

Workshop guide: sustainable transport

Rather than being intended as blueprints for the delivery of the workshop, the resources found in this guide are provided as examples, based on learning from the workshops delivered as part of the Oldham Energy Futures project. Delivery teams should draw inspiration from the resources below and found in the [supplementary guide: workshop elements](#) in order to develop their own session plans and activities.



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This workshop builds knowledge within a neighbourhood group, using something they all experience as an entry point: movement within their neighbourhood. It helps the group to understand how this theme affects different people in their community and builds an early understanding of what mechanisms they could use to address problems around transport and movement.

In this guide

- [Workshop plan](#)
- [Session guides](#)
- [Optional session guide](#)
- [Additional learning resources](#)
- [Good practice case studies](#)

Workshop plan

9.45am	Registration
10.05am	Opening <ul style="list-style-type: none">• short welcome from recruitment and engagement team member• housekeeping• check in with how people are feeling• reflection on the previous session• outline of today's workshop.
 10.20am	Session 1: walking and talking
11.20am	Break
 11.35am	Session 2: participatory mapping
12pm	Lunch
 12.30pm	Session 3: breakouts for deeper discussion
 2pm	Session 4: mechanisms for change
2.30pm	Session 5: reflection

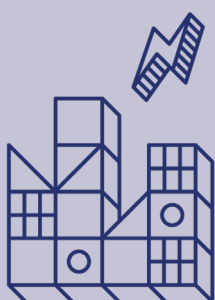


how this
impacts me

building
understanding



how this
impacts the
community
mechanisms
for change



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Session 1: walking and talking

This session builds an understanding of the current conditions for residents seeking to move around the neighbourhood. It draws inspiration from [this methodology](#), exploring the neighbourhood and identifying areas of interest to understand how residents experience the neighbourhood and drawing out themes for further discussion.



At least 60 minutes



Interactive conversation (walking in the community) and mapping exercise



This session requires multiple facilitators from the delivery team, and should also include a person with expertise in urban design and/or transport planning, public realm design, sustainable movement, street hierarchy or community engagement. They should ideally come from an urban design/transport planning background and be involved in reviewing the neighbourhood profile data to help construct the walking route.



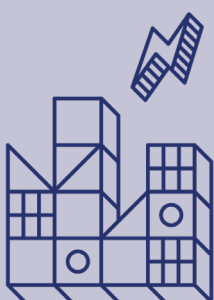
Following this session, participants will:

- understand how the physical characteristics of their place influence the way people travel
- be aware of the various ways people can and do travel in their place, and why they might choose to travel in these ways
- be aware of how their neighbourhood is or is not a positive environment for active travel
- be aware of what access there is to public transport in their area.



You will need:

- writing and drawing pens and pencils
- note paper



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Session 1: walking and talking



- two route plans around the neighbourhood, roughly 2km long in a loop that brings the group back to the venue, that take no longer than 60 minutes including stops (let the group know in advance to bring appropriate footwear). The routes should be designed to explore issues and opportunities emerging from the transportation section of the [neighbourhood profile](#), e.g., green spaces, busy roads, cycle routes
- maps of the two route plans for each group member with key stop points included
- a chart for each member to note-take key themes at each stop point
- a computer in case participants can't walk the route or there is poor weather.



Split the group into two and take each group on a different walking route as above, so that the groups can compare themes and issues they identify in different places. Ensure each group member has a map for the route they are taking and a chart detailing each stop point to make notes about the themes they identify.

A facilitator should guide the groups on each route but be open to diversions depending on the groups' knowledge of the area. The facilitator should prompt the group with questions about how they experience movement in the area, using stop points as opportunities to explore specific themes.

Relate the conversation to the location the session is being held in – if it is being held in a park, ask about green space. Facilitators should listen deeply to pull out themes and ask prompt questions. For example, facilitators may want to draw their attention to public



Session 1: walking and talking



transport: how good is the provision of public transport? Do they feel they have to use their car to move around? Why is that?

Start from their personal experiences, and then ask what the challenges they've identified mean for other people in the neighbourhood.

Facilitators should note down important themes and who raised them to ensure they are discussed when feeding back to the group. Facilitators may also want to take photos of important locations to include in the Community-Led Energy Action Plan.

If there are people in the group who are not confident going out on a walk or who struggle with mobility, use a computer to follow one of the routes using Google Street View.



Record data on:

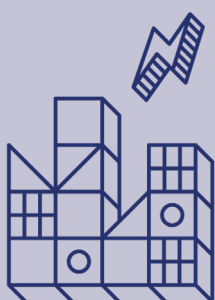
- key themes about the issues residents face and care about in relation to movement. This works best when paired with the participatory mapping approach.



Be their guest. The neighbourhood group will have a far better feel for the area and where they should walk – if they want to show something that's relevant to the discussion, let them divert the group.

Be mindful of the time it takes to walk around an area. Test the route beforehand at a slow pace with some stops to check how long it takes.

Factor in the need to feed back themes and key points at some stage.



