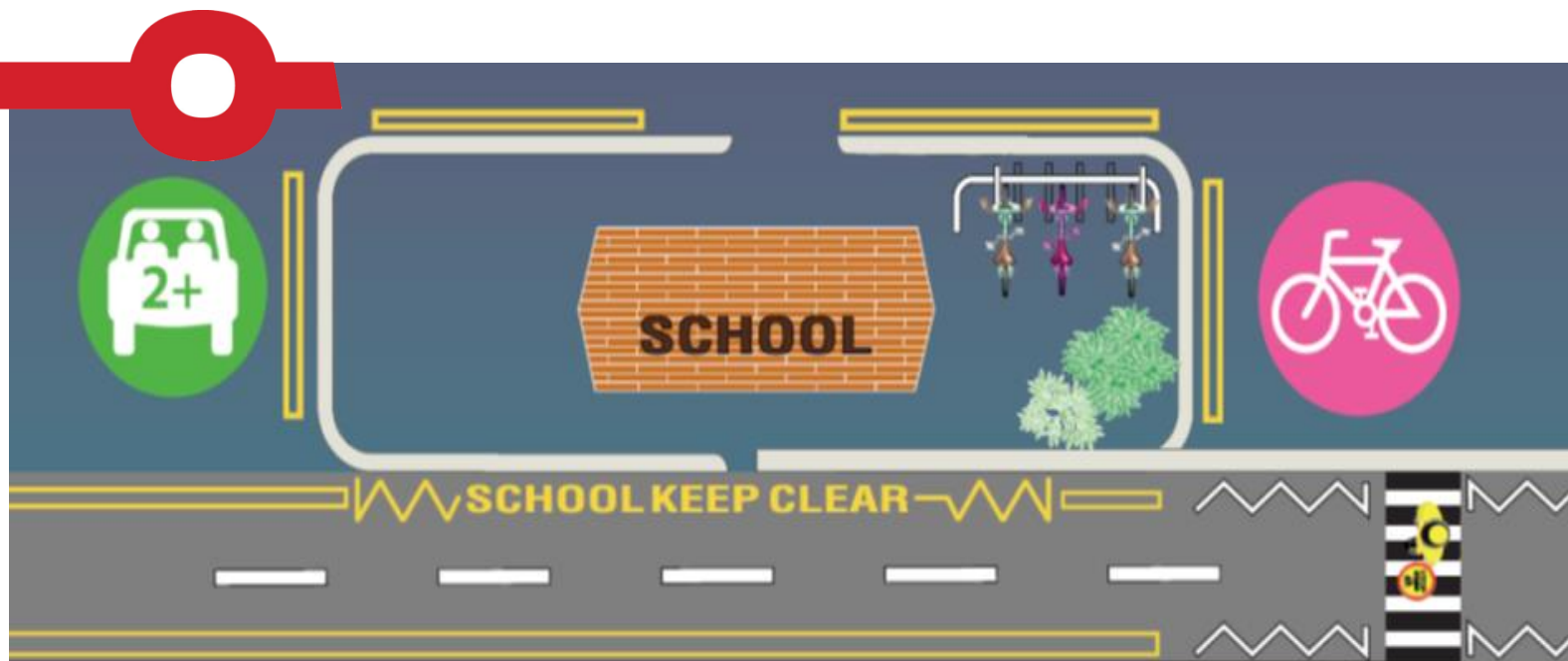


## ACTIVE TRAVEL WORKSHOPS 2022/23



**SYSTRA**

# SMARTER CHOICES SMARTER PLACES

## ACTIVE TRAVEL WORKSHOPS 2022/23

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Information on social media campaign and winning school added

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# 1. INTRODUCTION

## 1.1 Overview

1.1.1 SYSTRA has been commissioned by Angus Council to design and deliver the 2022/23 'Active Travel' school workshop campaign in primary schools across Angus.

1.1.2 This report summarises the planning and delivery of the campaign, highlights the key objectives, outputs, approach to delivery, outcomes and the campaign evaluation. It also provides an evaluation of the overall programme including suggestions for future improvements.

## 1.2 Background

1.2.1 Since 2015 SYSTRA (and formerly as JMP) has worked with Angus Council to deliver interactive classroom engagement sessions with pupils in selected primary schools across the region, with the aim of encouraging more active and sustainable travel.

1.2.2 The Active Travel workshops have been delivered for a number of years to P7 pupils in Angus primary schools, to raise awareness amongst primary school pupils and their families of active and sustainable ways to travel to school. The campaign targets P7 students as they will transition to secondary school, as such they may be able to travel more independently and make their own travel choices.

1.2.3 The Covid-19 pandemic and associated restrictions on social contact, school closures and home school learning has brought challenges in delivering traditional face-to-face, in-class engagement. As a result, since 2021, the campaign has been delivered through virtual workshop rather than via traditional face to face workshops.

1.2.4 The 2022/2023 campaign was funded through the 'Smarter Choices, Smarter Places' programme and was delivered virtually to five nominated schools in Term 3 in Angus. The campaign was intended to engage approximately 100 pupils and their families in P7 classes.

## 2. CAMPAIGN OBJECTIVES

### 2.1 Overview

2.1.1 In Angus, 1 in 5 pupils are driven to school every day<sup>1</sup>, leading to motor traffic congestion due to the volume of drivers trying to park at and around schools.

