

# **Talking Meeting Eating (TME) Group**

**Young People's Accessibility Project**

**April – June 06**

**Service Development Team  
Early Intervention and Safeguarding  
Children and Young People's Directorate**



## **South Tyneside Council**

**“If you want to know how a shoe fits; ask the person who wears it not the one who made it.”**

**Attrib. Aristotle**

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***Aim:***

To support a small group of disabled young people to explore the issues surrounding theirs and other disabled young people's access to culture and leisure activities.

***Objectives:***

- Develop young people's confidence and teamwork skills.
- Consult with the young people about the barriers that stop them from accessing various culture and leisure activities.
- Support the young people to conduct research in this area.
- Create a leaflet about disabled young people's access in this area

## **Background to the Project**

Throughout the year the Service Development Team plan various groups and activities for young people.

Some of these groups are called **reference groups**; these groups are made up of a small number of young people (normally between 5-8 young people).

The purpose of these groups is to explore what the young people think about certain subject e.g. Social workers, meeting formats, building design etc and to ask them how things could be improved.

The groups usually meet for a limited time and work towards an identified goal e.g. designing a leaflet about the subject, organising an event or producing a report etc.

We really value what young people tell us about their experiences and the help they provide in designing new services or producing something new. To reflect this we normally pay the young people who attend.

The primary purpose of reference groups is to facilitate dialogue between service providers and service users; this is completed in two ways, informal dialogue and formal dialogue.

According to Jeffs and Smith (1999) Informal dialogue means engaging in conversation with the young people and this is vital to the success of the Reference Groups. By entering into conversation – even seemingly everyday conversation – we can encourage the young people to explore and think about what is going on in their lives. This we can do by asking questions and engaging in conversation that challenges their accepted view on everyday situations.

The second way of entering into dialogue is more formal and consists of a process looking at specific issues and considering their views on the present situation and looking at alternatives. This is what many people would consider traditional consultation. But the methods are many and varied.

## Rationale for the Project

Although in general children's participation is increasing, disabled children are less likely to be involved than non-disabled children. (Franklin & Sloper 2006).

The reasons for listening to young disabled children and young people are the same as the reasons for listening to all children and young people. Listening acknowledges their right to be heard and for their views and experiences to be taken seriously; it can make a difference to our understanding of children's priorities, interests and concerns; it can make a difference to how children feel about themselves; and it is vital to establishing respectful relationships with the young people we work with.

It is often presumed that everyone has the necessary skills to get involved - however making effective choices and being able to engage in and contribute to sensible decision-making processes demands specific skills and ways of thinking.

These processes require facilitation and support. Such opportunities and experiences are crucial for all children but there are issues for disabled children and young people that make listening and being involved in decision making groups particularly important (and sometimes more difficult).

For example, disabled children:

- Are subject to a much higher degree of adult intervention and their scope for making day-to-day choices and decisions is often severely limited.
- Have many things done to, and for, them and they are significantly more vulnerable to abuse than non-disabled children (NSPCC 2003).
- Are more likely to be subject to a number of medical interventions and treatments.
- Are more likely to be subject to various kinds of assessment procedures and less likely to be involved in the process.
- Are more likely to be excluded from consultation processes because these are often based on written and spoken language.
- Are supported by parents, and staff who are more likely to see their roles as advocates rather than listeners.
- Are more likely than other children to have contact with multiple carers who lack the skills to understand the child's communication system.

(M.Dickens, 2005, Listening to young disabled children, National Children's Bureau)

Society has been encouraged to be prescriptive towards disabled people and to limit opportunities for preferences and opinions to be expressed and acted upon through traditionally obtained attitudes and prejudices among individuals and institutions as can be seen in the 'medical model' of disability.

Whereas the social model of disability *demands* that we listen to disabled children and adults and take their views on board. This is the view that dis(ability) is socially constructed. It is the social and physical barriers that society creates that are seen as the disabling factors and not the individual's impairment(s). This model enables us to accept and value difference (Oliver.M 1990).

The Service Development Team recognised this concept and wanted to acknowledge the value of disabled children's views and so established the TME group in 2004 as a **monthly group** for users of the Children with Disabilities (CWD) Social Work team.

The group was commissioned in 2005 to evaluate the "**Special Friends**" scheme and report back what the young people thought about this scheme to the CWD commissioning group.

