



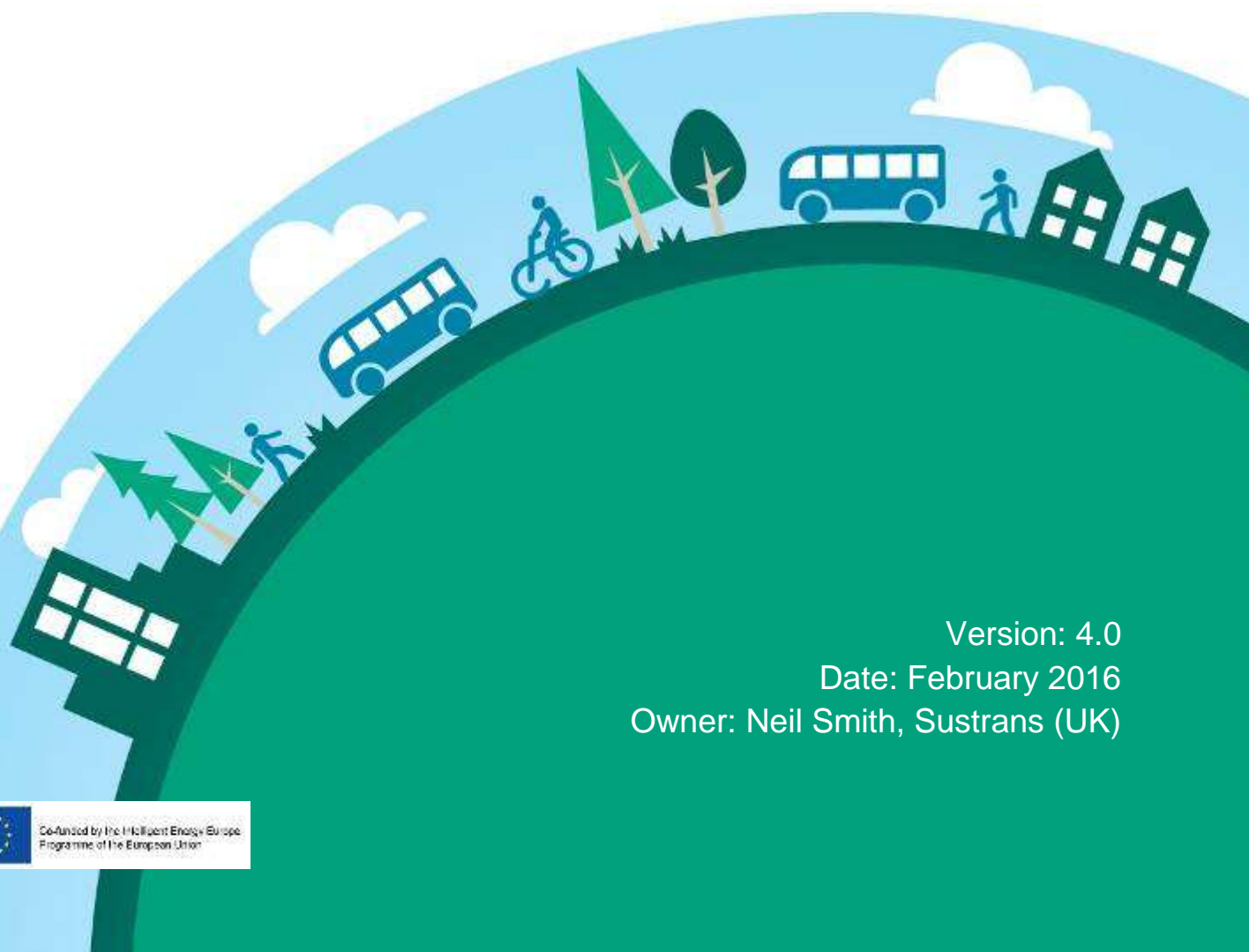
PTP-Cycle

PERSONALISED TRAVEL PLANNING FOR CYCLING

(Deliverable 2.2)

Training Manual – How to give good travel advice

For project managers



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Table of contents

About this manual	3
Other resources	3
What is PTP?	3
Why does PTP work?	3
Travel advisor training	7
Basic programme.....	7
Methods of contact.....	8
Will everyone want to take part?	9
The conversation – basic structure	9
Data capture	10
Data protection and safeguarding	11
A day in the life of a travel advisor	11
Conversation skills	12
Active and accurate listening	13
Open-ended questions.....	13
Reflective questions.....	14
Affirmations.....	14
Solving barriers.....	14
Summarise	15
Recognising change talk.....	15
Using positivity	16
Social norming	16
Other elements to the conversation	17
Using incentives and rewards	17
Completing the offer of information	17
Online resources.....	19
Appendix 1 – active listening activities	20
Appendix 2 – open-ended questioning activity.....	24
Appendix 3 – example responses in a conversation	25
Appendix 4 – An example conversation	26
Appendix 5 – An example conversation (with respective skills) .	30

Introduction

About this manual

This manual is aimed at supporting project management staff in their understanding of how to conduct effective travel advice conversations in a Personalised Travel Planning (PTP) project.

In discovering the underlying principles to holding these conversations, project managers will have a better awareness of the staff and skills required to meet project objectives.