2.1.2 The Active Travel workshops are intended to show pupils what is active and sustainable travel, and what are the benefits to them individually, their families, neighbourhoods and wider planet. The workshop includes demonstration and activities around how to obtain information on journey travel options on-line (e.g. Google Maps), particularly for their upcoming journeys to secondary school, with the aim of making them consider alternative options to car travel.

### 2.2 Objectives

2.2.1 The campaign's objectives are to:

- Improve the pupil's awareness of, and choices made around, active, and sustainable travel – and by association – their broader family networks;
- Highlight the importance of encouraging more people to reduce their car use in favour of more sustainable alternatives such as walking and wheeling, cycling and public transport;
- Emphasise the importance of the role that behaviour change plays in achieving mode shift, and
- Raise children's awareness of their community and environment

2.2.2 The campaign has been designed to be delivered by schools, with the support of Angus Council and SYSTRA. It supports Curriculum for Excellence outcomes, with strong links across a range of curriculum areas, including health and wellbeing, geography, art, English, teamwork, problem solving, and community awareness and spirit.

2.2.3 The campaign can be implemented on its own, but is likely to be most effective when used in conjunction with other relevant initiatives such as Road Safety Week and Walk to School Week, and guided by a School Travel Plan.

<sup>1</sup> [Hands Up Scotland Survey - Sustrans.org.uk](https://www.sustrans.org.uk/hands-up-scotland-survey)

### 3. WORKSHOP DELIVERY

#### 3.1 Overview

- 3.1.1 SYSTRA has pioneered the delivery of sustainable travel workshops for pupils undergoing the transition to secondary school in many other parts of Scotland.
- 3.1.2 The classroom engagement sessions were designed to take around 60 – 75 minutes to deliver via Microsoft Teams by a member of SYSTRA staff, supported by one teacher present in class. The level of interaction between SYSTRA staff and pupils varied according to the technical set up of the workshop, as in some classes pupils could not use cameras or microphones. In general, pupils were able to see and hear the member of SYSTRA staff delivering the workshop but interaction and feedback was facilitated by the teacher, either writing pupils feedback on the chat or turning on and off the computer microphone to let the pupils be heard.
- 3.1.3 To complete the travel planning workshop tasks, in some cases pupils were able to work individually on their tablets/Chromebooks, in other cases they were working together in groups of three or four.
- 3.1.4 Following the classroom session, the pupils were given a homework task based on a journey planning activity as experienced during the workshop.

#### 3.2 Introductory discussion

- 3.2.1 To commence the classroom workshops, staff began by introducing themselves and outlining the workshop programme to pupils. As well as making pupils aware of the content, this introduction gives staff a chance to ask questions and appreciate how much pupils already know about their journey options to their new school. It also helps make clear to pupils that active participation by pupils is desired.
- 3.2.2 The introduction was also an opportunity to encourage pupils to consider the broader issues around active and sustainable travel, e.g. financial costs and the broader impact transport choices can make on our environment. Topics such as the total cost of owning and using a car through to health and related social issues were presented in novel ways and the meaning of the word sustainable was also discussed.
- 3.2.3 During the introduction, staff also undertook a class hands-up survey to understand how pupils typically travel to school.
- 3.2.4 An example of one of the slides used in the introductory presentation is shown in Figure 1.

