

Teens into Active Travel

07223

September 2008

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Research conducted by Synovate

Presentation structure

- Background and introduction
- Context: Young people and travelling in London
- Meaning of travel for young people
 - Building the frame of experience
 - The motivations in detail
 - Change in motivation related to age
- External influences
- Summary and implications
- Appendices
 - Observations relating to age
 - Perceptions of modes
 - Sample
 - Previous knowledge

Introduction

Background

- Young adults' participation in walking and cycling is amongst the lowest of any group according to data in the TfL Travel Report 2006
 - This presents a challenge to meeting the targets set out in the strategies for walking and cycling in London
- The key issue for TfL is that there are two known 'shift points' where walking and cycling activity drops off significantly
- These two points include
 - The transition between primary and secondary school
 - The 16-18 age bracket, where learning to drive, going to college and starting work all impact on travel choices
- Although previous research has identified broad themes around this topic (see appendix) there is a need to understand motivations, barriers and triggers in relation to active travel among young people in a greater level of detail
- Synovate was commissioned to conduct this research, and this presentation outlines the findings

Research objectives (1)

- To understand what young people want from transport
 - Tapping into the emotional as well as functional aspects, to understand where cycling / walking is failing to deliver and engage
- To understand what experience young people *get* from various transport modes and how this compares to what they *want*
 - Where is the gap? How can this be met and where could walking and cycling fit?
- What do walking, cycling and other modes of transport *mean* to the target?
 - i.e. what do they represent / symbolise and what effect does this have?
- To explore the roles of formal versus informal influences on young people's transport choices
 - E.g. parents & school as formal vs. peers, media and social context as informal

Research objectives (2)

- To assess the role that parents play in transport choices (from both child and parent perspectives)
 - Specifically, do parents influence their children, and if so how?
 - Is it explicit or implicit?
 - How this influence is exerted i.e. enforcement, advise etc?
 - How can we leverage / address this?
 - Do the messages communicated by parents conflict with other messages (e.g. from school, friends, media, TfL etc), and if so how can this be resolved?
- To understand the extent to which safety plays a role in transport choices, for both children and parents
 - With a specific focus on walking and cycling
- To explore from the respondents' point of view, where reverses in walking and cycling activity can be made, and not made, and why?
 - To examine what kinds of messages / activities would achieve these reversals
 - Why would such messages work / which ones would not & why?

Overview of method and sample*

- A combined methodology was employed involving paired friendship depths (depth interviews with two friends) and individual depths
- The research covered two key audiences:
 - Young people (20 paired depths)
 - Parents (6 individual depths)
- Young people were a mix of SEG/ age/ location/ gender
 - They were split on their attitudes to active travel, as well as whether they were learning to drive (if relevant)
- Parents were similarly split based on their children's characteristics

**Detailed breakdown can be found in the appendix*

**Context: Young
people and London**

Local neighbourhoods are key to forming attitudes and behaviours

- Physical boundaries in relation to travel expand over time

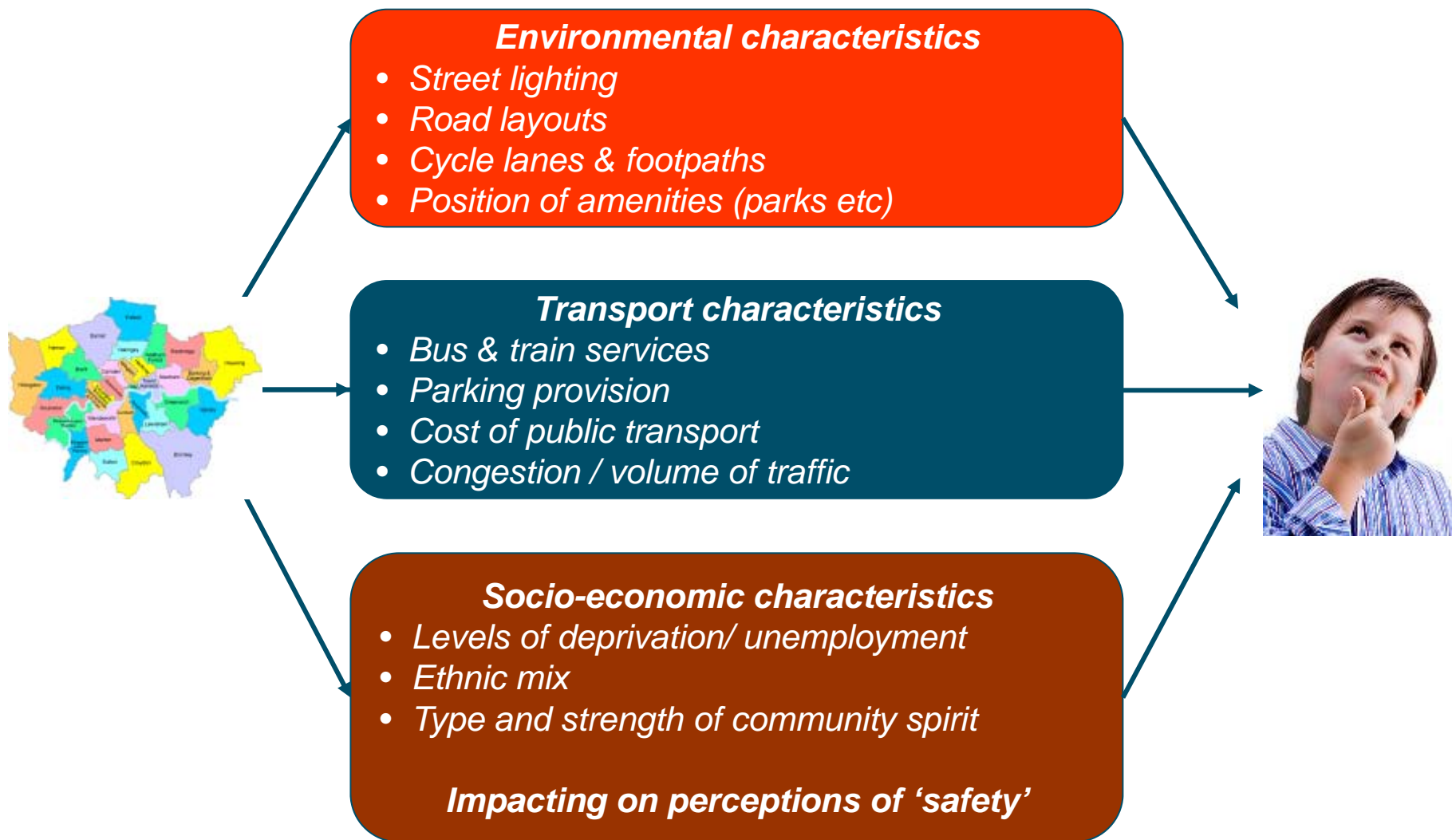


- So the local neighbourhood is a frame of reference for the rest of London



Young people often identify strongly with their local neighbourhood, and are affected by its characteristics in many ways (including their attitude to transport and travelling...)

A range of characteristics influence young people's (and their parents') travel choices



Travel habits change as youths grow up

Time



Younger Children

- Key places: school, local park / other activities, friends' houses
- Key modes:
 - Car
 - Accompanied walking (short distances)
 - Bike
- ***Walking and cycling important family bonding occasions***

Pre / early teens

- Key places: school, local park, local extra-curricular activities, social activities with friends
- Key modes:
 - Walking and cycling within local area
 - Bus for longer journeys in local area (after school, weekends/holidays)
 - Car travel for picking up/ dropping off
- ***The travel journey itself performs an important social function***
- ***Unaccompanied walking and cycling trips are a rite of passage***

Teens / young adults

- Key places: school, extra-curricular activities, jobs, socialising locally / central London
- Key modes:
 - Bus
 - Train and tube as needed
 - Learning to drive, getting rides with friends who can drive
- ***Travel becomes a means to an end***
- ***Walking a last resort***

Travel as leisure – differences by gender

- Girls:

- Leisure is often less physically-oriented at a younger age
- Image and physical appearance are key – a desire to be feminine
- Social connections are vital
- Parental influence often more starkly pronounced



- Walking and cycling for fun less common

- Boys:

- Physical activity can form the basis of fun / leisure (especially for younger youths)
- More socially acceptable for boys to continue with such pursuits for longer



- Walking and cycling for fun more common

The potential of greater eco-awareness

- Young people more aware of green issues than ever before



- As children grow up, eco-awareness drops lower on their agenda



- If capitalised on as children grow up, this presents a clear opportunity to encourage more active travel

- Pushed aside by other priorities
- Not nurtured or reinforced by parental / peer example

Whilst it is important to keep environmental issues on the agenda in relation to sustainable and active travel, they are unlikely to succeed as the main pillar of a campaign aimed at teens

The potential of greater eco-awareness

Opportunity

- Interviews revealed a higher level of awareness of environmental issues at a broad level
 - Often mentioned in relation to emissions from cars / buses etc
 - Clearly higher on educational agenda than ever before
 - Supported by 'green' messages in (children's) media



- If capitalised on as children grow up, this presents a clear opportunity to encourage more active travel

...**BUT**...

Barriers

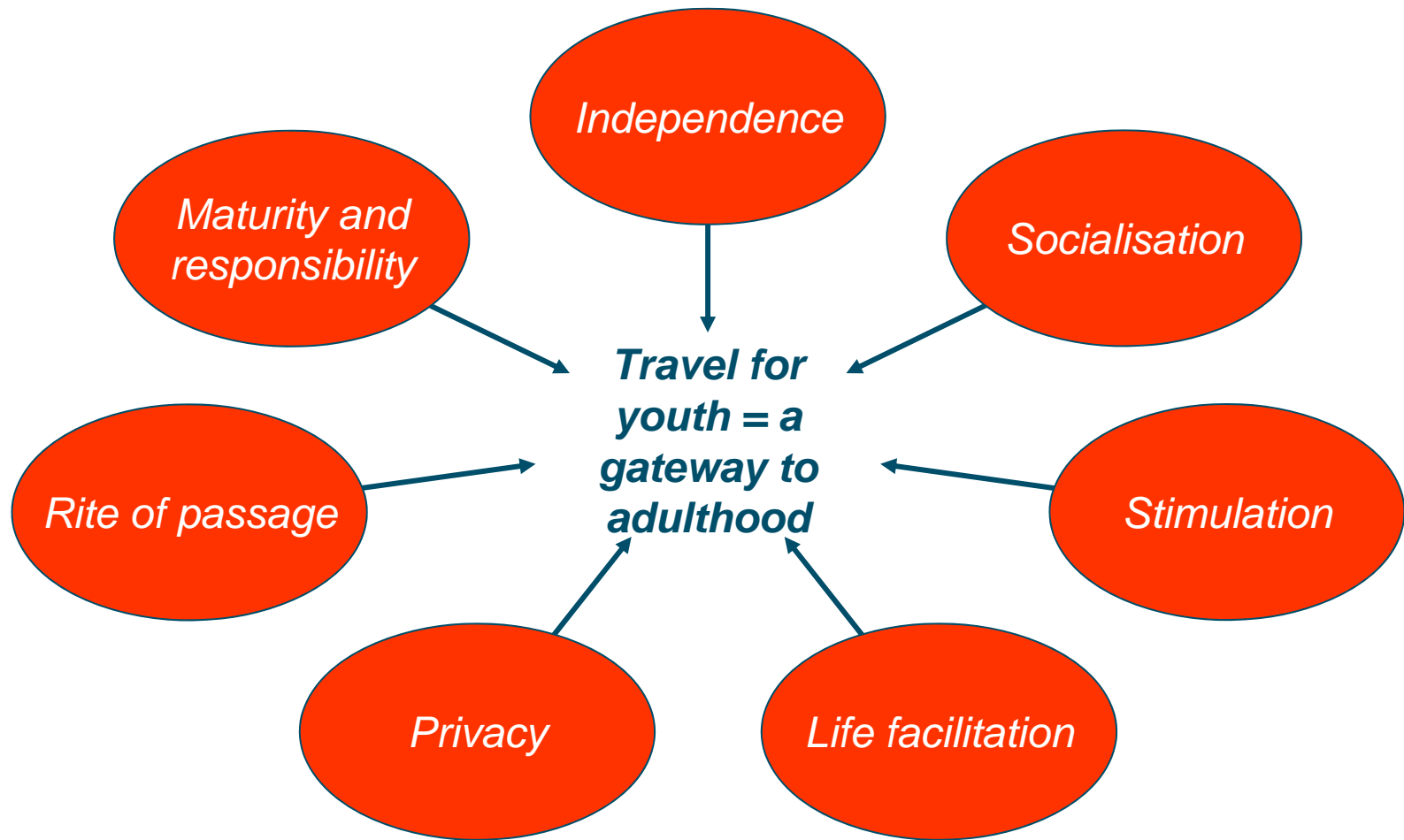
- Levels of understanding are relatively superficial
 - Younger children struggle to articulate the complexity of the issues
- As children grow up, the consequences (or sacrifices) of making 'green' travel choices become apparent, and their engagement with the issue is often not strong enough to overcome this
- Other factors begin to 'take over' in children's minds, which either push this issue to the back of mind, or directly conflict with it
 - The desire to fit in
 - The desire to get to where 'the action is'
- The behaviour and attitudes of parents can also suppress interest and engagement

Meaning of travel for young people

A note on our approach...