It is worth noting that although much of the content of this manual can be applied to a wide audience, and across multiple settings, it is not intended as a rigid singular approach, or as a 'script' for every conversation. Instead, the practice of travel behaviour change should acknowledge the context of local implementation sites and the fact every person's situation is different.

Finally, this manual provides theory and guidance on the different techniques to use in conversations, but ultimately to be proficient in using these for successful engagement and for travel advisors to develop their own individual style, it will be necessary to practise these techniques so that it becomes natural and easy.

Other resources

This training manual is part of a set of documents developed through the PTP-Cycle project which includes:

- Planning guide – more detailed information on the scoping and pre-fieldwork phases of a PTP project
- Implementation template – A detailed template for planning out a PTP project
- Implementation checklist – A simple checklist for the scoping and pre-fieldwork phases of a project
- (Deliverable 2.1) Methodology – basic guidance on how to set up and deliver a PTP project in a workplace, university or residential setting
- (Deliverable 3.5) Champions Resource Pack – how to involve volunteers in your project

To access these free resources, please visit: www.ptpcycle-europe.eu

What is PTP?

PTP is an established approach that enables people to think about the way they currently travel and provides them with the information, advice and motivation to walk, cycle and use public transport more often. Research has shown that many journeys, particularly shorter ones, could be made on foot, bike, or public transport, and without any infrastructure or service improvements. People often use their cars out of habit or are not aware of the alternative options available. PTP is about breaking down the subjective barriers to using sustainable transport and providing attractive and reliable information on the alternatives.

Why does PTP work?

At the heart of the PTP approach is a travel advice conversation with people in the intended target audience. This can be held in a range of settings including, residential (on the doorstep), workplaces, universities, schools, bus/rail stations, in retail areas, at events, or even on a street corner. Some consideration is always required as to whether the environment is suited to engagement, for example it is often better to capture people whilst they are waiting or in a fixed location, rather than when they are moving with a sense of purpose. Provided the environment and timing is right, there is the potential to hold a conversation with someone to explore their real and perceived barriers to using sustainable transport more, and how these might be overcome.

And behind every good travel advice conversation...is a highly trained and skilled conversationalist, often referred to as the Travel Advisor (TA). The TA's job is to enable someone to think about how they currently travel, the barriers they encounter, and provide information, advice and motivation on the alternative options for getting around in the local area. The TA allows the person to see whether in fact the car is the best option for certain journeys, and how they might benefit from using an alternative mode instead. What motivates people will vary but the job of the TA is to identify those benefits that apply to the individual, whether they be health, social, cost, convenience, environmental or other.



Benefits!

There are lots of ways that travelling sustainably can make life better for individuals, communities and the environment.

Community and Environment



Safer roads and streets through reduced traffic



Improved local air quality through reduced carbon emissions

Improving the local economy by encouraging people to use local shops and facilities

Reduced congestion making essential car journeys easier



A healthier population through active travel reduces stress on the health service

Personal



Cycling and walking relieves stress

Increase your NEAT!
Helps you to feel awake and refreshed on arrival at your destination



Increasing access to services, entertainment, education and jobs!

Saving money through reduced car costs and parking

Saving time and money on gym membership by getting exercise on your commute!



Active travel has many health benefits including weight loss, stronger muscles and lowered risk of heart disease

Save time by avoiding traffic jams

Furthermore, and critical to the process of engagement, the TA empowers an individual to identify their own barriers and consider their own solutions, thus putting them in control of their destination and any changes discussed. Trying to lecture people about what they should or should not do simply will not work. The TA works hard from the start of the conversation to build a rapport with the individual, helping to build a bond and trust, and ultimately maximise the number of positive engagements.

On a more technical note, the TA should be versed in using techniques that best draw out the above outcome. Often referred to as Motivational Interviewing Techniques (MIT), these have a grounding in the health profession but have now been successfully used in travel behaviour change projects.

The conversation should be backed up by a good quality offer of information on the options for using sustainable transport, including items such as cycling and walking maps, bus and rail timetables and ticketing information, opportunities to try out options as well as information on cycle training or maintenance schemes.

It is worth remembering that PTP is not about changing someone's lifestyle, it is rather about identifying those small and relatively easy changes that people can make (at least to begin with), which can then collectively add up to a noticeable difference across the target audience. It is also about inspiring people to change their behaviour further or maintain those changes.



Travel advisor training

Basic programme

Before undertaking 'live' conversations with the target audience, TAs should receive a comprehensive training programme so that they are knowledgeable of the requirements of the role, aware of the demands it presents and fairly confident in applying conversational skills including MIT. It is worth noting however that there will always be a period of 'bedding in' as TAs get used to the role and develop their own styles of engagement. With every conversation, skills will be honed and TAs will become more familiar with the barriers and issues that crop up amongst people, including perhaps common themes that appear across a wider audience.

The number and type of components that go to make up a training programme will vary, but below are a few typical areas that should be covered with suggested timings.

Introduction (0.5 – 1 day)

A session to cover the context to the project and where the TA's role fits into this. It can be useful to have the client/funder or other partner make a presentation, especially if the PTP project is part of a wider programme or to show how the project fits into wider strategic goals or policy areas.

