



A VISION OF KIDS FOR TRANSPORT

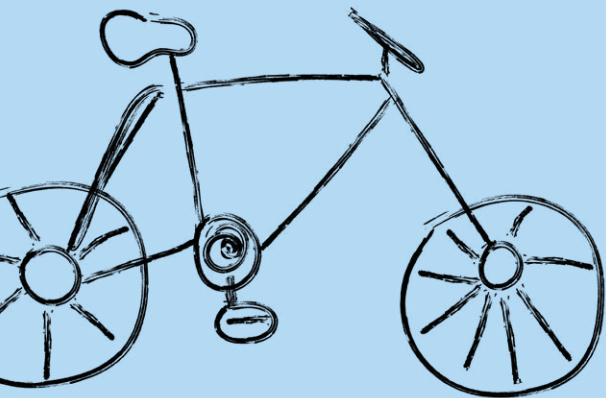
Report 2023

CRANK

Auckland
Council 

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Foreword



This report presents visions of children on the future of transport, gathered in workshops in classrooms across Auckland, as a vital contribution to creating a safe, healthy and environmentally responsible transport system..

Four key themes are supported by photos, quotes and artwork from young participants, as well as key data and insights. Overall, the findings illuminate the direction of change that is desired and indeed anticipated by this up-and-coming generation, in their neighbourhoods and across the city.

A key hope for this report is that the adults in charge of the strategies and plans that are shaping our city will be encouraged and empowered to action by the voices of the youngest residents of Tāmaki Makaurau. After all, they will be the ones who inherit it.

Children have a major stake in the move to a sustainable transport future, so this work should be seen as contributing to a wider, ongoing conversation on the subject.

“When I’m older, I would love for NZ to have much more sustainable transport. I hope that there will be better transport soon”

Olivia, 10, Point Chevalier School



Key themes at a glance



Theme 1

Children are clued up about the links between climate and transport

Theme 2

Children prefer active modes of getting around: walking, cycling and wheeling

Theme 3

Children value transport that is social, active and sustainable

Theme 4

The next generation is already geared up for a low-carbon transport future

1hr
workshops

12
Schools

181
Students aged 6-11

What is your favourite way to get around now?

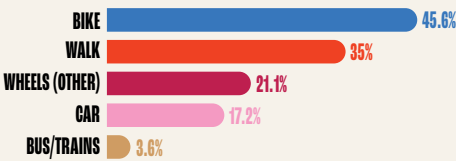


Figure 1. 85.6% of the children included walking, biking, or wheeling in their response (n=180). ‘Wheels (other)’ groups scooter, rollerskates, and skateboard together. Open-field question where they could write as many as they liked.

When you’re older, what places do you want to be able to get to without needing to use a car?

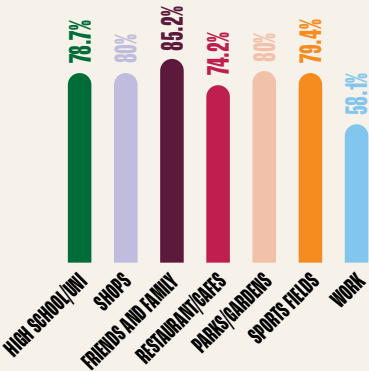


Figure 2. Children were asked to imagine themselves being at high school soon, becoming more independent, then being an adult (n=155). Multichoice question.

What’s important to you about the way you choose to get around?

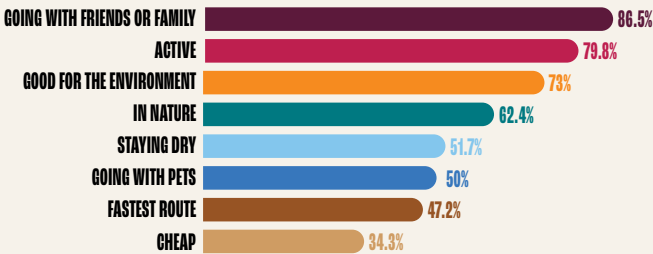


Figure 3. The qualities children cared about the most when considering trips around their neighbourhood and city (n=178). Multichoice question.

Crank's statement



We're grateful for the opportunity to have collaborated with schools from across Tāmaki Makaurau to develop this Vision of Kids for Transport.

