



Right 2 Ride: Advocating for Your Transportation Rights

Introduction: 10-15 minutes

Content: 50 minutes

Post-survey: 10 minutes

Total Training Time: 1 hour 15 minutes

Goal: People will learn how to advocate for transportation.

Links to video*:

English: <https://vimeo.com/475245236/558989ce85>

ASL: <https://vimeo.com/479934683/f6b3b51a38>

Spanish Version: <https://vimeo.com/485543617/aed1b7c43b>



Helpful tips for presenters during trainings

- Make sure the training space will have Wi-Fi access or a direct internet connection.
- Arrive early and check your ability to access the video, presentation slide deck (if using), and the internet.
- If presenting over Zoom, have at least 2 trainers- one to lead the training and the other to manage the Zoom app (i.e. chat box, muting others not speaking, breakout rooms, sharing documents, etc.).
- Open all handouts and web pages on the computer before starting the training to allow for easy switching back and forth when sharing materials over the app.
- Help participants apply what they are learning by asking, "How can we use what we just learned?" For example: "We just talked about solutions. What kind of things can you do the next time you have a problem like that?"
- If you find the group beginning to fade or lose focus, refer to the "Energizers" handout (INTRO-2) for quick activities to help participants re-focus.

Timing	Activity	Helpful Tips	Materials	Presenter(s)
3 min	Welcome & Introduce Presenters	Welcome everyone & introduce yourselves, share a little information about your background		
10 min	[If using video conferencing] Quick lesson	Review how to use the video conference features: Mute, Raise Hand, Answer Yes/No Please keep yourself muted when not speaking		
5 min	[If in person] Housekeeping	<ul style="list-style-type: none"> • Bathroom locations • Cell phone use/silence • In case of fire drill... 		
10-15 min	Group introductions	Ask people to introduce themselves (depending on group size). Please see handout for ice breaker ideas. Be creative! Don't rush through this - be patient and give people time. It's important to demonstrate how to give full respect to people. Let people know it is ok to speak even if they have disabilities that make it difficult to do so!	Handout: INTRO-1	
2 min	Final tip to participants before the training begins	You can tell people: There are a lot of details in the videos. If you have trouble remembering them, you can go to the internet and watch the videos again anytime you need to. Also make sure to speak up if you don't understand anything and have fun!		

5 min	<p><u>Opening:</u> Raise your hand or make a noise if ...</p> <ul style="list-style-type: none"> - you have ever taken public transit - you have ever had a problem with public transit - you have ever been to a meeting about transportation 	Encourage group participation and discussion		
3 min	<p><u>Introduce video:</u> We are going to watch a video now that explains how to advocate when your public transit system is not accessible to you. We will stop it at times to do different activities.</p>			
20 min (1 hour with activities)	Start video – you will pause it each time you see the spinning R2R logo for an activity (see below)	*Download the video to your laptop in advance (Videoconference: show using Share feature)		

Timing	Activity	Helpful Tips	Materials	Presenter(s)
15-20 min	<p><u>1st Activity (2 parts):</u></p> <p>A. Group Discussion:</p> <ul style="list-style-type: none"> - Has anyone ever made a formal complaint? - Why would you make a formal complaint? - Would you also want to tell the transit company when they do something good? Why or why not? <p>B. Group Discussion:</p> <p>What is your preferred method/what works best for <u>you</u> to advocate for/communicate your concerns?" (i.e., on the phone, email, letter, through a staff or family member)</p>	<p>A. Before the class, refer to the handout to look up the website for a transportation company. If you have transit riders in your class, share the customer service contact for the transit authority in their area.</p> <p>B. If you have time, give handout showing examples of complaint letters and ask volunteer to read one. Ask, "What were the most important points in the letter?"</p>	<p>A. <u>Handout:</u> <u>ADV-1</u>, Public Transit Websites</p> <p>B. <u>Handout:</u> <u>ADV-2(a,b,c)</u>, Examples of complaint letters</p>	
	<p>Additional info to share with class participants, if needed:</p> <ul style="list-style-type: none"> - Customer service may argue with you and tell you it is your fault or try to prove you wrong. Teach people: Don't get into the argument! - Think about what you want the transit company to do about the problem <u>before</u> you call. What is your purpose? <ul style="list-style-type: none"> - Do you want them to note it in their records? - Do you want them to investigate something? - Do you want to dispute a late cancellation or no-show allegation? - Do you want to just make them aware? 			

Timing	Activity	Helpful Tips	Materials	Presenter(s)
	<p>- Some people feel it doesn't make a difference when they call to complain because nothing is done about their individual situation, so they give up making a complaint. It is true- the company may not do anything about your individual situation. However, they <u>do</u> report the number of complaints they get. So, if people don't complain, the transit company won't see problematic patterns (for example, many people complaining about a particular driver) and they report "No Complaints- all good!"</p>			
<div> Un-pause video to play the next section</div>				
10 min	<p><u>2nd Activity (2 parts):</u></p> <p>A. Facilitate a group discussion by asking these questions:</p> <ul style="list-style-type: none">- What difficulties have you had when trying to use public transit?- What has kept you from taking public transit? <p>B. Pass out (or share screen) and review handout on examples of transit issues that people can advocate for</p>	<p>A. List answers on flip chart (Zoom: Share feature- choose white board) or just share out loud</p> <p>B. Ask for volunteer(s) to read aloud one or two rows of an issue from the Problem through Who worked on it</p>	<p>A. Chart pad & Marker(s) (not required)</p> <p>B. <u>Handout:</u> <u>ADV-3</u>, Transportation Issues to Advocate For</p>	
<div> Un-pause video to play the next section</div>				

Timing	Activity	Helpful Tips	Materials	Presenter(s)
10 min	<u>Review Questions:</u> <ul style="list-style-type: none"> - What did you think of the video? - What were some important points covered in the video? - How many of you feel ready to advocate for your right to accessible public transit? 	Suggestion: list the important points on a chart pad (Zoom: Share feature-choose white board) as they are called out	Chart pad & markers (not required)	
5-10 min	<p><u>Parting Words:</u> Self-advocacy is a movement for people with developmental disabilities about changing our lives for the better. This training is one tool to make this possible, <u>but only if you take action!</u> It's up to you to use what we talked about today and start advocating for improved public transit.</p> <p>If you are looking for support, SANYS hosts a monthly Transit Advocates support meeting via Zoom on the First Saturday every month from 2-3pm. You can also join the R2R Facebook page at @SANYS Right 2 Ride. You can also watch the videos again at sanys.org/r2r</p>		Slide with Contact Info or Pause video on the screen with the website info	
10 min	<p>*At end of training:</p> <p><u>Post-survey</u> Explain that we want to know how helpful this workshop was for everyone, so there is a short post-survey. Please share this link (or the paper handout) with students: https://www.surveymonkey.com/r/R2RSANYS</p>		Post-surveys	