Three Sessions Workshop

Overview of workshops

#AndSheCycles aims to address the barriers faced by teenage girls and young women when cycling. The campaign engages young people through a series of workshops and encourages discussion in person and through social media.

These sessions are aimed to be inclusive of trans and intersex women and girls, as well as non-binary and gender fluid people who are comfortable in a space that centres the experience of young women.

This resource outlines 3 interactive group sessions:

- ***Session 1*** aims to explore the cycling experience of the group
- ***Session 2*** aims to address the barriers and attitudes towards cycling amongst their peers
- ***Session 3*** involves creating a group action plan to help address the gender gap in cycling

Leading the #AndSheCycles workshops

These workshops are designed to be interactive, discursive and pupil led.

Each workshop which lasts around 45 mins to one hour (with options to extend) will have a teacher or other adult facilitating the discussions. If you have an IBike Officer associated with your school you may like to involve them in helping to facilitate these groups. You do not need to be someone who cycles in order to lead the workshops.

The lead facilitator will:

- Plan and manage each session and help the discussions stay on track
- Ask questions to help the group delve further into topics of discussion
- Deliver the activities and tasks associated with each discussion point

Workshop 1 - Learn

Aim of session:

- Learn about the groups cycling experience,
- To gain an insight into the groups initial perceptions of cycling and it's benefits
- To understand the barriers that the group face that prevent them from engaging in cycling

Resources required:

- 'Mentimeter word cloud' set up in advance of the session.
  - Sign up for your free Mentimeter account here https://www.mentimeter.com/signup and use this helpful YouTube tutorial for more information about how to set up a wordcloud question www.youtube.com/watch?v=GLRZ_FGDATY&t=5s
- Access to a mobile device (phone, tablet, laptop etc) for pupils to access Menti boards OR post it notes to do this task offline
- Old magazines/newspapers to cut up when creating Zines OR access to a printer to print out images (More information about what a Zine is and how to create one can be found on page 5 of this guide)
- Stationary- pens/pencils/paper for designing Zines

Workshop plan:

1. Form a Group Agreement [10 minutes]:
   Ask group to share how they expect this group to behave during the workshops: e.g- treat each other with respect, listen, contribute, ask questions- there are no silly questions etc.

2. Why are we here? [2 minutes]
   Provide an overview to the #AndSheCycles workshops:
   - Session 1 aims to explore the cycling experience of the group
   - Session 2 aims to address the barriers and attitudes towards cycling amongst their peers
   - Session 3 involves creating a group action plan to help address the gender gap in cycling

3. First activity: Open questions [30 mins]:

Using the online word cloud software, Menti, allow the group to use their devices (laptops, phones, tablets etc) to input their opinions into the following word cloud headings: Display the emerging word clouds on the classroom whiteboard.

1.) Describe cycling in 3 words
2.) What benefits are there to cycling?
3.) What words would you use to describe teenage girls who cycle?
4.) What are the barriers to cycling?

Offline version: If pupils do not have access to a device/the internet you can ask the group to write down their ideas in response to the above questions anonymously onto a post it note. These post it notes can be stuck onto large sheets of paper under the question headings to create a word cloud of the group's thoughts.

4. Using the word clouds to fuel discussion, ask the class to elaborate on some of these points- this could start as smaller group discussions before feeding into a larger whole group discussion. Move slowly through each word cloud, allowing there to be enough time to discuss each in depth. Use silence (give participants chance to think and build pressure to speak) nodding to encourage more discussion. The following prompts may help to support discussion:

Nudges:

- That's interesting. Could you tell me more about…?
- Could you describe in more detail what you mean by…?
- Could you tell me in your own words how you would describe this?
- I noticed you nodded when x said x, does this resonate with you?

Clarification

- You mentioned x… could you clarify what you mean when you say x...?
- My understanding of what you said is x, is this accurate?"

Specific Questions

- Cool/Uncool: In your opinion, is cycling as a girl socially accepted?
- Stigma: Do you think you/are would be judged for cycling?
- Self-consciousness: Would you/do you feel self-conscious cycling?
- Harassment/intimidation: Do you ever experience slagging/teasing, intimidating behaviour or unwanted attention when cycling?
- Clothing/Gear: Do you think uniforms/safety gear would influence your decision to cycle or not?
- Infrastructure: How do you find cycling infrastructure? Do you feel safe cycling on roads?

Ethics considerations

If participant becomes distressed, you can ask:

- Are you comfortable talking about this?
- Are you feeling okay?
- Do you want to carry on or would you prefer to leave the group?

Creative task: Create a Zine! (Optional)

Zines are a combination of various images, texts, and messages presented in the format of small booklets/magazines.