- A key objective of this research is to understand what people want from transport and travel
- This will allow us to explore the gap between this and what they get from walking and cycling
- In order to understand what they want, we have explored the range of emotional and rational motivations for travel and choosing modes of transport amongst young people
- These different motivations can potentially exist in any young person and their influence and impact can vary over time
- Walking and cycling will fit to a greater or lesser extent with these motivations, and so we can see how, with whom and when these modes manage or fail to deliver / engage
- The first step to exploring these motivations is to understand the fundamental meaning of travel to young people...

The fundamental meaning of travel for young people



What does travel *mean* in an emotional sense?

Life facilitator

- In the most basic sense, travel allows youths to carry out the various activities of their lives. Be it routine, regulated activities such as going to school or more fun exciting activities such as meeting with friends, extracurricular activities and engaging in other interests

Rite of passage

- Being allowed to travel in certain ways and places was viewed as a rite of passage for many- and important symbols of the growing up process – riding a bike for the first time, walking to the shop by oneself – by going through these rites of passage, youths develop a sense of pride and accomplishment in themselves.

Maturity and responsibility

- As youths become older, they are increasingly able to travel to more spaces and places which as children, they were restricted from. Being permitted to travel in this way provides a growing awareness of one's maturity and responsibility in the world

What does travel *mean* in an emotional sense?

Independence

- Being able to get themselves to the places they seek to go without the assistance (or interference) of parents gives a strong sense of freedom and independence

Socialisation

- Modes of travel for youth allow individuals to be socialised with their peers – allowing individuals to ‘keep up’ with their pack

Privacy

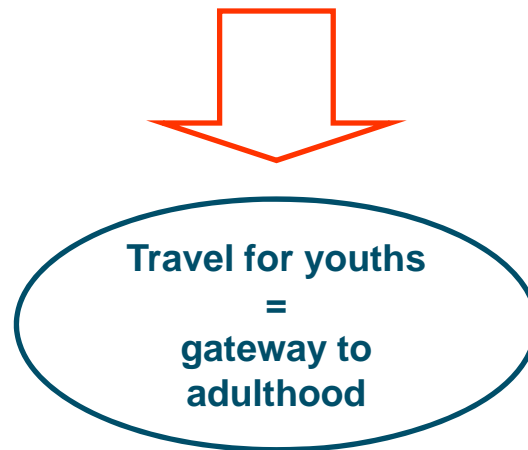
- Travelling from A to B provides a time for youths to be alone, free and unguarded by adults. It provides the privacy and opportunity for individuals to be their ‘own person’ without the typical rules that may dictate conversations and behaviour

Stimulation

- In particular for cycling, but also walking, travel provides youths with stimulation and feelings of excitement and satisfaction of exercise

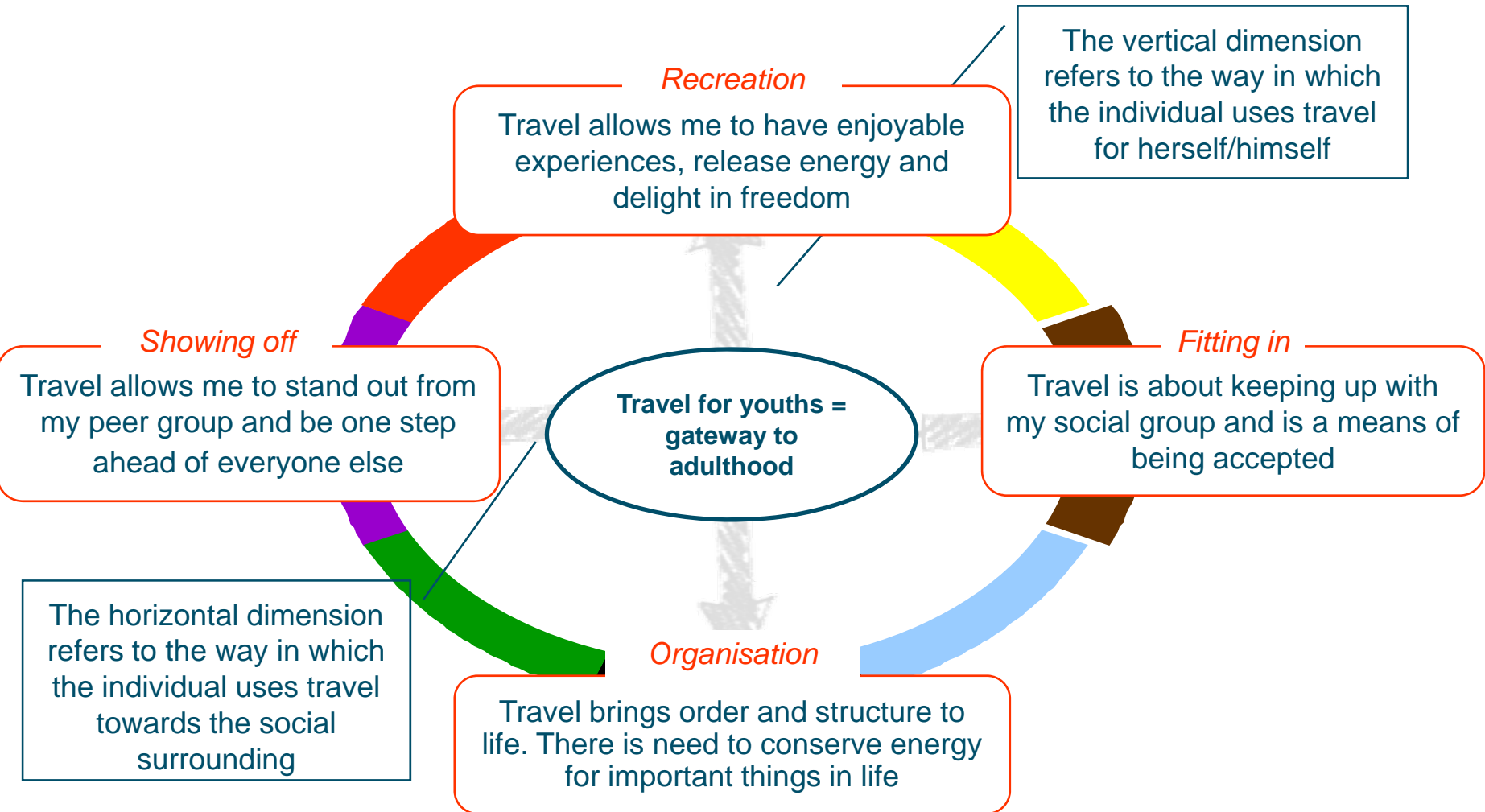
What does travel *mean* in an emotional sense?

- Travel for all individuals is essential for living – without it we could not undertake basic tasks or engage in interests within our lives.
- For youths, it acts as a key indicator of their transition into adulthood – with each year of their lives, the boundaries around their personal travel are decreased until they become completely independent.
- With this in mind, choice of travel mode to some extent forms part of shaping identity and becoming the adult that they want to be – it can indicate to others their ability to be independent from parents, fit in with others or to stand out and portray a certain image.
- Travel acts as a gateway, which ushers the individual into adulthood.



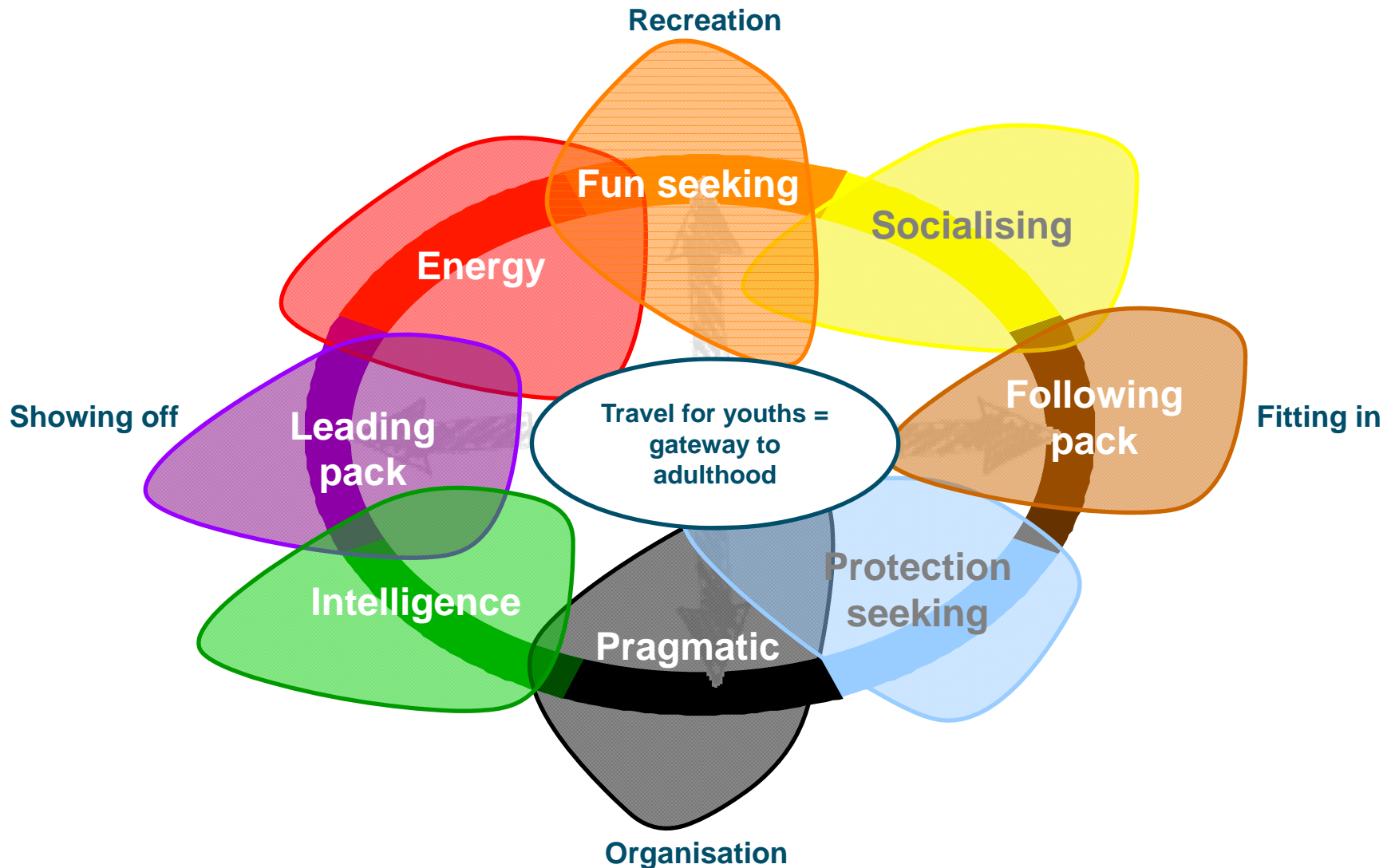
**Travel for young
people –
building the frame
of experience**

Dimensions of motivation to travel for youths



Travel for young people

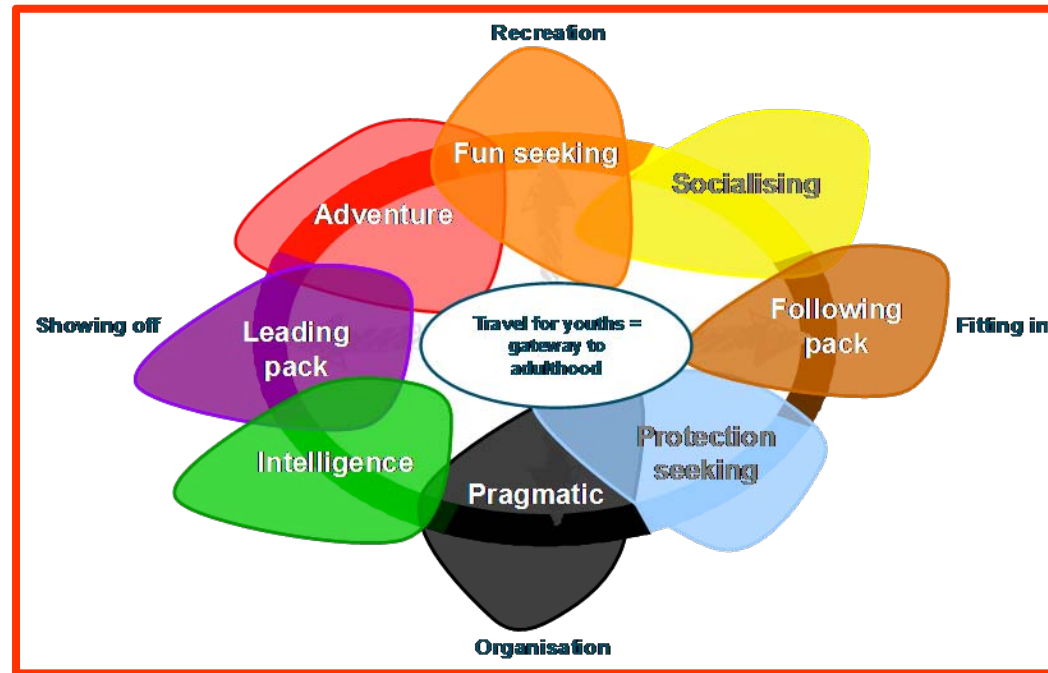
Frame of experience – key motivations identified



Travel for young people

Frame of experience – how will we use this?

