

# Using student voice to encourage cycling to school

## Identifying barriers and implementing solutions



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# Introduction

## Using student voice to bring about real change at school.

This project was originally designed to work with pupils to help identify barriers to cycling to school, before then establishing and implementing solutions. An example of the projects effectiveness was at a school where a large number of pupils were already cycling to school, but of the 12% who cycle, only 4% were female. Sustrans worked with the school to investigate and remove barriers which the pupils established were the cause of this gender imbalance.

### Project aims

This project give pupils the opportunity to consider a real world situation from different points of view. Specifically they will look at barriers to cycling to school and work together to develop solutions to those issues. Pupils will consider issues that affect themselves and others, as well as how potential solutions might be viewed by the school senior leadership team.

### Senior Leadership Team support

The project must have the support of the school's senior leadership team, and there should be a willingness to implement solutions that the pupils develop wherever possible.

# Delivery timeframe

Week	Objective
Weeks 1-2	Workshop 1 (1 hour)
Week 3	Sustrans produce survey
Week 4-5	Survey the school (estimated 5 minutes to complete)
Week 6	Sustrans review results
Week 7-8	Workshop 2 (1 hour)
Week 9	Sustrans and School champion meeting (30 minutes to 1 hour)
Week 10	SLT to begin work on implementing solutions

This time frame is based on delivery to a whole year group which is beneficial to project outcomes.

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## Video resource

**Link:** <https://www.youtube.com/watch?v=4-XenU6UEp8>

This video is 15 minutes long. The video can be shown in its entirety or you can use the sections below if time is short.

- 1 Start – 0:40
- 2 2:00 – 3:10
- 3 6:00 – 9:15
- 4 9:55 – 11:55

# Workshop 1 (1 hour)

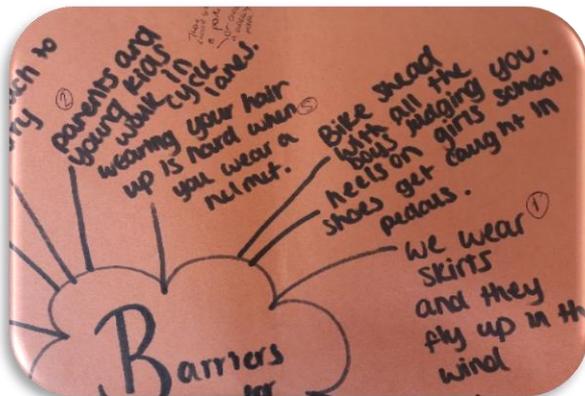
Task	Resources
<p><b>WORKSHOP AIMS</b>            Discuss attitudes to cycling in the UK in comparison to other countries, such as the Netherlands, France and Belgium.            Discuss the barriers to cycling to school as well as realistic and possible solutions to these.</p> <p><b>WORKSHOP LEARNING OUTCOMES</b>            Understand the benefits of physical activity and exercise            Recognise the importance of taking increased responsibility for their own physical health and daily activity            Recognise and manage what influences their choices about exercise</p>	
<p><b>Initial discussion</b></p> <p>Brief discussion regarding active travel.</p> <p>Prompts: Who rides a bike in general/to school? What are the benefits of cycling?</p>	5/10 minutes
<p><b>Comparing cycling across the UK and abroad</b></p> <p>Pupils to make notes on their observations and thoughts during the video.</p> <p>Prompts: what are the similarities/differences between schools/countries? What is the demographic of those cycling?</p> <p>Discuss their comments in small groups before coming together as a class and noting the general consensus.</p>	20 minutes Sustrans video
<p><b>Barriers to cycling at school</b></p> <p>Now focus on the school specifically. In their groups ask them to think about and list the barriers pupils may face in regards to cycling to school.</p> <p>Prompts: social expectations (girls = passive, less active in day to day life, even if you do sport, boys = active), clothing (shoes, hair, bags, uniform), lack of ability/confidence, nowhere to safely store your bike etc.</p> <p>Reiterate that whilst some pupils may not have any barriers, they should empathise with the barriers facing others (gender, personal confidence, background, age etc)</p>	10 minutes A3 paper Marker pens
<p><b>Solutions to cycling at school</b></p> <p>Remaining in their groups, now discuss what realistic solutions they can think of to removing these barriers. Write these on post-it notes and cover the barrier on the A3 paper.</p> <p>Whilst they may not be able to think of a solution to every barrier, most will have a realistic and achievable solution.</p>	10 minutes A3 paper Post-it notes
<p><b>Reflection and understanding the next step (plenary)</b></p> <p>Groups to swap paper and see what barriers/solutions their class mates came up with. This can then be discussed as a class.</p> <p>Ask the pupils to think about how we can find out the general consensus. Prompt the idea of a survey if necessary, before going onto explain once the information has been collected, they will each complete an online survey. This survey will indicate the general consensus to barriers, and which solutions would be most effective.</p>	10 minutes