Figure 1. Introductory discussion presentation

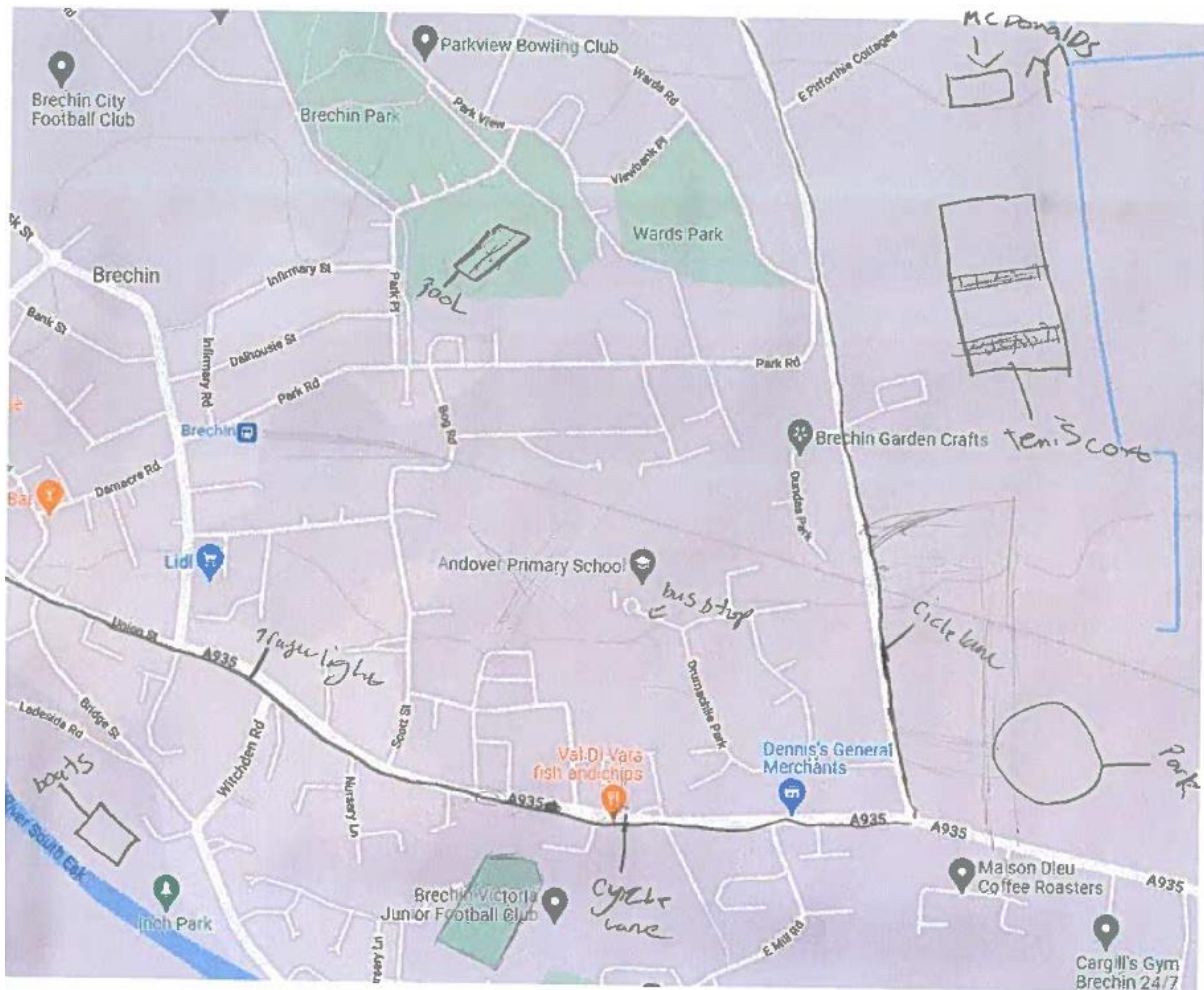


### 3.3 Barriers to sustainable travel

- 3.3.1 The introductory discussion is followed by a hands-on task where pupils are given a map of the area surrounding their current school and they are asked to suggest improvements to the local area to facilitate active travel to school, making it safer and more pleasant.
- 3.3.2 This activity was based on the Place Standard Tool methodology, which provides a simple framework to structure conversations about place. Through this straightforward and engaging activity, pupils were asked to think about the physical elements of a place as well as the social and environmental aspects. This creates a platform for discussion that allows pupils to touch on topics such as active travel, public transport, health and wellbeing, traffic, play and natural space.



**Figure 2. Example output from Place Standard Task**



### 3.4 Travel by bus

3.4.1 This workshop section included information around travelling safely on bus services. Information provided included:

- How to check the bus timetable
- Getting on and off the bus safely
- Information on the YoungScot card to validate bus tickets

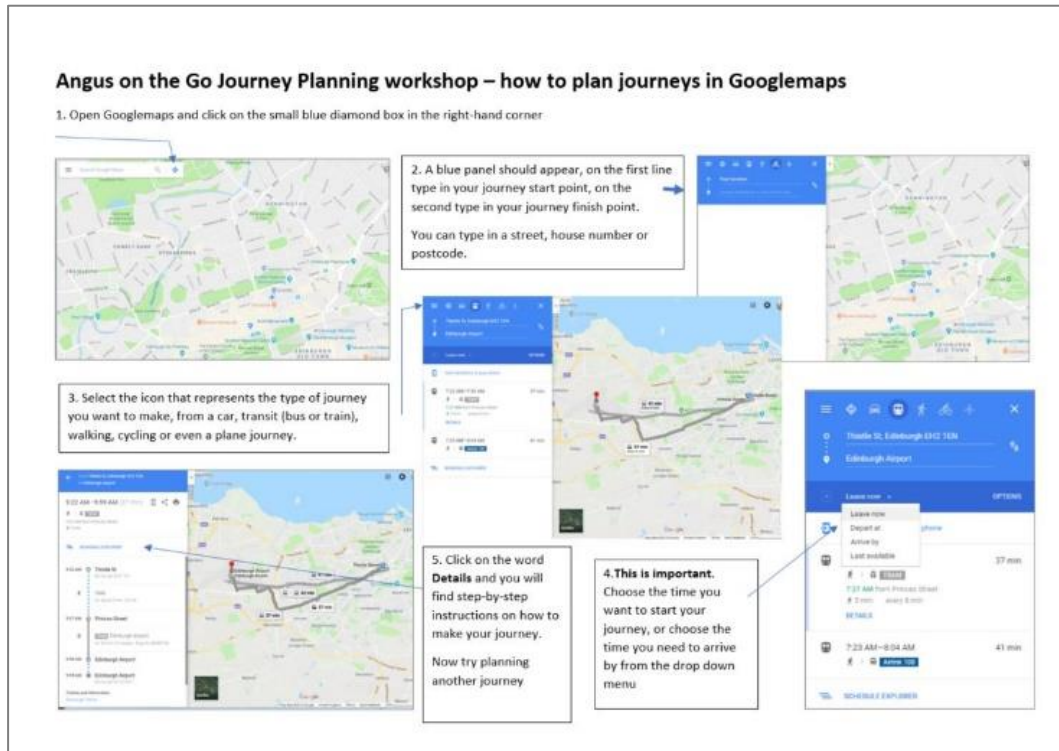
### 3.5 Journey Planning

3.5.1 In this activity, pupils were taken step-by-step through planning a journey to a local destination from their primary school using Google Maps' online journey planning software. Pupils followed a demonstration on the classroom smartboard with a variety of travel options including walking, cycling and public transport options.