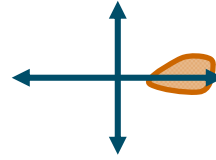
- These different motivations for travel form the framework for our understanding of young people's perceptions of cycling and walking
- We will explore these different motivations in more detail, including where different age groups fit
- We will then show how these different motivations view walking and cycling – where do walking and cycling 'fit' on this framework?
- This will allow us to understand the more deep set barriers to more active travel, and identify potential ways of encouraging this



The motivations in detail

Motivations

Pack following



Why

- Desire to simply 'fit in' and do as peer group is doing. Feel solidarity and belonging with others.
- Emotions sought: comfort, belonging, security
- Functionally modes are: dictated by peers and what is considered the 'norm', most likely to be the common form of the age group.

Who

- More common in younger individuals who are still defining their identity - and therefore draw heavily on the norms of their peers. Age typically 10 -13
- After 16 more likely to develop a desire to 'break away from the pack' and express themselves individually.

"We just like hanging out with our friends on the back of the bus." (Male, 15)

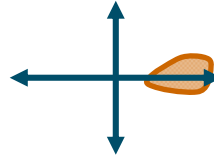
Modes

- Mode dictated by the 'norm' for the peer group or age group:
 - Younger ages: walking/cycling
 - Mid ages: buses
 - Older ages: buses, train, tube, cars

Hidden during presentation

Motivations

Pack following



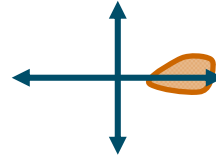
*"If the rest of my friends
are walking
to the
shopping centre,
I'll just go along
with them "*
(Female, 15)

Occasions

- Typically places that involve peers:
 - Going to and from school
 - Parks, shopping centres, community centres
- Or even travelling in solitary occasions, however, there still exists a desire to not 'step out' from the group and use a unique form of travel.

Walking and cycling

Pack following



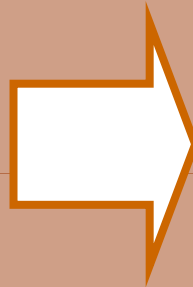
Barriers

Cycling

- The motivation to follow the pack is in itself a strong barrier to cycling. In many older age groups cycling was not considered an acceptable mode of transport for fitting in.
- For girls, the very fact that 'no one else cycles' was a strong barrier, with a very present fear of going against the norm.
- For some girls the look of cycling clothes is uncool.

Walking

- Similar for cycling – individuals are hesitant to walk unless it is viewed as the 'done thing' in their peer group.
- For (younger) boys, it was slightly less acceptable to walk favouring bikes.



Potential triggers

Cycling

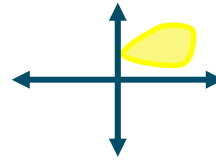
- Cycling should be presented as a group activity, which allows for social contact and being part of a 'club'.
- Encouraging children to join cycle clubs or to participate in larger scale cycling activities (i.e. 'cycle to school' days) can give a sense of belonging by cycling.

Walking

- Similarly to cycling - encouraging situations/ activities where groups are walk together can tap into this motivation

Motivations

Socialising



*"We like to get the bus because you can catch up and have a good chat"
(Female, 15)*

Why

- Desire to share experiences and bond with others, choice of mode facilitates this connection.
- Emotions sought: happy, uplifting, friendly, closeness
- Functionally modes are: inclusive – able to transport more than one individual (or are participated in together)

Who

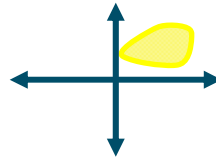
- Those who want to extend their socialising from play occasions to practical occasions. Could be experienced at any age, however, younger (10-15) female respondents were more predisposed.
- Travelling as an individual is more common-place among older youths (15+), even though socialising per se is crucial to all of the target

Modes

- Modes that can be used with others and allow for freedom of connection/discussion with peers – walking, train, bus
- For young people at secondary school age, the bus provides this experience – a 'kids' place where young people can be themselves

Motivations

Socialising



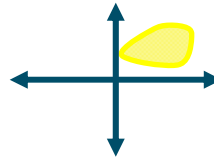
"We like to walk down to the park and just hang around and mess about"
(Male 15)

Occasions

- Travel places that involve peers:
 - Going to and from school
 - Going to the park with others
 - Going to shopping centres, cinema
- Travelling simply to be with others:
 - Going on a walk together

Walking and cycling

Socialising



Barriers

Cycling

- The practicalities of cycling do not lend to this motivation – it is difficult to connect with others when cycling.
- There is also a latent desire to do as others are doing – if peer group does not cycle it will not be considered.

“If you think about it, a bike only takes one person and that one person is cycling by themselves, it should be more social –if it was more done by groups of people and not just the odd person” – female, 16-18

Walking

- While younger (and particularly female) youths tend to experience this motivation, as they grow up and find other ways in which to socialise, the tendency to walk may decrease.

Potential triggers

Cycling

- Presenting cycling as an activity which is an inclusive and fun way to be with friends may appeal.
- Cycling encouraged as a group activity could appeal.

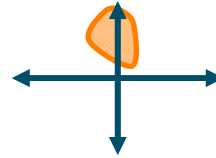
Walking

- Walking lends itself to this motivation – as it provides the desired freedom from adults, and the space to connect in depth with friends/peers
- Draw on the benefits of walking with others, escaping from adult figures into a world that is purely for building stronger friendships
- Limit risks associated with walking – such as poorly lit areas and promote idea of safety in numbers



Motivations

Fun seeking



Why

- Desire for an experience of enjoyment, being carefree and having fun. Individuals look to the mode of transport to provide this experience.
- Emotions sought: freedom, fun, happiness, joy, excitement, indulgence
- Functionally modes are: related to leisure, able to deliver an intense sensory experience – i.e. be fast and fun, intense but can be short lived and intense

Who

- Individuals who regard travel as 'play'
- Tended to be younger individuals (both boys and girls 10-11) perceiving travel as play – rather than functional. In contrast to boys - girls less likely to sustain this behaviour beyond 12.

Modes

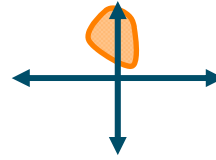
- Most closely related to cycling – as this provides the fun and stimulation required (often described as a 'buzz').



*"Its fun just to play on
our bikes
around our street "*
(Female, 12)

Motivations

Fun seeking



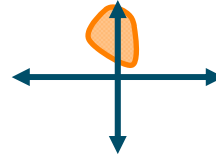
*“I like to find steep hills
and ride down them –
my friends sometimes
bring their skates too ”
(Male, 11)*

Occasions

- Occasions are related to leisure time and activities. Motivation is less related to practical experiences (such as travel to a destination).
 - Racing bikes on street
 - Cycling in parks over more extreme terrain (mountains, hills etc)
 - Cycling for exercise

Walking and cycling

Fun seeking



Barriers

Cycling

- Very few barriers at a motivational level – cyclists often displayed fun-seeking motivations
- Key barriers will be external, rather than motivational (ie parents)

Walking

- Walking lacks the exhilaration which is sought by this motivation. While some noted walking for purely 'fun' it was rare



Potential triggers

Cycling

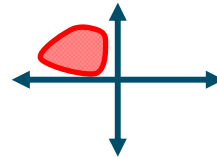
- Focusing on the fun and excitement of cycling
- Messages which focus on 'losing yourself' in the moment

Walking

- Positioning walking as a purely enjoyable way to travel may tap into this motivation
 - Drawing on aspects of walking that are desirable – nature, fresh air, sunny weather, indulging in life

Motivations

Energy



Why

- Desire for an active/energetic experience – mode of travel in itself is sought to provide this experience.
- Emotions sought: Uplifting, exciting, challenging to the senses.
- Functionally modes are: Easily accessible, able to be used for exploring i.e. can cover larger distances at faster speeds, provide stimulation (a rush or charge physically) to the individual.

Who

- Confident, active and independent individuals
- Primarily younger teens (12-14)
- Some boys may sustain this motivation longer (up to 16)

Modes

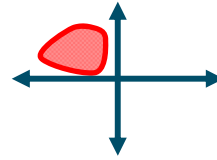
- Cycling provides the required speed and exhilaration and also allows individuals to cover greater distances (to further their exploring/discovering occasions).



“Cycling gives me a buzz- I’ll do it in my spare time and also to school when I can” (Male)

Motivations

Energy



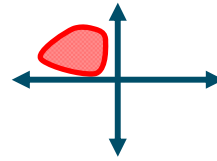
*"I'm quite an active person
and do lots of sport,
so cycling suits my
lifestyle"*
(Male, 15)

Occasions

- Occasions may include travelling for a purpose – but wanting an extra charge from the journey.
 - Riding a bike to school, extra-curricular activities, friends' houses
 - Running to the shop
- Or may be related to simply enjoying the experience of travelling:
 - Going for a long bike ride
 - Exploring new neighbourhoods/areas
 - Cycling/running for exercise
- Can be a solitary or group experience (common for groups of boys)

Walking and cycling

Energy



Barriers

Cycling

- Cycling is aligned well to this motivation. However, more rational barriers may exist for those who experience this motivation
 - Parental hesitance to allow cycling long distances
 - Roads being perceived as too busy/unsafe

Walking

- While walking is seen as an 'energiser' for some older youths, it tends to lack the excitement and charge required by this motivation



Potential triggers

Cycling

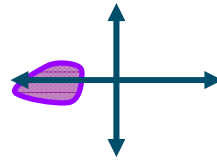
- Draw on active, exciting, adventurous aspects to appeal to this motivation
- Provide areas where people are able to travel freely in this way – heightening the excitement of the experience

Walking

- Walking must be presented as an energising and revitalising way to travel
- Play on independence and potential for adventure

Motivations

Pack leading



Why

- Desire to show off to others and be ahead of the crowd
- Emotions sought: coolness, superiority, importance
- Functionally modes are:
 - Noticeably 'better' than others - fastest, most comfortable
 - Showy – best new bike, new car (or being the only one to have a car)

Who

- For younger individuals (esp. boys) could be cycling with the newest bike to show off or showing off superior riding ability (up to about 14)
- For older individuals (17+), driving and owning a car are the ultimate ways to lead the pack.

Modes

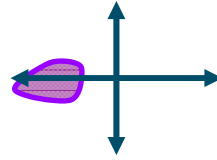
- Modes that symbolise advanced maturity in comparison to peer group – car or potentially a bike (only for males).
- Taking the bus or train to places further from home may also fit here- some may 'show off' about this privilege



"I wouldn't want to be seen cycling- it just doesn't look good and looking good is important"
(Female, 17)

Motivations

Pack leading



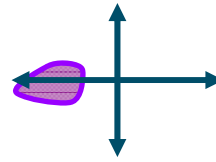
*“As soon as I was 16 I was allowed to get the night bus home on my own, even though some of my friends weren’t”
(Male, 17)*

Occasions

- Reaching major milestones before peer group:
 - Going for driving lessons early
 - Owning a car
 - Being allowed to go to new places/places further away
- Ownership of an advanced mode may also be a way to show off:
 - Having a new (and advanced) bike
 - Having a new car

Barriers and triggers

Pack leading



Barriers

Cycling

- For older youths, cycling may be viewed as 'for kids' and something from the past.
- These individuals want to stand out in a way that creates envy in peers, if cycling is not perceived as 'cool' and 'elite' it will not be considered.

