

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

Identifying vulnerabilities and capacities

Game title: Identifying vulnerabilities and capacities

Overview: Teams rank a series of images according to who they think is most and least vulnerable and debate risks within different scenarios.

Learning objectives:

By the end of the game players will be able to:

- Identify characteristics of older people that are likely to place them at higher risk
- List key factors of older people's lives that are likely to place them at higher or lower risk in emergencies.

Who should play the game?

Field staff looking to identify stakeholders' capacities and risks, and build inclusive programmes.

Number of players: 4 or more

Materials required:

Resource 1: One copy per team of the picture cards cut into individual images.

String hung up like a washing line per team (optional)

Pegs and clips for images per team (optional)

Other requirements:

This can be played inside or outside, ideally with enough space to layout the images and then hang them up on a washing line style piece of string.

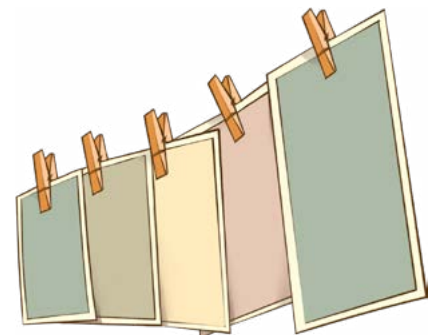
Estimated time required: 40-50 minutes

Facilitator instructions:

This can be played as a whole group activity or in teams of 2 or more.

Step 1: Lay out all the images in view of all the players.

Step 2: Ask players to look at all the images and agree, based on what they can interpret from each image, who they think is most and least vulnerable in an emergency context. Explain that they should discuss as a group or team and reach a consensus, placing all the images in a straight line from most to least vulnerable. (If possible, use a piece of string like a washing line and ask them to hang the images on the line using clothes pegs.)



Players may choose to place some images side-by-side if they feel they have equal vulnerability. Allow players to share individual opinions and explore different options. If people disagree and the discussion becomes heated, you may choose to pause the game and explain that they must either compromise (there is no absolute right or wrong) or split into two teams. If you only have one copy of the images, number each image so that teams can write down the image numbers as a sequence.

Step 3: After players are satisfied with their order, reflect on why they placed the images as they did. If in multiple teams, allow time for teams to view each other's sequence of images.

Ask the following questions:

1. Why did they place the top three people as most vulnerable?
2. Why did they place the bottom three people as least vulnerable?
3. What factors made it difficult to determine vulnerability?
4. What factors made it easy to determine vulnerability?

Step 4: Using the options below, decide on a few images so as to provide some extra information for the players, and then invite players to reorder their images.

Options are as follows:

- Select one or two images of older people and explain that they have strong support network with friends and family. They are also involved in decision making about household resources and engaged in community associations.
- Select one image of a man or woman and explain that the person in the image is gay, explain that they have been abandoned by their community and are in fear or persecution in their country. (If you are playing this in a country where you cannot openly discuss sexuality, skip this scenario.)
- Select one image of a person with a disability and explain that they are a qualified lawyer. They also have a personal assistant (or an assistive device) and an evacuation route that they have practised multiple times in case an emergency breaks out at work or home.
- Select one or two images of older people and explain that they have a hearing impairment and no assistive device (i.e. no hearing aid). Explain they have become inactive and isolated since they have severe difficulty communicating.
- Select one or two images of people and explain that they are carers for their older relatives and cannot leave the house for very long. Say that they often go without food so that others can eat and frequently have less than 3 hours sleep a night.

Step 5: Reflection and discussion:

1. Why did (or didn't) the order change?
2. How did the information you were given change your view on people's vulnerability?
3. What are the risks if people are not involved in their own mapping of vulnerabilities and resilience action planning?
4. What are the risks if we treat people as homogenous groups based on one factor of age, disability or gender?
"Older people are not a homogeneous category. A combination of age, disability, gender, caste, class and other factors determine the experience of marginalisation, vulnerability and specific needs."
HelpAge International, *Age-inclusive disaster risk reduction: A toolkit*, 2019, p.43 (AIDRR toolkit)
5. How does this relate to the situation where you are working?

Note for facilitator: Many factors affect people's vulnerability: sex, age, disability, ethnicity, religion, sexuality, socio economic background, access to resources, support networks etc. In addition, these are all dependant on the context where the person lives. It is important to recognise that older people and people with disabilities are often vulnerable during emergencies. However, they do not all have the same vulnerability. There are also other factors that must be considered. Often if you are an older woman with a disability you are at higher risk than if you are an older man with a disability, although this is not always the case.

Step 6: Refer participants to page 53 of the AIDRR toolkit, which describes methods for participatory mapping of hazards and vulnerabilities. These methods allow the community to prioritise risks and develop an appropriate DRR action plan. It will also encourage a mapping of capacities within the community, which is a crucial part of DRR.

Level of facilitation required: High

Possible adaptations to game:

You can collect your own images to use in the game from magazines, newspapers and reports from the local context, be sure to collect a diverse range of people of different ages, genders and people with and without disabilities.

Suggested games to play after this game:

- Mapping vulnerabilities and capacities of older people
- Recognising capacities of older people in disaster risk management
- Mapping organisations and capacities

Resource 1: Profile cards

