

Travel Training Training Booklet

This workbook is to be used alongside the Talkback Travel Training animations and cartoon.



Produced with funding support from



**Buckinghamshire
Council**

Talkback

Welcome to the Talkback Travel Training Booklet

This guide has been produced to accompany the Talkback Travel Training animation and cartoon. Please follow the steps outlined. We have produced this document with helpful training tips, highlighted in the yellow boxes.

Learning Objectives

- An introduction to travel training.
- To understand the advantages of independent travel – for education, employment, and social mobility.
- To understand why a young person might want to learn how to travel independently.
- To understand the basics of how to travel safely.
- To understand the basics of how to plan a journey.
- To undertake a supported journey by bus.

What's in the animation and cartoon?

In the animation and cartoon, you will see an introduction and four parts of a story.

The introduction.

Nicola talks about how she missed out on a lot of opportunities when she was younger, through not being able to travel independently.

Part 1

Talks about the reasons for learning how to travel independently.

Part 2

Addresses how to stay safe in the community and when travelling.

Part 3

Talks about the importance of planning your journey and looks at practical ways to plan.

Part 4

Is about practice – by taking a supported local journey on a bus.

Trainer tips

- After you have talked through the learning objectives, show the young person the animation or cartoon book in full.
- Then go through it again, one step at a time. You can pause in key places to reflect and discuss what is happening.

Part 1 of the story talks about the reasons for a young person to learn how to travel independently.

Watch the videos



The character is thinking – Why do I have to learn how to travel independently?
My mum/dad/carer/taxi takes me everywhere I need to go.

The character is considering what they might like to be when they grow up. The story considers a number of professions. Young people have aspirations to be all kinds of things.

In order to train and work, a young person will need to travel to college, apprenticeships, employers, etc.

The character is thinking that it would be good to socialise with friends – e.g., go to the cinema, take part in sports activities.

The message is that you may miss out on so many opportunities if you can't get to the locations where these things happen.

Trainer tips

- At all times, stress that we are only thinking about the future at this stage. Most young people will not be ready to travel unsupervised for some time.
- Outline the benefits of independent travel for your education, employment and social life.
- Ask the young person what they want to be when they are older. Give them time to think and answer.
- Once they have answered, talk about what qualifications they will need and where they can go to get them.
- Depending on the profession, they may have to go to college, university, work experience, or to an apprenticeship, for instance.
- Next, ask them how they will get to these places. Wouldn't it be better to travel there independently?
- Then consider how travel training could enhance their social life. Opportunities to meet friends, go to the cinema, take part in sports activities. Talk about the young person's interests. Could they join groups with similar interests?



Part 2 of the story talks about some of the things a young person may worry about and staying safe when travelling.

Watch
the video



The character is thinking of things that may concern them about travelling by bus.

There are a number of scenarios where things might not go to plan. For example, the bus may be late or cancelled. They may get on the wrong bus, or get off at the wrong stop.

The young person may worry about talking to the bus driver and getting their ticket.

What can we do if the bus is busy and noisy?

Trainer tips

- At all times, stress that we are only thinking about the future at this stage. Most young people will not be ready to travel unsupervised for some time.
- Ask the young person if they would be worried about travelling independently.
- Tell them that they won't be expected to travel alone until they are fully trained.
- You can use role play to plan how to speak to a driver to get a ticket.
- Encourage them to think about different scenarios where things might not go to plan.
- Use examples, like the bus being late or cancelled. What if we get on the wrong bus? What if we get off at the wrong stop?
- Encourage the young person to think of solutions to each scenario. Discuss the options for dealing with different situations.
- Talk about staying safe when out in the community. Consider 'stranger danger' and situations to avoid.
- Ask them why it is important to always have a way to contact a parent/guardian/carer if things go wrong.
- If necessary, they can call 999 in the event of an emergency.
- Tell them about the Safe Place Scheme. There are a number of shops, libraries and other organisations that participate. They are located throughout the community for people to go when they feel unsafe.
- If the bus is busy and noisy they may want to wear ear defenders, or listen to music.
- Talk about what is important to have with them when they travel. A phone to be able to call someone if they need help. Money, or a card to pay for their ticket.
- Look online to see how to apply for a disabled person's bus pass.
- Think about what clothes they would wear for different weather conditions.
- Reiterate that the young person can practice with an adult as many times as they need to.
- Tell them that the next stage will be to plan a journey.
- At all times, stress that we are only thinking about the future at this stage. Most young people will not be ready to travel unsupervised for some time.

Part 3 of the story talks about the importance of planning your journey.

Watch the videos



Ask the young person – why is it necessary to plan before we go on a journey?

Consider all the things we need to know first.

- Where do we want to travel to?
- How far away is it?
- What time do we need to be there?
- How long will the journey take?
- Where can we get on the bus (bus stop/bus station)?
- How much will our journey cost?
- What do we want to do when we get there?
- What do we need to take with us?
- What time does the bus come back?

Visit the Traveline website <https://www.traveline.info/>



Discuss all the information that's available. Destinations, timetables, bus numbers, places that the bus stops, how long the journey should take, times for the return journey.

Go through the website in a logical order. Enter a realistic destination. Work backwards to determine what time we will need to leave.

Trainer tips

- At all times, stress that the young person will be supported on their journeys at this stage. Most young people will not be ready to travel unsupervised for some time.
- Encourage the young person to think for themselves about their journey.
- Allow them to play with the Traveline website to determine whether their proposed journey is realistic – e.g., they won't have time to travel too far and to get back.
- Think small to start with. A journey from their home/school to the town centre perhaps.
- Help them to work out each step of the journey in a logical order and to determine how long each step will take.
- Think of it as an adventure and plan to do something worthwhile whilst at their destination – e.g., visit a café, shop, or library.
- Finish with a date and time to leave for their journey.

Part 4 of the story talks about actually taking a journey.

Watch
the video



This is where the character in the story puts into practice what they have learnt in the previous sections. Start with a discussion on what we have learnt so far.

- Why are we going on a journey?
- Talk about staying safe in the community.
- Have we planned our journey?
- Have we considered all the scenarios where things might change/go wrong?
- Have we got everything that we need to take with us?

Talk about where we are going and the different stages of the journey. Break it down into small steps. Reiterate that the young person can practice with an adult as many times as they need to. Before we go, check the Traveline website first to ensure that the buses are running as scheduled: <https://www.traveline.info/>

Ask the young person how they are feeling about taking the journey. They may be nervous, excited, scared, anxious; or a combination of all of the above.

Are you wearing appropriate clothing for the weather? Do you have ear defenders for if it's too noisy? Once out, keep a close eye on the young person to monitor their anxiety levels.

Take breaks if necessary.

Talk about landmarks along the way. This will help the young person to get their bearings and to recognise where they are on the return journey. Discuss the route and how long the journey is taking.

Enjoy the day and do something interesting when you get to your destination. Ask the young person what they'd like to do. Visit a café, go to the library, or go bowling, for example. Upon your return, talk about how it went.

- What did you enjoy?
- What have you learnt?
- Did anything make you nervous/anxious?
- Where do you want to go next time?

Trainer tips

- At all times, stress that the young person will be supported on their journeys at this stage. Most young people will not be ready to travel unsupervised for some time.
- Encourage the young person to think for themselves whilst on their journey.
- Some may take it all in their stride, but this will be a big step for many young people.
- Bear in mind that the very thought of independent travel might be daunting.
- By taking travel training slowly and breaking it down into small steps, the young person will be more likely to engage.
- Constant reassurance will keep anxiety to a minimum.