3.5.2 Once pupils were satisfied with their travel options, other destinations were selected to demonstrate the flexibility of online journey planners.

- 3.5.3 This session was supported with a journey planning handout to give pupils instructions on how to carry out the process of planning a journey in Google Maps; designed to encourage them to complete sections of the sheet by planning their own journeys online.

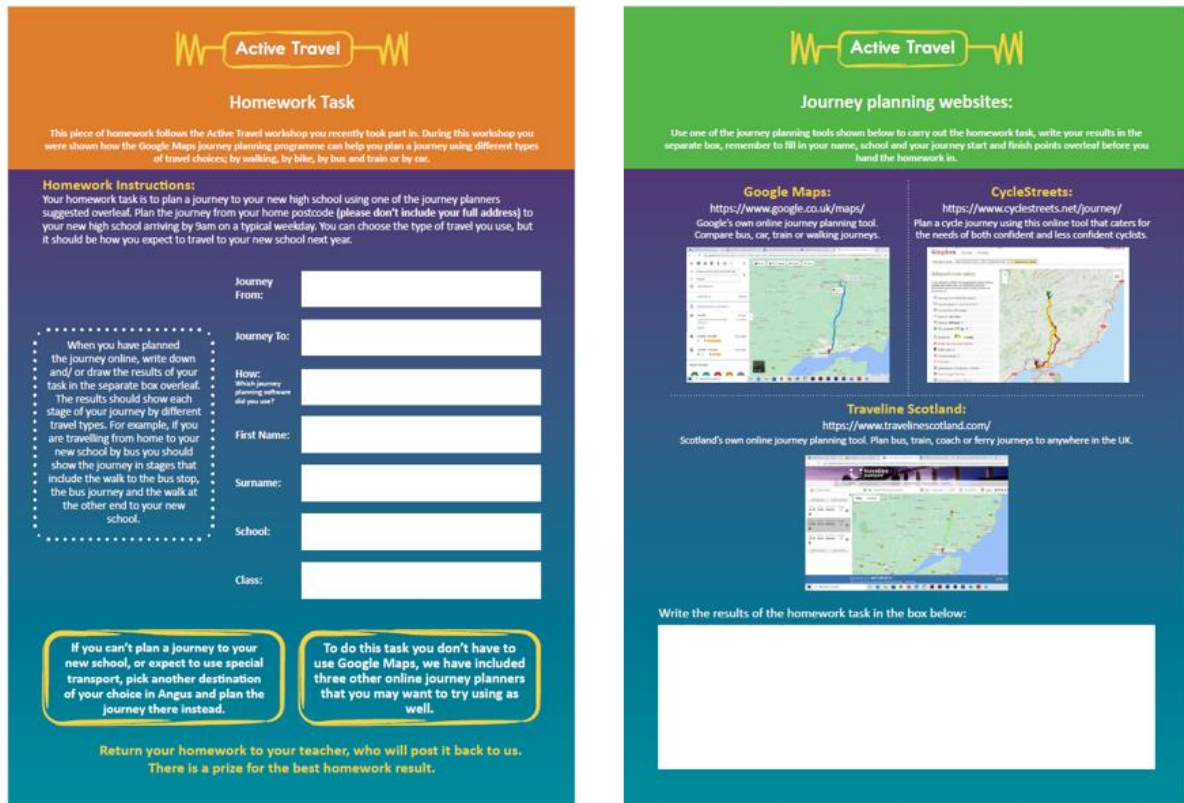
**Figure 3. Journey Planning Handout**



## 3.6 Summary and homework task

- 3.6.1 Following the classroom activities, all pupils were then set a homework task. In the homework task, pupils were asked to plan their journey to their new secondary school using one of the journey planners suggested. Pupils were to plan the journey from their home postcode to school on a typical weekday, choosing the type of travel they expected to use. Pupils were asked to write down the results of the task, showing each stage of their journey by different travel types. If pupils could not plan a journey to their new school, for example if they expected to use dedicated school transport, they were asked to pick another destination of their choice in Angus and plan the journey there instead.
- 3.6.2 Bespoke homework resource sheets were prepared by SYSTRA, setting out the homework task and providing pupils' families with information about the workshop programme
- 3.6.3 Along with homework and handouts for pupils, teaching staff were provided with a link to carry out a post-workshop survey once pupils returned the homework task.
- 3.6.4 Each session closed with a summary of the workshop's activities, with pupils given the opportunity to ask further questions. Pupils were also encouraged to demonstrate their knowledge of journey planning software to their friends and families.

Figure 4. Journey Planning Homework Task



### 3.7 Campaign delivery

3.7.1 The 2022/23 'Park Smarter' campaign targeted P7 pupils in the following five primary schools in Angus:

- Andover Primary School;
- Birkhill Primary School;
- Inverkeilor Primary School;
- Rosemount Primary School;
- Tannadice Primary School;

3.7.2 Newtyle and Airlie Primary School was also contacted to take part to the campaign, but did not respond despite several attempts from SYSTRA and the Council.