Walking

- Walking provides little or no 'show-off' or 'cool' value in itself
- Can be seen as even less 'cool' if actively promoted by schools



Potential triggers

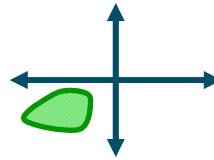
Cycling

- Role models for cycling to give it a 'cool' or 'elite image' may raise appeal (i.e. drawing on celebrity culture / recent Olympic success)
- Availability of cycles (and potentially cycling clothes) that are viewed as 'fashionable' or advanced may make a difference too

Walking

- Difficult to position walking to this motivation – possibly again could draw on celebrity culture and work to position walking as 'elite' but likely to be difficult

Motivations Intelligence



Why

- Desire to demonstrate unique knowledge and skill by choice of mode
- Emotions sought: achievement, smugness, satisfaction in smart choice
- Functionally modes are: perceived as superior and uniquely suited to the individual – i.e. provide superior safety, efficiency or are better for the environment

Who

- Experienced as individuals use modes for the first time – for younger, learning to cycle, or older, learning to drive
- More common in older youths (16+), who use travel choices as a way to distinguish themselves as intelligent individuals making smart choices

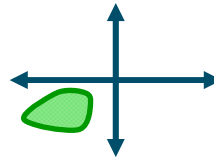
Modes

- Different to the norm – e.g. something other than a car when this is the norm
- Mode choice can be based upon what is the best or most efficient route, and therefore can apply to a wide range of modes depending on the context



*"I just don't see the point
in getting the bus
anymore
the train is far quicker."
(Male, 18)*

Motivations Intelligence



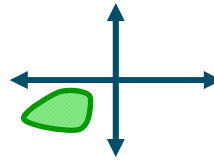
*“Getting to work can actually be quicker if I use my bike. I don’t see the point of sitting in traffic with everyone else”
(Male, 17)*

Occasions

- When learning to use a new mode
 - Learning to drive or cycle
- Using the ‘best’ most efficient route
 - Knowing and using the back streets
 - Using journey planners for the best combinations of transport
- Being ‘green’ using a route that is the most intelligent for the planet
 - Cycling or walking when other modes could be used

Barriers and triggers

Intelligence



Barriers

Cycling

- May be perceived as slow, lacking in comfort, hassle can lead to perceptions that cycling is an 'inferior' choice

Walking

- Similar to cycling, walking may be perceived as an inferior choice, slow and lacking in interest



Potential triggers

Cycling

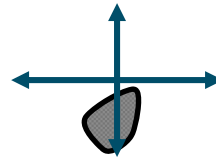
- Present cycling as the intelligent choice:
 - Faster option
 - Less expensive option
 - Unique/clever option
 - Intelligent for the environment

Walking

- Demonstrate how it is an intelligent choice:
 - Being less hassle/ easier/ quicker than other modes
 - Demonstrating it is better for the individual (in terms of exercise) or better for the environment than other modes

Motivations

Pragmatic



Why

- A controlled, routine experience is desired. Little is expected from the mode of transport other than simply getting from A to B. The style and image of the mode is less important.
- Emotions sought: control, detachment, uninvolved
- Functionally modes are: practical, efficient, basic – does the job

Who

- These tend to be older (16-18), they have grown past the stage of being excited by being 'able' to travel and their interests are focused on other things. Travel has become a facilitator of their life and nothing more.
- Often have jobs and other commitments – life has become more adult.

Modes

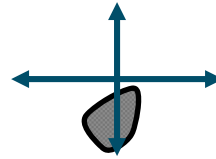
- Modes which are *perceived* as the fastest, easiest way to the destination. Often...
 - Tube, car (as driver or passenger), train, potentially bus.



"I just want to get to college as quickly and directly as possible in the morning"
(Male, 17)

Motivations

Pragmatic



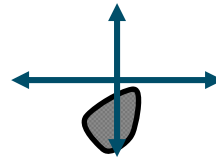
*"I don't really have time
to waste as
I'm very busy going
from college to my job
and back home. So I get
the Tube "*
(Female, 18)

Occasions

- Routine trips
 - School
 - University
 - Part time work
 - Other appointments

Barriers and triggers

Pragmatic



Barriers

Cycling

- The strong sense of practicality imbued in this motivation acts as a barrier. Using automated transport is easier, faster, more reliable and more comfortable (e.g. weather)
- Dislike having to manage extra equipment for bike – helmet, protective clothing

Walking

- The pace of walking acts as a barrier for this motivation – if there is a fast (less effort involved) method of getting from A to B it will be preferred



Potential triggers

Cycling

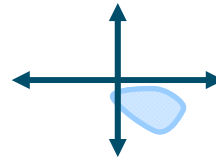
- It is important to transform perceptions of cycling from a device for play into a mode of transport.
- Sponsoring activities that incorporate both travel and play aspects may assist in making this transformation of perception (E.g. cycling events)
- Cycling should be portrayed as the 'practical solution', the most efficient, safest way to get from A to B – when this is true
- Purpose built lanes for cycling, which allow for faster travel than other modes (bus, train, tube) may appeal to this motivation

Walking

- Similar to cycling, walking must be portrayed as the practical choice
- Informing on new walking routes to make journeys quicker, easier and more efficient than other modes may appeal

Motivations

Protection seeking



Why

- Desire to arrive at destinations in the safest, least complicated and straightforward way. Choice of travel will ensure that these needs are met.
- Emotions sought: safety, comfort, reassurance
- Functionally modes are: secure, low risk, comfortable and offer protection.

Who

- Older people have this motivation as they tend to be more self aware and are beginning to become 'set in their ways' (can also be reinforced by parents' attitudes to travel)

Modes

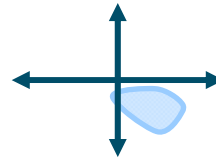
- Preference for modes that offer optimal personal safety, comfort and familiarity – cars, trains, tube, bus.
- Cycling and walking are less relevant here – as the individual is quite exposed to potential dangers (traffic, personal threat etc)



"I don't like getting the bus too late as it goes through an unsafe area to get to my house"
(Male, 16)

Motivations

Protection seeking



*“The high street is really busy
and there’s no real
cycle lanes so I wouldn’t
want to cycle down there
”*

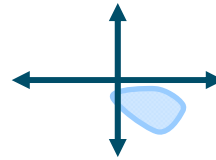
(Female, 16)

Occasions

- Manifests itself in many at particular times or occasions which might be considered risky
 - Late at night
 - In busy stressful environments
 - Areas known to be unsafe or unfamiliar places (e.g. first trips into central London)
- Or could be present in everyday occasions, in individuals who are more aware of need for safety.

Barriers and triggers

Protection seeking



Barriers

Cycling

- Safety concerns are the key barrier here – both in terms of traffic on the road but also people (stealing bikes, muggings)
- Cycling may also be viewed as uncomfortable and unfamiliar
- Nervousness around being caught cycling in illegal spaces (on pavement)
- Fears sometimes strengthened by those of parents

Walking

- Main barrier is related to safety – typically from other people and unknown areas (particularly for females)
- For some younger children, there was also a fear of losing the way and becoming lost in an unfamiliar area



Potential triggers

Cycling

- Inform about Police security/protection for cyclists
- Promote the fact that cycling can be safer than walking (can get through 'dodgy' areas faster)
- Educate drivers about using the roads with cyclists
- Provide protected lanes/ places for bikes
- Extend pavements to allow for cyclists

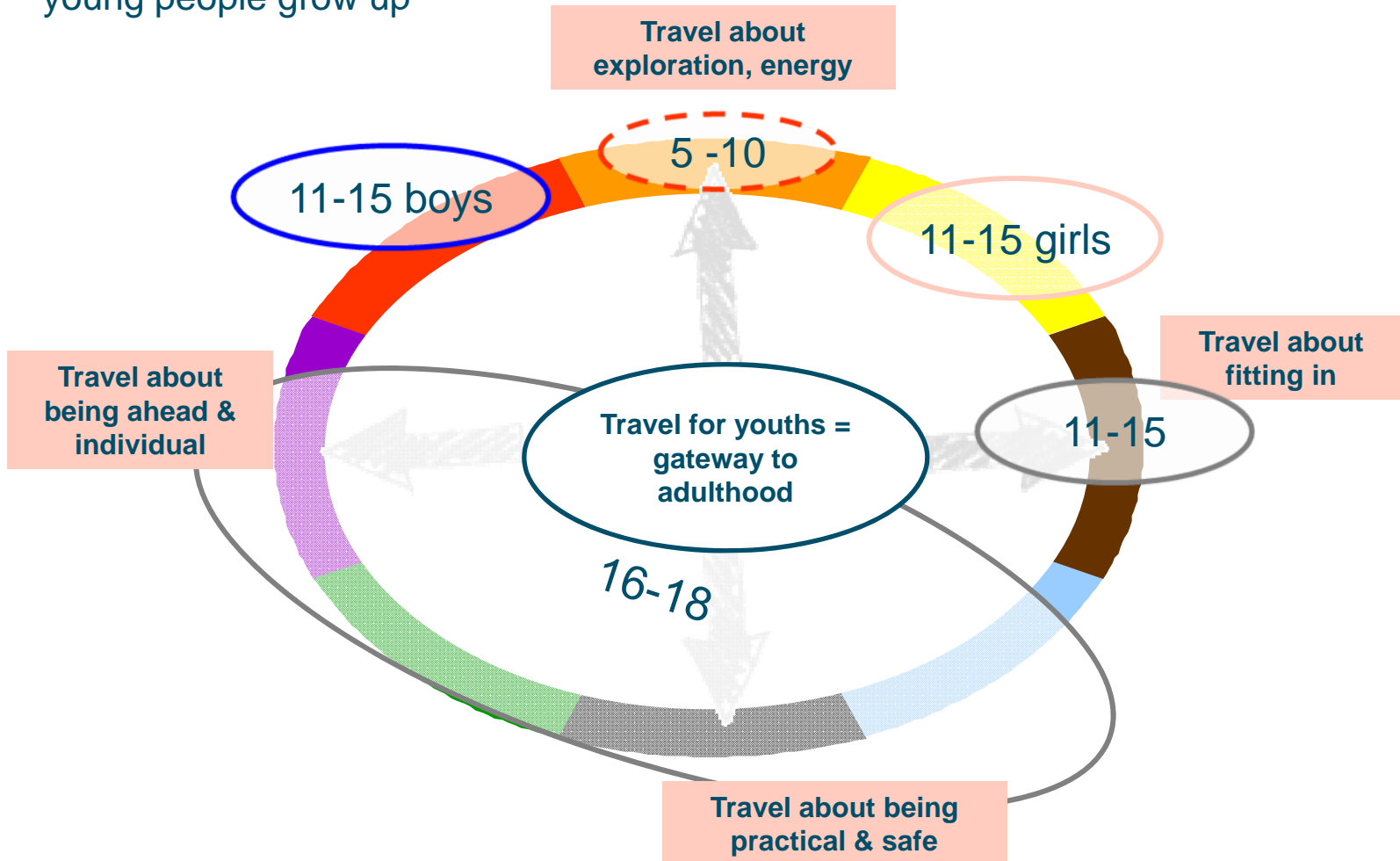
Walking

- Similar to cycling – improvement in general neighbourhood safety is important
- Ensuring there is a protective presence (either from police or neighbourhood groups) may also assist

**Change in
motivation related
to age**

Age and motivations for travel – overview

- We can broadly map age groups onto the travel motivational framework in order to demonstrate how motivations (and subsequently attitudes and behaviour) shift as young people grow up

