

Messaging toolkit:

How to talk about opening our streets for people who walk, ride bikes, and take public transport





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This toolkit gives new ways to talk about opening our streets so more people can walk, ride bikes, and take public transport

Many New Zealanders share a vision of living in towns and cities where all people can move around in healthy, enjoyable ways.

But the changes needed to make this happen are big and rely on broad understanding and support. Evidence and reasoning about mode shift changes need to be woven into repeated, compelling messages that deepen understanding. The more people who support mode shift changes, the easier it is for decision makers to make them happen and keep them in place.

The messages and recommendations in this toolkit can help you communicate mode shift changes to a wide audience of people. You can adapt the messages to different mediums, messengers, campaigns, and content. They're based on research carried out by The Workshop from 2020–2022.

This toolkit supports the comprehensive guide [‘How to talk about opening our streets for people who walk, ride bikes, and take public transport’](#).

What's in this toolkit

This toolkit gives you tested messages and practical ways to structure your communications. It includes:

- longer tested messages you can use whole or in parts
- a shortcut sheet of words and phrases to embrace or replace
- a list of helpful ‘all of us’ intrinsic values that help people connect to why they care about mode shift
- a list of unhelpful narratives to avoid
- a list of helpful narratives to tell your story
- a list of explanatory metaphors that help do the heavy lifting of explaining problems, impacts, and solutions
- a story structure that helps you use Narrative for Change strategies in each story you create
- a template to help with your narrative strategy
- a checklist to help put it all in action

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Thank you

This guide is based on research by The Workshop on behalf of Waka Kotahi NZ Transport Agency. The research was undertaken by Dr Sharon Bell, Ellen Ozarka, and Dr Jess Berentson-Shaw of The Workshop. The words were written by Jayne Dalmer and Julie Fairfield. Dr Rebecca Grey completed the early literature review.

We would like to offer our deepest gratitude to our contributors. This work would not have happened without the support, expertise and research of many knowledge holders and experts including:

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Ngā mihi nui ki a koutou.

Tested messages to use in your communications

The following four stories combine effective messaging elements to help reflect core helpful narratives about opening our streets so more people can walk, ride bikes, and take public transport. These tested stories follow a vision with values + explanation of barriers + solution + action structure. They also include tested explanatory metaphors.

In our testing, these stories were effective at deepening understanding or increasing support for solutions among people who are open to persuasion on these issues.



A story about opening streets for our children

1

Child-led stories are effective in communications about neighbourhood or community changes, school-based travel, and communication about the places and changes that will lead to our children being more free.

Our cities can be places children move around freely and independently — on separate bike paths, spacious footpaths, and on buses or trains — so parents can be free from worry. Our streets can be friendly, shared spaces where children play and we connect with each other. 1

1
This story starts with a statement about children's independence and freedom because this matters to many people who are open to persuasion. Read about these 'all-of-us' values on page 37 of the guide.

It includes a concrete vision describing how people's everyday lives will be different. See more about vision on page 28 of the guide.

To give kids this independence that most of us want them to have, people in government 2 and local councils can use tools that work 3 to open our streets. These tools will allow kids to get around safely on their own, by walking, getting a bus, or biking.

2
Naming people in government as the agents of change. Naming the people in a system with power is important for systems narratives. See helpful narratives on page 26 of the guide.

The tools people in our councils can use to open our streets 4 include putting in protected bike paths, calming speeds on our streets, opening up parts of the city for walkers only, and creating more space on our streets for public transport.

3
A 'tools' explanatory metaphor. See better explanations on page 46 of the guide.

4
'Opening our streets' is another effective metaphor. See better explanations on page 46 of the guide.

It's how we make our cities places where children can move about freely and independently. 5

5
This story finishes by reminding people of why this change matters to them and links the action to the values.

A story about streets, cities, and a transport system that makes space and meets the needs of all people

2

This story might be best suited for citywide projects, projects or contexts where things are being ‘joined up’, and contexts where space is being rebalanced between users — for example, parking changes or cycle paths.