At Crank, we work with Councils and communities to deliver projects that shape streets and transport options to enable active, sustainable ways for kids to get around. Members of our team also volunteer in community-led initiatives to empower kids to get to school safely by bike.

While many of the findings in this report align with what we've heard from young people in our previous work, we were surprised by the strength of some of them. In particular, the low number of kids who like travelling by car - and the high number who expect to get around their city without one when they're grown up.

Most of the children who participated in this project will be in their mid-thirties by 2050. By then, they may have jobs, homes and children of their own. This is also the year when our city expects Aucklanders to live a zero-carbon lifestyle. If we're making decisions today to shape a city for the future, then this Vision of Kids for Transport should play a part.

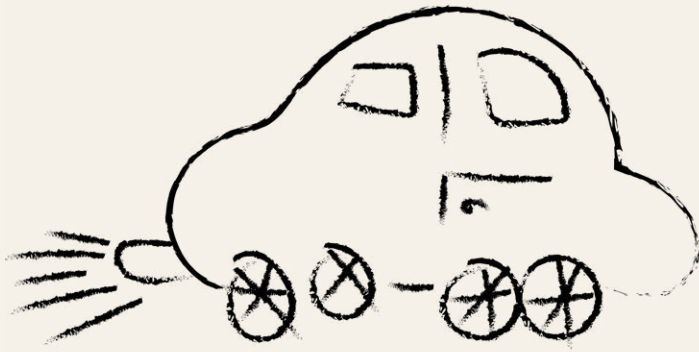
Finally, we were deeply impressed by how well this group of 181 children could articulate their hopes for the future, far better than I could have at such a young age. The families, friends, and educators who surround and support them also deserve our gratitude. The focus, passion, and energy from young people like these gives us hope for the future.

Matt Fordham
Crank

crank.nz



The Approach



A Vision of Kids for Transport was gathered via one-hour-long workshops, which were run by two facilitators, at 12 primary schools across the city over a two-week period in August 2023.

The workshops used a worksheet, art exercises, maps and discussions to gather both quantitative data and qualitative insights into these key questions:

- **How do children currently get around their neighbourhoods?**
- **What forms of transport do children prefer, and why?**
- **How do they see themselves moving around in the future?**

The workshops also allowed for a broader discussion of options for moving around Auckland and their advantages and disadvantages. It became clear this was a unique opportunity for children to discuss the topic, knowing their voices would be taken seriously and could make a difference.

“I would like every school to be involved in things like this”

Mila, 10, Point Chevalier School



Participating schools

This project was only possible thanks to strong positive interest from schools. Given a very tight timeline, twelve schools enthusiastically confirmed they were keen to participate, doubling our initial hope to work with at least six schools.

We wanted to engage with schools from various neighbourhoods to gain insights into children's interests, needs and future expectations from a broad and varied range of contexts. Participating schools cover a wide geographical swathe: from the North Shore, West Auckland, South Auckland, and six from the central isthmus.



Bayswater School
Bayview School
Epsom Normal Primary School
Greenhithe Primary School
Kelston Primary School
Meadowbank School
Newmarket Primary School
Nga Iwi School
Oranga School
Point Chevalier School
Silverdale School
Westmere School





THEMES

Theme 1

Children see the link between climate and transport

A striking feature of the workshops was how readily the children introduced the topics of climate and the environment into a transport-focused discussion.

57%

of students gave environment-related responses to open-field questions, using words and phrases like environment, pollution, climate, emissions, and electric vehicles.

"Cars are causing quite a lot of pollution, and we should try to minimise usage of them"

Mahi, 10, Epsom Normal Primary School.



This awareness of the links between transport and environment underpins the themes presented in this report. It can be linked to the fact that Education for Sustainability (EfS) is part of the primary school curriculum.

Students of this age are learning about sustainable lifestyles, which includes transport choices.¹ The curriculum also supports students to be 'visible as change agents in relation to local environmental issues' and 'enabled and empowered, knowing they can make a difference.'²

In other words, this is a generation that is keenly aware of climate change and sees transport choices as a part of the solution. Children are ready for – and leading – conversations about mode-shift.



"I'd like to see people using more buses, trains, bikes, walking, scooters. No cars."

