



Volvo Adventure 2012

A guide for community group transport use projects

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2 What's it all about?

This is a series of activities to help you prepare your entry to the Volvo Adventure. It collects together ideas and suggestions that could help devise and develop your transport project. It could be used as a complete programme for people just starting out. For those of you with existing projects it provides suggestions for supporting your entry to the Volvo Adventure.

3 What is the Volvo Adventure?

Volvo and the United Nations Environment Programme (UNEP) challenge young people all over the world to participate in Volvo Adventure, an exciting award for a better environment. This educational programme gives young people from all around the world the opportunity to display their local environment-care projects.

Groups entering the Volvo Adventure are expected to show the need for their project or have a means to show it is being successful. If you have an existing project this could be based on your results, and showing an understanding of the impacts of your project locally. If you are starting out your research might focus on the potential solutions and why one was chosen.

4 Objectives

This set of activities is designed for use by school groups to research the issue they are working on. The objective is to:

- 1) Provide you with ideas for researching your transport project.
- 2) Identify potential information sources for your transport project.
- 3) Suggest methods to develop and start a transport project.
- 4) Devise and collate results to show the effectiveness of your project.

5 What the Volvo Adventure needs

The activities are not provided as a programme to be followed, they are ideas and suggestions that can be adapted to a variety of situations. In fact you might want to look at other ideas in other downloads – you may want to use these also. To take part in the Volvo Adventure 2012, all you have to do is:

- 1) Think about how you can illustrate the need for your project.
- 2) Use the ideas in this pack to measure, monitor, and come up with ways to show how you can improve your local environment.
- 3) Submit your group's project before 31st January 2012.

6 Activity outcomes

The activities are based on successful projects used with different curriculums around the world to:

- 1) Measure and monitor transport in local communities.
- 2) Create activity-based projects with young people to begin solving transport issues in their area.
- 3) Introduce young people to researching a case that supports their actions.
- 4) Experiencing how a group can develop an understanding of how to research and present a 'brief' to local decision makers.

7 Using the activities

There are also general learning outcomes for these activities. Involvement in the project will introduce the following types of activity that are relevant to most curriculums such as:

- 1) Communication skills including discussion, reporting, and structured debate.
- 2) Applying knowledge to understand and control risks.
- 3) Understanding the patterns in a locality and how people shape them.
- 4) Experimenting with presenting data and visions of the future.
- 5) Youth-adult partnerships to improve local conditions and solve local problems.
- 6) Collecting, recording and interpreting data.

8 How to use this pack

The activities in the following sections can be focussed on transport issues, ranging from the establishment of safe journeys to destinations or being involved in encouraging the use of public transport.

In the past, successful finalists have been involved in many of these types of project. The pack is structured to:

- 1) Introduce a method or process to create a transport project.
- 2) Provide methods of qualitative research focussing on what people think about transport issues.
- 3) Provide ideas for quantitative analysis for measuring aspects of transport use. This is written as a selection of ideas for you to use, adapt and change to your circumstances.

Section 1: Ask people

Skills and competencies

Competency	Skill	Activity
Recognise the rights of respondents.	<ul style="list-style-type: none"> • Identify the rights of respondents. • Explain how these rights have been recognised. • Show sensitivity to the needs of research respondents. 	1: Who thinks what?
Understand the importance of reflecting different views.	<ul style="list-style-type: none"> • Identify a range of community viewpoints and interests concerning an issue. • Explain the importance of community viewpoints and interests concerning an issue. 	1: Who thinks what?
Identify a range of research methods and tools.	<ul style="list-style-type: none"> • Understand how to design a research questionnaire. • Distinguish between open and closed questions. • Identify when the above is appropriate. • Produce examples of different questionnaires. • Produce questions for self-completion. • Produce clear and unambiguous questions. • Identify leading questions. • Understand how to use a probing question. 	1: Who thinks what? 2: What's the problem?

Activity 1: Who thinks what?

