detailed and ask about factors that encouraged or discouraged Active Travel, which could inform future school resource allocation.

Resources and further information

<https://www.activetravel.org.uk/information/>

<https://bikeability.org.uk/>

<https://www.cyclinguk.org/>

<https://www.sportengland.org/know-your-audience/demographic-knowledge/active-travel>

<https://www.bicycling.com/>

https://www.sustrans.org.uk/our-blog/get-active/2021/everyday-walking-and-cycling/our-guide-to-the-best-route-planning-apps/?utm_source=Sustrans&utm_medium=email&utm_campaign=12103330_2021%20February%20enews&utm_content=Planning_button&dm_i=6EB,77EZM,2ABCVD,T74UF,1

<https://www.cyclinguk.org/article/guide-cycling-teenagers>

<http://www.routeguard.co.uk/>

<https://www.youtube.com/channel/UCe9kZubQBNlGmIHm6HwBy-g/videos>

<https://www.modeshiftstars.org/>

Active Travel Questionnaire example

How did you travel to school today?

- Bus
- Walked
- Cycled
- Car
- Park & Stride (parked away from the school and walked the remaining 5-10 minutes)
- Scooter
- Other

How do you normally travel to school?

- Bus
- Walked
- Cycled
- Car
- Park & Stride (parked away from the school and walked the remaining 5-10 minutes)
- Scooter
- Other

How would you like to travel to school in the future?

- Bus
- Walked
- Cycled
- Car
- Park & Stride (parked away from the school and walked the remaining 5-10 minutes)
- Scooter
- Other

What would motivate you to walk and cycle to school more often?

- Safe place to leave my bicycle
- A place to change when I get to school
- A place to shower when I get to school
- Feeling safer on my bike
- Feeling safer out walking
- Walking and/or cycling with friends to/from school
- Making a travel plan with parents or school