Ayesha, 10, Kelston Primary School

Notes

Workshop facilitators did not prompt or mention the topic of climate in workshops; the word 'environment' appears once on the two-page worksheet, in a list of nine options.

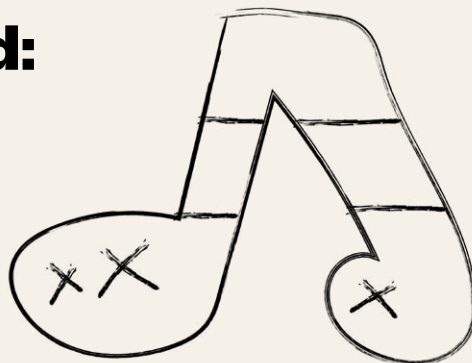
When students mentioned electric cars, they noted cost as a barrier and suggested lowering the price or subsidising EVs to make sustainable travel more accessible to more people.

"I think that all cars should be electric and be the same price because it's better for the earth."

Zara, 10, Silverdale School

Theme 2

Children prefer active ways of getting around: walking, cycling and wheeling



Asked to name their favourite ways to get around their neighbourhood, children in the workshops strongly preferred active modes.

86%

of students rated walking, biking or wheeling as their favourites:

46%

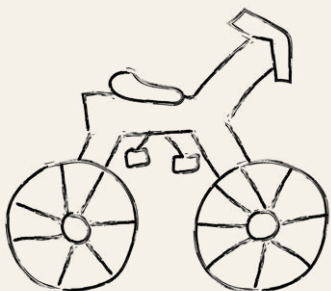
cycling

35%

walking

21%

other kinds of wheels (scooter, skateboard, rollerblades)



Only 17% said the same about going by car, while 33% of students identified going by cars as their least favourite way of getting around.

This overwhelming preference for active mobility is a striking contrast to how children in Aotearoa actually get around – which is mostly passive, as passengers in cars or vans.

According to the latest New Zealand Household Travel Survey (2019-2022), **73% of total travel time** for children aged 5-14 is spent as a passenger in a car or other light vehicle.

Perhaps because of this disparity, students were quick to suggest solutions that would help them get around in the ways they most want to.

As well as changes to the environment of their streets and neighbourhoods, children – and teachers – mentioned initiatives such as Bike Trains and Walking School Buses⁴ (encouraging students to get to school without a car), AT's Travelwise programme, and more safety education for drivers.

“I think we need way more bike paths in our city and community.”

*Louise, 10,
Point Chevalier School*

“I enjoy walking and running – just using my legs!”

Kate, 9, Bayview School.

“My favourite way to get around my neighbourhood is biking (because it's fun and it beats the traffic)”

Jayla, 9, Silverdale School



Theme 3

Children value transport that is social, active and sustainable

What's most important to children about how they get around? Students were invited to choose options from a list that included: being active, taking the fastest route, being in nature, affordability, staying dry, going with friends or family, going with pets, or good for the environment.

They were also encouraged to mention any other aspects that are important to them.

87%

said **going with friends and family** is important to them



"I love riding my bike with my brothers! We can get to school four ways and I can stop wherever I want to see the good planet."

Sharny, 10, Nga Iwi School

80%

say **being active** while moving from A to B is important to them



"My favourite way to get around is running! I like to go fast, and play on the way there."

Johnny, 10, Silverdale School

73%

want their mode of transport to be **good for the environment**



"I'd like to see more walking, biking, scootering instead of cars, motorbikes and trucks. And no littering!"

Kaylee, 10, Westmere School

Children also highlighted 'fun' and 'fresh air' as key elements of getting around

When it comes to transport, the top three factors for children are being social and being active (outcomes best achieved with active transport modes), and being good for the environment.



"I like being in the moment, to take time to notice the things around you"

Catherine, 11, Meadowbank School

Children's top transport values in context

What does this tell us?

The voices of children can also be situated within the broader research on transport and strategies to support tamariki in Tāmaki Makaurau.