3.7.3 In December 2022, we held online initial discussions with the headteacher and/or depute headteacher in each school, to explain the campaign, provide example resources and discuss the expectations of collecting pre and post campaign monitoring data.

3.7.4 Following the discussions, we arranged a session with the teacher delivering the campaign in each school to check the technical set up for the workshops, to avoid the workshop being rescheduled or cancelled at the last minute due to technical issues. This was also an opportunity for the teacher to ask questions and provide feedback on the resources developed.

3.7.5 The virtual workshops were delivered between the end of January and February 2022 in all five participating schools.

### 3.8 Campaign engagement levels and outcomes

3.8.1 The delivery of the campaign within the schools has been successful. The programme engaged **109 pupils** in total as follows:

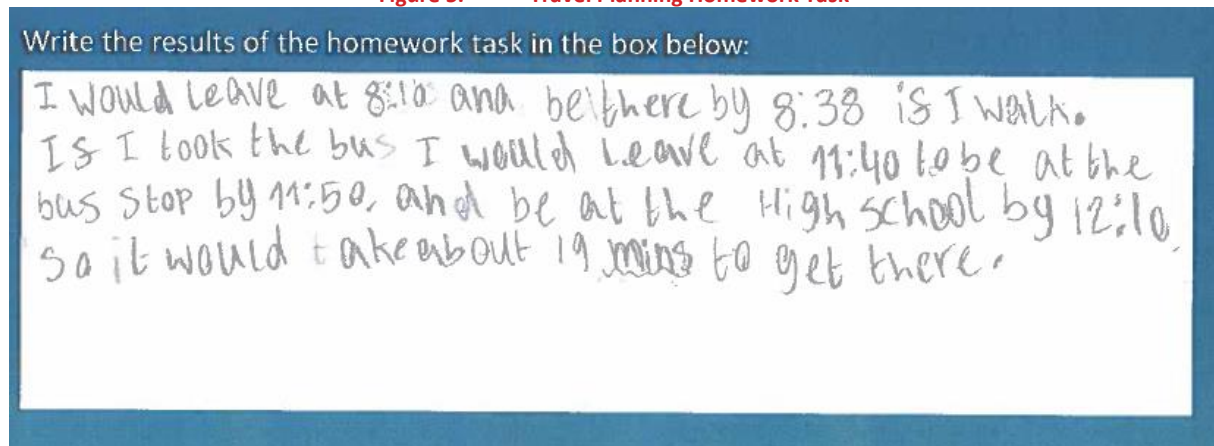
- Andover Primary School: 31 pupils;
- Birkhill Primary School: 25 pupils;
- Inverkeilor Primary School: 9 pupils;
- Rosemount Primary School: 26 pupils;
- Tannadice Primary School: 18 pupils.

3.8.2 The data on pupils' main mode of travel to school was gathered in advance of the presentation, while data on pupils' mode of travel to school and the effect of the campaign were collected after the presentation through an online survey.

### 3.9 Homework tasks results

3.9.1 Following the workshops, all pupils were then set one homework task where they were asked to plan a journey to their secondary school using a journey planning tool of choice. Andover PS, Birkhill PS and Inverkeilor PS returned the homework task. Some examples are provided in the figures below.

**Figure 5. Travel Planning Homework Task**



Write the results of the homework task in the box below:

I would leave my house at quarter past eight and arrive at twenty to nine at Blechin high school walking.

## 4. CAMPAIGN EVALUATION

### 4.1 Overview

4.1.1 The monitoring of the campaign consisted of three surveys:

- A teacher evaluation survey
- A pupils' pre-workshop survey, undertaken during the workshop
- A pupils' post-workshop survey, undertaken via an online survey

4.1.2 Each of the schools were provided with links to online monitoring surveys to complete as well as an electronic copy for the pupils' surveys, so they could be delivered as in-class hands up surveys if preferred.

4.1.3 The post-workshop survey was only completed by Andover PS, Birkhill PS and Inverkeilor PS. The schools were regularly sent reminders to complete the survey. Some schools mentioned lack of time to deliver the survey as a barrier.

### 4.2 Teachers Feedback

4.2.1 Overall, this year's feedback from staff to the workshops was positive. The teachers feedback surveys received 6 responses across 4 schools.

4.2.2 The workshop was considered on average good and informative, and raised awareness of the topics covered. It was also noted that the person delivering the workshop explained tasks clearly to pupils and made relevant points.