The introduction session can also cover topics such as health and safety, data protection and safeguarding procedures.

Cycle training (0.5 – 1 day)

TAs will be conducting their roles largely by foot and by bike. It is therefore important that they are competent cyclists and familiar with the latest standards for cycling.

Requesting that TAs are confident cyclists can be included in the recruitment process, but it may still be necessary to provide standardised training so that they are all equally competent.

If cycle trailers or cargo bikes are to be used in the delivery of requested information materials, some extra time may also be required to ensure TAs are comfortable with the setup, use and maintenance of equipment. For example, pulling a cycle trailer requires the rider to be aware of a larger turning circle and a different centre of gravity, compared to just riding a bike alone.

Conversation theory, including MIT (2 days)

This session should aim to cover the procedures involved for engagement, and the technical skills required to hold effective conversations with the target audience:

- The procedures for how engagement will be scheduled and managed need to be understood by the TAs, for example whether TAs will work in pairs, what are the target rates of engagement, how will data be captured?
- TAs need to be familiar with the entire package of information and services that are on offer during their conversations. This means knowledge of all the leaflets and maps and what they

contain, how individuals might be referred to services provided by a third party, whether information available is local or regional, whether it is in electronic or hard copy format? Every TA should be given a sample set of materials so they are fully accustomed with it.

- TAs should receive a briefing on the various local transport, political or other issues pertinent to the area they are working in. Having an awareness of these things means they will be better placed to acknowledge and understand the barriers that come up in a conversation.
- Have the TAs go out on a cycle tour of the area or site in which they will be working. This not only helps with having first-hand experience of what it's like to travel in the local area, but also helps them to know where they will need to go.

Conversation shadowing (2 x 0.5 days)

Ideally, TAs should be given the opportunity to go out with an experienced conversationalist so that they can get a better idea of what an effective conversation looks like in practice.

MIT refresher (0.5 days)

Due to the technical nature of MIT, it is worth having a 'refresher' or 'top-up' session with TAs to go over some of the skills again, and ideally immediately before they go out to do their first 'live' conversations.

First-aid training (0.5 – 1 day)

Having a knowledge of basic first-aid skills is useful for dealing with any incidents that may take place during engagement.

Methods of contact

PTP is built on the foundations of multiple points of contact. This means maximising the number of opportunities where possible for people to engage with the project. There are several benefits to this:

- It helps to create awareness and an identity for the project and its aims.
- The project is delivered more as a process rather than a single one-hit attempt at engagement – this makes it easier for people to feel that they are on a 'journey' of behaviour change and they are able to make small steps and consider their involvement as they go along. In time people can start to 'own' the project and see how they are contributing to something bigger.
- There are multiple opportunities for the project to provide information and services.

As a first point of call, projects should try to include some form of announcement communication to the target audience. This could be in the form of a project postcard delivered through the letterbox or an email to a workforce. This initial communication not only helps to avoid 'cold calling' when the TA arrives, but exposes the person to the concept of the project, its aims and what they might get out of it (even if just on a sub-conscious level).

If the announcement has not been read by the person, or it was not possible to distribute one due to the nature of engagement (e.g. at an event), the same information can be relayed at the start of the TA's conversation.

Next steps for contact depend on the type of engagement planned. Generally speaking though there is a priority order for what type of contact to go for, as follows:

1. Face-to-face
2. Phone
3. Email or postal

The success of different approaches will vary according to the target setting, audience, timing of contact, as well as local and cultural differences.

An overriding principle is to make contact as direct and personal as possible.

Will everyone want to take part?

No, not everyone will want to take part in the project. There are various reasons for this: some might not be able to change their travel behaviour, some might have all the information they need or already be travelling sustainably. If it is just the case that it is not convenient to hold a conversation at that moment, then of course the TA can arrange to call again.

Notwithstanding the above, if the TA is suitably trained, it should be possible to engage with most people even if it is just to hand over a new map of their local area which shows local amenities (and how to walk or cycle there).

The conversation – basic structure

Broadly there are two parts to the travel advice conversation itself:

- Finding out about how the person currently travels
- Enabling them to consider where they might use sustainable transport more often

At the very start though, it will be necessary of course for the TA to introduce themselves and the project. They should ask whether the person received the project announcement (if applicable) or if they have heard about the project through another source, e.g. other local promotion, word-of-mouth, etc.

From this point onwards it is a case of 'going with the flow' of conversation, but starting with an assessment of how people are travelling and identifying some of the issues and barriers that they encounter. It is best not to ask them if they want to take part in the project because this gives them a chance to say no. People often like to talk about themselves and so by opening the conversation with questions about the individual this is a good way to get them talking.

The conversation will lead on to identifying where they might be able to make changes and how the TA can help with information, advice and motivation with this. Depending on the person's situation, it might be that the TA can jump more quickly to providing information and advice, especially if the person is already open to or familiar with using sustainable transport, or has a pre-identified need.

Data capture

With most projects there will be a need to capture information on the people being engaged with. This usually involves filling out form during the conversation, either using an electronic device such as a tablet computer, or using a more traditional approach such as paper and clipboards.