'Going with friends and family': transport can be social

The 2021 I Am Auckland report notes fewer than one in three young people in our city feel a 'sense of community' and that wellbeing index scores have fallen from 62% in 2019 to 47% in 2020, suggesting 'young Aucklanders are struggling with mental wellbeing'.¹⁵

Transport can play a vital role in enhancing social connection. For example, research finds that children who cycle daily are more familiar with their neighbourhoods,⁶ and slower-speed travel like walking and cycling gives people a more positive view of their neighbourhoods.⁷

'Being active': transport can be healthy

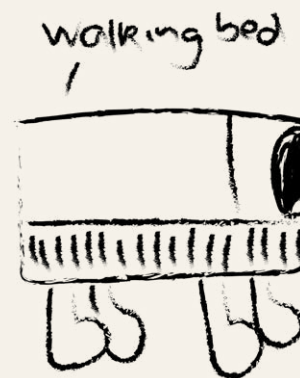
In 2019, the Active NZ survey found that only 7% of children and young people aged 5–17 met the Ministry of Health guidelines of at least one hour of moderate to vigorous activity a day.⁸ Everyday travel offers regular opportunities to get moving more often.

The Healthy Auckland Together Scorecard 2019, notes "the importance of initiatives that build physical activity into our daily lives, such as active transport" in establishing lifelong healthy habits from childhood, reducing the overall strain on our health system.⁹

'Being good for the environment': transport can be sustainable

A recent paper by Auckland researchers makes the case for sustainable transport as a way to mitigate 'eco-anxiety' for children by offering 'concrete, meaningful opportunities to feel they can make a difference in climate':

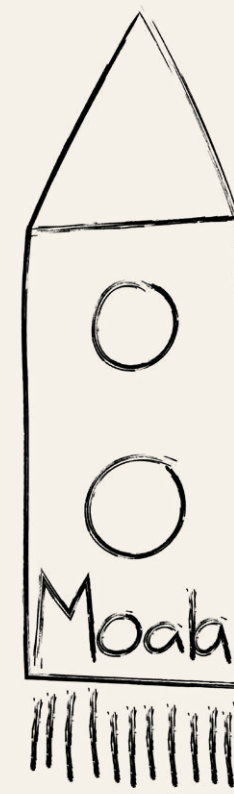
"[B]ringing back the bicycle, and the opportunities for independent and active mobility that it affords children, is an important form of climate action for young people."¹⁰



'Fun and fresh air': transport can lift spirits and improve wellbeing

Children's emphasis on the value of 'fun' and 'fresh air' is a reminder to account for intangibles like happiness. This is borne out by, for example, local research that identifies people who cycle as the 'happiest commuters'.¹¹

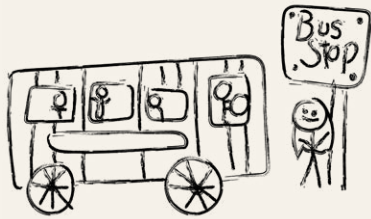
Moreover, 'fresh air' can and should also be a tangible outcome of mode-shift strategies. In Aotearoa, air pollution from vehicles contributes to significant health impacts, including over 13,000 cases of childhood asthma and more than 2000 early deaths per year, with Auckland being the most affected.



Theme 4

The next generation is already geared up for a low-carbon transport future

In 2050, the children who took part in these workshops will be in their mid-thirties. They will have jobs, homes, and may even have children of their own. How do they plan to get around?



“In the future, I would get around by car, bus, train and bike. I would take a car for stuff that is long, a bike for trips that are short and bus and train for the rest.”

Eli, 10, Epsom

When you are older, what places do you want to be able to get to without needing to use a car?

60%

Travel to work

79%

Get to high school or university

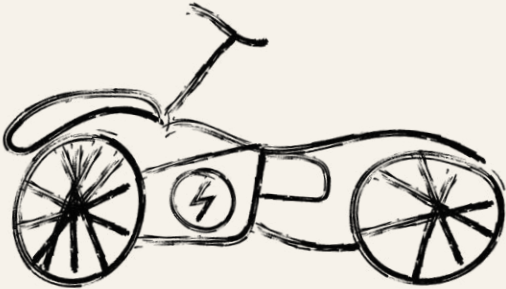
85%

Visit friends and family

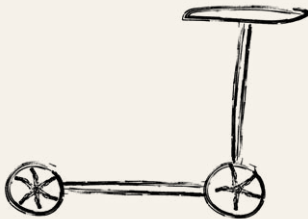
Moreover, when asked about future travel preferences, 80% mentioned walking, biking, wheeling, or public transport. And, while 60% included cars on their list, only 11% named cars alone.¹²

In other words: children already assume a significant shift towards sustainable modes within the next decade, in which driving will be one among many more preferable options available to them.