In March 06 the Service Development Team undertook a weekly project with the TME group, lasting three months. The group consisted of 8 young people who all received a service from the Children with Disability's Team.

## **Method of the Project**

The project was split into 11 weekly sessions and a field trip. Weekly session plans were produced, consisting of ice-breakers, consultation and other activities.

Weekly group work sessions were developed involving various techniques to help the young people feel comfortable and able to share their experiences with the group.

This cohort of young people had very limited experience of interacting in a group work setting outside of school (where traditionally the learning is more structured and the power balance is very different) so there were many issues that required consideration.

For instance, the young people's lack of confidence to speak publicly or lack of awareness that they could have an equal part in the discussion – (historically disabled adults have rarely had any say in decision making, even when those decisions have a direct bearing on their lives.) Disabled children and young people are even more likely to have experienced discrimination in this area and may not be used to giving opinions or talking about their experiences.

Careful reflection of these factors took place when designing activities – part of the process for the young people involved them having their own experiences and opinions validated and supporting them to realise that they were “allowed” to speak in negative terms about experiences or preferences.

Further consideration was given to the physical layout of the venue as some of the young people used wheelchairs or had other mobility difficulties; this also had an impact on the types of activities that could be used and the layout of the room where we met.

Timings of particular activities was an important factor – most of the young people attended straight from school; therefore it was necessary to create activities that helped young people deal with the stresses of the day without adversely affecting the work of the group. Snacks were also important as young people arrived hungry and needed food and drinks. The snack time was a very sociable time and this was also encouraged.

The types of techniques used by the SDT in this project are summarized below:

- **Ice breakers**

These are normally short, fun activities that help people relax, tell something of themselves and set the scene for the session.

- **Case studies**

By using case studies we can use *real life* examples to contextualise the theoretical concepts. Sometimes we can *create* scenarios that are similar to real life in order to help the young people explore the issues in more depth.

- **Storyboarding**

Story boarding is a similar technique to case studies – where we seek to create a character and a set of circumstances illustrated by drawings or photographs. We can build up a “picture” of the character and allow the young people to explore how this character may feel/act in various situations. It is a means by which young people can identify themselves with an imaginary character and may help them to be more inclined to share *how they are feeling* by projecting the feelings of the *imaginary character*. Characters and scenarios can be as simple or complex as required.

- **Role play**

Role-playing is a method for exploring the issues involved in complex social situations. It helps the participants to empathise with the subject and thereby deepen the insight obtained for both players and audience.

- **Ideas Shower/”post it” shower**

Ideas Showers are a way of quickly gathering ideas from a group. The facilitator asks a question or for suggestions and the group call out their ideas which are recorded on a flip chart. All ideas are recorded initially (we place equal value on all ideas even if they are impossible or unrealistic). Once all ideas have been expended the group discusses the ideas to see which are practical and which are impossible. *The skill in the task is to ensure that a “safe space” is created and that all suggestions are seen to be valued – this normally allows young people to get very creative!*

Alternatively, if some members of the group are too shy to “shout out” their ideas then we can use a “post it shower”; this is where “post its” are distributed to young people and ideas are recorded onto them, these are then collected or young people stick them on the flip chart.

- **Videos**

We used a video to explore the issues surrounding “barriers” that disabled people might face. Visual media is a great way to explore issues with young people as TV and DVD is such an important part of young people’s lives.

- **Poetry and creative writing**

Using poetry is a means by which young people can “get inside” the head of the author. It helps young people to understand situations from another person’s perspective. In this project we used a poem written by a disabled young person who was facially disfigured and explored the affect prejudice.

- **Drawings**

Most young people enjoy drawing and being creative, it is a means by which you can find out what young people think about a situation without the need of speech or writing. In this project we asked the young people to design the front cover of the leaflet and this helped us to understand how they viewed the project overall.

## Results from the project? (what did the young people tell us?)

### What issues do disabled young people face day to day? (Week4)

These are all direct quotes from young people taken from group work sessions.