Living in cities is all about making space for everyone. The streets in our cities and neighbourhoods need to work for all of us and the different ways different people need to get around. 1

1
The story starts by reminding us that many of us want to meet the needs of all people in our community – a shared value. See ‘all-of-us’ values on page 37 of the guide.

Right now, many people, including children and disabled people, find it harder to take part in school or work, or to go and have fun in our cities, because our streets are just too difficult to get around. 2

2
This story moves, like all the stories, from values and a vision to an explanation of why changes are needed, who they are not working for, and why.

When people in government make cities and streets easy to get around for everyone, including children and disabled people, 3 we all have the opportunity to be part of the things that are important to us.

3
Here, the story names the people we want the reader to have in mind because the transport system is not working for them.

By creating space on our streets 4 for people who use wheelchairs, bikes, scooters, or who walk, and by creating more space for easy-to-use public transport, we can make our cities great places to live for all of us.

4
Here is an explanatory metaphor ‘creating space’. See better explanations on page 46 of the guide.

A story about a protecting the places and people we love — the environment

3

Try this story when doing big-picture thinking about city plans, spatial projects, long-term plans linked to urban density, or play type projects or telling the joined-up story of a series of small projects or plans.

In the future, our cities can be calm places, full of trees and birdlife. We can build good homes closer to the places we work, learn, and play. With more playgrounds and shared spaces for us all to enjoy, and streets that are open to people walking and riding bikes, we can live in ways more connected to each other and our environment. 1

Making these cities our future means acting to protect people and places from harm. 2 It means solving the transport issues in our cities and reducing carbon and other pollutants from cars and trucks that contribute to our health and environmental problems. 3

Making calm, connected cities means using the right tools for the job of transport. 4 When cars and trucks no longer work for our health or the planet's health, we can use tools like biking, walking, and taking buses or trams.

To make it easy for people to use these better transport tools, people in government 5 can make more space in our streets for buses and trams, put in more protected bike lanes, and reallocate streets for green and play spaces. People in government can also encourage housing closer to the centre of the city.

When people in government help us change the way we move around the city, we can all live in ways more connected to each other and our environment. 6

1 This story starts with a vision of how people's lives can be better. Visions help people think about what is possible. See visions on page 28 of the guide.

2 This story reminds people that protecting people and the environment matters to them – 'all-of-us' values. See values on page 37 of the guide.

3 This story contains a short explanation of how transport is connected to carbon and the environment. See why explanations are better than descriptions on page 46 of the guide.

4 Here is an explanatory metaphor that does the heavy lifting of explaining the solution without using too many words. See better explanations on page 46 of the guide.

5 Here, the story names the people who can make the changes to help explain who can make the changes that make the biggest difference.

6 This story ends by reminding people why these changes matter to them – reconnecting them to their values. See values on page 37 of the guide.

A story about sensible decision making and people in government working for the public good

4

This story is good to use when local or central government actors are naming themselves as agents or when people are looking at long-term plans. They can also be good for weaving mode shift changes with climate change communication.

We need our cities to work for all of us over the long term. With more people living in our cities, we need people in government to take practical steps to make it easier for people to walk, ride a bike, or get a bus. 1

Just like we need different gears for cycling up and down hills, 2 our cities need different transport solutions for our different challenges.

Until now, our cities have been geared towards one form of transport — cars. With lots more people in our cities now, our streets don't work well for anyone — even people who drive. People in government can take practical steps to solve our communities' transport problems by making it easier for people to walk, ride a bike, or get a bus. 3

Using a range of solutions for the transport problems we face is the practical and responsible thing for people in government to do, to make sure our cities work well for all of us over the long term. 4

1
This story starts by reminding people that being wise and responsible are important things in life, and we need people in government to also be that. These are the values we can use instead of talking about saving money or cost-effectiveness. See values on page 37 of the guide.