And yet, as we’ve seen, this is the opposite of how most children currently get around. A strong common theme in all workshops was that children currently can’t use bikes, scooters and skateboards as much as they’d like to, predominantly due to unsafe travel environments.



When asked about practical changes that would free them up to travel the way they want to today, children’s suggestions largely chimed with existing strategies and plans to enable mode shift.¹³



What kind of change or improvement would you like to see on the streets?

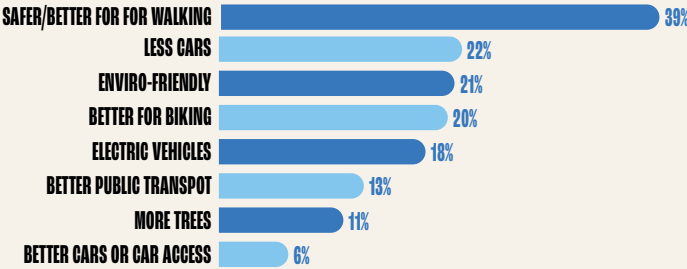


Figure 4. The most common themes that children referenced when asked what changes they would like to see on the streets (n=147). Open-field question.



“I hope we have more bike lanes and skate parks in our neighbourhood. And less speed around school so we can bike, scooter and skate to school.”

Sanavi, 10, Kelston Primary School

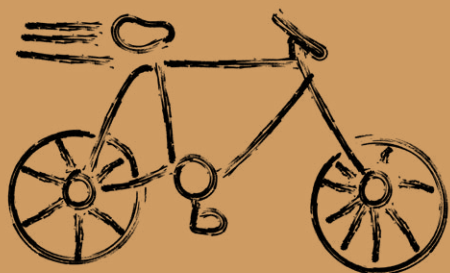
Conclusions: The challenge and the opportunity

“They cannot drive, they cannot vote and they have the most to lose if we cannot come up with greener transport solutions. (...) the bicycle and child-centred urban planning are important tools for building this sort of action-orientated constructive hope amongst children as they navigate an uncertain environmental future.”¹⁴

A note from Crank:

The findings from our workshops confirm that this is the Zero Carbon Generation: they understand the connections between transport and climate, they’re aware of the stakes and the solutions, and they’re ready to go – right now.

It would be easy to say we just need to get out of their way. In reality, we are all on this ride together, and children are relying on adults to lead the way. The sooner we get there, the more we all benefit.



Every action, big or small, can help unlock the pace of change required. It is heartening that in the course of this work, we observed that in parts of the city where support exists and where barriers are progressively being removed, children can start to move the way they want to.

However, adults are currently behind the play. This not only puts the brakes on progress, it buckles children into a situation they largely don’t enjoy.

“I want to know how we can change things now? Even if we’re little, there must be a way for kids to help make our cars, transport, and roads safe. That’s what I want to know because I want to help make the world a better place for everyone to be happy.”

Vrisha, 10, Newmarket School



Are adults on the same page as children?

A 2021 report by Auckland Transport notes that while

82%

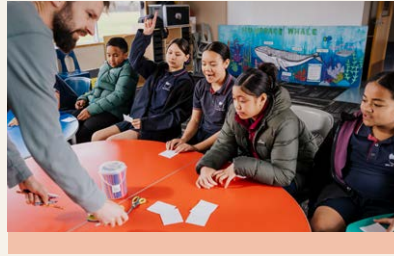
of (adult) Aucklanders believe climate change is real, fewer than half (46%) believe their day to day transport behaviour has an impact on the environment. Due to this disconnect, fewer than half (43%) actively consider the impact on the environment when they choose how to travel.¹⁵

By contrast, children’s suggestions for improving their current travel choices already align with planned approaches for reducing emissions. In other words, children are ahead of the game.

This suggests that while Tāmaki Makaurau is on the right track for tomorrow, we need to lift the pace to deliver what children need today – and to bring adults up to speed.



Recommendations



As Auckland grows, it faces many challenges, including the impacts of climate change, that put increasing pressure on our transport system. We need to rapidly plan our way towards a healthier, fairer, more resilient and less polluting transport system that serves everyone's needs.