- They might struggle with some things
- They might have trouble going to the toilet
- They might struggle to go to bed i.e getting in and out
- Getting upstairs might be difficult
- Going to school might be intimidating
- Other people's reaction to them – might be bad, might not understand them, might be prejudice against them
- Drug's and alcohol might be an issue for them
- Peer pressure
- Access to places might be difficult
- (the young people also talked about their own fears that it **might** be difficult to get into places so they don't want to go and "look stupid"
- Sex – they might be confused, people might think they can't have sex
- Choice – people might feel they need to make choices for them
- Understanding – people might not understand what it is like or have an "inaccurate" understanding
- Getting accepted in the community
- Worry about going to university (which one?)
- What clothes should they should wear – sometimes it's difficult to find fashionable clothes that fit
- What school can they go to

### What might help young people with some of these? (week 4)

- One to one support
- Making friends with other young people
- Going to places where other young people are
- Making them feel welcome when they go places
- Ramps, stairlifts, special beds (accessibility)
- Talking to them – telling people that you are more able than they think you are
- Informing and educating other people
- Being more aware about disabled people
- Special activities to overcome they're fears
- People not telling you what to do all the time
- Letting people choose for themselves
- Someone who's been before telling them what it's like (someone's own experiences)

**What might stop disabled young people from going to a group or other fun activity? (week 4)**

- They might not know it's on
- They might be scared to go 'cos they haven't been before
- They might not be able to get in (not adapted to wheelchairs etc)
- They might not want to go
- They're parents might not want him to go 'cos they don't want them to get bullied.
- There might not be a group to go to.
- They might not have transport to get there.
- They might have no friends to go with

**How might disabled young people feel when they go to groups for the first time? (week 5)**

- Nervous
- Happy to be going somewhere
- Feeling welcome
- Confused about what was happening
- Tense
- Worried about what might happen
- Hungry
- Shy
- Scared
- Pegged back (not confident)
- Under pressure to fit in
- Peer pressure
- Excited
- Emotional
- Relieved to be going somewhere

**What kind of qualities should good staff member's possess? (week 5)**

- Good Personality
- Something in common
- Awareness of disabilities
- Easy to talk to
- Good eye contact
- Good communication
- Doesn't interrupt
- Concentrates on what you are saying
- They don't treat young people like babies
- They are disabled or know what it's like
- They respect you
- They don't patronise
- They listen
- They aren't too old – or they can understand what being young is like, they can have fun with you, and they are not too grumpy!

## Information we would like from STAN (Week12)

- What people want to do when they grow up and options/choices that we can make.
- Where you can get help
- Where you can go for further education
- Finding out who to speak to about not getting in to places.
- Info about this club
- People's favourite food/worst food
- Who/where to ask about going out
- Spending money (how much pocket money do people get?)
- Cinema reviews
- Lists of places that people can go to
- Reviews of places that we have been to
- Health education – what different kinds of illnesses are
- What it's like to be disabled – from other young people and from adults (i.e. what it was like for them)
- Role models
- Information about short breaks and carers

## Young People's comments about accessing services (week 8)

- “When I go to the library the staff are always nice to me, they help me find the books that I want.”
- “Once I went swimming and everyone was staring at me - I didn't feel comfortable and I felt like my mam and dad were embarrassed.”
- “Last year I missed a lot of school and so I couldn't go on the school trip – I've never been to Bedes world since.”
- “Once I wanted to play in the street with some other children but they told me that I couldn't because their mam had told them I was strange”
- “I went to the cinema once and I had to wait for someone to show me where to sit (even though I knew exactly where the space for wheelchair users are). The film had started by the time we got in.”
- “When people see me they think I'm normal so they expect me to be able to do everything they can do, so when I can't they think I'm stupid”
- “When I was on holiday I went to the shops with my mam – because I was in my wheel chair I couldn't see over the counter to give the lady my money – my mam had to give it to her and I felt like a baby.”
- “Sometimes I lose my temper, and people don't know why – they think I'm a bad person, but it's just because I don't know what else to do.”

## Project Evaluation

### Summary of lessons learnt:

- All of the young people in the group were able to communicate verbally. In future communication profiles will be useful to gain insight in to the need for specific methods of communication for subsequent groups. A communication profile is simply a way of recording the means by which a child communicates e.g. the way they may say yes or no or any difficulties understanding specific concepts etc. This would help plan some of the activities.
- The young people really enjoyed the collective and social elements of the group. We planned “snack times” into the program, as this is a regular activity during all of our groups – we recognise the importance of Maslow’s (1970) hierarchy of needs with regards to group dynamics i.e. if young people are thirsty/hungry/tired etc they cannot be expected to function effectively.