This form has several purposes:

- By collecting information on how people are travelling, this will produce a baseline for evaluation purposes.
- The TA will fill out the part of the form which records the information and services that someone wants. This 'request' can then either be fulfilled straight away afterwards, or ideally with a separate visit (remembering multiple points of contact is often preferable).

With regard to the collection of evaluation data, it is essential that the conversation is not simply turned into 'a survey'. This will introduce rigidity and be more burdensome for the respondent, and is unlikely to lead to a dynamic, positive and rewarding conversation. The form should largely be filled in as the conversation flows naturally.



Data protection and safeguarding

Data protection principles and safeguarding policies will obviously differ based on where the project is being hosted, but considering PTP works closely with people and handles their data respectively, it is important that these areas are addressed as part of the project and included in the training of TAs.

A day in the life of a travel advisor

The below routine is an example of what a TA might do at the start of a fresh batch of engagement.

3.00-3.30pm	Arrive at PTP fieldwork base to receive team briefing on the week ahead and review progress and performance to date
3.30-4.00pm	Assign contacts to individual TAs according to how the target audience has been broken down for fieldwork/engagement
4.00-4.15pm	Travel to target area or site
4.15-7.45pm	Attempt contact with target audience and conduct conversations accordingly
7.45-8.00pm	Travel to rendezvous point to ensure all TAs and equipment are accounted for. Confirm that requests for information and services will be processed (e.g. forms submitted via tablet computers; paper forms collected).

Conversation skills

Firstly, think about a times when someone has asked or told you to do something... Make a list of who told you and whether you did it or not. Examples can come from work or personal life.

Would you say that you always do exactly what you are told? Even at work when you are being paid to do something, you may not appreciate being told to follow a rigid path or enjoy completing the task as much if you have had less ownership of it. What makes us want to do something or not can be fairly complex, and influenced by a whole range of factors such as our personalities, perceptions, knowledge of the task, knowledge of the outcome and what other people do.

So, if a happy, bubbly, enthusiastic TA simply suggests to someone nicely that they could cycle to work next week (with a range of positive reasons why), what do you think the likelihood of someone agreeing to this and actually doing it is? Probably quite low!

The rest of this section looks at a different way to talk to people. A way that is not asking them, telling them or judging them. Instead a way that empowers people to make their own decisions and find their own motivations.

We will explore some of the conversational skills (including MIT) that TAs can use to hold effective conversations, including:

- Active and accurate listening
- Open-ended questions
- Reflective questions
- Affirmations
- Solving barriers
- Summarising
- Recognising change talk
- Using positivity
- Social norming

Active and accurate listening

One of the most important parts of any conversation, and one which is required very early on, is good listening. We want to approach every conversation with the intention of finding out about the person rather than going straight in with what we think.

Active and accurate listening is about making sure someone knows you are listening to them through your body language and facial expressions.

Points to consider:

- Use open body language, e.g. don't fold your arms
- Listen to what people are saying 'carefully'
- Don't interrupt or ask questions before the person has finished talking
- Don't assume anything – ask if you need clarity
- Treat every person as an individual

Remember, we want to build a rapport and mutual respect with people. By identifying and understanding their barriers and motivations, this will demonstrate that the TA cares about the person, and they will also be better placed to respond with information and advice.

In Appendix 1 there are a couple of activities that can be used to show TAs the importance of listening.

Open-ended questions

A lot of the information extracted from a conversation is made possible by asking open-ended questions. These are questions that can't be answered yes or no, and tend to be who, what, where, when and how?



They allow the conversation to open up so that barriers and solutions can be explored in more depth. Appendix 2 includes an activity to practice this skill.

Reflective questions

These are closed questions used to confirm a point in the conversation. They might start with “So you...” or “Sounds like...”

These can include reflecting back any positive ‘change talk’ so it is heard again.

Affirmations

In combination with open-ended questions, an affirmation is a simple statement confirming an individual’s viewpoint. It is particularly valuable to get a person to affirm their own desires towards making a positive behaviour change.

Solving barriers

You can use open-ended questioning to help solve the person’s barriers to using sustainable transport.

This requires us to put our own ideas and solutions to one side, and tease out what the individual’s own solution might be; the reason being that it is much more likely someone will stick to a solution if it was their idea. Here’s an example:

Respondent: I can’t cycle because it’s too dangerous!

TA: What makes you say that?

Respondent: Well there’s a junction at the bottom of the road and there are always accidents involving cyclists.

TA: What could help you deal with that junction when cycling?

Respondent: Nothing! There is no way I would cycle over it, honestly it’s really dangerous!

TA: Okay, so how could you avoid that junction?

Respondent: It would be a huge detour to go another way. It would make the journey a whole lot longer.

TA: Right, well that isn’t ideal. What other options do you have that don’t involve cycling over the junction?

Respondent: Well there is a subway, I guess I could use that. Are you allowed to cycle through it?

TA: That’s a great idea. We can check if it’s shared use, but if not, you could get off and push the bike through the subway, it would probably only take a minute and you wouldn’t have to cycle over the junction.

Summarise

Using summaries are a great way to deal with people's negativity. Summarising someone's negative view about something allows you to move the conversation on, without having to agree or disagree with them. This is also known as 'rolling with resistance'.

