

Mind Map

Researching Young People's Active Travel Habits



Modelling and Mapping Exercise

Modelling

Icebreaker activity - participants 5-10 mins to make a place, (past or present), that is significant to them out of Playdoh

Finish with discussions about what places they modelled and why, and their feelings about that place

Mapping

Provide participants with 3 different scaled maps, one around 1 mile radius from the venue, one from 3 miles and one city-wide

Ask participants to mark the routes they frequently take on the map, and then the significant places they go through or past, using a traffic light system - green highlight for favourable places, amber for places they feel neutral about, and pink/red for a place they have negative connotations about

Get the participants to discuss their journeys and their reasoning behind why they chose to mark places in which colour

Walk along

Discuss areas that the participants feel are unsuitable for active travel and why. Mark these on a map and then plan a route to walk that targets these identified areas

Walk this route with the participants, and encourage them to reflect on their feelings about the area as you go. Afterwards, identify the key barriers that were discussed on the walk

Walk along, virtual walk along, and a week of journeys

Virtual walk along

With the participants, discuss areas that are ill-suited to active forms of travel. Allow the participants to 'visit' each of these locations using a virtual map on a tablet/phone/laptop etc, and encourage them to show you the area and discuss their experience of active travel in the locations

A week of journeys

Create a worksheet with 3 columns: Where do you go?; How do you get there?; Why/why not active travel?. Allow the participants time to fill in this worksheet with their frequent journeys, and encourage them to include all their journeys - including those they may see as small or insignificant

Grid of solutions

Brainstorming section

Collectively with the participants, brainstorm people or groups that may be able to impact barriers to active travel (e.g. MP or police). Write the names of these people/groups onto pieces of A4 paper, and lay them out in a straight horizontal row on the floor. This will form the top row of your grid.

Filling in grid

Write your identified barriers to active travel on A4 paper and place on a vertical line on the floor - to form the left side/column of the grid

Encourage the young people to populate the grid with their ideas on how a particular person/group could impact a particular barrier. Ask them to write their ideas on post-it notes, which they should place in the appropriate location of the grid, so that the solution is in the same column as the solution's relevant group/person and in the same row as the relevant barrier