



*One Session Workshop*

## *Overview of workshop*

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

This session is 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 an interactive group session which aims to address barriers and attitudes towards cycling as well as develop an action plan to help address the gender gap in cycling.

If you wish to dig deeper with your group an extended teacher's pack is available for a three-session workshop plan.

### *Leading the #AndSheCycles workshop*

This workshop is designed to be interactive, discursive and pupil led.

The workshop lasts around 50 mins to one hour (with options to extend) and will have a teacher or other adult facilitating the discussions.

If you have an I Bike Officer associated with your school, you may like to involve them in helping to facilitate the group. You do not need to be someone who cycles to lead the workshop.

The lead facilitator will:

- Plan and manage the 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.

### *Resources required:*

Online version (access to mobile devices)

- '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 word cloud question [www.youtube.com/watch?v=GLRZ\\_FGDATY&t=5s](http://www.youtube.com/watch?v=GLRZ_FGDATY&t=5s)
- Access to a mobile device (phone, tablet, laptop etc) for pupils to access Menti boards

Offline version (no access to mobile devices)

- Post It notes & pens/pencils

## *Workshop plan:*

### **1. Establish House Keeping rules** [2 minutes]:

Go through the house keeping rules with the group for this workshop: treat each other with respect, listen, contribute, ask questions - there are no silly questions etc.

### **2. Why are we here?** Provide an overview to the #AndSheCycles campaign [2 minutes]:

- There exists a gender gap in cycling where more boys cycle than girls. The #AndSheCycles campaign aims to address the barriers faced by teenage girls and young women when cycling.
- The campaign originally started in Ireland and was brought to Scotland in 2020 by Sustrans. Workshops, similar to this one, were held with teenage girls from across Scotland to establish barriers to participation and generate ideas for how these barriers could be addressed. On the back of these workshops, a campaign was launched on social media and campaign videos were created. We'll watch the videos following the first activities.

### **2. First activity:** Initial thoughts on cycling [5 minutes]

Ask the group to close their eyes and picture a teenage girl cycling. Give them a moment to form a picture.

- 1.) Discuss in your group how they pictured the girl

If anyone in the group struggles to form a picture, get them to reflect on why that may be the case.

### **3. Second activity:** Establishing benefits and barriers [15-20 minutes]:

#### Online version:

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.) What benefits are there to cycling?
- 2.) 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 post it notes. 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.

Once the word clouds have been created use these to fuel discussion. Ask the group to elaborate on some of the benefits and barriers. Encourage pupils to consider why certain barriers exist.

#### **4. Watch campaign videos** [5 minutes]:

Share with the group the two campaign videos:

- [#andshecycles - YouTube](#) (Ireland)
- [#AndSheCycles Launch Video - YouTube](#) (Scotland)

#### **5. Third activity:** Developing an action plan [15-20 mins]:

Using the word clouds and previous discussion, ask what barriers are relevant to your school/youth group and how these could be addressed. Teacher/adult facilitating the session will, together with the participants, fill in the action plan template (see page 6).

#### **6. Wrap up** – survey and share link to Instagram page [5 minutes]

If pupils have access to mobile devices (phone, laptop, tablet etc.), please share this [survey link](#) with the group. You can add the below QR code to the Menti board for easy access:



If pupils don't have access to mobile devices, please print out the survey on page 8. Please email the survey responses to [andshecycles@sustrans.org.uk](mailto:andshecycles@sustrans.org.uk)

Lastly, please encourage the girls to follow the Instagram page on [@and\\_she\\_cycles](#). Again, if using Menti, you can add the following QR code for easy access:



### ***Tips and trick on how to facilitate the session:***

Use silence (gives participants a chance to think and builds pressure to speak) and 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 teasing/slagging, 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?

## 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:

<b>To do</b>	<b>By whom</b>	<b>By when</b>

## *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?**

---

---

---

---

*Thanks for taking part!*