4.2.3 The following feedback was provided in terms of possible improvements to the campaign:

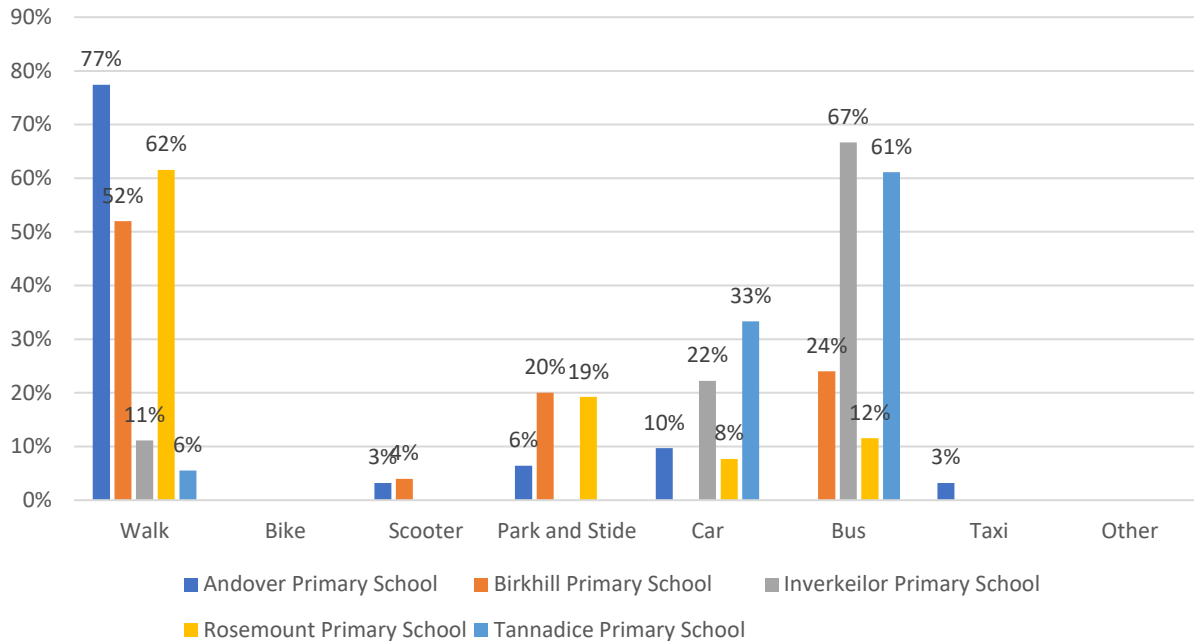
- Delivery methods: in person delivery is preferred. In the cases where the computer microphone couldn't be used during the workshop, the teacher had to spend a considerable amount of time to communicate with the person delivering the workshop rather than working with the pupils.
- Topics covered: the workshop could have been split in three parts (active travel, travelling by bus, journey planning) and be linked to three different homework activities. Some pupils are already very familiar with journey planning, so this topic was found less interesting/engaging.

- Homework task: an interactive online task would have been better received by the pupils.

## 4.3 Pupil travel mode to school

4.3.1 A total of 109 responses were collected during the workshop. Pupil mode of travel to school per school is shown in the figure below.

**Figure 6. Pre-workshop survey mode of travel to school**



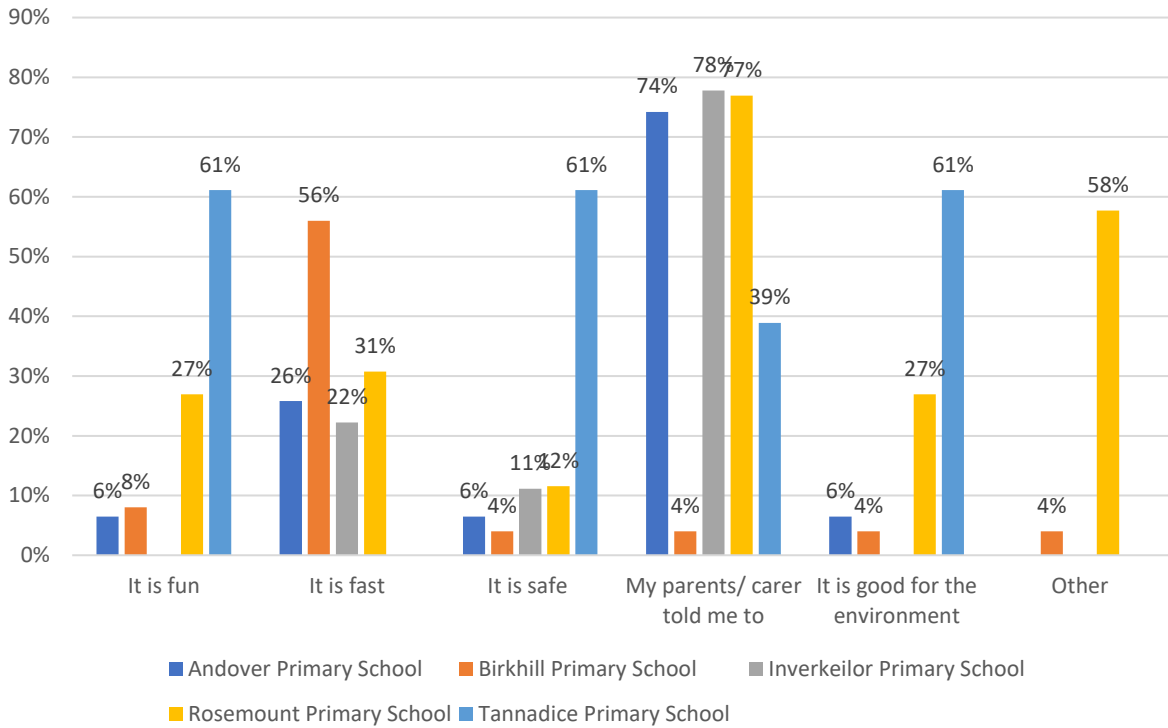
4.3.2 Walk is generally the most common travel to school option, with more than half of the pupils in three schools (Andover PS, Birkhill PS and Rosemount PS) usually walking to school. Where walking is not the most common option, this is travelling by bus (Inverkeilor PS and Tannadice PS).