However the young people in this group really thrived at these times. We think this is partly due to their lack of “group experiences” outside of school.

Only one of the young people attended after school or youth group activities.

A social meeting at the commencement of the project and other social activities would have offered further opportunity to fulfil this social need without impacting upon the work of the group.

- We would try in future to ensure a more balanced ratio. i.e. eight young people attended; 7 boys one girl. This led to tension at certain points and was difficult to deal with.
- Since completing the project we have received a number of requests from groups who wish to use the consultation results for future service planning. While this is a very good use of Young People’s views we did not receive consent from the Young People allowing us to do this.

In future we will include a statement within the Young People’s consent form outlining this use of their feedback and we will also mention it within group work.

We will continue to provide the Young People with the opportunity to tell us if they wish to keep information from particular sessions confidential.

- We ultimately ran out of time to complete all that we had planned – contemplating future projects would necessitate a reduction in what we expect to achieve within timescales. We fulfilled all our objectives but

were not able to produce the leaflet due to the time restraints. However the information we gathered could form the basis of the next project within the TME group and will be very useful for service planning.

- If we hold to the theories of Tuckman (1967) and others (i.e. Forming Storming, Norming and Performing – he later added Mourning). Then a project that is spread over twelve weeks is likely to show some of the characteristics of the above theory. This is true of most of the groups that the Service Development Team organises and as such we often take notice of these.

In future we could design our programs around the stages that we might find the group in at specific times e.g. week 3-4 is likely to be moving into the storming stage and so a greater number of activities could be planned to effectively manage this process.

According to Tuckman the storming phase is inevitable but also useful in that much of the tension of the group is dispersed and group identity is formed therefore we would seek strategies to manage it rather than avoid it.

This report will be fed into the children with disabilities commissioning group and used by them for future service planning.

**Overall this was an informative and interesting piece of work. It was a pleasure to work with the young people who shaped our understanding so much.**

## Appendix 1

The following section contains the session plans and work that the young people actually completed over the 11 weeks.

### Week 1: Introducing.....

The aim of this session was to introduce ourselves to the young people and help them get to know each other as well as outlining the task and what they were attending the group for.

**1) 5:30pm – 5:45pm - Who are you? Who are we?**

Making name badges activity. Plus explaining who we are and what we do.

**2) 5:45 – 6:05 – Food and Chat**

Snacks and drinks in the kitchen.

**3) 6:05 – 6:15 - Why are you here?**

Aristotle quote. “If you want to know how a shoe fits ask the person who wears it not the person who made it.” Explain the quote to the yp. What does it mean? Why have we asked them to be involved in this group?

**4) 6:15-6:30 – Jigsaw people**

(yp match jig saw person and with partner explain age and one thing that you like.)

**5) 6:30 –6:45 - Making it work**

Young people make list of rules and staff explain what we expect from them.

**6) 6:45-7pm – Celebrities game.**

Young people have to name the celebrities from their pictures.

## **Week 2: What could your leaflet contain?**

**This session attempted to get the young people enthused by the task and help them to get creative.**

**1) 5:30pm – 5:50pm - Food and Chat**

Snacks and drinks in the kitchen

**2) 5:50 – 6:00 - Reporters Game**

**3) 6:00 – 6:10 - Making it work**

Recap on rules and staff explain what we expect from them.

**4) 6:10-6:40 – Newsletter/leaflet examples.**

Give out the example leaflets and newsletters and try to generate ideas/enthusiasm and excitement about the project.

**5) 6:40 –6:55 Desert Island game**

**6) 6:55-7pm – one thing I have enjoyed about today.....**

## **Week 3: Ideas so far....**

**The aim of the session was to allow the young people to get creative and begin the process of planning the leaflet. At this point young people could suggest anything!**

**1) 5:30pm – 5:50pm - Food and Chat**

Snacks and drinks in the kitchen

**2) 5:50 – 6:10 – Mission Impossible game**

**3) 6:10 – 6:20 Making it work**

Recap on rules and staff explain what we expect from them.

