

Getting Around

This Topic Sheet is aimed at helping children understand how barriers can get in the way for some people and some ways that they can be overcome. Some of the quotes also illustrate historical changes in accessibility of transport.

Getting around School

"If we go back to boarding school, no, there were effectively no real adjustments made at all apart from a little wooden ramp so that I could get in and out of the building whenever I wanted to. The dormitories were upstairs and I just had to crawl upstairs along great miles of corridors. There was one point, it was probably 100 yards from the top of the stairs to the dormitory and I just had to crawl, shuffle along on my backside and you'd get splinters in your backside from the wooden floors"

Gordon (born 1953) <http://bit.ly/1e93ybW>

"People were really good to me actually. Like I'd be wheeling around and you could tell I was tired and certain people, different people from different classes would go, 'Oh Jo, do you want a push?' and I'd get my push"

Joanne (born 1984) <http://bit.ly/15XbcUt>

"I can remember being bounced down stairs by half-blind twelve-year-olds and I'm thinking I would not have the courage to do that today, bounced downstairs in my wheelchair, down flights of stairs? I must have been crazy! I can remember the Science teacher, because he was obviously the last to leave the Science lab, 'cause of locking it up and everything and if he found me struggling up the stairs he'd just lift me up and carry me, but he was the only one"

David (born 1951) <http://bit.ly/16247eD>

"I remember being wheeled in a very strange box with wooden sides. It was like a trailer, so it was on wheels that a staff member would pull, but the sides were so high that we couldn't see over it. All we could see was the sky above. It had no roof to it, and it was - you know the kind of trucks that they carry individual pigs in? I mean, really - when I describe it, it sounds crazy, doesn't it? None of us thought there was anything odd about it because it's just how it was. To get from where we were, to get to where we needed to be, that's how we were taken"

Tara (born 1966) <http://bit.ly/181fFS7>



Getting to School

"I always remember going across the Rye in this ambulance, horse drawn this was at the time, 'cause there wasn't motor cars so much then, and I used to think 'They're taking me to the country'"

Etty (born 1909) <http://bit.ly/161agIQ>

"And the bus would come and pick me up with lots of other girls and boys, disabled girls and boys. And we'd be collected and once we'd gone round all the houses collecting everyone else - so of course the journey to school would always be about an hour and a half, which was not very good, they weren't very comfortable buses"

Jane (born 1959) <http://bit.ly/13W1Lkz>

"A few of us disabled students had taxis and some children lived far away, and I felt segregated because, twenty past three, end of school, everyone would go, us people getting taxis would have to wait in the back playground. Sometimes they were late. In fact nine times out of ten they were late. And you could be waiting till about quarter to four just to get home. And I felt that I missed out on the whole walking home with friends bit"

Donna (born 1983) <http://bit.ly/1awn9yz>

"It was a special school for the disabled, physically disabled, and they used to pick me up by coach about quarter to nine, two hoots, doo doo. If you missed it, after those two hoots, they used to go without you"

John (born 1944) <http://bit.ly/1626FJq>

"The ambulances, they were like dark green charabancs but they didn't have seats across, they just had a bench all the way around the edge that you sat on and clung onto if you went around corners 'cause there was no safety straps or anything like that"

Mavis (born 1940) <http://bit.ly/1626Rsi>

Getting Around

Discussion and Activity Ideas

Snakes and Ladders (reversed)

► Play a selection of the audio clips to the class.

Using a snakes and ladders board (or printout the pdf Template from link below) instruct the children to play as usual but starting at the finish (100) and ending at the start (1), so travelling down the board instead of up. Cut out the cards in the pdf Template (see link below) and instruct the children to read out either a ladder card or snake card when they land at the bottom of a ladder or the top of a snake. Rules: If you land on a square with a ladder at the bottom, you must miss a go. Slide down snakes as usual. First to arrive at Square 1 wins.

► **Extension Activity:** Ask the children to think about how they could adapt this game and then create their own version. Why do they think Slippy Snake is more helpful than the Ladder in this version? Ask the children to create two more cards for the game using the blank cards at the bottom of the cards Template.

Getting Around London Game

This will develop pupils' understanding of Geography and Citizenship and introduce them to live issues of access to transport systems.

► Pupils will need to have print outs of the London Underground map:

<http://www.tfl.gov.uk/assets/downloads/standard-tube-map.pdf>

and if possible access to the Transport for London website to check what routes are recommended by them: http://journeyplanner.tfl.gov.uk/user/XSLT_TRIP_REQUEST2?language=en

Printout the Scenario Sheet (see link below). Ask pupils, individually or in pairs or groups, to research the information for the journeys on the Scenario Sheet. You could also create your own journeys based on getting to and from your school, or going on particular school trips.

Then and Now

► **Research Activity:** Play a selection of the audio clips to the class as an introduction.

Ask the children to research the modes of transport listed below. Ask them to find out when they were first used, what they may have been used for and who by, and what are the modern day equivalents now. They could present their findings to the class in a Powerpoint presentation, or create illustrated posters in groups or individually.

Horse-drawn Ambulance

Charabanc

Taxi

Wheelchair

► **Extension Activity:** Ask the children to research how one of the following areas has improved for disabled people:

Public Transport

Road Safety

Access to Public Buildings

(Useful links might be: <http://www.transportforall.org.uk> or <http://www.astepforward.co.uk/disabled-access/>)

www.howwasschool.org.uk

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Other Resources

Snakes and Ladders
Template:
<http://bit.ly/1aHo3vT>

Scenario Sheet:
<http://bit.ly/17vVKM3>

Curriculum Areas

PSHE	Art
Citizenship	
History	
Literacy	
IT	Maths
SEAL Outcomes	