Recognising change talk

Change talk is anything that the person says about changing their behaviour. You can use reflective questions, affirmations or summaries to capitalise on the change talk. Try to look out for the following:

- Desire I want to, I would like to, I wish I
- Ability I could, I can, I might, I have, I know
- Reason It would help, I would feel, I know
- Need I ought to, I have to, I should, I need to

Appendix 3 provides some example responses in a conversation. Appendix 4 also shows an example conversation.



Using positivity

If possible, try to use positive language when talking about positive behaviours. For example, “What would be good about walking?”

The person may want to talk about what they don’t like about walking – after all we want to uncover the barriers they have. This can however be done in a ‘positive’ way. For example, “What is not so good about walking?”

You can also use negative language for negative behaviours. For example, “What’s the worst part of driving? What’s not so bad about driving?”

Another way to induce positivity whilst discussing someone’s desire or ability to change is to ask them to rate how they feel about different forms of transport.

TA: “On a scale of 1 to 10 how confident are you that you might cycle more?”

Respondent: “Probably a 5.”

TA: “That’s more than a 3 or 4, so maybe you would consider a change?”

Focus on why the person has not given a score less than 5, and how they might not be so resistant to change. You can then explore what is holding them back from an 8 or 10 (e.g. cost, health, the weather), and gain further insight into how to unlock change.

Social norming

Social norming is a powerful technique that can be used to introduce a new behaviour or initiative in a way that makes people feel like everyone is doing it and they could miss out if they do not get involved too. In essence it makes something new to the person feel ‘normal’.

TA: “You’re new to this university campus? Great, well you should know that everyone is signing up to the cycle challenge right now. We don’t want you to miss out!”
...this is good as people might feel they will miss out

TA: “If you are interested, there is a cycle challenge that’s taking place soon.”
...this on the other hand lacks incentive

Furthermore, using the word ‘the’ helps to provide impact, i.e. this is worth knowing about.

“Have you got the new walking club leaflet yet?”

“Have you started the cycle challenge yet?”

“Have you had the travel advice conversation yet?”

Not just saying... “Are you interested in taking part in this project?”

Other elements to the conversation

Using incentives and rewards

As part of engagement it might be possible to use incentives to draw people into the conversation or to motivate them to try out a new behaviour. There are a whole host of different incentives that can be considered. Here are some examples:

Cycling

- Puncture repair kit
- Bells
- Lights
- Water bottles
- Rucksack cover
- Cycle computer
- Bike shop vouchers

Walking

- Reflect slap band or other clothing
- Pedometer

Public transport

- Bus or rail tester tickets

Other

- Voucher for a free coffee if you arrive to the café by bike
- Donation to a local charity
- Prize draw to win a bike or tablet computer

To uphold the principles of the project it is worth looking at what can be sourced locally (rather than shipping in items from far away).

For those people that are already using sustainable transport on a regular basis, you may wish to offer them a 'reward', to acknowledge their behaviour and provide a small thank you. This should be gauged carefully though so as not to patronise the individual or give the impression that no further effort is required to maintain that behaviour.

Completing the offer of information

As the conversation progresses and the person identifies which barriers they need to overcome to change their travel behaviour, the TA will similarly have a good idea of which materials from the information offer would be most suitable for supporting that change. The TA will be able to suggest broad areas of interest as well as specific items according to the person's needs. Here are some examples of generic material types that TAs will often be familiar with and might offer:

Local or community travel maps (showing integrated information on walking, cycling, public transport routes, as well as local amenities)

Bus travel

- Bus stop timetables
- Service timetables
- Guides on where to board your bus
- Real-time information on your phone

Train travel

- Local/regional/national train timetables
- How to take your bike on a train

Other public transport information

- General ticketing information
- Ticketing products for specific audiences (senior citizens, young people, families, those with restricted mobility)

Cycling

- Cycle maps/guides
- Cycle training
- Maintenance courses
- Local clubs
- General advice

Walking

- Walking maps/guides
- Local clubs / scheduled health walks
- General advice

Other information

- Discount schemes with local cycling and walking retailers
- School initiatives, e.g. 'park and stride'
- Car club / sharing
- Community or demand-responsive transport



Online resources

As well as hard-copy materials, which are good for giving someone a tangible ‘pack’ of information, TAs can also recommend relevant apps and websites which make using sustainable transport information even more accessible. Online provision also enables the person to access updated information on an ongoing basis long after the TA has been. Resources can include online journey planners, physical activity monitors, money saving calculators and interactive maps. If using tablet computers during the conversation, TAs can also briefly demonstrate the capabilities of one or more of these.



Appendix 1 – active listening activities

Activity 1

In pairs: Choose one to be the listener and the other to be the talker.

Talker: Talk to the listener about whatever you want for 90 seconds. It could be your next holiday, or what you did on the weekend.

Listener: Listen and look at them, but make no sounds, facial or other movements. Do nothing except make eye contact.

After the talker has spoken for 90 seconds, swap over.

Next: find a new partner

Repeat the task but this time the listener can move, smile, nod – but still NO SPEAKING and NO QUESTIONS!

After this, think about and discuss when you were ‘The Talker’:

- What was the difference between the two times for you?
- How did you know you were being listened to?

Now for ‘The Listener’:

- What did you feel during both conversations? Was it hard?