Time required: 20 minutes

Resources needed: Paper and pens

Objectives

- To identify peoples' ideas about transport.
- To identify what is important and what is not.
- To identify perceptions of transport in communities.

Instructions

Let's start with what you think - here are some questions for each member of your team. You could use these questions to find out about the transport patterns in your area. Feel free to add some extra questions if you want to. The answers to these questions could help you to define your transport issue and how relevant people think it is.

- 1) What sort of transport do you use?
- 2) What are the advantages?
- 3) What are the disadvantages?
- 4) Is it important to use alternative types of transport? Yes / No
 - a) If Yes - why do you feel it is important to use alternative types of transport?
Write down why you feel this is important.
 - b) If no - why do you feel it is not important to use alternative types of transport?
Write down why you feel this is not important.
- 5) How could transport be improved?

Activity 2: What's the problem?

Time required: 40 minutes

Resources needed: Paper and pen and sticky notes.

Objectives

- To brainstorm local transport issues.
- To identify reasons why these are issues.

Instructions

- 1) Introduce this as a brainstorming session to share ideas and build up a picture of the problems mentioned. The group should not laugh or offer opinions about the points suggested. They could generate new ideas later. This activity builds upon the groups' definitions of the best and worst aspects of transport in their area.
- 2) The group should sit in a circle with their ideas and issues in front of them. Go round the circle, writing down points from each group. If they are mentioned more than once put a tick next to them. Some points might be considered good and bad depending on the group. Create a third column for these.
- 3) Collate all the "good" things onto one list these can be written on sticky pad notes and stuck onto the chart. Tick an item each time it is mentioned.
- 4) Repeat for the "bad" things.
- 5) If an issue occurs in both lists, put these in a separate column.
- 6) See which issues are mentioned most often. Use these ideas for your project.

Section 2: Getting to know

Skills and competencies

Competency	Skill	Activity
Undertake basic surveys.	<ul style="list-style-type: none">• Basic data collection and recording.• Devise and develop a data collection strategy.	<ol style="list-style-type: none">1: Transport use audit2: Tallying transport use3: Transport survey4: Traffic survey5: Get the most from your fuel6: Raising awareness7: Perceptions survey

Activity 1: Transport use audit

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

Objectives

- To identify transport use around your community.

Instructions

- 1) Start by going around the area and identifying all the different ways that transport is used and where it comes from and goes.
- 2) You might want to try marking them on a plan of the building you're in.
- 3) Collate these different uses together.

Activity 2: Tallying transport use

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

Objectives

- To identify sources of information.

Instructions

- 1) Using the results of your transport use audit, use tally sheets to put by each place transport is used. This will tell you how often transport is used.
- 2) Use this tally chart to see how many times a type of transport is used is by people in your group:

Type of transport	Date	Number of times used

- 3) How much transport time involves the use of fossil fuel?
- 4) Work out how much time is spent using fossil fuel per person per week.

Activity 3: Transport survey

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

Objectives

- To find out where people travel to and how they get there.

Instructions

- 1) Select a series of local destinations.
- 2) Conduct a survey of how people travel to them.
- 3) Find out why they select that form of transport.
- 4) Mark the routes people use on maps.
- 5) Record the results on bar charts, graphs, and Venn diagrams.
- 6) Develop ideas on how to sample and reflect travel patterns during a week.

Activity 4: Traffic survey

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

Objectives

- To count different traffic types used in your area.

Instructions

Undertake a traffic census in the area where your youth groups meets. A survey sheet is provided. Answer the questions on your copy of the survey sheet.

- 1) Find a comfortable and safe spot to watch a road.
- 2) Note down the location and then count how many vehicles go past and what kind they are.
- 3) See how many are full and how many carry no passengers.
- 4) Look for lorries and buses that give out black smoke into the air. Note down where you saw it and the day. Black smoke indicates whether large diesel engines are polluting the atmosphere.