4.3.3 The school with the highest proportion of pupils travelling by car is Tannadice PS (33%) followed by Inverkeilor (22%). In Birkhill PS and Rosemount PS, park&stride is also a popular option (20% and 19% respectively).

4.3.4 A limited number of pupils scoots to school, while none cycle.

4.3.5 During the workshop, pupils were also asked the reasons for using their chosen travel mode to school. The most popular response was because of parents or carers preference.

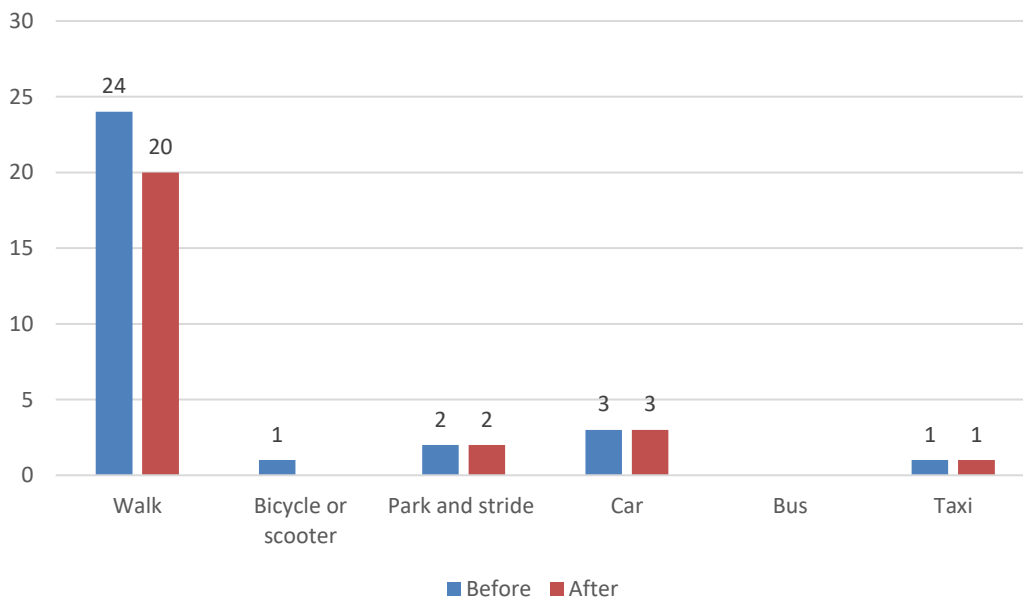
**Figure 7. Pupils' main reason for travel to school mode**



## 4.4 Post workshop survey

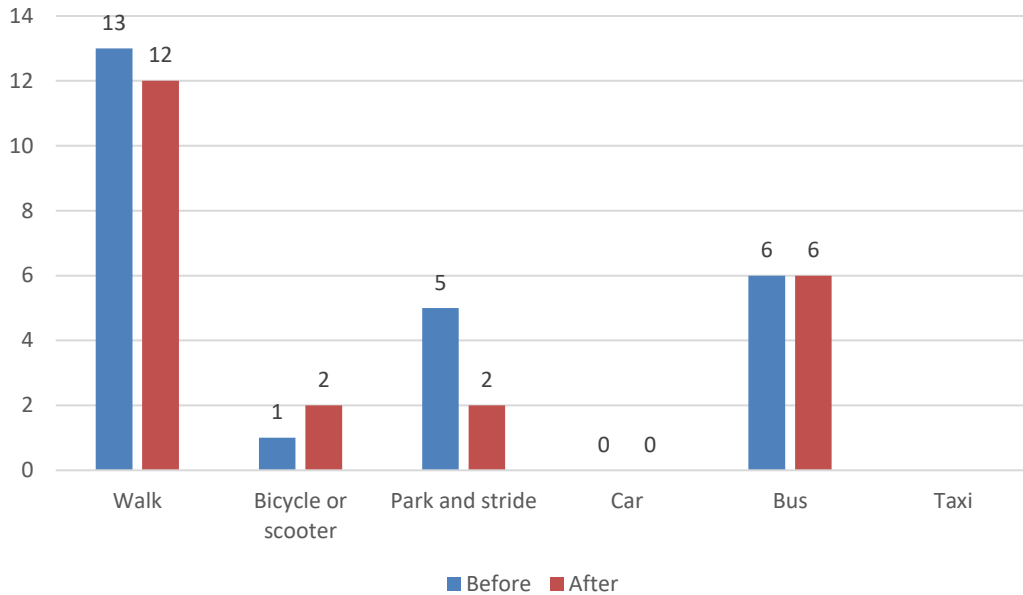
4.4.1 Only pupils from Andover PS, Birkhill PS and Inverkeilor PS responded to the post workshop survey. The change in mode of travel for these schools is shown in the graphs below.