You probably found that as the listener you were tempted to use the ‘righting reflex’, which is where you want to be involved in the conversation by asking a question, inputting your related story, or finishing someone’s sentence. While all of these things can be done with genuine good intentions, it is not always received like that by the person you are talking to. Resisting the righting reflex is about letting someone say ALL of what they have to say, before you jump in. It makes people feel like they are being listened to and encourages them to engage with the conversation.

Activity 2

Working in a group, nominate someone to read the story in the below box.

One day Goldilocks decided to go for a walk in the forest. Pretty soon she came to a house. She knocked on the door, and when no-one answered, she walked inside. At the kitchen table, Goldilocks saw some bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she said.

So she tasted the porridge from the second bowl.

"This porridge is too cold." she said.

So she tasted the porridge in the last bowl.

"This porridge is good," she said, and then she continued eating until she was full.

After eating, she decided she was a little tired, so she walked into the next room. There she saw some chairs. Goldilocks sat in the first chair.

"This chair is too big!" she said.

So she sat in the second one.

"This chair is really too big!" she cried.

So she sat in the smallest chair.

"Ah, this chair is just right!" she said. But suddenly, the chair broke into small pieces. Oops.

Goldilocks was tired, so she went up to the bedroom. She lay on the first bed but it was too hard. She lay on the second bed, it was too soft. Then she lay on the third bed. It was just right. Goldilocks fell asleep. While she was sleeping, the three bears came home.

"Someone's been eating my porridge!" said Papa Bear.

"Someone's been eating my porridge!" said Mama Bear.

"Someone's been eating my porridge too!" cried Baby Bear.

"Someone's been sitting in my chair!" growled Papa Bear.

"Someone's been sitting in my chair!" said Mama Bear.

"Someone's been sitting in my chair," cried Baby Bear, "and they've broken it into small pieces!"

The bears decided to look around and when they got to the bedroom, Papa bear growled...

"Someone's been sleeping in my bed!"

"Someone's been sleeping in my bed too!" said Mama Bear

"Someone's been sleeping in my bed and she's still there!" cried Baby bear.

Goldilocks woke up and when she saw the bears she jumped up and ran out of the room. Goldilocks ran downstairs, opened the door, and ran into the forest.

The rest of the group should not take any notes and instead just listen to the story.

After the story, the listeners should be given the following statements about what they heard, and write down whether each one is true or false.

1. Goldilocks was a small girl
2. Goldilocks knocked on the door before entering the house
3. The bears had porridge for breakfast
4. Papa Bear's porridge was too hot
5. There were three bears
6. Goldilocks ate all of the porridge in one bowl
7. There were three chairs in the lounge
8. Goldilocks broke the baby bear's chair
9. Goldilocks went upstairs to the bedroom
10. Mama Bear's bed was too soft
11. When Goldilocks saw the bears she was frightened
12. Goldilocks ran off into the forest

The answers are in the box below. How did it go? This activity demonstrates the following points:

- Don't switch off just because it is a familiar story
- Don't make assumptions, just use facts
- Treat every person as an individual

Answers

1. False We don't know. The story mentions nothing about age/height/weight/etc.
2. True
3. False We don't know. No mention of time of day.
4. False We don't know. Papa bear spoke first, and the first bowl she tried was too hot. But we don't know they are the same bowl.
5. True It says 'the three bears came home'
6. False She ate till she was full.
7. False We don't know. She went into the next room – no mention of whether that room was a lounge or garage.
8. True When do we find out? – When baby bear comes home!
9. True
10. False We don't know. Similar to the porridge, it was the second bed and mama bear spoke second, but we don't know if they went in the same order.
11. False We don't know. She jumped up and ran out the room but we don't know whether this was because she was frightened – she could have been late for her tea!
12. True

Appendix 2 – open-ended questioning activity

In pairs, pick one person to ask questions first and one person to answer. For 2 minutes the questioner asks open questions (only) about a subject of their choice, or it could be about travel.

Work through all the different question openers below in turn.

WHO

WHAT

WHERE

WHEN

HOW

Don't worry if the conversation doesn't flow, this is just about asking open questions and using all the different question openers.

If you are answering, keep your answers quite short so that the questioner gets to ask another question (this is about asking questions not the quality of the answers).

Prompt people to ask about positives and negatives: what they like about something, and what they don't like so much about it?

Switch roles and repeat the exercise.

Then consider:

- How much information did you find out in 2 minutes?
- Was it easy/hard?

It will probably seem unnatural to begin with as it is a different way of talking to someone. We often use closed questions to get to a specific answer quickly. Keep practising though and it will become easier.

Appendix 3 – example responses in a conversation

Statement: “I’d like my kids to ride their bikes to school, but I think there are too many parked cars at the school gates making it dangerous.”

Reply: “So you’d like your kids to ride their bikes?”

Statement: “I know I should walk to the shops, but I’m lazy.”

Reply: “So you think you should walk?”

Note – Adding ‘you think’ or ‘ you feel’ keeps it very close to what the participant said but puts the emphasis on the person and away from any suggestion that this is your opinion.

Statement: “My journey to work goes past fields with horses in.”

Reply: “How does that affect you?”

Note – Probing for more information here.