Activity 4 Worksheet: Transport survey

Name:

Date:

Questions	Answers
Where you did the survey?	
When?	
Day of week?	
Time of day?	
How long for?	
How many cars go past?	
How many had 2 or more people in them?	
How many buses blow black smoke out of their exhaust?	
How many trams?	
How many lorries?	
How many lorries blow black smoke out of their exhaust?	
How many bikes?	
How many motorbikes?	
How many pedestrians?	

Activity 5: Get the most from your fuel

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

Objectives

- To see if people use their cars in ways which can reduce their impact on the environment.

Instructions

- 1) Use this environmental checklist for transport to find out how many people you know do these actions regularly, using this tally chart:

Action:	Teachers	Pupils	School transport
Check tyre pressures weekly			
Tune vehicles at every service			
Dispose of used oil safely			
Dispose of old vehicle batteries safely			
Use unleaded fuel			
Had vehicle fitted with catalytic converter			
Totals:			

Activity 6: Raising awareness

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

Objectives

- To raise awareness of the issue your transport project is about.

Instructions

- 1) The key to success with solving transport problems is time and patience, with a large amount of tenacity!
- 2) Get people to know what you are doing.
- 3) Produce your own timetable with information relevant to your project members.
- 4) Create a poster campaign to encourage people to walk and bike to selected destinations, or perhaps an event such as a walk to school week.
- 5) Organise a Green Transport Scheme for car owners - can they offer lifts or run a car-sharing scheme? Record their success on a chart displayed where you meet.
- 6) Create a green transport activity for a local charity to highlight a traffic problem.
- 7) Create a diagram of who makes the decisions and who should you be talking to.
- 8) A map of who is responsible for different aspects of public transport can be very useful in creating an action plan and getting support.
- 9) Invite the decision makers to discuss your ideas for solutions with you.

Activity 7: Perceptions survey

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

Objectives

- To find out why people choose one method of transport over another.

Instructions

- 1) Write the different forms of transport available locally in the grid below.
- 2) Ask different people in your group which of the transport types they use and why they do or don't use them.

Name of person:

Male/Female

Date:

Transport type	Why I use it	Why I don't use it

Section 3: Indicators and action planning

Skills and competencies

Competency	Skill	Activity
Understand the importance of reflecting different views.	Identify a range of community viewpoints and interests concerning an issue and explain their importance.	1: Action it!
Develop the ability to produce basic plan.	<ul style="list-style-type: none">• Produce a plan.• Produce a timetable.	2: Action Planning

Activity 1: Action it!

Time needed: 60 minutes

Resources required: Paper and the previous research results.

Objective

- To identify factors that could measure success.

Instructions

This is the final session when the group finalises their action plan and works out how they are going to implement and evaluate it. Ask the group these questions about transport issues:

- 1) What changes in transport issues would improve your life?
- 2) What changes in transport issues would improve the place that you live?
- 3) How do you recognise this change?
- 4) Are these changes for the good?
- 5) How have they affected the natural environment/wider community?
- 6) Are there alternatives?
- 7) Who is damaging the environment and in what way?
- 8) What benefits do you get from them damaging our environment?
- 9) Is there a means of control?
- 10) How are you affecting other people's lives?
- 11) Describe the proposed target groups - all of them.
- 12) Decide upon the interests within the target groups; try ranking environmental degradation, natural world, human health and security, public opinion, public relations, economics.

Activity 2: Action planning

Time needed: 60 minutes

Resources required: Copies of this sheet or paper and the previous research results.

Objective

- To develop an action plan.

Instructions

Use the group's answers to Activity 1 and use this sheet to develop an action plan.

- 1) What's the issue?
- 2) What's your conclusion?
- 3) What's the objective of your action plan?
- 4) Who needs to be involved?
- 5) How will you involve them?
- 6) How will you prove support for your idea / get other peoples ideas?
- 7) Do you need funding?
- 8) What's the timescale?
- 9) How will you know if your project has succeeded?