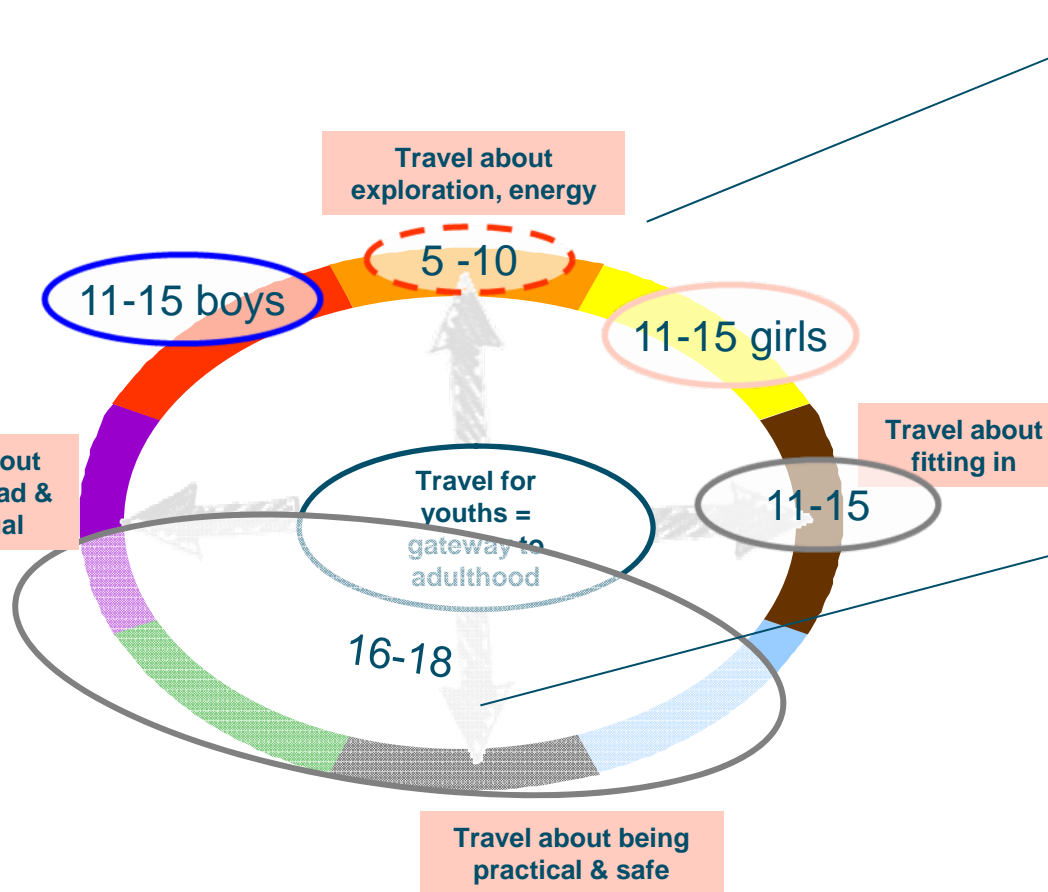


Age and motivations for travel – detail

- Changes in motivations towards travel were impacted by the age of respondent.
- As young people become older they tended to progress around the frame - in an anti clockwise direction from the 'Following pack' motivation around to the need to be 'Pack leading' or 'Achieving' or to be 'Pragmatic' or 'Protection seeking'.
 - The activities engaged in at the various age points also impact this change - they will move from school children who devote most of their spare time to leisure and play with their friends to young adults who have personal commitments and responsibilities e.g. jobs, college, chores
 - Travel moves from an exciting transition to adulthood into a functional device that is essential for running life.
- Preferences in travel and choice of mode also shift to match these changing motivations:
 - At younger ages fun or the opportunity to engage with others rules travel choices,
 - At older ages, practicality, efficiency and speed become key.
- Travel, as individuals age, becomes less about the journey and more about the destination.

Age and motivations for travel – shift points

- Motivational change occurs at two key shift points:



Shift point: primary to secondary

- Pure fun and exploration gives way to greater peer influence and desire to fit in while beginning to feel 'grown up' for the first time
- Also a greater focus on the adventurous, physical 'high' for some (esp. boys)

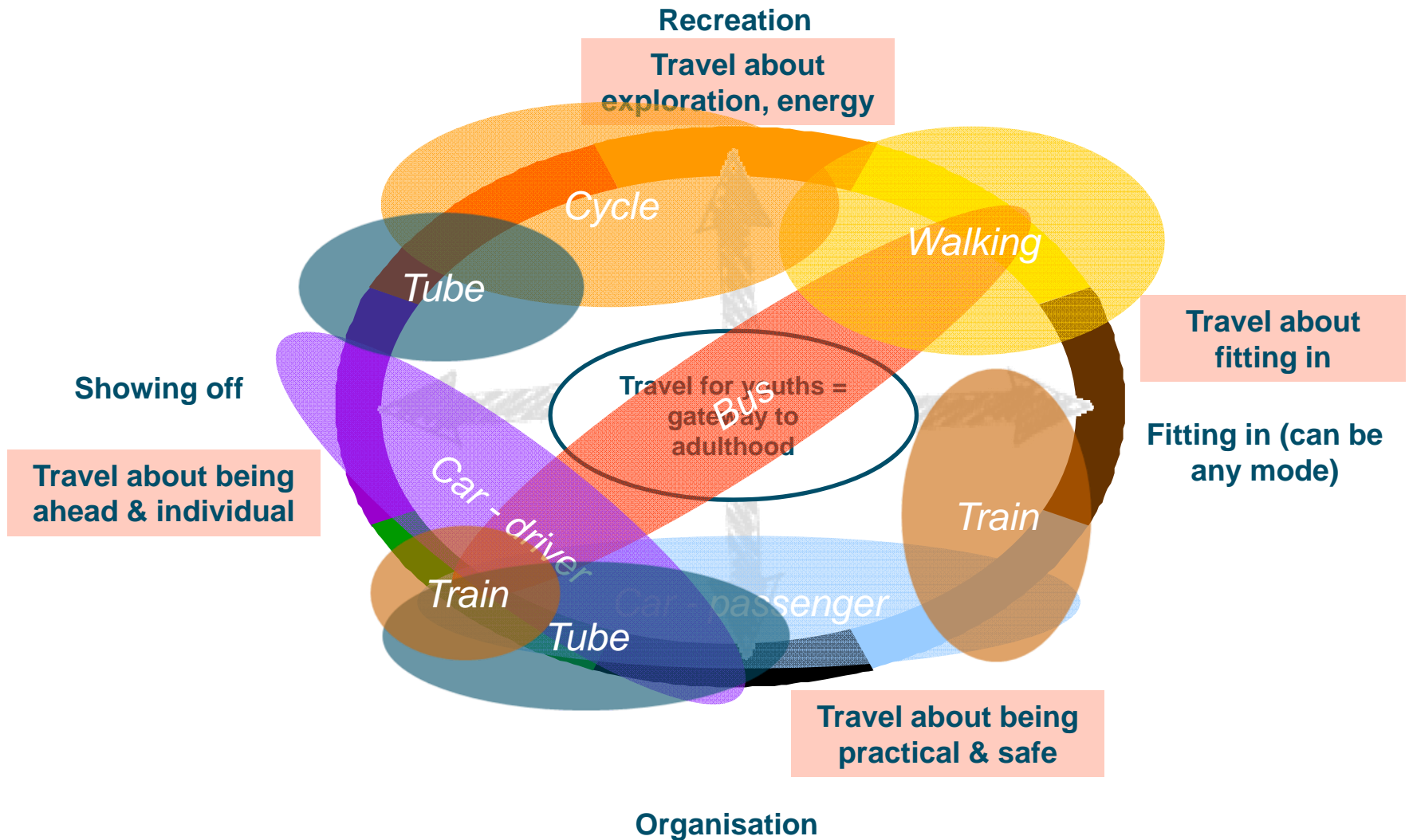
Shift point: 16-18 transition

- Fitting in becomes less important than the need to express oneself as an individual
- Travel becomes less fun in itself and more a means to an end (practicalities are key)

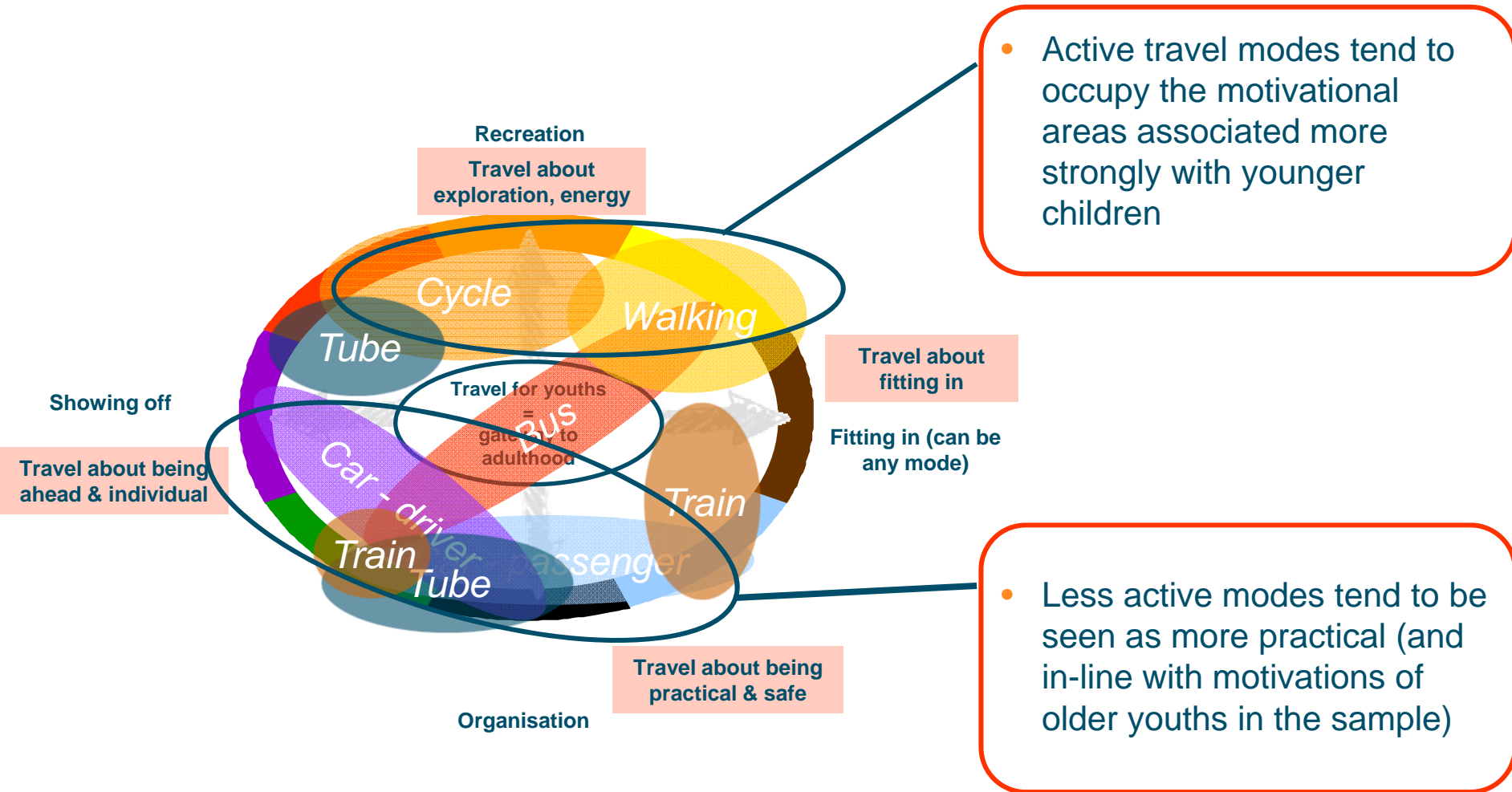
Gender differences

- Gender differences were most pronounced within the younger (12-15) age group
 - Both boys and girls were motivated by 'pack following'
 - However, girls described a stronger 'socialising' component. Modal choices were therefore made with a view to developing and strengthening bonds with others more often
 - For boys, there was more tendency to want 'Energy'. They do feel the need to follow the pack, but in a way that provides them with exhilaration and excitement
- In the older age band both boys and girls demonstrated a similar desire to show off 'intelligence' and individuality through their modal choices
- Also, the desire to be 'Pragmatic' and make decisions that are practical and achieve the desired aim (i.e. getting from A to B with limited hassle) was similarly expressed for boys and girls at older ages

Modes and motivations



Modes and motivations



Ideal world for walking & cycling

12-13 year olds

General:

- Less litter (walking)
- No dark spaces
- Country feel (more grass, trees)
- More direction (maps, signs)

Girls:

- Less cars/ traffic
- No 'bad people'
- Everyone is cycling/walking
- Nice things to look at

Boys:

- Super fast
- Technologically advanced (cycling is 'jet powered')
- Separate pavements for walking and cycling
- Dedicated parks with cycle tracks



Boys



Girls

For younger age groups the ideal world for cycling and walking builds on the present experience

Boys and girls describe different experiences

Ideal world for walking & cycling

14-15 year olds

General:

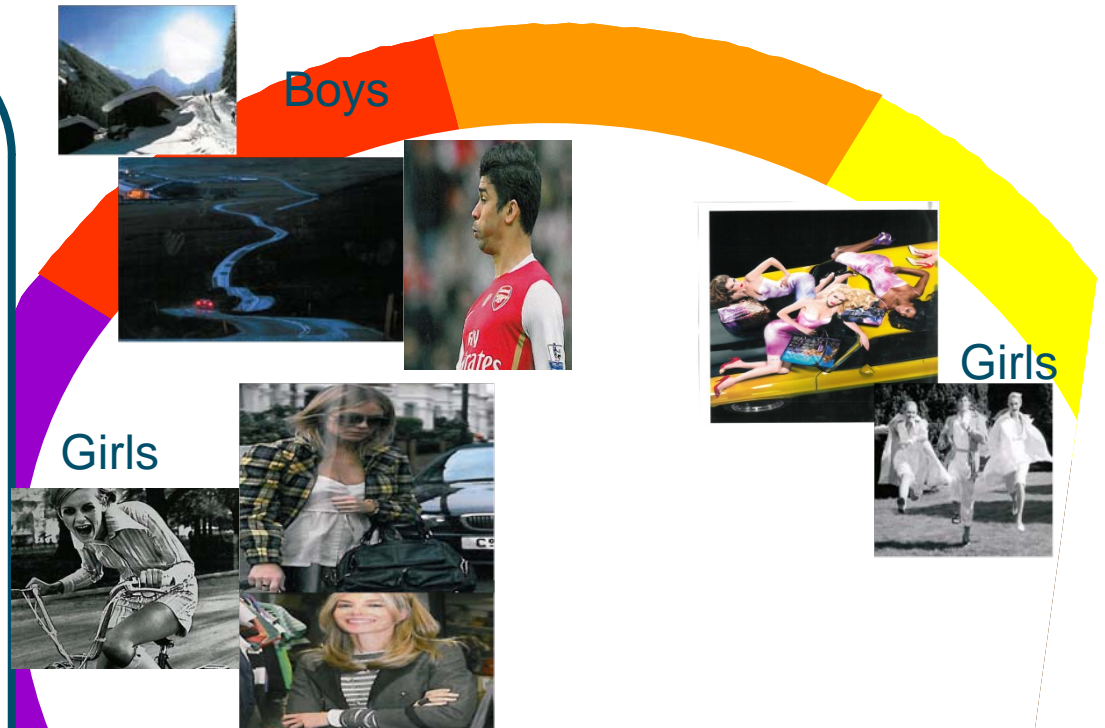
- Pollution free
- Less cars/traffic

Girls:

- Cycling more fashionable
- (At school) places to 'fix yourself up' after walking/ cycling
- Protective pathways
- Clean, no dirt/sweat

Boys:

- Fast, fun – special 'fast shoes'
- Music on streets
- Smooth streets (no bumps)
- Ramps to add fun to the experience
- Affordable (yet cool) bikes



With age comes a desire for an experience that is more for 'me'
Boys and girls describe different experiences

Ideal world for walking & cycling

16-18 year olds

Seeking a more 'practical' experience

There were no clear distinctions based on gender here

General:

- No litter
- More lighting
- Security cameras
- Safer, less cars/traffic
 - Similarity in perceptions across girls and boys

Girls:

- Greener areas, more space
- Brighter – more light
- Role models (celebrities walking/cycling)
- More even ground (cycling)

Boys:

- New/different cycling routes
- Better ways to arrive via cycle
- Change in attitude of drivers (more respect for cyclists)

Boys

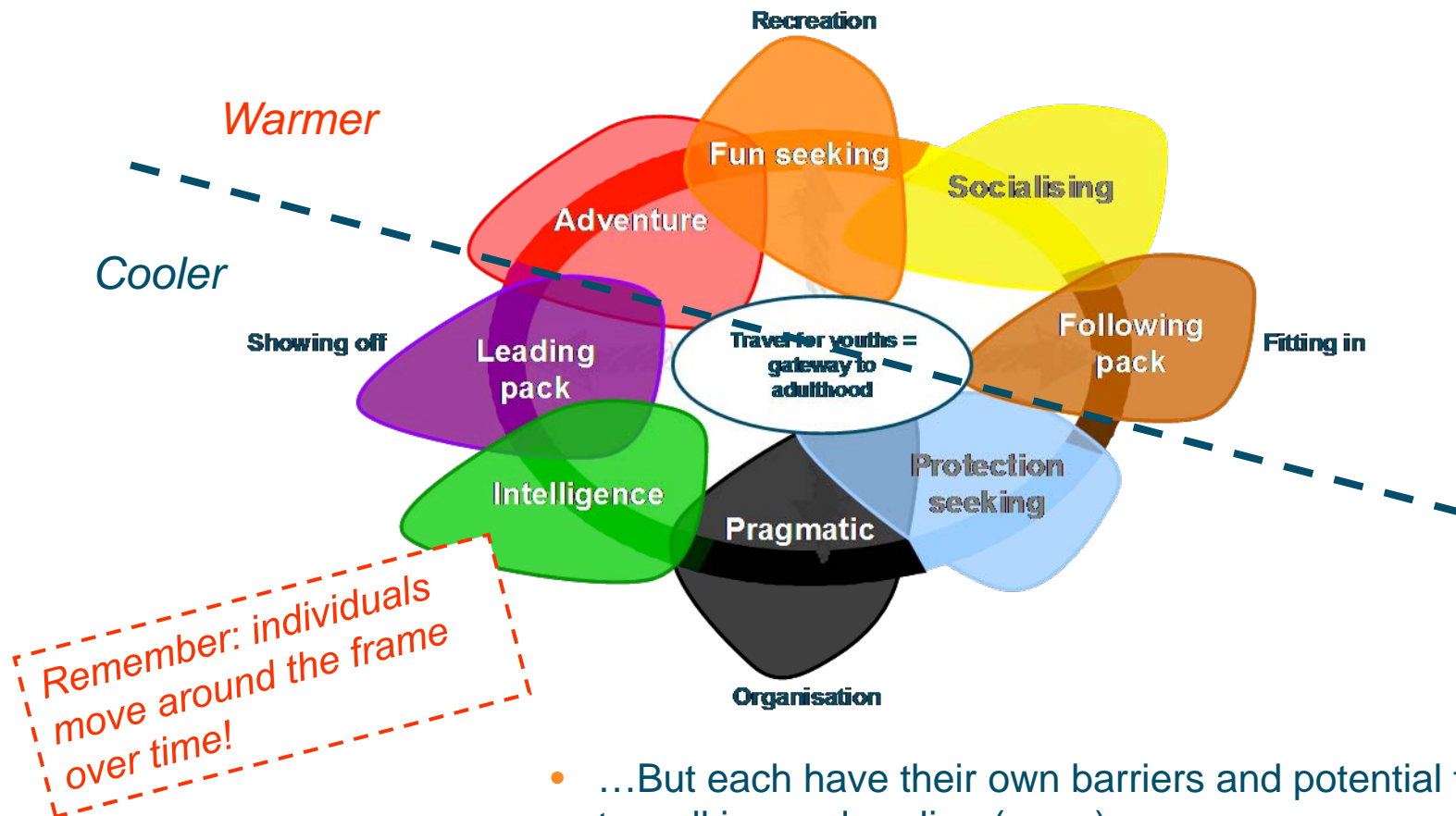


Girls



Motivations – pre-dispositions to walking and cycling

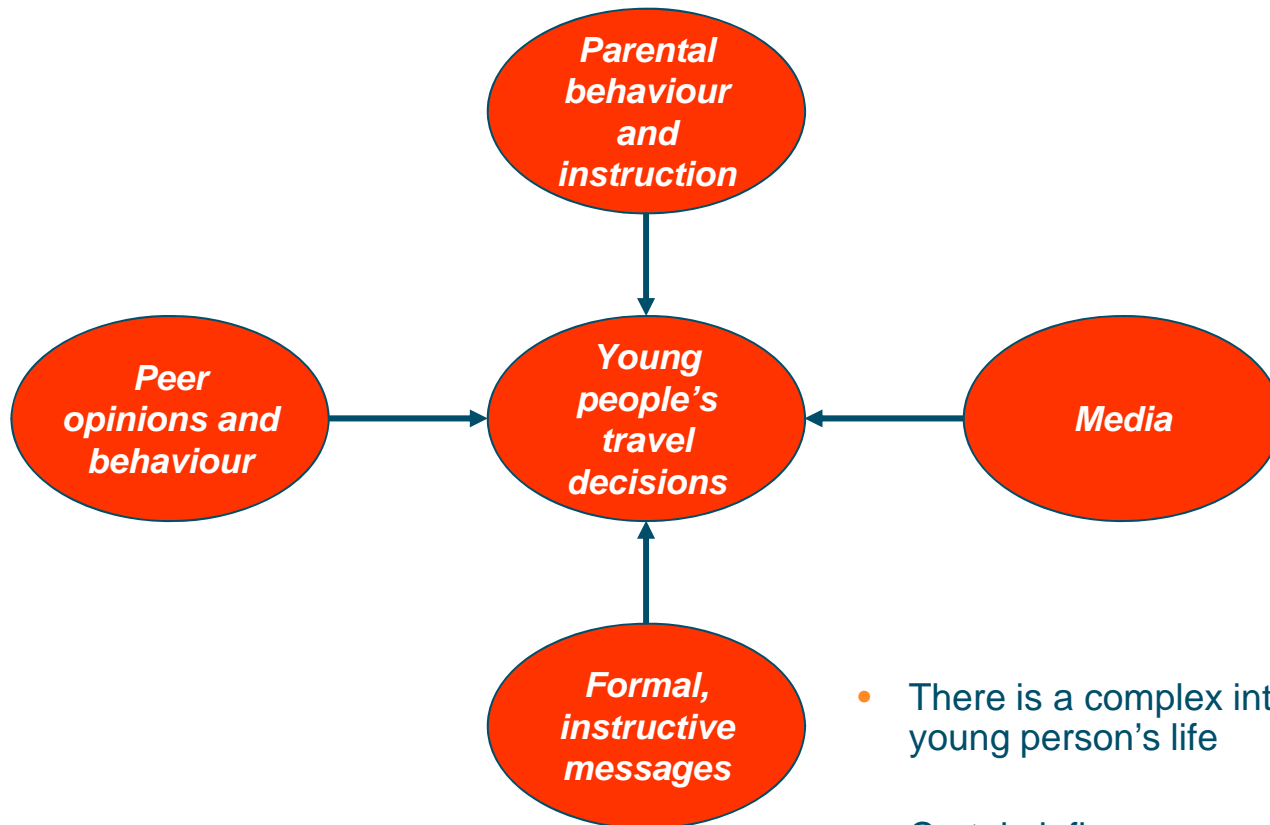
- Certain motivations are generally ‘warmer’ to active travel than others...



- ...But each have their own barriers and potential triggers to walking and cycling (more)

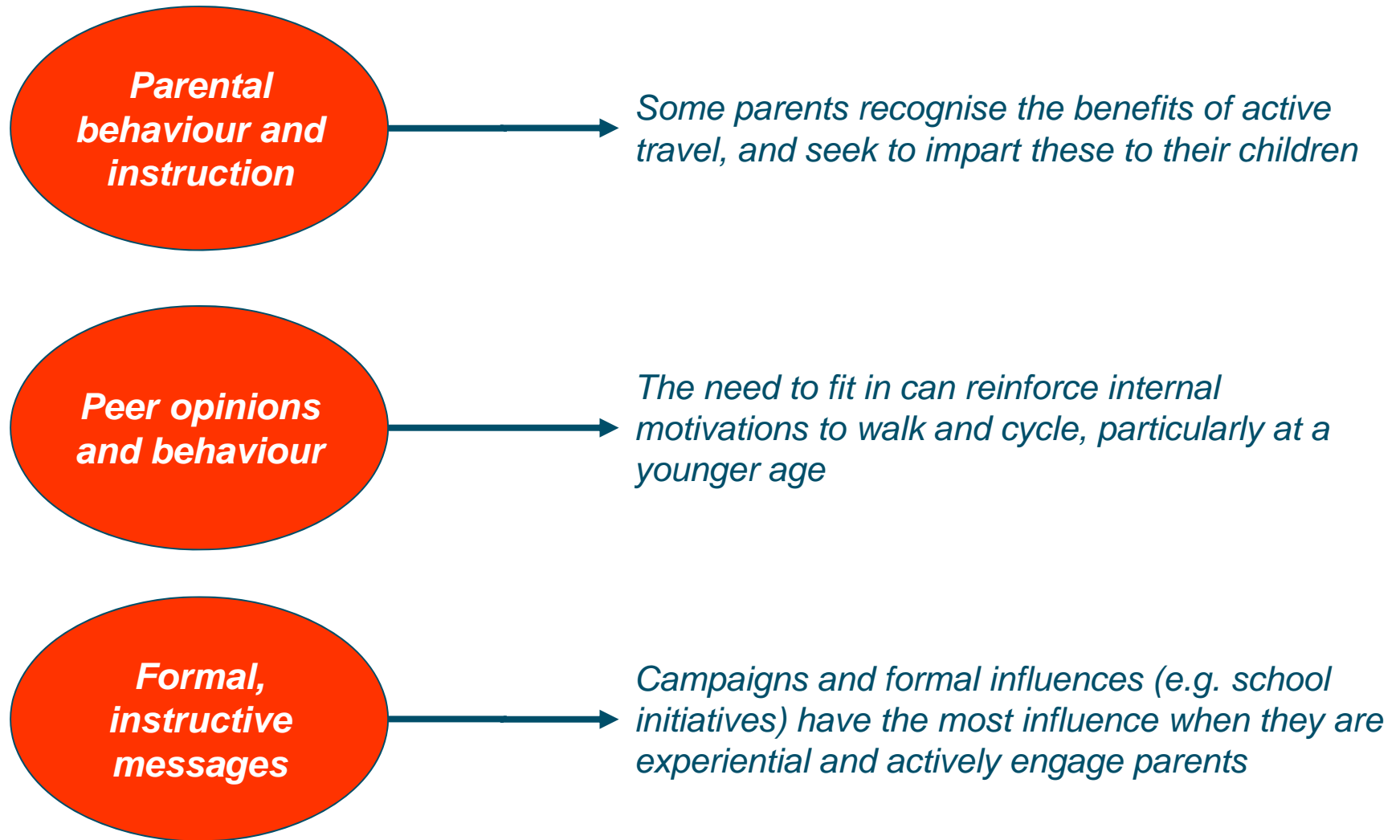
External influences

Internal motivations do not act in isolation



- There is a complex interplay of influences throughout a young person's life
- Certain influences may be more prevalent for particular age and gender groups at different times in their life
- Each have potential to positively and/or negatively influence young peoples' use of active travel