They often incorporate:

- Sketches, drawings, and mini-comics
- A mixture of words with images and textures
- Printed lines of poetry
- Cutting from magazines/newspapers
- Short story or piece of creative writing
- …the list goes on

What you can include in a zine is only limited by your imagination.

Your task as a group is to create a piece of work/zine which summarises the findings of the class and describes either the benefits of cycling or the barriers to cycling. Use the words clouds as inspiration.

We would love for you to share your pieces of work with us using the hashtag #AndSheCycles!

- Is there a strong theme coming through your Zine? What message is it trying to portray?
- Who would you like to share this message with?
- How do you feel when you read the Zine?

Session Two: Think

Aim of Session:

To delve deeper into what was discussed around the barriers and perceptions/ attitudes of cycling. Sharing #AndSheCycles content from a similar campaign in Ireland and identifying a list of barriers that the group could take action on in Session 3.

Resources required:

- Menti word cloud/post it note word cloud from last session
- Group Zine from last session *(Optional)*
- Stationary - pens/pencils/paper for designing their social media posts
- Whiteboard or projector connected to the internet to display video clip

Workshop plan:

This session will vary depending on the depth of the discussions you are having with your group so if you would like to pick up and continue the discussions from Workshop One feel free to do so

1. Show the #AndSheCycles video (Green Schools Ireland) to the group.

   - Video Link: https://www.youtube.com/watch?v=PVcQkNTjFik

2. Following showing the #AndSheCycles materials you can ask the following questions to the group. You may like to split the group into pairs or smaller groups first before gathering feedback from the group as a whole:

   - Compare between Scotland and Ireland – any identified differences?
   - How did the video make you feel?
   - Do any aspects of the video resonate with you? Are there aspects you agree/disagree with?
   - Can you relate to some of the barriers discussed in the video?
   - Have you had a similar or different experience to the girls in the video?

3. Bring back the barriers word cloud and group zine from the previous session and ask the group if there are any more barriers, they have now identified that they would like to add.

4. Looking at the word cloud for inspiration can the group identify a list of the Top 3 barriers to teenage girls cycling? You may like to carry out a group vote to determine this:

    - Write down all of the barriers identified on separate pieces of paper
    - Each member of the group gets 3 votes: 3 points for the barrier they think is the most important, 2 points for the barrier they think is the 2nd most important and one point for the barrier they think is the 3rd most important
    - Count up the votes to determine which ones the group collectively thinks are the most important

Creative Task: Be an influencer!

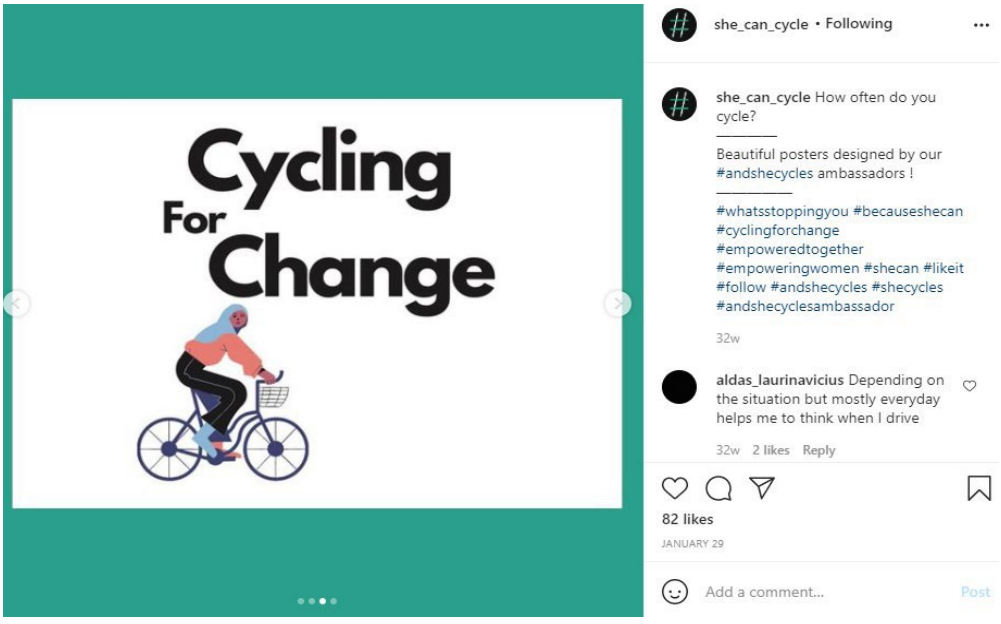
Choose one of Top 3 barriers to cycling as identified in the session.

Start to think about what information/advice/resources you would need in order to be able to overcome this barrier.