Whether we are city planners, leaders, educators, young people and their whānau, we all have the power to make a difference.

Arising from this study, and based on our ongoing work with schools and children in the area of transport and environment, Crank makes the following recommendations for further action.

City planners

Have confidence in planning for a low-carbon transport system.

For example: most of the children involved in this study expect to get to work without using a car when they're grown up. So, while support for change may be lower amongst those using the transport system to get to work today, keep in mind we're building for the next generation.

Commit to building safer, more sustainable streets without delay. Children consistently described traffic, speeds, and street designs as the major barrier to their ability to get around the ways they want to. For children's sake, progress all plans for safer streets and survivable speeds, and deliver as soon as you can.

Build up, not out. Almost all the children involved expect to be able to visit friends and family without a car when they're older. Urban sprawl that dislocates families as children grow up and leave home won't enable this. Design cities that bring us together.

Show your workings. Children are learning about how the world works, and taking tangible climate action backed with data. They're proud of their work and deserve and enjoy equal visibility of the assumptions, evidence and progress at your end.

City leaders

Listen to – and uplift – children's voices. Be curious about children's lives, needs and preferences, and be confident in making changes in their favour. Remember, they cannot vote yet, and must live with the consequences of the choices made by those who can.

Seek cooperation with schools. As this project demonstrates, school communities are strongly motivated to make change happen, and eager to receive directions and support.

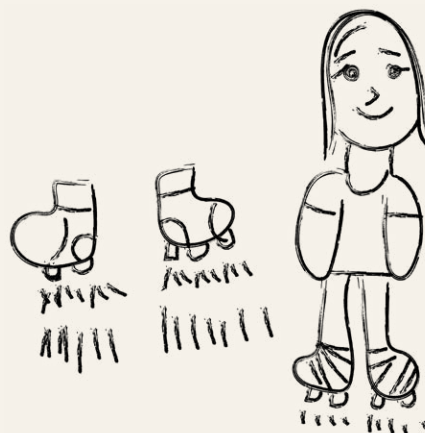
Encourage and support community engagement with sustainable transport projects.

The community looks to you for informed leadership on climate. Be ready to show the way.

Lead with a vision of the kind of world we are aiming for, build an optimistic case for successful climate response, and identify clear actions everyone can take.¹⁶



Recommendations (Continued)



Schools

Note: A strong message from school communities who took part in this study was that children wanted more support, more consistently, to travel sustainably both now and into the future.

Children and teachers identified many valuable initiatives (existing and potential), including bike activity days, 'Walking Wednesdays', cycle skills training, walking school buses, bike trains, and road patrols at crossings. However, teachers in particular highlighted the challenge of finding the time and resources to organise these initiatives on their own.

Seek out supportive programmes such as 'Enviroschools'¹⁷ and AT's Travelwise Programme.¹⁸

Start a walking school bus or bike train¹⁹ – and loop in parents to help, as these initiatives rely on a cohort of highly engaged and organised parents.

Join the conversation to highlight the need, demonstrate the potential and steer positive change. School communities can do this in many ways, including via petitions, projects and advocacy.

Some recent examples:

- Students from Western Springs College created a petition for a crossing, and made presentations to their local board and the Auckland Transport board.²⁰
- Students at Meadowbank School drove down greenhouse gases at the school gate, by encouraging more active transport and measuring the results.²¹
- Principals of seven schools joined voices in a letter, while parents, teachers and students presented to the Auckland Transport board, all calling for the Inner West upgrades to proceed.²²

Parents

Be a role model. You have the biggest influence on your child's future habits and values.

Let your children be role models for you. Ask how they'd rather travel. If driving is your default, consider choosing a day a week to travel differently. Talk about how it felt.

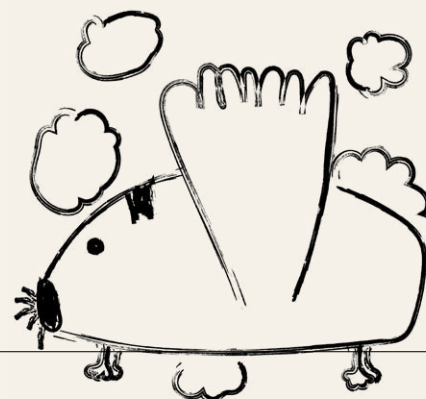
Add your voice to calls for local improvements. Safer street projects are more likely to progress with broad community support.