**4) 6:20-6:40 – Ideas shower**

Young people make list of what their leaflet could contain. Look at some of the examples from last week.

**5) 6:40 –6:55 Categories Game**

**6) 6:55-7pm – one thing I have enjoyed about today.....**

## **Week 4: Say hello to Bobby.....**

**The aim of this session was to explore the young people's experiences in everyday life and then focussing on their perceptions of accessing cultural and leisure activities and the problems they may have encountered.**

**1) 5:30pm – 5:50pm - Food and Chat**

Snacks and drinks in the kitchen

**2) 5:50 – 6:10 – Nice Knowing you game**

**3) 6:10 – 6:20 Making it work**

Recap on rules and staff explain what we expect from them.

**4) 6:20-6:40 – Case study: Meet Bobby**

Show young people photo's of Bobby. Create the character in their minds by asking them how might Bobby feel right now? What might his hobbies be?

Then ask them:

1. What might stop Bobby from going to a group or other fun activity?
2. How might Bobby feel if he came along to our group?
3. What issues/problems might bobby have to deal with each day?
4. What might help Bobby?

**5) 6:40 –6:55 Where in the world? game**

**6) 6:55-7pm – one thing I have learnt today.....**

## **Week 5: Bobby comes back!**

**The session aimed to introduce the ideas of discrimination and how society sometimes views disabled people i.e. medical model of disability.**

### **1) 5:30pm – 5:50pm - Food and Chat**

Snacks and drinks in the kitchen

### **2) 5:50 – 6:10 – Envelope exercise**

Young people are asked to write down any worries or fears that they have and then fold the paper and put into envelope. Staff collect in envelopes and keep until end or destroy.

### **3) 6:10 – 6:15 Making it work**

Recap on rules and staff explain what we expect from them.

### **4) 6:15-6:30 –Recap on last week .**

How could our leaflet help Bobby? What qualities would Bobby want in any staff members?

### **5) 6:30-6:55 – Case study two - Meet Bobby again**

A) Some of Bobby's friends were going to the cinema. He asked if he could go with them. His friends said that he couldn't because there were stairs at the entrance and he wouldn't be able to get in. One of Bobby friends said the problem was that Bobby was in a wheelchair. Was he right to say this?

B) Bobby's teacher organises a class trip to walk along Hadrian's Wall for 2 miles. Bobby's teacher tells him that due to his condition he cannot attend the trip as it would be impossible for him to complete. Was the teacher right to do this? What should have happened?

C) One night Bobby is at basketball practice and is very unhappy at his performance as he missed an easy basket. Bobby's coach comes up to him at the end and pats him on the head and say's "Well done Bobby, you did very well for someone in a wheelchair". Do you think it was right for Bobby's coach to say this? What should the coach have said to Bobby?

- ➔ What were the actual problems in these case studies?
- ➔ Has anything similar to this happened to you?
- ➔ What information should Bobby know before he goes to the cinema in future?

### **6) 6:55-7pm – one thing I have learnt today.....**

## Week 6: Barriers?

The session aimed to explore the idea of “barriers” and find out from young people whether they thought that disabled people face barriers and if so what kind. This would then be used to compile a list of things to look out for when visiting venues.

**1) 5:30pm – 5:50pm - Food and Chat**

Snacks and drinks in the kitchen

**2) 5:50 – 6:00 Partners Game**

The best thing that ever happened to me was.....

The funniest thing that ever happened to me was.....

**3) 6:00 – 6:05 Making it work**

Recap on rules and staff explain what we expect from them.

**4) 6:05-6:30 – Activity one**

What is a barrier?

*Something that stops someone from doing something.*

Video clip – TALK

- What’s the video about?
- What happens in the video?
- What’s it trying to say?
- What were the barriers for Robert? (*4 main barriers access, transport, communication, attitude*)
- How can people’s attitudes be classed as a barrier?

**5) 6:30 – 6:45 Activity 2: Venue Checklist**

Role Play – Kathleen and Lee to role-play a situation where yp in wheel chair goes to library.