Statement: “I want to upgrade my car. My current one doesn’t go fast enough.”

Reply: “Why do you need to go faster?”

Note – Open question to either shift focus or solve barrier.

Statement: “I’m not cycling, it’s really dangerous.”

Reply: “What experience have you had cycling?”

Note – Opening the conversation to solve the barrier.

Statement: “I’d like to cycle as it would really help with my fitness and I can’t afford a gym membership.”

Reply: “What can we do to make that happen for you?”

Note – You could reply with “So you’d like to cycle?”, but as there is no barrier you don’t necessarily need the affirmation and can just go straight in with helping the person to do it.

Statement: “My bicycle has got a puncture. I’m rubbish at bike maintenance.”

Reply: “How can you get that sorted?”

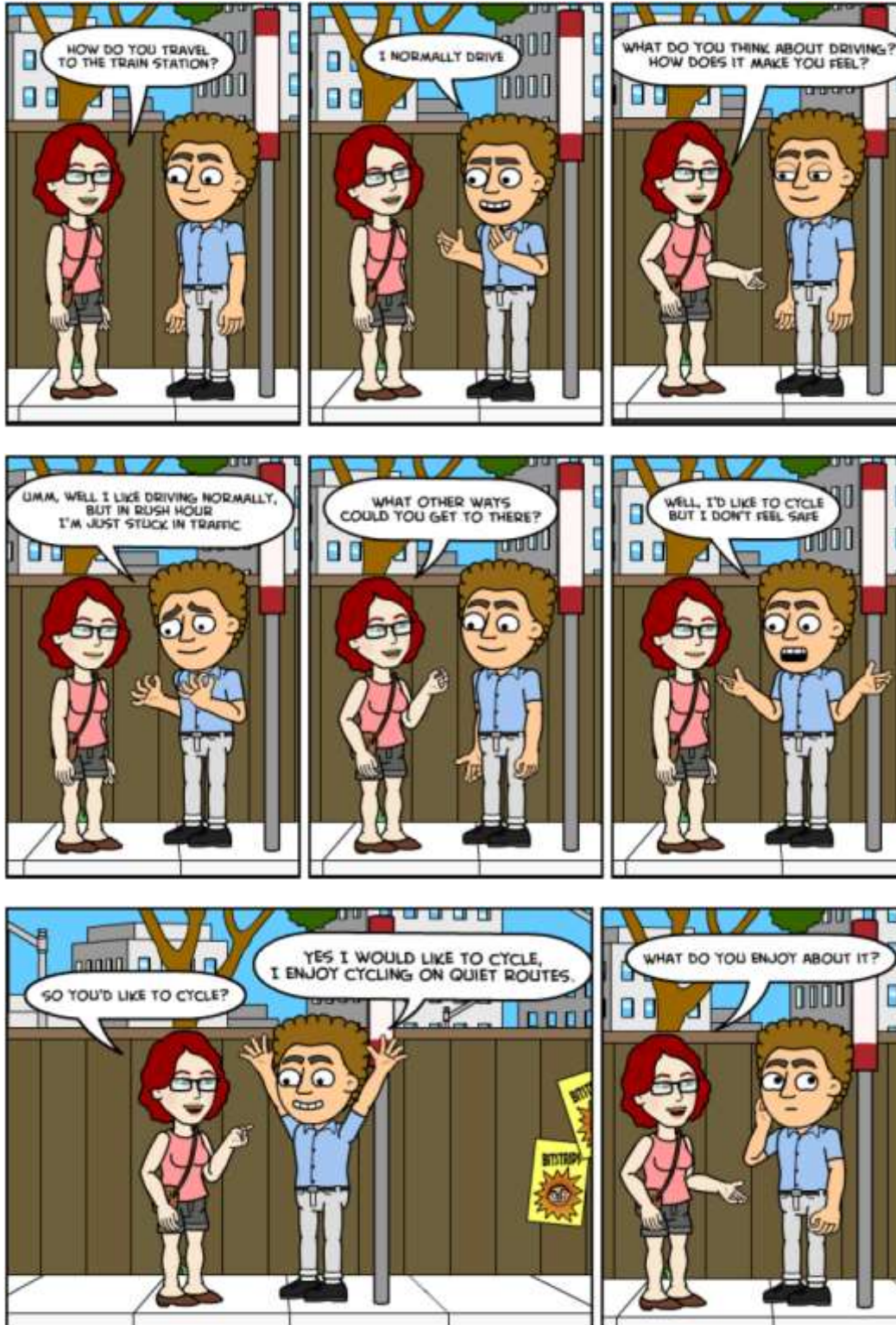
Note – Empower them to solve the barrier for themselves – don’t jump in with the solution too quickly.