2
Here is an explanatory metaphor to help explain the problem and solution to people in a way that is quick to understand. See better explanations on page 46 of the guide.

3
Here is a short tested explanatory chain, with a metaphor, to help people understand how the problem started and what the impacts are. See better explanations on page 46 of the guide.

4
The story finishes by reminding the reader about why this matter to them, who needs to do the work, and for whom.

A shortcut sheet of words and phrases to embrace that shift us towards our helpful narrative and away from unhelpful narratives

Use this table to quickly see the words and phrases to embrace when talking about changes to get more people walking, riding bikes, and using public transport.

Print this table out as a separate sheet if that's helpful.

Embrace ✓

- Opening the streets
- Making space for everyone
- Streets for everyone
- Creating a city where people get what they need, including disabled people and tradies who still need to use cars

- Naming the people with the power to make the biggest changes

- Calming streets

- Giving people options

Avoid or replace saying ✗

- Restrictions on car driving or parking such as closing streets to cars (prompts a loss mindset)

- Not naming people with the power to make changes or using a non-specific 'we'

- Lowering speed limits

- Giving people choices or people choosing to do something (this prompts an individualistic or consumerist mindset)
- Changing people's behaviour

Embrace saying ✓

- **Connecting people and places**

- **Protecting the people and places we love**

- **For the public good**
- **Making all our lives better**
- **Riding and walking sparks joy**

- **Taking practical steps and finding the best way to do things**
- **Seeing what works in the short term and the long term**
- **Being adaptable or flexible**

Replace saying ✗

- War — ‘cyclists battling for space’
- Sports — ‘competing’ for funding

- Stopping kids being harmed
- Safety from harm (this prompts fear and ‘we need safer cars and roads’ thinking)

- People making individual choices for themselves

- It must be perfect or not at all
- It’s ‘a trial’ (this prompts temporary or short-term thinking)

Shift towards ‘all-of-us’ values to help people connect to why they care about mode shift

Values are ‘the why’ of our actions and lives — our deepest motivations. Connecting your issue to people’s values is a powerful way to get people to pause and think, listen to your explanation, and get motivated to act.

When the goal of the changes you’re communicating about is improvements for the public good or collective well-being, then your communication needs to speak to people’s collective values. These are the ‘all-of-us’ intrinsic values such as care, compassion, pragmatism, friendship, responsibility, love, and creativity.

We all hold many values — the collective ‘all-of-us’ values and other more individual values that come with external rewards such as wealth, status, or power. People often think that other people are more motivated by these individual values, but in reality most people deeply value care, everyone having what they need, and collective wellbeing.

When you’re communicating about mode shift changes, use words and messages that connect with people’s ‘all-of-us’ values and these are the values that people will prioritise.



These ‘all-of-us’ values should sit at the heart of compelling messages

In our testing, values statements that led people open to understanding and persuasion to agree with mode shift solutions were:

Streets for all people. This brings to the surface the values of equity and inclusion, it talks about meeting people’s different needs and building cities that enable all people to get around.

This sounds like:

‘When people in government make streets easy to get around, including for children and disabled people, we all have the opportunity to be part of the things that are important to us.’

Doing what works for our long term needs. This brings to the surface the value of responsible management and long term work for the public good.

This sounds like:

‘With more people in our cities, we need people in government to take practical steps to make sure our cities work for us all over the long term, making sure our streets are open to people walking and using a bike or wheelchair.’

Protecting the people and places we love. This brings to the surface the values of love and protection.

This sounds like:

‘It’s important that we protect people and places from harm by solving the transport issues in our cities that are causing problems like climate change.’

Freedom and independence for children. This brings to the surface the values of freedom, self-direction, and care for children

This sounds like:

‘Most of us want our kids to have the independence we had. We can give them that freedom by building cities and streets that allow kids to get around safely on their own, walking, by bus or by bike.’