**Figure 8. Andover Primary School Travel to School Results**



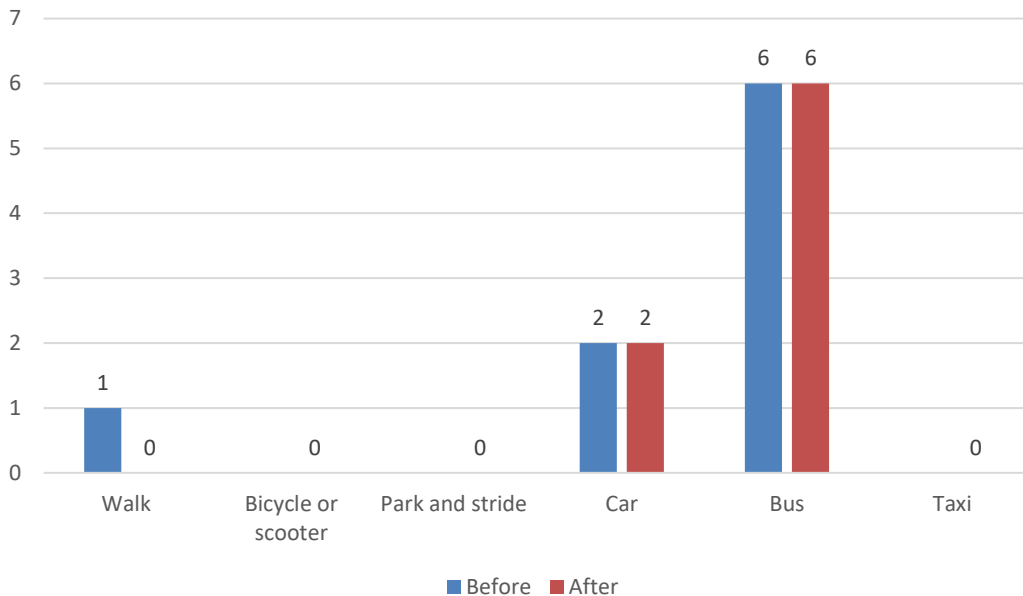
4.4.2 In Andover PS, travel to school remained largely unchanged. The higher number of pupils walking to school in the pre-workshop survey is due to more pupils responding to that survey.

**Figure 9. Birkhill Primary School Travel to School Results**



4.4.3 In Birkhill PS, travel to school remained largely unchanged. It should be noted that fewer pupils replied to the post-workshop travel survey.

**Figure 10. Inverkeilor Primary School Travel to School Results**



4.4.4 In Inverkeilor PS, travel to school remained largely unchanged. One less pupil replied to the post-workshop survey.



- 4.4.5 Of the pupils who responded to the post-workshop survey, 82% (n=47) stated that they remembered the Active Travel workshop. 12% (n=7) stated they don't know and only 5% (n=3) stated they could not remember the workshop.
- 4.4.6 71% (n=41) of pupils stated that they talked to their parents and carers about the workshop, and only the 29% (n=17) stated they did not.
- 4.4.7 69% (n=40) stated that now they know more about sustainable travel.
- 4.4.8 84% (n=49) can now use one of the online travel planning tools used during the workshop to plan a trip by bus, walking or cycling.

## 4.5 Prize Draw

- 4.5.1 To encourage the uptake of the activities suggested during the virtual workshop, participating classes were entered a prize draw to win £100 of book tokens. The prize was awarded to Andover Primary School, as they completed the homework task and returned local area maps created by the pupils during the workshop, in addition to completing the post-workshop monitoring survey.

## 4.6 Social Media Campaign

- 4.6.1 The Active Travel Workshop Campaign was promoted on the Get on the Go social media channels (Facebook, Twitter and Instagram) with two posts:
  - Post 1, 24<sup>th</sup> April 2023 – Post explaining the content of the workshop.
  - Post 2, 2<sup>nd</sup> May 2023 – Post announcing the school winning the prize for participating in the campaign.

## 5. SUMMARY

- 5.1.1 Based on the data presented in this report it can be considered that the 2022/23 'Active Travel Workshop' campaign was successful and met its objectives and desired outcomes. The campaign engaged **109 P7 pupils** and their families in five primary schools in Angus.
- 5.1.2 Based on the teacher responses received, in the majority of cases the workshop content was pitched at an appropriate level for the majority of pupils participating in the study. In some cases, teachers would have preferred content more in line with the pupils' skills, as it was felt topics were already well known by the pupils.
- 5.1.3 For this campaign, the workshop content was discussed and agreed with the headteacher rather than with the P7 teacher. It is suggested that for future campaigns the workshop content is discussed earlier with P7 teachers, in order to tailor it better to the skills and the needs of the class.
- 5.1.4 In some cases, the homework task was not felt to be sufficient engaging. For the next campaign it is suggested that an appropriate homework task format is discussed with the P7 teachers in advance. For example, one homework task for each topic could be suggested (active travel, bus travel and journey planning) for the teacher to choose according to the adherence to the class curriculum.
- 5.1.5 Although tasks and topics were communicated clearly, the virtual delivery method resulted in limited engagement between the person delivering the workshop and the pupils. It was felt that an in-person workshop would have been more engaging and effective.
- 5.1.6 The pupils post-workshop survey showed that the workshop was well received by pupils. They talked about it at home to parents and carers and are now more confident in using journey planning tools.
- 5.1.7 According to the travel to school data collected, the campaign has not had any major effect on pupils' current mode share to school, however the campaign has raised awareness on active travel and journey planning more widely, and it is hoped it will affect pupils travel behaviour during transition to secondary school.
- 5.1.8 Overall we consider that the Active Travel workshops have been successful. Earlier engagement with P7 teachers to tailor the content workshop and in-person delivery could improve further the campaign outcomes.

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