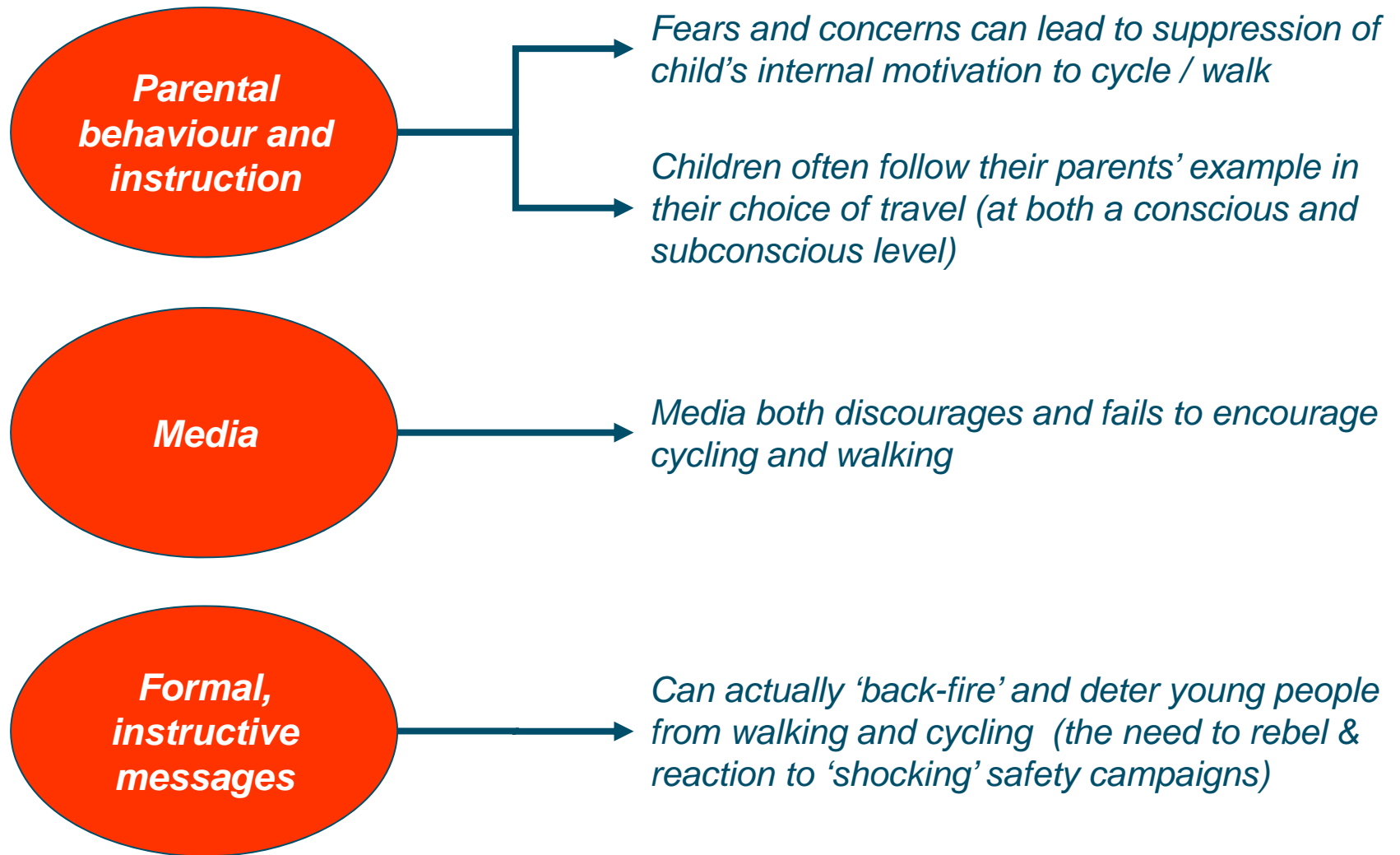
Positive influences to active travel



Parents can see the virtue of active travel

- Health
 - Increases child's physical activity
 - Helps child burn energy in a positive way
- Teaches child responsibility and builds new skills
 - Child learns to judge distances and manage their time
 - Greater interaction with surroundings builds navigational skills and engagement with local area
- Environment
 - A reduced carbon foot print
- Reduces burden on parental 'taxi service'
 - Time pressures
 - Fuel costs

Negative influences to active travel



Parents can deter active travel by...

- Boundary setting
 - The kinds of boundaries and rules parents set depend on where they live, parenting style, travel experiences as a young person and media influence around crime
- Parent behaviour
 - Parents are instrumental in establishing walking and cycling travel habits during their child's formative years
 - Dropping children off as 'default option'; or if it's too late, too wet, or too 'dangerous' for child to get from A to B independently
 - Impact of current walking and cycling marketing messages may be limited if parents do not reinforce these messages both through what they say, and their own travel behaviour

Parental fears around walking and cycling

CHILD'S PROFICIENCY

- My child's ability to protect themselves walking alone
- Child's cycling proficiency
 - Falling off bike
 - Negotiating difficult roads flyovers, busy intersections, roundabouts
- Navigational skills, knowing where to go



MY CHILD MAY HARM THEMSELVES

ENVIRONMENT

- Walking in poorly lit areas at night
- Closeness of cycling lanes to cars
- Impact bicycle of road works and construction on walking and cycling routes
 - Narrowing of bicycle lanes, footpaths, diversions etc.



MY CHILD IS IN AN UNSAFE ENVIRONMENT

FEAR OF 'OTHERS'

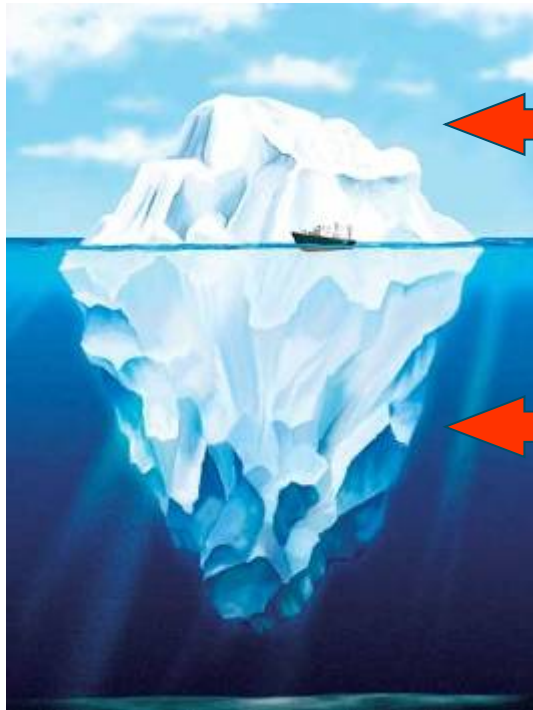
- Dangerous people
- Fear of attacks, violence and crime in unsafe areas, especially at night
- Careless drivers



MY CHILD MAY BE HARMED BY OTHERS

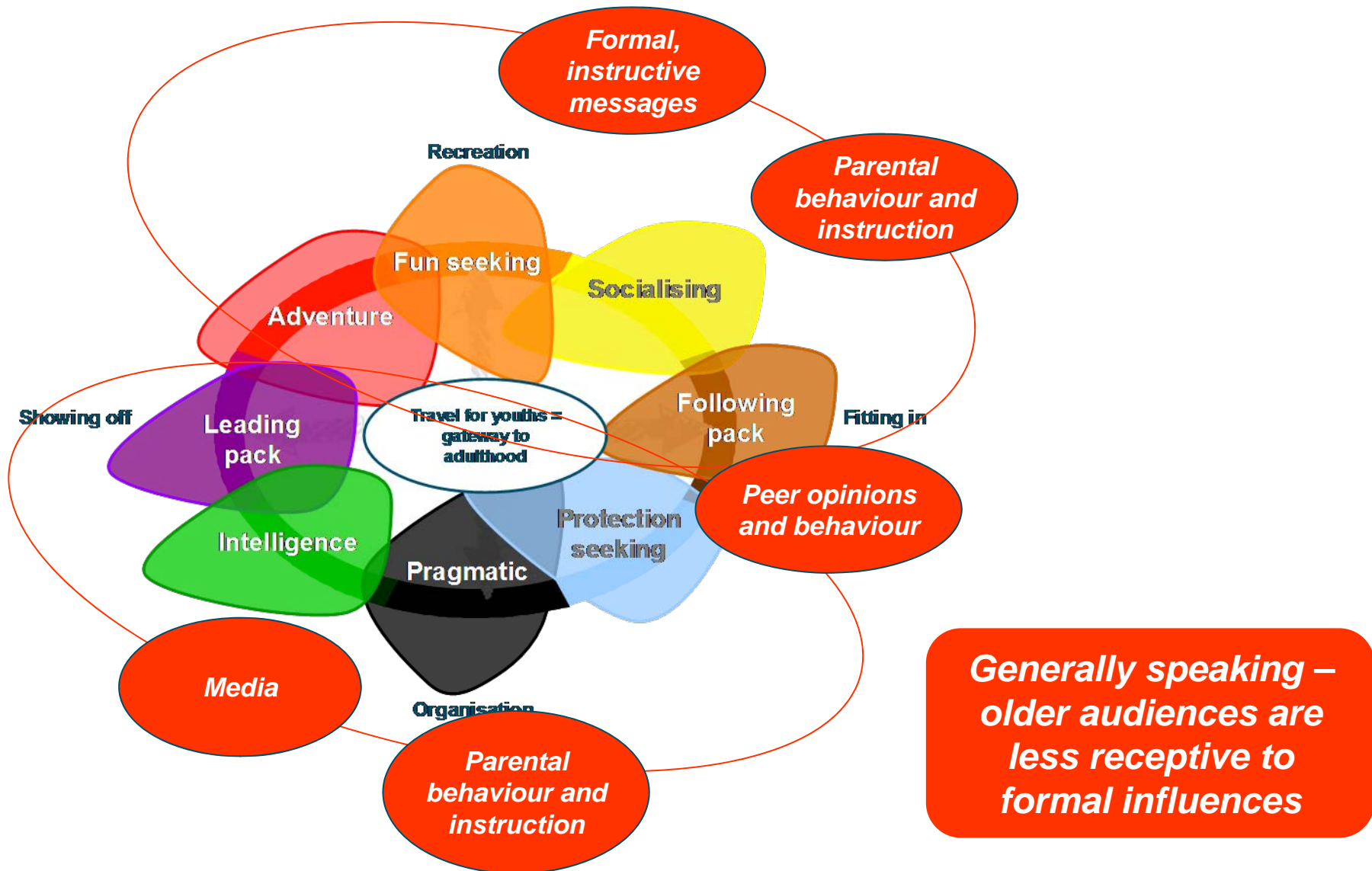
Most prominent media messages discourage active travel

- The media messages which the majority of young people and parents recall tend to discourage or not encourage active travel



- Overt messages about unsafe environment (road and personal safety) have big impact on parents and older teenagers
- At the same time, there is a lack of positive representation of active travel in the media in general
 - Cars often portrayed as cool and aspirational
 - Cycling either not represented, or reinforces 'geeky' images
- It is important to note that positive media messages have very limited cut through

The impact of formal and informal influence



Summary and implications

Summary and implications

- Underlying motivations for travel, and therefore, young people's travel needs shift as they approach adulthood.
- These different motivational shifts, can present opportunities for influencing behaviour
 - However, in some cases they represent major challenges to encouraging active travel.
- The main motivational shifts detected are:
 - At younger ages:
 - A shift toward a need for more 'Energy and excitement', and
 - A shift to increased importance of peer pressure and socialising
 - At older ages:
 - A shift toward being more individual – pack leading rather than following, and
 - A shift to pragmatism in travel, as well as safety and protection.