Shift away from values that bring to the surface unhelpful mindsets

Avoid safety or fear values. Using safety or harm reduction to motivate people can instead create fear and cause people to think about safer cars on safer roads and that cars are the safest option.

Avoid wealth, authority, or status values. Being reminded of these individual values makes it difficult for people to also see the public good and collective interests your changes are working towards.

Read more about shifting to 'all of us values' on page 37 of 'How to talk about opening our streets for people who walk, ride bikes and take public transport.'



Understand unhelpful narratives to avoid reinforcing them

To be confident that you're using helpful narratives, it's good to understand all the narratives that can dominate conversations.

'Unhelpful' narratives can get in the way of people's deeper understanding, lead people to feel fatalistic about a better future, and focus people's attention on small, individual changes rather than changes that will make the biggest difference. 'Helpful' means the narratives help people understand and support these big changes.

Focus on using and repeating helpful narratives and avoid unhelpful narratives. Repeating unhelpful narratives, even to disprove them adds to their power.

Unhelpful mindset

Transport individualism

Problems and solutions in the way we move people and goods are down to an individual's choices and decisions.



Dominant, unhelpful narratives that reflect this mindset

- Narratives that emphasise lifestyle choices, behaviour change, or consumer-driven solutions, for example narratives about individuals choosing to ride a bike, walk, or buy an electric vehicle.
- Narratives that emphasise individual 'carbon footprint' and choices people can make to reduce it.
- Consumerism narratives imply that if people want change, they can 'vote with their wallets'
- Consumerism narratives are similar to transport individualism and they emphasise consumer choices.

Unhelpful mindset

Them versus us

Changing our transport system means less for me and more for others.



Dominant, unhelpful narratives that reflect this mindset

- Narratives that emphasise different transport groups, for example, 'cyclists need protection', 'car drivers are the problem'. Or 'only lycra-clad middle-aged men ride bikes'.
- Narratives that imply competition for limited resources between different groups, for example 'bikes lanes are a luxury when our pipes need fixing'.

Unhelpful mindset

Transport fatalism

Transport equals roads and cars and can't be changed.



Dominant, unhelpful narratives that reflect this mindset

- Narratives about people needing to drive cars. Transport problems are just a normal part of life. Mode shift solutions might work in other countries, but not in Aotearoa. For example, 'we're not Amsterdam' or 'Wellington is too windy and hilly' for bikes.
- Narratives that emphasise cars, car culture, roads, transport jargon, carparks, and problems with drivers. The solution is more road space for cars. For example, 'cars are essential', or 'everybody will always need a car'.

Unhelpful mindset

Transport financialism

Transport is mainly an issue of time and money.



Dominant, unhelpful narratives that reflect this mindset

- Narratives that emphasise transport shifts as an issue of cost, loss of efficiency, for example congestion is a productivity and loss of money issue. For example, 'it's too expensive to make radical changes' or 'we don't have five years to wait and billions of dollars to build light rail'.

Unhelpful mindset

Transport is dangerous



Dominant, unhelpful narratives that reflect this mindset

- Narratives that focus solely on the very unsafe nature of current modes, roads, transport, and travel, especially for children — for example, 'I'd rather my child be safe from dangerous drivers'.

Unhelpful mindset

Government inaction, fatalism, and status quo



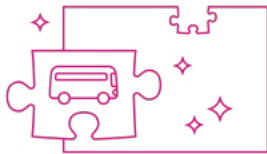
Dominant, unhelpful narratives that reflect this mindset

- Narratives about the government not doing anything or not being able to do anything.
- Narratives that suggest people in government tend to be unable to act or make changes that make a big difference — for example, ‘it’s too political, so nothing will ever happen’ or ‘this council is dysfunctional’.

Read more about avoiding unhelpful narratives on page 20 of ‘How to talk about opening our streets for people who walk, ride bikes and take public transport.’