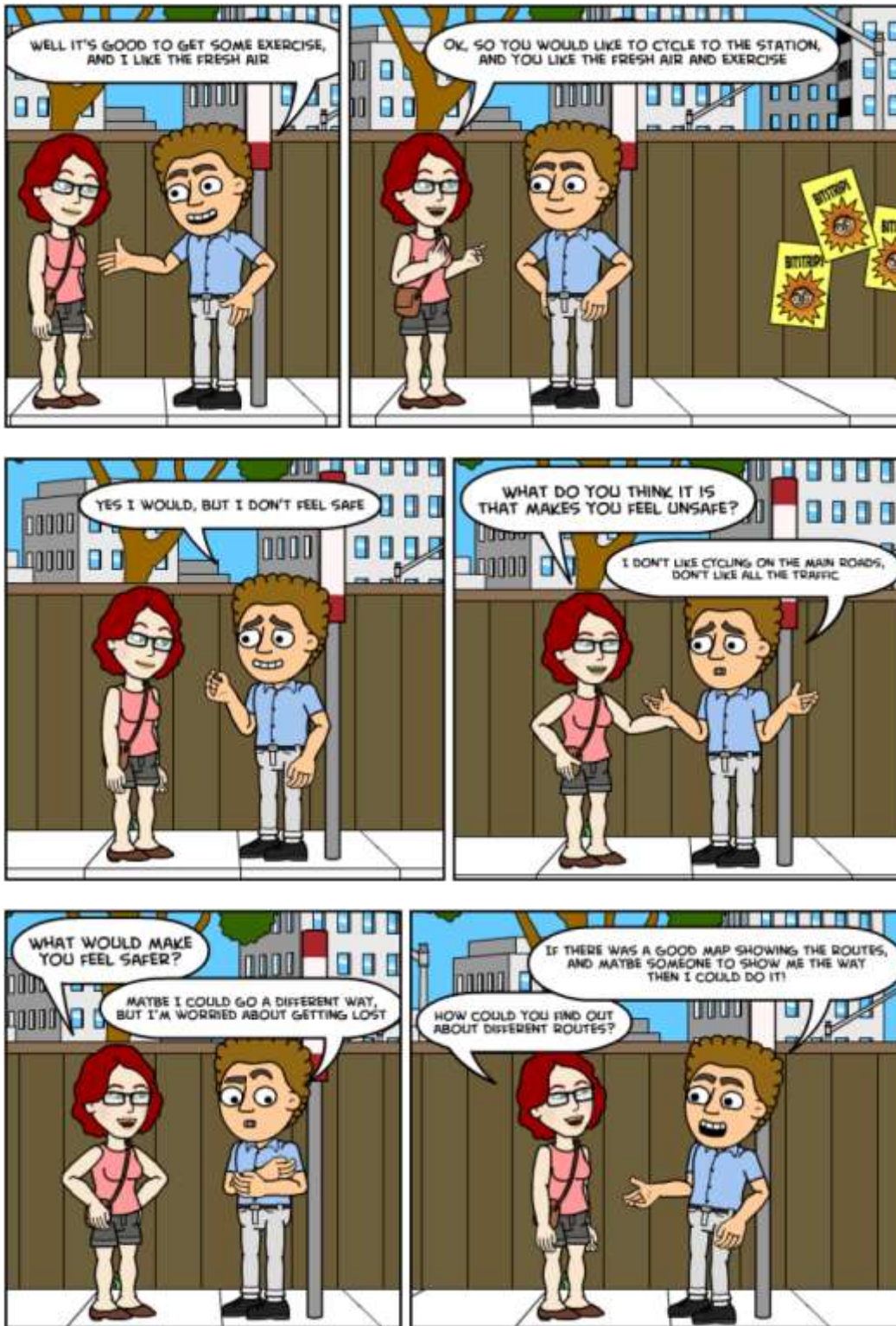
Statement: “The buses are unreliable, expensive and uncomfortable.”

Reply: “What other ways could you make the journey?”

Note – You could try and get into solving the barrier with “What makes you think that?”, but it might come across judgmental. Instead an open question can be better for finding a way forward.

Appendix 4 – An example conversation







Appendix 5 – An example conversation (with respective skills)

TA – How do you travel to the train station?	Open question
Respondent – I normally drive	
TA – What do you think about driving? How does it make you feel?	Open questions
Respondent – Umm, well I like driving normally, but in rush hour I'm just stuck in traffic	Negative language, change talk
TA – What other ways could you get to there?	Open question
Respondent – Well, I'd like to cycle but I don't feel safe	Change talk
TA – So you'd like to cycle?	Reflective question
Respondent – Yes I would like to cycle, I enjoy cycling on quiet routes.	Affirmation
TA – What do you enjoy about it?	Open question – focussing on positives and motivation
Respondent – Well it's good to get some exercise, and I like the fresh air	
TA – Ok, so you would like to cycle to the station, and you like the fresh air and exercise	Summarise
Respondent – Yes I would, but I don't feel safe	Affirmation
TA – What do you think it is that makes you feel unsafe?	Open question
Respondent – I don't like cycling on the main roads, I don't like all the traffic	
TA – What would make you feel safer?	Open question, prompting the person to develop a solution
Respondent – Maybe I could go a different way, but I'm worried about getting lost	

TA – How could you find out about different routes?	Open question, asking the person to develop a solution
Respondent – If there was a good map showing the routes, and maybe someone to show me the way then I could do it.	
TA – Do you know where you could find maps?	
Respondent – No, I’ve only got a road map.	
TA – Ok, so you’ve said you enjoy cycling and would like to cycle to the train station, but you’re worried about not feeling safe. I’ve got some maps here that we can look at to plan a route.	Summarising and then helping to find a solution.
Respondent – Great.	

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