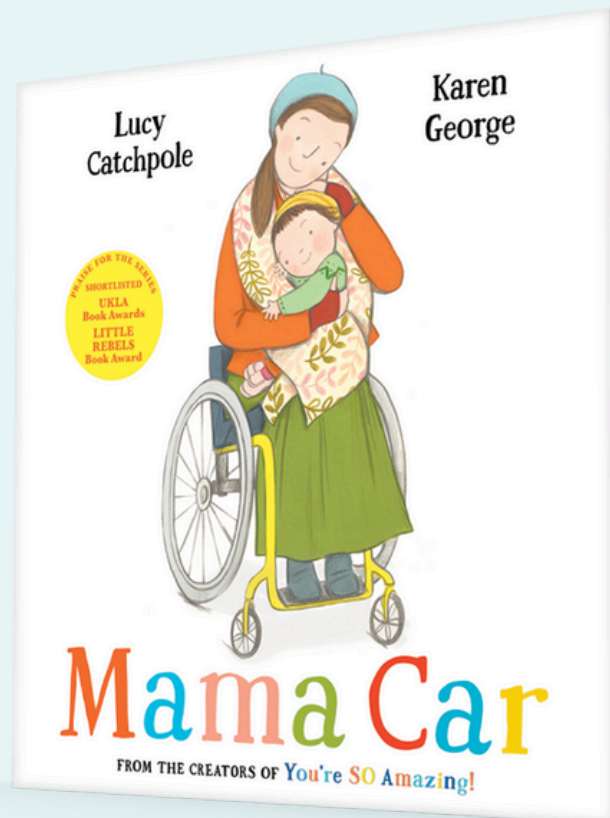


LEARNING RESOURCES

Key Stage 1, 2 and above
(ages 6 and up)

Created with the author



- **Key Stage 1 (ages 6–8)**
Tools that help us
- **Key Stage 2 (ages 9–11)**
Spotlight on Accessibility
- **Secondary School (ages 11+)**
Spotlight on media representation and public perception

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Tools that help us

With older children, Mama Car can be used to encourage discussion and normalisation of the idea of 'tools that help us', providing an opportunity to realise that these are not exclusive to disabled people.

After reading Mama Car once through, ask children to spot any helpful tools used by the characters. Give the example that the mother uses a wheelchair to get around and a special board called a transfer board to get on to the bed. They may also mention the grabber and the father's crutches.

This is an opportunity to mention some of the many non-disability-specific tools used by all the characters in the story.

- The little girl stands on a stool to reach the table
- The family use a car to travel a bigger distance to the park
- Daddy uses a bucket to hold the water to wash the car

Help them make the connection that mobility aids are just tools disabled people use to make their lives easier.

‘What tools do you use every day to make your lives easier?’



Extension: Challenge the class to think of a problem and design an invention to make their lives easier. Design success criteria around labelling, marketing, etc to suit your class and needs.



Spotlight on Accessibility

The mother uses a wheelchair. The father uses crutches. The purpose of this particular story is NOT to highlight accessibility issues, but a wider conversation around disability may provide a great context to discuss some of these issues and build more aware, empathetic future citizens.

Suggested Activity 1:

This can be adapted into a smaller or larger project depending on time and context.

- Watch the video: [A Wheelchair Journey Around London](#)
- Count all the different challenges Hannah has trying to get around
- Make a list of problems
- Brainstorm solutions



‘Can you think of any more problems people with disabilities face getting around?’

‘What about in your own community?’

Suggested Activity 2:

Go on a walk and see what hazards you can spot (consider: dropped curbs, steep cambers, tactile paving, bins and obstacles, poor surfaces, bollard spacing, accessible crossings, signage for blind people).

Talk to local community members about what challenges they face getting around.

- Further resources: transportforall.org.uk



Spotlight on media representation and public perception

Representation Matters: An introduction to 'Windows and Mirrors'.

With much older children (upper primary and high school), the story could be extended to discussion about why the author might have wanted to write this book and what it shows and teaches (that disabled people are just normal, loving, loved human beings, not always doing extraordinary paralympic things or discussing medical diagnoses).

Mama Car is a book aimed at young children aged 3-5, but can be a resource to teach older pupils about the importance of representation.

- Explain to pupils that there are lots of different reasons people read and write stories but these stories can also affect readers' perceptions of different groups, eg disabled people, in society.
- Brainstorm reasons people might read stories: to learn about a particular topic or others' lives, to be entertained, to 'escape' into different worlds, etc.
- Introduce the story:
'This time you are going to read a story for much younger children and try and guess why the author wanted to write this story.'
- Discuss what happens in the story: The author never really discusses disability or the role it plays, yet it has an important role in advocating for disabled people... How?



- Challenge students to look at disability representation in the media and find some examples of good and poor representation.



Suggested watching and reading:

- **We the 15** (teacher discretion and guidance suggested)



- **I love Channel 4's Paralympics advert. But we can't all be superhumans**

Lucy Catchpole, *The Guardian*



Suggested Activity:

Make a table and categorise:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• 'Positive' stories:<ul style="list-style-type: none">- Other people helping/heroism/saviourism (e.g. a teen asking a disabled person to prom)- Exceptional feats, e.g. Paralympians, big challenges, overinflating success 'DESPITE' disability | <ul style="list-style-type: none">• 'Negative' stories:<ul style="list-style-type: none">- Benefit scroungers- Complaining/Accessibility issues- Charity/sympathy | <ul style="list-style-type: none">• Neutral reporting:<ul style="list-style-type: none">- Representation of disabled people just doing normal things, their disability not being the focus or discussed in detail, eg Blue Peter/Newsround presenters |
|--|---|---|

Extension: Provide an example of well-judged reporting featuring disability.



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These learning resources were written by Katie Allison Renker, and edited by Lucy & James Catchpole. Katie is a teacher and wheelchair user. Lucy is a wheelchair user too - and the author of *Mama Car*.



Lucy & James Catchpole & daughters

Lucy Catchpole also co-wrote picture book *You're So Amazing!* with her husband James Catchpole, the author of *Going Viral* and *What Happened to You?*

Find more on all their books at:

Books by Lucy and James Catchpole



What Happened to You? Learning resources here