Use helpful narratives to tell your story

Helpful narratives can redirect people's understanding so they see the changes needed to make the biggest difference to all our lives. Helpful narratives can give people better explanations for problems, show solutions, and influence shared mindsets and support.



These changes will make the biggest difference for the public good — a systems narrative

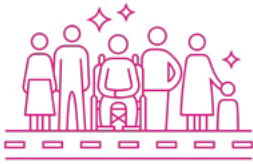
A systems narrative helps to redirect people's thinking away from transport individualism and small-scale change within the current system. A systems narrative helps people see the constraints current transport policies and practices put on us and how these constraints can be lifted.

A narrative about 'changes that will make the biggest difference to including more people' needs to use frames and explanations that talk about the people who can create more options. This narrative needs to show the invisible 'system' that shapes our lives (for worse) and focus on the wider public good that a new transport system can create — the physical, social, and environmental benefits. This systems narrative also needs to name agents within the system who can bring change about.



We're creating better lives and cities together — a common destination narrative

A 'creating better lives and cities together' narrative redirects people from a 'them versus us' mindset. This 'better together' narrative brings to the surface thinking that says, 'Opening streets for people on bikes, walking, and non-car forms of mobility benefits most people across different communities. This thinking includes everyone who needs to move around in different ways, not just small groups of people who are 'not like me'. Aspects of building connections and community are embedded in this narrative.



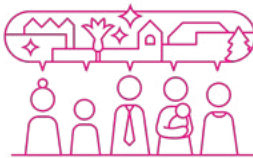
Streets are for all people — a meeting everyone’s needs narrative

A narrative about ‘streets for all people’ directs people’s thinking away from car fatalism and transport individualism and towards thinking about streets as public spaces for all people. A ‘streets for all people’ narrative also directs people’s thinking towards moving people and goods in ways that meet the needs of all people to move about and be included.



Opening streets protects the people and planet we care for — a holistic narrative

A narrative that directs people to think about the more holistic goals of the transport system and away from the ‘transport as a productivity tool’ mindset helps people understand the harm that the current ways we move ourselves and our goods does to people and the environment.



Communities and governments have the strengths and capability to act — a strengths-based narrative

This narrative about the strengths of communities and governments to act can direct people’s thinking away from fatalism and status quo thinking, especially about governments. It reframes deficit-led stories to strength-led stories about our capability to change the way we move ourselves and goods about.

Read more about helpful narratives on page 26 of ‘How to talk about opening our streets for people who walk, ride bikes and take public transport.’

Use tested explanatory metaphors to help explain mode shift changes

People need explanations to help them understand the origins, consequences, and solutions of problems. Just describing problems, statistics, or policy solutions won't overcome or replace powerful unhelpful narratives that people may already hold. People think and reason in connected pieces of information — not in individual facts.

Better explanations help make more accurate connections for people. Explanatory metaphors can help explain how a problem started, who is responsible for a problem or why we need the solution we do.

Metaphors connect something from everyday life we understand to the more abstract concept we want people to understand quickly. For example, when we talk about 'driving' the economy we're explaining that humans created and control the economy, but when we talk about 'economic storms' we're explaining that the economy is not controlled by humans but is a natural force of its own that we cannot do anything about.