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Session 1: walking and talking



These come best from the group members. It is not necessary to walk around the whole neighbourhood to spark discussions about the groups' understanding of key issues or challenges. Prioritise time for feeding back – groups always wish they had more time to talk.

The distance of the routes chosen can be measured on Google Maps beforehand to make sure the walk is within the recommended length. Consider the topography of the place when identifying the routes, and possibly use a shorter route if it is challenging.



Session 2: participatory mapping

This is a participatory mapping session which can be used following the [walking and talking session](#), using a map to gather insights while also prompting further discussion of challenges in the neighbourhood. This approach to feedback is designed to enable discussion – consensus is not a necessary outcome.



Allow as much time as is realistic for this discussion – at least 30 minutes but longer if possible



Participatory mapping



This session can be delivered by two facilitators from within the core delivery team and an urban planning or transport expert.



Following this session, participants will:

- feel connected to other members of the group
- be aware of the challenges faced in their neighbourhood around transport and movement
- feel that their views are valued and that local knowledge is prioritised.



You will need:

- one large A0 map of the neighbourhood
- numbered flags
- plasticine
- post-it notes
- a flip chart
- pens.



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Session 2: participatory mapping



Bring the whole group together around the map. One facilitator should fill the map with flags and plasticine and another should note-take on the flip chart.

Ask each person “what stuck with you?” from the walk they went on, to identify highlights from the different areas. Where people want to add to an observation, let them. This should be conversational in tone and help the group identify some agreed issues for the neighbourhood.

Mark these locations on the map using the flags and plasticine. Plasticine can be used to identify green spaces or places of difficulty (such as places of high congestion or where there could be a cycle route, for example).

It would also be possible to include questions like:

- what are the best things you saw?
- what needs to be improved?



Record data on:

- locations of key issues or opportunities
- knowledge from the group about how transport is already being addressed by any community campaigns
- ideas or issues for further discussion in relation to solutions and recommendations to be included in the Community-Led Energy Action Plan.



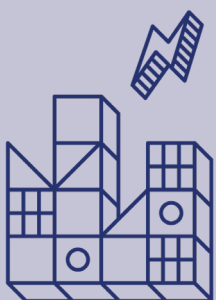
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Session 2: participatory mapping



Make sure the groups don't feed back by "re-walking" the walk using the map. This takes up a lot of time and misses the purpose of identifying themes for further discussion. If running short on time, ask "what struck you?"

If the group is going to participate in [imagining workshops](#), facilitators may want to gather data in a way that allows it to be translated to a digital format and used for further discussions in the future.



Session 3: breakouts for deeper discussion

This session follows on from the [participatory mapping](#) to build upon key elements identified based on two themes: green space and transport. It is an opportunity for deeper discussion about why these elements matter, and potential solutions for the area – building the group’s understanding of the issues.



length



format



facilitator



outcomes



resources



content



data to gather



tips



examples of use



90 minutes



Interactive conversation



This session can be delivered by a facilitator from within the core delivery team. It would also be beneficial to have an expert on both green space and transport to sit in on each breakout group and provide insights where needed.



Following this session, participants will:

- understand how green space and transport impact the environment
- understand how the way they choose to travel impacts the environment
- be aware of the solutions that could be applied in their neighbourhood to make it a more positive environment for active travel.



You will need:

- A0 maps with the information gathered in the [participatory mapping session](#).



Speaking with the whole group, present the data on air pollution in the area and maps detailing green space access, cycle routes, bus routes and street hierarchy. Use this opportunity to explain why



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Session 3: breakouts for deeper discussion



green spaces are important as a way to tackle air pollution, and their impact from a climate change perspective. It may also be helpful to present the emissions data from the [neighbourhood profile](#), divided into heat, power and transport to demonstrate what is needed in terms of carbon emissions reductions from transport in the area.

This can help to contextualise what the group discovered / experienced on the walk (e.g. if there is a particular road prone to traffic build-up, the street hierarchy plan can reveal why this may be the case and the air pollution plan could reveal the consequences of this in terms of air quality – this links then into what this means for health).

The facilitator can ask the group what infrastructure there was for cyclists and walkers, and what the quality was of this infrastructure. The maps can show why some streets may feel more walkable / easy to cycle on than others. Leave space for discussion around the elements the group highlights.

You can then split the group in two and ask each group to go to a table, each representing a theme: green space and transport. From there, summarise the feedback from the previous session in relation to the theme being covered.

Green space

When discussing green spaces, some elements for consideration include:



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Session 3: breakouts for deeper discussion



- mapping green spaces that haven't been discussed
- discussing initial concerns/spaces of opportunity highlighted by the group in relation to green space
- exploring how local green spaces can enable less carbon intensive travel
- precedents and examples of good practice from elsewhere – sharing community-led solutions (see [good practice case studies](#) for more detail).