Compile a checklist of things to look out for when visiting venues under 4 headings:

**Accessibility, Communication, Transport, Attitudes**

**6) 6:55-7pm – One thing I enjoyed about today was.....**

## **Session 6: Exercise 2 Write up**

### **Venue Checklist**

#### **Accessibility:**

Can you get into the building? Are there any lifts/ramps etc.  
Is it easy to get a ticket/buy the service/pay etc?  
What were the toilets like? Was there an accessible toilet? Were they marked easily for people with visual impairments?  
Is it easy to use the service i.e. see the screen, get into the water, get to the tables, or reach the shelves?  
What about counter heights? Are menus in large print and in contrasting colours, are there any sound systems for hearing impaired people.

#### **Attitudes:**

Did the staff treat you well?  
If you asked for help were they helpful? I.e. did they listen, were they too busy or rude?  
Do the staff need disability awareness training?  
Did you feel comfortable when you were there?  
Did you get any discounts?  
Is there a named person for helping people with disabilities?

#### **Communication:**

Was there any access information for disabled people included on promotional (including the website) material, or with your tickets?  
Was the information available in other formats?  
Were signs understandable? (i.e. Good directional and information signage in contrasting colours, large print and at a suitable height for all to see.)

#### **Transport:**

Was it easy to get to the venue?  
Were there any disabled parking bays?  
Did the venue provide information about how to get there?

## Session 7: Which venue?

The session sought to compile a list of places that the young people would like to visit in order to measure how accessible they were.

### 1) 5:30pm – 5:50pm - Food and Chat

Snacks and drinks in the kitchen

### 2) 5:50 – 5:55 Making it work

Recap on rules and staff explain what we expect from them.

### 3) 5:55 – 6:05 Envelope exercise

### 4) 6:05-6:25 – Recap on last week

- Barriers video
- What were the 4 main barriers?
- Barriers checklist

Recap on project so far:

- Content of leaflet
- How might our leaflet help people?
- What barriers do people face?

### 5) 6:25 – 6:55 Where will we go?

Yp to make a final list of the types of places that we might include in our leaflet. E.g. youth clubs in area etc.

Which will we review? How many? When will we do it? Who will come?

### 6) 6:55-7pm – One thing I enjoyed about today was.....

## Session 7: exercise 5 Write up

Places to include in the leaflet (information only):

Wet N Wild	Temple Park/Hebburn Baths	Library – Central and local
Shops – Asda/WHSmiths	KFC/McDonalds	Art Gallery – Laing/Baltic
Winter Gardens	SS Museum	Eldon Square
The Bridges	Metro Centre	NUFC/SFC
Boldon UCG	Customs House	Bowling Gallery
Café/Minchella's	Historic Places	Souter Lighthouse
Skate parks	Saltwell Park/Marine Park/bents park	Youth Clubs
PHAB Club	Quaser Laser	Arcade
Beach	Ice skating	Internet cafes

Places to Review:

Visit 1a (half group):  
Boldon Cinema

Visit 1b (half group):  
Dunes Bowling Alley

Visit 2:  
Quaser Laser  
Bents Park  
Beach  
Minchella's

Visit 3:  
Library  
Museum  
Shops in South Shields

## Session 8: All about me

**The session aimed to look further at prejudice and discrimination and begin to explore whether the yp had experienced this in their own lives. This was then to be documented.**

**1) 5:30pm – 5:50pm - Food and Chat**

Snacks and drinks in the kitchen

**2) 5:50 – 5:55 Making it work**

Recap on rules and staff explain what we expect from them.

**4) 5:55-6:25 – Cut and stick**

Yp to cut and stick newspapers, magazine; something to represent you; things you like, what you look like, favourite things etc.

**5) 6:25 – 6:35 – Madeleine worksheet**

YP understand about discrimination and prejudice. Read poem written by Madeleine and begin to understand prejudice.

**6) 6:35 – 6:55 – Speech bubbles**

YP asked to think about a time when they were treated badly because of their disability, or when they tried to use a facility but were prevented. Write this experience down on the speech bubbles. Stick onto wall.

**7) 6:55-7pm – One thing I would do differently about today was.....**

## **Session 8: exercise 6 write up**

“ When I go to the library the staff are always nice to me, they help me find the books that I want.”

“ Once I went swimming and everyone was staring at me – the staff were the worst! I didn’t feel comfortable and I felt like my mam and dad were embarrassed.”

“Last year I missed a lot of school and so I couldn’t go on the school trip – I’ve never been to Bedes world since.”