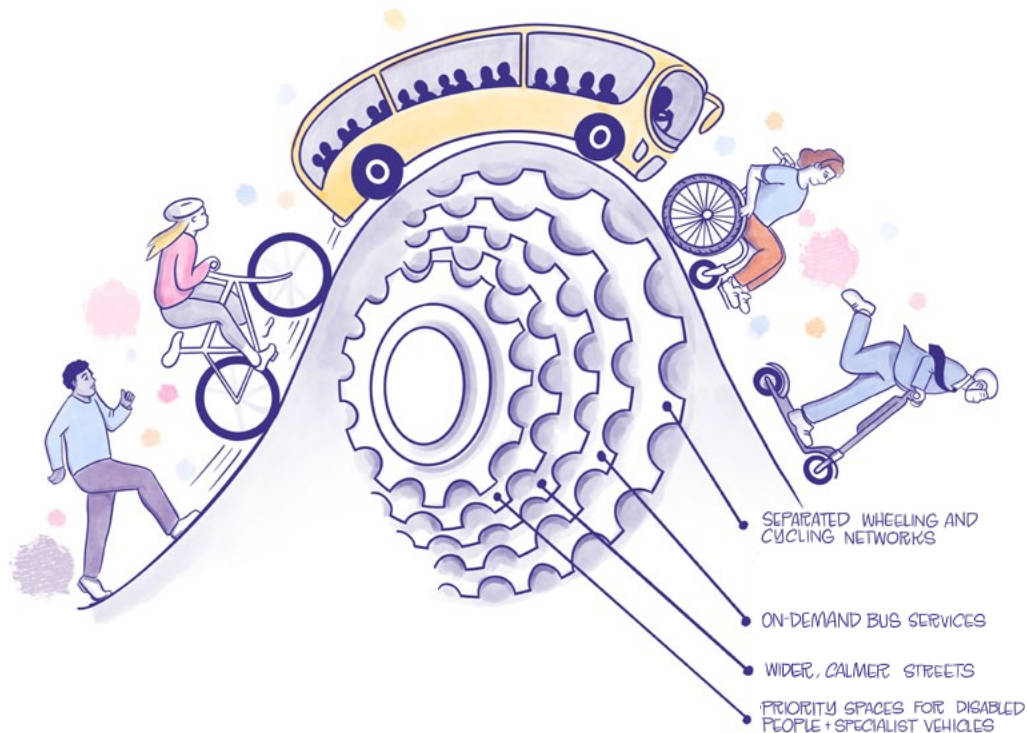


Gears — a tested explanation using a gears metaphor was persuasive

A ‘gears’ metaphor can help explain that cities have been geared for one form of transport, and we can use different gears for different solutions to transport problems.

This sounds like:

⋮ *Just like we need different gears for cycling up and down hills, our cities*
⋮ *need different transport solutions for different challenges. Until now our*
⋮ *cities have been geared towards one form of transport — cars. We can*
⋮ *solve our communities’ transport problems by using different solutions,*
⋮ *making it easier for people to walk, ride a bike or get a bus.*





Tools — a tested explanation using a tools metaphor was persuasive

A ‘tools’ metaphor can help explain the different ways people in power can open our streets.

This sounds like:

- ⋮ *... people in government and local councils can use tools that work to open our streets. These tools will allow kids to get around safely on their own, by walking, getting a bus, or biking.*
- ⋮ *The tools people in our councils can use to open our streets include putting in protected bike paths, calming speeds on our streets, opening up parts of the city for walkers only, and creating more space on our streets for public transport.*



Opening streets — a tested metaphor about opening streets was persuasive

An opening streets metaphor can help explain the changes that will make the biggest difference to how we move people and goods around our towns and cities.

This sounds like:

- ⋮ *... people in government and local councils can use tools that work to open our streets.*
- ⋮ *The tools people in our councils can use to open our streets in...*



Calming streets — a tested metaphor about calming streets was persuasive

A ‘calming streets’ metaphor can help explain all the different ways to modify speed and street layouts.

This sounds like:

- ⋮ *Making calm, connected cities means using the right tools for the job of transport*
- ⋮
- ⋮
- ⋮ *The tools people in our councils can use to open our streets include calming speeds on our streets....*



Use a new story structure to reflect your narratives

Many stories across media, entertainment, social media, in conversation can help create a powerful new narrative. Using a particular story structure can help you make sure each story you create is adding up to the bigger narrative picture.