Children

Speak up! At home, in the classroom, with friends, with family, your voice is so important, and adults should listen and value your thoughts and opinions. You matter.

Show up! Take part in school and community projects that match your values and make room for your ideas. You belong.

Show the way! It's easy for adults to lose track of things like fun and fresh air, and friends and family. Thank you for reminding them what's important in life. You're amazing.



Work Sheet

[illegible]

Competition Entry Form

VISION OF KIDS ON TRANSPORT • WHERE WOULD YOU LIKE TO GO? • HOW WOULD YOU LIKE TO GET THERE?

VISION OF KIDS ON TRANSPORT • HOW WOULD YOU LIKE TO GET THERE?

VISION OF KIDS ON TRANSPORT

WHERE WOULD YOU LIKE TO GO?

DON'T FORGET TO FILL OUT THE BACK PAGE!

Draw or write about a place you like to visit and how you like to get there! Whether it's skateboarding to Nantux or skipping to the beach, we can't wait to see your stories. Don't forget to fill out the form on the back page with your details, and answer our questions on how you'd like to move in the future!

VISION OF KIDS ON TRANSPORT | CRANK

What is this?

How we move around and get to the places we need to go is an important part of looking after people and the environment. Auckland Council wants to hear from young people across Tāmaki Makaurau about how they want to get around now and in the future.

How will it be used?

Artwork, stories and feedback may be used in Auckland Council documents, in accordance with I Am Auckland - the Children and Young People's Strategic Action Plan. Children will not be identified by their full name - this is only collected to identify prizewinners, which we will announce via schools.

How do I enter?

There will be prizes awarded for the best art and stories, so when you're done, hand your artwork back to the school office, or get an adult to take a photo of both sides and email them to us at hello@crank.nz.

Entries are due by the 10th of September.

What do I do?

Using the space provided on the front of this page, draw or write about a place you like to visit and how you like to get there! Whether it's skateboarding to Nan's or skipping to the beach, we can't wait to see your stories. Don't forget to fill out the form below with your details, and answer our questions on how you'd like to move in the future!

What is important to you about the way you choose to get around?

(You can tick more than one)

☐ Active (moving the body)
 ☐ Fastest route
 ☐ Cheap
 ☐ In nature (the scenic route)
 ☐ Going with friends or family
 ☐ Staying dry
 ☐ Good for the environment
 ☐ Going with pets
 ☐ Other:

What is your favourite way to get to local places such as school, your friend's house, or the park?

☐ Bike
 ☐ Bus or Train
 ☐ Walk, run or skip!
 ☐ Ride in car
 ☐ Rollerblade, skateboard or wheel
 ☐ Other:

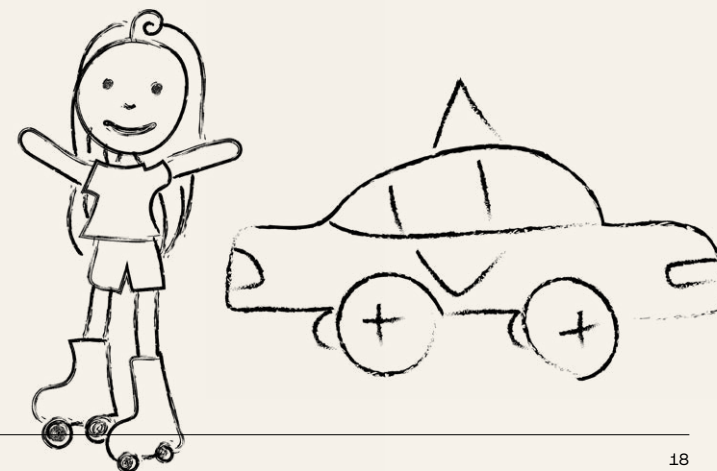
When you're older, what places do you want to be able to get to without needing to use a car?

☐ Work
 ☐ High school / University
 ☐ Shops
 ☐ Friends & Families' homes
 ☐ Restaurants & Cafes
 ☐ Parks & Gardens
 ☐ Sports Fields & Outdoor activities
 ☐ Other:

CRANK

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