“Once I wanted to play in the street with some other children but they told me that I couldn’t because their mam had told them I was strange”

“I went to the cinema once and I had to wait for someone to show me where to sit (even though I knew exactly where the space for wheelchair users are). The film had started by the time we got in.”

“When people see me they think I’m normal so they expect me to be able to do everything they can do, so when I can’t they think I’m stupid”

“When I was on holiday I went to the shops with my mam – because I was in my wheel chair I couldn’t see over the counter to give the lady my money – my mam had to give it to her and I felt like a baby.”

“Sometimes I lose my temper, and people don’t know why – they think I’m a bad person, but it’s just because I don’t know what else to do.”

## **Week 9 – What are you *waiting* for?**

**Aim of the session is to explore how it might feel if you are discriminated against.**

**5:30 – 5:50pm – food and chat** – “ the one thing that I would change about the world is.....”.

**5:50 – 5:55 - Making it work**  
recap on rules

**5:55-6:05 - Envelope exercise**

**6:05 –6:15 - Recap on last session**

**6:15 – 6:45 - Role Play**

Staff complete role-play according to scenario and young people discuss what happened and how the yp person might have felt. What would they change etc.

**6:45 – 7pm** – Discussion about forthcoming visits to leisure venues etc.

## Session 10: The visits

**Aim of the visits is for the young people to put into practice what they have learned about access and discrimination. They visited different places and measured how accessible they were.**

# Barriers Checklist

## Visits to Venues

Use the check list below to find out how easy you think it would be for disabled young people to visit the building.

Your Name: \_\_\_\_\_ Name of building : \_\_\_\_\_

### Transport:

Was it easy to get to the venue?      Yes            No     

Were there any disabled parking bays?      Yes            No     

Did the venue provide information about how to get there?      Yes            No     

### Accessibility:

Can you get into the building?      Yes            No     

Are there any lifts/ramps etc.      Yes            No     

Is it easy to get a ticket/buy the service/pay etc?      Yes            No     

What were the toilets like?      1   2   3   4   5   6   7   8   9   10

Was there an accessible toilet?      Yes            No        
 (Were they marked easily for people with visual impairments?)

Is it easy to use the service ?      Yes            No     

Are there any sound systems for hearing impaired people?      Yes            No

**Attitudes:**

Did the staff treat you well? Yes  No

If you asked for help were they helpful? I.e. did they listen, were they too busy or rude? Yes  No

Did you feel comfortable when you were there? Yes  No

Did you get any discounts? Yes  No

Is there a named person for helping people with disabilities? Yes  No

**Communication:**

Was there any access information for disabled people included on promotional (including the website) material, or with your tickets? Yes  No

Was the information available in other formats? Yes  No

Were signs understandable? 1 2 3 4 5 6 7 8 9 10

Were the signs in contrasting colours? Yes  No

In large print? Yes  No

At a suitable height for all to see? Yes  No

Did you think this was a good place for disabled young people to visit? Yes  No

Other Comments? \_\_\_\_\_

## **Session 11: revisiting the visit!**

The main aim of the session was to reflect on the visits to the venues and look at the results that the young people recorded.

**5:30 – 5:50pm – food and chat** – “ the one thing that I would change about the world is.....”.

**5:50 – 6:00 Game 1 – Silence round1**

**6:00 – 6:25 Review of the visits**

- ➔ What were the results
  - ➔ Complete the speech bubbles
  - ➔ Other comments about visits
- What's it like going somewhere for the first time?  
How would you feel if you couldn't get somewhere that everyone else could?

**6:25 –6:55 Design front cover**

**6:55 – 7pm** – one skill I have learnt on this project is.....

## Session 12: So, what did you think of it?

**Aim of the session is to evaluate the whole project and see if it has met their expectations.**

5:30 – 5:50pm – food and chat – “ the one thing that I would change about the world is.....”.

5:50 – 6:00 Game 1 – Silence round 2

6:00 – 6:30 Personal statements

- Young people complete “about me” sheets including the picture of themselves.

6:30 –6:45 Review of project

- group discusses all the different elements of the project
- review of learning

6:45 – 7pm Evaluation

- Group asked to think about whether they have enjoyed the project
- What was good about the project?
- What could have been better?

## **Bibliography**

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