# Surveying the school



An important part of this project is to get the thoughts and opinions of the pupils. There results from Workshop 1 will help Sustrans to populate the survey, and their responses in turn will shape Workshop 2. Pupils will need to complete the survey online, so arranging computer time should be considered.

The survey will be created by Sustrans and can be distributed via an online link. For surveying to be most effective ideally the whole school will complete the survey, but it should be at least all pupils who have been involved with the workshops.



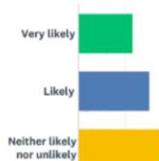
5. Which of the following do you feel are genuine barriers to riding to FUS?

- School uniform
- Lack of safe cycle parking
- Lack of lockers for those who cycle
- Lack of changing facilities
- Other / additional barrier/s (please specify)
- Pressure to have a nice bike
- lack of riding ability
- None of the above



Q7 If a number of these suggestions were implemented, how likely are you to start riding to school/ride more often?

Answered: 300 Skipped: 4



# Workshop 2 (1 hour)

Task	Resources
<p><b>WORKSHOP AIMS</b> Discuss solutions to barriers, and form strong reasoning as to why the SLT should implement a number of them. Complete a walking meeting to discuss active travel/daily exercise</p> <p><b>WORKSHOP LEARNING OUTCOMES</b> Understand the importance of balance between work, leisure and exercise Understand how to incorporate physical exercise into their daily routine</p>	
<p><b>Discuss solutions</b></p> <p>In small groups, pupils are to be given one solution in which they must discuss how they can justify the implementation of this to the SLT. Encourage pupils to put themselves in the shoes of the SLT and think about why they may say no, and how they can be persuaded otherwise. Pupils should write their ideas around the solution on A3 paper.</p>	<p><b>10 minutes</b></p> <p>A3 paper Marker pens</p>
<p><b>Presentation</b></p> <p>Groups to present their solution and justifications to the class.</p> <p>Prompts: Do their peers agree/disagree? Do they have additional comments of support?</p>	<p><b>10 minutes</b></p>
<p><b>Walking meeting</b></p> <p>Find a suitable space, ideally outdoors, in which the whole class can have a continuous walk whilst engaging in relevant discussion.</p> <p>Prompts: how can they incorporate physical activity into their daily lives? How often do they cycle outside of school, and where? How many benefits are there to a walking meeting?</p> <p>Make sure pupils are regularly swapping discussion cards. Pupils can also include their own points of discussion, so long as it's linked to the subject of physical activity/cycling/daily activity.</p>	<p><b>30 minutes</b></p> <p>Discussion prompt cards</p>
<p><b>Review (plenary)</b></p> <p>Ask each group to summarise to the class how the walking meeting worked for them, and what was discussed.</p>	<p><b>5 minutes</b></p>

# Implementing Solutions

Following the two workshops and the survey, Sustrans will collate the information and along with the school champion, consider which of the solutions to present to the senior leadership team. **The students can be involved in the process of presenting and implementing their ideas as much as the school wishes and is appropriate depending on the solution.**

Sustrans will be able to support the school and the SLT with the implementation of these solutions as part of the wider Sustrans Bike It project.

This project is a celebration of what student voice is capable of and can be repeated each school year to both raise the profile of, and address the barriers to cycling to school.