Implications of motivational shifts over time

- At younger ages:



- Potential opportunities to encourage more cycling for fun and energy at this point
- The influence of parents can become key here if scope for energy and adventure is limited by rules



- Peer group pressure and the need to 'fit in' and be cool can act as a barrier to modes which are seen as childish (e.g. cycling)
- But cycling (and walking) can still offer a social component for younger teens, presenting a possible opportunity

Implications of motivational shifts over time

- Toward young adulthood (16-18):



- Potential opportunity to tap into a desire to be different and show intellect / consideration
- The environmental / health benefits of active travel would be the basis for this, but are currently niche issues for this age-group

Key challenge



- Poses a fundamental barrier to walking and cycling more among the target as they get older
- Unless walking and cycling can **truly** be shown to be practically the best option to both young people and their parents, messages suggesting that they are may struggle to cut through

Summary and implications

- In addition to the very strong motivational shift away from active modes of travel, external factors, compound attitudes and behaviours:
 - Media influences
 - Parental influence – both instructive and behaviour
 - Peer influence
- Parental influence should not be underestimated:
 - Even when motivational shifts provide opportunity to encourage more active travel – parents have power of veto over certain modes.
 - In addition – parents lead by example and their engagement in active travel is likely to establish longer term habits towards these modes.
- In line with this issue – younger people were found to be easier targets for influence and are more easily impacted by more formal influences

Summary and implications

- When considering younger audiences, (whose motivations are more closely aligned to 'Pack Following', 'Socialising', 'Fun Seeking' and 'Energy').
- Generally, this audience should be easier to engage with and more receptive to formal messages – seeking to encourage active travel
- By engaging with young people at an early stage there is a greater opportunity to sew the seeds of active travel into later life
- Messages should focus on:
 - Connection of modes with fun, play and social connectedness
 - The opportunity to have a high energy experience – which is exhilarating and adventurous
- Other activity may include:
 - More experiential, interactive initiatives in which both children and parents can participate.
- Parents will play a vital role here, and messages should be communicated more directly with this audience, especially around addressing fears and concerns related to these modes (and promoting benefits)



Summary and implications

- When considering how to appeal to older ages (who are more closely aligned to ‘Pack Leading’, ‘Intelligence’, ‘Pragmatism’ and ‘Protection Seeking’)
- Typically, this audience will be more difficult to influence – as they are:
 - Fundamentally predisposed to seek practicality in their mode of choice, something that is currently not effectively met by cycling and walking
 - More likely to respond to informal, rather than formal messaging
 - More likely to be ‘set in their ways’ in terms of perceptions and attitudes to modes
- Messages should focus on:
 - Tangible, practical and *credible* ways in which cycling and walking are superior to other modes
 - Addressing concerns around safety head on
- Other key considerations:
 - Infrastructural and environmental factors – and individuals’ experience of these outweighs the rationale of current messages

Appendix
– observations
relating to age

Key travel occasions for youth: detail

Under 5 years old	5-10 years old	11-14 years old	15-16 years old	17-18 years old
<ul style="list-style-type: none"> • Home • Pre-school/Daycare • Local Park • Parent determined occasions 	<ul style="list-style-type: none"> • Primary school • Houses in the neighbourhood • Local Park • Corner shop • Local extra-curricular activities and leisure activities 	<ul style="list-style-type: none"> • Secondary school • Local leisure activities <ul style="list-style-type: none"> - Cinema - Swimming pool - Shopping mall • Friends' houses within local area 	<ul style="list-style-type: none"> • Secondary school • Leisure activities extend to central London • Part-time jobs (after school/weekend) • More night time activities, (e.g. parties, concerts) 	<ul style="list-style-type: none"> • College • Part time or full time jobs • Boyfriend/girlfriend's houses • Leisure and social activities could be anywhere in London
<ul style="list-style-type: none"> • Mainly accompanied travel journeys with family • Mainly by car and walking 	<ul style="list-style-type: none"> • Unaccompanied walks/cycle trips within neighbourhood, corner store etc. • Accompanied walking and cycle trips to local park • Car trips 	<ul style="list-style-type: none"> • More walking/cycling for transport in local area • Walking or cycling to and from school with friends (girls less likely to cycle post-13) • Bus trips with friends after school, on weekends /holidays • Accompanied train/tube journeys • Car trips for picking up and dropping off 	<ul style="list-style-type: none"> • More solo, independent travel • Walk and bus to and from school (some boys may still cycle at this age) • Greater use of tube/train travel for longer distances • Car trips mainly as a 'back up' (e.g. running late, wet weather, missed bus) 	<ul style="list-style-type: none"> • Limited use of walking and cycling, due to travelling greater distances, and leading busy lives • Mainly bus as cheaper than tube/train • Increasing car trips as a new driver or passenger in friend's car • Tube and train journeys as needed
HOUSE	NEIGHBOURHOOD	LOCAL AREA	CENTRAL LONDON	ANYWHERE

Appendix

– detail on modes

Perception of the modes

Walking



Functionally

Positive

- ⇒ Can be quickest way of travel for very short journeys i.e. local travel
- ⇒ Easy to travel as a group as not restricted in the same way as with some modes e.g. bus
- ⇒ Good for the environment (though people often don't have a developed understanding of the issues)

Negative

- ⇒ Not good for travelling long distances
- ⇒ Affected by weather
- ⇒ Can be unsafe depending on time and place

Emotionally

- ⇒ Bonding
- ⇒ Energy release
- ⇒ Energetic- exercise can deliver a natural high

Personification

- ⇒ Someone who is friendly and laid back who has time for everyone
- ⇒ A librarian who does a lot of recycling
- ⇒ Male/female

Perception of the modes

Cycling



Functionally

Positive

- ⇒ Can be the quickest way of getting from 'a to b' for some journeys
- ⇒ Good for the environment (though people often don't have a developed understanding of the issues)
- ⇒ Highly energetic – healthy

Negative

- ⇒ Concerns about safety on the roads
- ⇒ Not easy to do for longer journeys
- ⇒ Having to wear a helmet is inconvenient
- ⇒ Also not good for image (as the sample gets older)

Emotionally

- ⇒ Stimulating
- ⇒ Energetic – exercise can deliver a natural high

Personification

- ⇒ A fitness instructor who goes to the gym every day
- ⇒ Someone who lectures people about the environment
- ⇒ Male/female

Perception of the modes

Bus



Functionally

Positive

- ⇒ Conducive to socialising as large amounts of people can travel together
- ⇒ Free travel for people of certain age
- ⇒ Accessible - bus stops often very widespread through community
- ⇒ Can be very quick for certain journeys i.e. local travel
- ⇒ Cheap / free

Negative

- ⇒ Can be crowded
- ⇒ Unsafe at certain times / places
- ⇒ Can be slow
- ⇒ Not suitable for longer journeys

Emotionally

- ⇒ Social / bonding experience
- ⇒ Feeling solidarity with others
- ⇒ Efficient / practical

Personification

- ⇒ Someone who is moody and stressed all of the time
- ⇒ A cranky old bus driver
- ⇒ Male

Perception of the modes

Train



Functionally

Positive

- ⇒ Fast
- ⇒ Spacious
- ⇒ Comfortable

Negative

- ⇒ Expensive
- ⇒ Railway stops not always locally accessible
- ⇒ Can be unsafe when travelling at certain times and places i.e. late at night

Emotionally

- ⇒ Relaxed,
- ⇒ Ordered & efficient
- ⇒ Secure

Personification

- ⇒ Antisocial old person who doesn't 'get' children
- ⇒ A successful person who looks down on other 'less successful' people
- ⇒ Male/female

Perception of the modes

Tube



Functionally

Positive

- ⇒ Fast
- ⇒ Good access around London- lots of stations
- ⇒ Relatively inexpensive

Negative

- ⇒ Crowded
- ⇒ Can be unsafe when travelling at certain times (i.e. late at night) and places

Emotionally

- ⇒ Adventurous, exciting
- ⇒ Efficient and ordered

Personification

- ⇒ Someone who works really long hours in an office in the centre of London
- ⇒ Outgoing and energetic
- ⇒ Male/female

Perception of the modes

Car – passenger



Functionally

Positive

- ⇒ Secure
- ⇒ Relaxing
- ⇒ Comfortable

Negative

- ⇒ Lack of control – dependant on being given a lift

Emotionally

- ⇒ Secure, ordered, efficient
- ⇒ Sociable

Personification

- ⇒ Snotty kid who gets spoiled by their mum and dad
- ⇒ Selfish and not really concerned with other people
- ⇒ Male/female

Perception of the modes

Car – driver



Functionally

Positive

- ⇒ Personal space
- ⇒ Comfort
- ⇒ Image

Negative

- ⇒ Cost
- ⇒ Can be slow, dependant on traffic

Emotionally

- ⇒ Secure, in control, ordered, independent, superior

Personification

- ⇒ Someone who is 'bling' and wears lots of designer clothes
- ⇒ Very confident and outgoing
- ⇒ Male

Appendix: Detailed sample profile

Sample for young people

Depth	Age	Gender	SEG	Location	Attitudes to Active Travel	Learning/ Able to Drive
1	12-13	M	ABC1	Inner	Rejecter of both	N/A
2	12-13	F	C2DE	Inner	Rejecter of both	N/A
3	12-13	M	C2DE	Outer	Neutral to at least one	N/A
4	12-13	F	ABC1	Outer	Neutral to at least one	N/A
5	12-13	M	ABC1	Inner	Supporter of at least one	N/A
6	12-13	F	C2DE	Outer	Supporter of at least one	N/A
7	14-15	M	C2DE	Inner	Supporter of at least one	N/A
8	14-15	F	ABC1	Outer	Rejecter of both	N/A
9	14-15	M	ABC1	Inner	Neutral to at least one	N/A
10	14-15	F	C2DE	Outer	Neutral to at least one	N/A

Sample for young people 2

Depth	Age	Gender	SEG	Location	Attitudes to Active Travel	Learning/ Able to Drive
11	14-15	M	C2CE	Inner	Rejecter of both	N/A
12	14-15	F	ABC1	Outer	Supporter of at least one	N/A
13	16-18 (school/college)	M	ABC1	Inner	Neutral to at least one	No
14	16-18 (school/college)	F	C2DE	Outer	Neutral to at least one	Yes
15	16-18 (school/college)	M/F	C2DE	Outer	Supporter of at least one	No
16	16-18 (school/college)	M/F	ABC1	Inner	Supporter of at least one	Yes
17	16-18 (workers/ apprentices)	M	N/A	Outer	Rejecter of both	Yes
18	16-18 (workers/ apprentices)	M	N/A	Inner	Supporter user of at least one	No
19	16-18 (workers/ apprentices)	F	N/A	Inner	Rejecter of both	Yes
20	16-18 (workers/ apprentices)	F	N/A	outer	Neutral to at least one	No

Sample for parents

Depth	Age of child	Gender of child	SEG	Location	Attitudes to Active Travel	Learning/ Able to Drive
1	12-13	M	ABC1	Inner	Rejecter of both	N/A
2	12-13	F	C2DE	Outer	Neutral to at least one	N/A
3	14-15	M	C2DE	Inner	Supporter of at least one	N/A
4	14-15	F	ABC1	Outer	Rejecter of both	N/A
5	16-18 (school/college)	M	ABC1	Inner	Neutral to at least one	Yes
6	16-18 (workers/ apprentices)	F	C2DE	Outer	Supporter of at least one	No

APPENDIX – Previous research

Previous research

- There are barriers / issues around active travel, cycling for travel and walking for travel known from previous research
 - Full details of such reports can be found in the appendix
- However, much of the research is
 - Either not specific to this exact age group (e.g. looks at children or 16-25 year-olds)
 - Isn't London-specific (or even in some instances UK specific)/ doesn't actually speak to young people themselves
 - Only looks at walking / cycling as part of a wider issue
- There appears to be a lack of information around potential ways of increasing active travel for 12-18 year olds
 - Therefore in the current research we will seek to understand motivations and barriers around active travel, in addition to the potential ways to (re)engage this specific age group

Previous research – some broad themes

- There are a range of key themes that emerge based around certain core issues. These include
 - Safety - Negative concerns around bicycles include fears expressed over safety and exposure to the weather conditions. *Understanding the travel aspirations, needs and behaviour of young adults*. Department for Transport
 - Appearance - Helmet wearing rates in the UK are low and evidence suggests that children in particular would be put off cycling by making helmet use compulsory. Indeed, image is key to those in their teens and is important in deciding which mode of transport to take when going out socially. *Understanding the Youth Market*. April 2006.
 - Practicality - Resistance to walking stems from the perception that walking is a slower way to get around. *Walking Ad Campaign Creative Development 2007*
 - Health and environment - There is a low engagement with physical activity in general for young people. *Teenage Attitudes to Cycling. Literature Review*. JMP Consulting. June 2007
 - Status - Being a driver of a car represents considerable status for those 17 and up. Few practicalities such as parking and petrol costs are taken into account. *Understanding the Youth Market*. April 2006
 - Parental consent - Generally age and parental consent barriers are crossed at the age of 13 and freer use of transport systems occur. *Understanding the Youth Market*. April 2006.