Research and design an Instagram post/series of posts that could be used to help address this barrier. This could be sharing practical information, inspirational photos or relevant posts from other people or organisations. You could design this electronically or it could even be a post on your own Instagram or Tiktok (Tag us @and_she_cycles if you do!) You may instead want to write/design a hypothetical post/story/TikTok on paper.

What type of social media posts/information you would like to see which would help overcome the identified barriers?

Visit the @and_she_cycles instagram and @She_can_cycle Instagram page to see what type of social media materials that are available already online.



Session Three: Act

Aim of session:

To identify areas that the group feel they could act upon to change and develop an action plan of activities/events that could be run in their school to address the gender gap in cycling

Resources required:

- Stationary- pens/pencils/large sheets of paper (A3)/post it notes for creating the group action plan
- Whiteboard or projector connected to the internet to display video clip and action plan document
- List of the top three barriers as identified in the last workshop

Workshop plan:

1. Show the #AndSheCycles Campaign video

Video link: https://youtu.be/5xW8mBhGXH0

Ask the group to begin to think about what we need to do to get more girls to join the #AndSheCycles movement. What do we need to do to get more girls cycling like was shown in the video?

2. Create an action plan

1. Set out a number of large sheets of paper around the room with the following headings on them:

    1) What do we want to happen?
    2) What steps do we need to take?
    3) Who do we need support from/who can help us make it happen?
    4) What key messages do we want to communicate?
    5) What activities/materials/resources do we need to make our aims a reality?

2. Either in pairs or small groups give the girls a number of post it notes. Ask them to work their way around the sheets of paper adding their post it notes of ideas under the different headings.
3. Once each group has visited each of the different sheets of paper gather the group together and discuss the ideas presented. Compile the ideas to create an Action plan for change together on the board (template below).
4. Gather ideas of activities and events they could run or advocate for within

their school/youth group - develop a step-by-step plan identifying what they could do, what they would need, when they could run it? You could use the table on page 10 to help structure your plan.

Some suggests you might like to think about are…

- Good visible cycle storage – safe for you and the bikes
- Bikes to borrow at school
- Teachers or tutors running sessions to help you feel confident and safe on a bike
- After school club rides for everyone (not just sporty ones!)
- Dr bike – a bike mechanic giving everyone's bikes a safety check
- Local maps or links to websites that can give you good cycle routes
- Advice on good kit to have with you, and giveaways of lights and locks

3. **Wrap up** – survey and share link to Instagram page

If pupils have access to mobile devices (phone, laptop, tablet etc.), please share this survey link with the group. You can show the below QR on the whiteboard/projector for easy access:

If pupils don't have access to mobile devices, please print out the survey on page 13. Please email the survey responses to andshecycles@sustrans.org.uk

Lastly, please encourage the girls to follow the Instagram page on @and_she_cycles. Again, you can display the following QR code for easy access:

Action Plan Template

What do we want to happen?

What steps do we need to take?

Who do we need support from/who can help us make it happen?

What key messages can we communicate?

What do the school pupils need to know (General Key Message)

What materials/resources/support are needed?

Action Plan:

To do	By whom	By when

Next steps?

Would you like to be involved in the wider #AndSheCycles

campaign? Why don't you…

- Follow like and share #AndSheCycles posts- Instagram @and_she_cycles!
- Tag #AndSheCycles into your everyday adventures on a bike whether it's just you or with friends
- Find out if your school could be Cycling Friendly and eligible for Cycling Friendly Award funding
- Ask a teacher or group leader to run #AndSheCycles group sessions – we can provide all the materials and information you need to get started
- Sign up to be part of the #AndSheCycles social media team
- Convince friends to cycle with you – make sure you plan your trip safely, look at our top tips guide
- Sign up to our meet-up events to share ideas with other girls and young women interested in cycling

There are a wide variety of ambassador roles available including:

- Info Researcher
- Photo research
- Editor/ copy
- Competitions and prizes
- Interaction and brand building

Email andshecycles@sustrans.org.uk to let us know you would like to join the movement!

Survey:

Please add an X to the answer that fits you the most. Please only add one X per question.

1. **Where did you attend this workshop? (Name of school/youth group)**

_____

2. **How did you feel about cycling before attending this workshop?**

Negative ☐ Neutral ☐ Positive ☐

3. **Following this workshop how do you feel about cycling?**

More Negative ☐ Same/unchanged ☐ More positive ☐

4. **How often did you cycle prior to this workshop?**

Never ☐ Rarely ☐ Sometimes ☐ Often ☐

5. **Following the workshop are you likely to … ?**

Cycle less ☐ Cycle the same/unchanged ☐ Cycle more ☐

6. **Any comments?**

_____

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Thanks for taking part!