Lead with a vision and values



Explain the barriers



Give solutions and actions



1. Lead with a hopeful vision and values

A clear vision at the start of your stories gives people hope that change is possible and invites them to consider the evidence for the changes needed. Starting with a vision that includes our shared 'all of us' intrinsic values makes it easier to give detailed action to achieve that vision.

Example Vision

Many New Zealanders share a vision of living in towns and cities where all people can move around in healthy, enjoyable ways. This means having streets that meet the needs of all people, including children, older people, and disabled people, and that help protect people and the planet.



2. Explain the barriers

Visions need a pathway to get there. Follow your hopeful vision with a clear, logical explanation of what the initial factors and barriers are, who created them (or allowed them to continue) and what the flow on effects are.

Example Barrier

The people who designed our cities designed them to work best for cars. With lots more people in our cities, our streets now don't work well for anyone — even people who drive.



3. Give solutions and actions that help move you towards your vision, and matches your explanation of barriers, and the change you're trying to make

Give solutions and actions that help move you towards your vision, and match your explanation of barriers, and the change you're trying to make. If you're creating advice on how to move people to take action, you need to tell people what you want them to do.

Example Solution

That's why we need people in government to create options for people to ride bikes, walk, and take public transport, so that there are many different, easy ways for people to get around.

Example Action

Let your Council know that you support their work towards a city where our streets meet the needs of all people, including children, older people, and disabled people, and that help protect people and the planet.

Read more about the new story structure on page 66 of 'How to talk about opening our streets for people who walk, ride bikes and take public transport.'

Have a narrative strategy

When you shift to narrative work, you need a narrative strategy to match. At a basic level, think about these things. Add your own answers in below.

What changes are you trying to build support for?	For example, are you building support for: <ul style="list-style-type: none">• cycleway projects• transport strategy• infrastructure changes• specific policy changes	<hr/> <hr/> <hr/> <hr/>
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Who can make the change?	For example, the people who can make change are: <ul style="list-style-type: none">• people in local councils• people in government agencies.	<hr/> <hr/> <hr/>
Whose support do they need to have to make that change? Who can influence the people who can make the change?	For example, the people whose support is needed, and can influence the people that make the change are: <ul style="list-style-type: none">• people that vote• community members• people who engage in consultations.	<hr/> <hr/> <hr/> <hr/> <hr/>