Transport

When discussing transport, it may be helpful to split the session into two halves, the first looking at movement and connectivity within the neighbourhood, and the second looking at movement beyond and through the neighbourhood. The second part may be helpful because the group may want to explore how external vehicle users coming from outside the neighbourhood are impacting air pollution. Similarly, public transport across the borough and its connectivity and affordability in the neighbourhood also influences how people move, particularly if there are viable alternatives to car use for longer journeys.

Some ways to explore this include:

- a mind mapping exercise on how people get to and from work/ other areas of interest
- uncovering and highlighting information about the impacts of different forms of transport (e.g NOx air pollution leading to long term respiratory health problems, reasons why people may not be walking or cycling and exploring how to change this)
- doing a mapping exercise to map road hierarchy, public transport routes/nodes, walking and cycling routes which haven't already



Session 3: breakouts for deeper discussion



been identified

- asking questions of the group:
 - what modes of travel are the most/least carbon intensive?
 - what effects might this have on the experience of yourself and others moving around the neighbourhood?
 - what are some of the barriers to active travel/movement in the area?
 - how does the layout of the streets have an effect on people's behaviour?
 - what factors would improve active travel?
 - presenting precedents and examples of good practice from elsewhere – sharing community-led solutions.

Facilitators can utilise an expert to feed into each of these conversations across the two groups. After discussion around the two themes, ask the group to come back together to discuss solutions they think are needed for their area. Allocate 30 minutes for a solutions discussion to close. This should be done collectively to allow the groups to feed back to each other about the themes. Facilitators should prompt discussion where possible by asking how the precedents and good practice examples might work or not work for the neighbourhood.



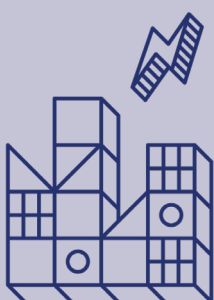
Record data on:

- appetite for different solutions.



This activity is mainly about education, but identifying solutions is also needed for the Community-Led Energy Action Plan.

Make sure to take a solutions-focussed approach to this activity and highlight opportunities for the community to take action.



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Optional session: an introduction to street design, active travel and transport planning

This session is useful as an introduction to transport and planning, including how planning shapes the lived environment and influences the way people travel.



45 minutes

Interactive presentation with conversations and short exercises

The facilitator for this session should have expertise in urban design and/or transport planning, public realm design, sustainable movement, street hierarchy or community engagement. They should ideally come from an urban design/transport planning background.



Following this session, participants will:

- understand how movement and transport has changed over time and why this is
- understand how the way they choose to travel has an impact on climate change
- understand how travel relates to climate change and how different forms of travel can deliver co-benefits (such as improved health through better air quality)
- be aware of examples of good practice driven in other communities to develop more sustainable travel solutions.



You will need:

- a projector/TV to connect to a laptop



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Optional session: an introduction to street design, active travel and transport planning



This session will concentrate on what active travel is, what an active neighbourhood/15 minute neighbourhood is and their benefits to a community. It will also look at sustainable transport systems as alternative modes to longer journeys.

Aim to cover the following:

- what are streets for and how this has changed over time to present day?
- what is a sense of place?
- rethinking what streets are for and the various different types of streets and their place function i.e. arterial roads, connector roads, local streets, high streets, city streets, city places, town squares, city hubs, boulevards etc.
- scales of movement – local within the neighbourhood and travel beyond the neighbourhood
- different modes of transport and street design
- the concept of active travel, the active neighbourhood and the 15 minute neighbourhood
- travel and the way it affects health and wellbeing and what makes streets more enjoyable to be in and to move through i.e. clean air, space to meet, noise, safety, activity
- the influence of traffic on how people use and experience spaces
- introduction of street hierarchy
- ways in which traffic can be reduced.



Record data on:

- elements of the presentation the neighbourhood group find interesting or which could be of particular relevance in their place.

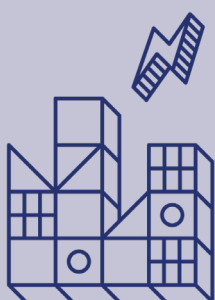


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Optional session: an introduction to street design, active travel and transport planning



Street hierarchy can be introduced through an interactive mapping exercise using a map of the neighbourhood and to guide the group to identify which streets are the arterial, high streets, secondary streets and tertiary streets. Identify where the barriers of movement are. Use hands-on examples and stories. Ask participants to give examples and share what they already know.



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Additional learning resources

- [Sustrans](#) – the national cycling charity with the aim to improve cycling infrastructure in the UK
- [Bikeability](#) – cycle training for all
- [Healthy Streets](#)
- [School Streets](#)
- [Play Streets](#)
- [Active Travel](#)
- [Living Streets](#) – charity for everyday walking
- [Groundwork](#) – charity that improves greenspaces with communities
- [Woodland Trust](#) – tackling air pollution with trees

Good practice case studies

- [Deal E-Bikes](#)
- [Ore Valley Housing Association Enterprise Car Club](#)
- [Derwent Valley Car Club](#)
- [Poplar Peddlers](#)
- [Camden Green Loop](#)

