

Games on inclusion of age, disability and gender
in preparedness and humanitarian response

Recognising disability in older people

Game title: Recognising disability in older people

Overview: Players role play different characters and ask each other questions to discover the relationship between age and disability.

Learning objectives:

By the end of the game players will be able to explain the relationship between age and disabilities and reflect how preparedness programmes must work inclusively with age and disability

Who should play the game?

Anyone interested to learn more about the relationship between age and disability.

Number of players: 4 to 16

Materials required:

Resource 1: Print and cut all the Role cards

Resource 2: Print and cut enough Interviewer cards for each interviewer

Resource 3: Print two or three copies for the group Washington Group Questions

Estimated time required: 40-50 minutes

Facilitator instructions:

Part A

Step 1: Divide players into two groups of equal size. Designate one group as ‘community members’ and the other group as ‘interviewers’.

Step 2: Explain that ‘community members’ will be given a role card and need to pretend to be that person. They will be interviewed by someone from the other group. The ‘interviewer’ will ask them a series of questions to try and determine which category they fall into and whether they have a disability. ‘Community members can ONLY respond to questions by saying ‘yes’, ‘no’ or ‘don’t know’.

Step 3: Give a role card (Resource 1) to each of the ‘community members’ and ask them to take a few moments to think about the person they are playing and get ready to be interviewed. They can show their card to other ‘community members’, but not to the interviewer. Remind them that they ONLY respond to questions by saying ‘yes’, ‘no’ or ‘don’t know’.

Step 4: Explain to the ‘interviewers’ that they must determine which age category the ‘community member’ that they are interviewing falls into and if they have a disability. Give an interviewer card (Resource 2) to each ‘interviewer’. Emphasise that they must show respect to the community member at all times. Remind them that ‘community members’ can ONLY respond to questions by saying ‘yes’, ‘no’ or ‘don’t know’, so they need to think about what questions to ask. E.g. are you younger than 70 years old?

Step 5: Ask everyone to pair off with somebody in the other group. Players can do this themselves or you can facilitate this by numbering players in each group and asking them to find the person with the same number – i.e. both 1s form a pair, etc.

Step 6: After 10 minutes sound a bell or ask everyone to stop. Get everyone’s attention and ask whether any ‘interviewer’ thinks they made an accurate assessment of their ‘community member’. Remind players not to show what is on the cards just yet as they will have another chance to interview. Ask how easy it was to

find out the information they needed and what would have made it easier.

(Note, asking 'open questions' - questions that cannot be answered with a simple 'yes' or 'no' would get more information.)

Step 7: Explain that 'interviewers' will now interview the same 'community member' again, but this time they can ask open questions and the 'community member' is free to respond as they wish. Allow another 10 minutes for this interview. Signal when it is time to stop.

Step 8: Debrief

Once everyone has returned to the group, ask the 'community members' to show their card to their 'interviewer' and then lay it on the table/floor for everyone to see.

Ask the following questions to help players reflect on the activity:

1. Interviewers - What type of questions helped you to better understand the individual's situation?
2. Community members - What questions helped you to tell your story? How did certain questions make you feel?
3. What is the relationship between age and disability?

Hand out the Washington Group Questions (Resource 3). Explain that these are the questions most commonly used to determine disability in emergency contexts.

Invite any feedback players may have about the questions. Explain that if anyone is interested there is a lot of online training and support available regarding how to use these questions.

(see <https://humanity-inclusion.org.uk/en/projects/disability-data-in-humanitarian-action>)

Invite the players to imagine that a sudden onset emergency has occurred which required all community members to immediately evacuate their homes. Ask the players, in pairs (community member and interviewer) to consider how this would affect their 'community member'. Ask for feedback/reflections from each pair.

Now ask the group to imagine the emergency had the following impact for individuals in the community:

- Lack of access to their medicine
- Loss of all their personal equipment
- Sudden change in their location and environment
- Sudden change in their food and eating times
- Sudden lack of carer (as they are separated)
- Sudden change in climate

Ask if anyone now feels the person they were playing would have a disability in the new circumstances.

Ask: What can be done in preparedness to help support older people with (and without) disabilities? How does this relate to your experience of working with older people in communities and preparedness?

Level of facilitation required: Medium

Possible adaptations to game:

Additional role cards representing younger people could be used when players consider the impact of a sudden onset disaster, to highlight the different needs of older people and people with disabilities from the wider community.

You can also adapt the activity to a panel game with teams competing against each other to correctly identify community members. Give three members of each team a character role card – these team members will take turns to be interviewed by the rest of the team who are trying to identify which age group the community member falls into and if they have a disability. In the first round interviewers ask closed questions, the winning team is the first to correctly identify three community members. Debrief before issuing new

character cards to each team and playing a second round in which interviewers can ask open questions. Debrief the round: ask was it easier asking the open questions? How did you feel as a community member? Give each team a copy of the Washington Group Questions and refer them to the RedR/HelpAge training for further information.

Suggested games to play before this game:

- Unconscious bias

Suggested games to play after this game:

- Identifying vulnerabilities and capacities
- Mapping vulnerabilities and capacities of older people
- Building resilience with assistive products for older people including older people with disabilities

Resource 1: **Older people cards**

You are 64 years old woman who is in a wheelchair following a recent stroke.

You are 65 years old man with diabetes who needs to take medication and monitor blood sugar on a daily basis.

You are a 71 years old woman who has difficulties coping with extreme temperature changes.

You are an older woman who cares for her 5 grandchildren every day since her daughter died from Aids 5 years ago. You think you are about 70 years old.

An older woman who has memory loss, she is not sure how old she is.

You are 85 years old man who needs assistance bathing and dressing.

You are a 70 years old woman who has diminishing eyesight and no access to glasses.

You are 62 years old man who has diminishing eyesight but has glasses to help.

**You are woman
who lives independently but
has slow reaction times, you
are not sure how old you are.**

**You are 80 years old man
who cannot walk without
an assistive walking frame.**

**You are 72 years old man who
has difficulty hearing even
when using a hearing aid.**

**You are 72 years woman
who has difficulty hearing
when not using her
hearing aid.**

**You are 65 years old man
who has difficulty
communicating since
he had a stroke.**

**You are 83 years old woman
who has difficulty climbing
stairs and balancing.**

**You are 80 years old man
who is cared for by his
daughter and wife, he
cannot leave the house.**

Resource 2: Interviewer cards

Task: Find out the age group of the person you are interviewing and if they have a disability.

Young old 60-69 years
Old 70-79 years
Older Old 80 years and above

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Resource 3: **The Washington Group Questions**

SIX QUESTIONS ON SHORT SET



Do you have difficulty seeing even if wearing glasses?



Do you have difficulty walking or climbing steps?



Do you have difficulty remembering or concentrating?



Do you have difficulty remembering or concentrating?



Do you have difficulty (with self care such as) washing all over or dressing?



Using your usual language, do you have difficulty communication, for example understand or being understood?