<p>Whose support do you need to have to make the change?</p> <p>Who are the people open to persuasion?</p>	<p>For example, people open to persuasion are:</p> <ul style="list-style-type: none"> • people not yet participating in community engagement • people who don't yet understand why change is needed • people who have yet to decide their position on the issue • people who want change but aren't sure the best changes to make. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Who are your supporters that can share stories to broaden your base?</p>	<p>For example, your supporters are:</p> <ul style="list-style-type: none"> • people who advocate for your solution • people who already 'do' behaviours eg use cycleways • people who want the same vision as you and support your solutions. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>What do you want people to understand about the changes?</p> <p>What do you need to explain to people so that they support the changes you're working towards?</p>	<p>For example, you want people to understand that:</p> <ul style="list-style-type: none"> • putting in a separated cycleway means rebalancing the space on the road so it can be used by everyone • you're making practical decisions for the long-term public good. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>What do you need people to do to show that support?</p> <p>What action do we want them to take in support of the changes you're working towards?</p>	<p>For example, you want people to:</p> <ul style="list-style-type: none"> • participate in engagement and consultation activities • share publicly that they support the work being done. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>Who are your collaborators?</p>	<p>For example, your collaborators are:</p> <ul style="list-style-type: none"> • community leaders • advocates for mode shift. 	<p>.....</p> <p>.....</p> <p>.....</p>
<p>How will you let them know the helpful narratives to use and unhelpful narratives to avoid?</p>	<p>For example, you'll let them know which narratives to use by:</p> <ul style="list-style-type: none"> • meeting with them • sharing resources • providing content they can use in their communications. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Who are the groups and people that share your overall aims, and could be influential on this issue but are not your collaborators and may criticise you?</p>	<p>For example, your critics might be:</p> <ul style="list-style-type: none"> • people that believe in the vision but don't trust you • people that believe in the vision but don't agree with your pace, process or way of achieving the solution. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>How can you support them to use helpful narratives?</p> <p>What benefits would they see in this?</p> <p>Who are the credible messengers to persuade them about narratives for change?</p>	<p>For example, you could support them by:</p> <ul style="list-style-type: none"> • meeting with them to discuss what you have in common and what your differences might be • sharing resources • resourcing people who they do trust to share these narrative resources with them. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>Who are your messengers?</p> <p>Who will stick to your helpful narratives and appeal to a wide selection of people open to persuasion?</p>	<p>For example, messengers for your base and people open to persuasion might be:</p> <ul style="list-style-type: none"> • community leaders • children • business owners. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Who are the credible messengers to persuade your critics about narratives for change?</p>	<p>For example, credible messengers for your critics might be:</p> <ul style="list-style-type: none"> • collaborators who are trusted by the critics • your base who have things in common with your critics. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<p>What are your channels?</p> <p>How will you reach your base and people open to persuasion?</p>	<p>For example, you will reach your audiences through:</p> <ul style="list-style-type: none"> • your own social media channels • media coverage • word of mouth • events. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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<p>How will you measure impact?</p> <p>What will success and impact look like and how will you measure if it has been achieved?</p> <p>Avoid measuring impact by 'engagement' on social media, or the volume and response of opponents.</p>	<p>For example, your impact measurement might include:</p> <ul style="list-style-type: none"> • when persuadable people understand the issue better • when those most harmed by the current system respond • when people take the action you asked them to. 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Use a communication checklist

Check your communication:



Talks mainly to your persuadable audience in ways your supporters feel comfortable with and will want to share.



Tells your own narrative— be clear on what that is.

Helpful narratives include:

- These changes will make the biggest difference for the public good — a systems narrative.
- We're creating better lives and cities together — a common destination narrative.
- Streets are for all people – a meeting everyone's needs narrative.
- Opening streets protects the people and planet we care for – a holistic narrative.
- Communities and governments have the strengths and capability to act – a strengths-based narrative.



Has stories with a vision and values + explanation of barriers + solution and action structure that help you start with the better world you want.



Check your communication does not:



**Talk just to your base of supporters.
Negate or myth-bust opponents stories.**



Use the unhelpful narratives of people firmly opposed to your vision

Use unhelpful narratives that trigger thinking about:

- transport Individualism
- them versus us
- transport fatalism
- transport financialism
- transport is dangerous
- government inaction, fatalism, and the status quo.



Lead with problems or a series of facts describing the problem.

Lead with the specific policy solutions (the ingredients instead of the cake).



Taps into 'all-of-us' intrinsic values like:

- streets for all people (equality and inclusion)
- doing what works for our long term needs (pragmatism and responsible management)
- protecting the people and places we love (care for our environment)
- freedom and independence for children.

See page 37 of the guide for tested values statements.



Tap into extrinsic (external) values like:

- safety
- fear
- wealth
- expertise.



Uses a clear explanation about the barriers to your vision.

- What is the initial factor?
- Who put it there?
- What are the flow-on effects?
- What needs to be done to remove it?
- Who needs to remove it?



Use a lot of facts to describe a problem or solution rather than using facts as part of an explanation.



Uses helpful explanatory metaphors like:

- gears
- tools
- opening streets
- calming streets



Use metaphors or jargon that are found in opposition narratives.



Uses concrete and specific language.



Use abstract or vague language.



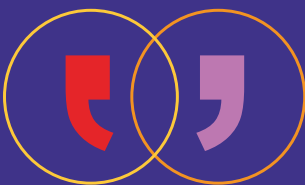
Finishes by reminding people of your why.



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