

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

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# Creating accessible meetings

# Game title: Creating accessible meetings

**Overview:** In teams, players use the RECU principle to assess the immediate area (where game is being played). They will then be given role cards and assess the same area again through the perspective of various potential users.

## Learning objectives:

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

- Recognise the importance of access to all areas of a location to reduce barriers.
- Explain how to use the RECU principle in an assessment.

## Who should play the game?

Anyone interested to know more about how to create accessible spaces for community meetings, interviews or other purposes.

**Number of players:** 6 or more

## Materials required:

Resource 1: Print one or two copies of RECU worksheet per team of 3 to 4

Resource 2: Print and cut enough copies of the Profile cards to ensure each player has a card.

## Other requirements:

Carefully select the space to play the game. It should be a common area where you hold meetings, particularly meetings that include members of the public.

**Estimated time required:** 45-60 minutes

## Facilitator instructions:

- Step 1:** Explain that in this activity teams will assess the space where they are now for accessibility using the RECU principle, they will then be given role cards and assess the same area again through the perspective of various potential users.
- Step 2:** Organise participants into teams of between three to five players.
- Step 3:** Give a copy of the RECU worksheet (Resource 1) to each team and ask them to read through the information. Take any questions about the RECU principle and what they need to do.
- Step 4:** Explain that they will have 20 minutes to carry out their assessment. They are free to leave the room so as to explore the route to the meeting point as well as the space itself. Teams may wish to do a transect walk to assess the area. They should also include facilities that people may require such as the toilets. Their task is to identify any potential barriers for people accessing the site and, where possible, suggest solutions. E.g. install a handrail, change signage, etc. After 20 minutes, everyone should be back in the room for the second part of the activity.
- Step 5:** After 20 minutes, call time and bring everybody back together. Explain that each player will now be given a profile card, they must think through each stage of RECU as best they can from the perspective of the profile on the card. Players should note any additional barriers that they may recognise when viewing the environment through another person's perspective. They should also note possible solutions that can increase access for everyone.

**Step 6:** Hand-out a role card from Resource 2 to each player. Ensure that each team has a range of men and women cards. Tell teams they have 15 minutes for this part of the game and to make additional edits.

**Step 7:** After 15 minutes stop everyone return to plenary for debrief, ask teams to sit together and bring their assessments.

**Step 8: Debrief:**

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

- Did the RECU principle help analyse barriers? How?
- Did it help you pick up on additional barriers when thinking about access through the perspective of your card profile?
- How does the cost of accommodations for accessibility become a barrier and what can be done to reduce this barrier?

**Note to facilitator:** programmes also need to include budget lines for accessibility, see ‘Key Inclusion Standard 2’, *Humanitarian inclusion standards for older people and people with disabilities*, 2018, p.35:

**“Budgeting to address barriers**

*Include dedicated resources for accessibility in your budget. For physical accessibility, consider budgeting at least an additional 0.5-1 per cent. For non-food items and assistive devices, consider budgeting at least an additional 3-4 per cent.”*

- In the future, when you are holding meetings or deciding on public spaces how might any of the learning from this game help? What will you do differently?

**Level of facilitation required:** Medium

**Possible adaptations to game:**

You can also ask players to make their own role play cards ensuring they consider older people and people with disabilities, they can then hand the cards to the opposite team to use.

You can also present the RECU information on a flipchart and ask participants to make their own worksheets with the corresponding headings.

**Suggested games to play before this game:**

- Attitudinal, environmental and institutional barriers

**Suggested games to play after this game:**

- What is dignity?
- Meaningful participation in decision-making

**Additional resources:**

- HelpAge International, *Age-Inclusive Disaster Risk Reduction: A toolkit*, 2019, p.72
- Age and Disability Consortium, *Humanitarian inclusion standards for older people and people with disabilities*, 2018, p.30-41

The facilitator may find it useful to refer to universal design during this exercise:

<http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/>

## Resource 1: **RECU worksheet**

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### **What is RECU?**

Accessibility is a precondition for the inclusion of older people and people with disabilities in the life of their community. It should be promoted in every situation.

When thinking about accessibility, think of the RECU principle – Reach, Enter, Circulate and Use, meaning everyone can easily:

- **Reach** buildings, public spaces, communications, transportations and other services they wish to use.
- **Enter** buildings and other spaces, and have access to written materials and broadcasted messages.
- **Circulate** inside buildings and other places.
- **Use** all the services provided and use all communication materials.

Source: Age and Disability Consortium, *Humanitarian inclusion standards for older people and people with disabilities*, 2018, p.38

#### **TASK:**

In teams, assess the area where you are playing the game using the RECU approach. Make notes below on areas which you notice could be barriers to reaching, entering, circulating or using the area as a meeting space, especially for older people and people with disabilities. Use the space below to take notes.

## Reach

- Current barrier:
  
  - Solutions to remove barriers:
- 

## Enter

- Current barrier:
  
  - Solutions to remove barriers:
- 

## Circulate

- Current barrier:
  
  - Solutions to remove barriers:
- 

## Use

- Current barrier:
  
  - Solutions to remove barriers:
-

## Resource 2: **Role play cards**

**Gender:** Woman  
**Age:** 62  
**Health:** You are healthy and active  
**Literacy:** Good

**Gender:** Woman  
**Age:** 55  
**Health:** You cannot walk and use a wheelchair which is (25 inches/64 cm)  
**Literacy:** Good

**Gender:** Woman  
**Age:** 80  
**Health:** You have diminished vision and hearing, you have a hearing aid that you occasionally use  
**Literacy:** low

**Gender:** Woman  
**Age:** 71  
**Health:** You have difficulty with lifting your legs, meaning steps are very difficult  
**Literacy:** low

**Gender:** Man  
**Age:** 50  
**Health:** Severe hearing impairment with no assistive device  
**Literacy:** Good

**Gender:** Man

**Age:** 80

**Health:** You have a strong visual impairment

**Literacy:** Your vision inhibits your ability to read

**Gender:** Man

**Age:** 75

**Health:** You use a walking frame for support which is the width of a wheelchair (25 inches/64 cm)

**Literacy:** Fair

**Gender:** Man

**Age:** 30

**Health:** You have had both arms amputated

**Literacy:** Good

**Gender:** Woman

**Age:** 75

**Health:** Suffers from dementia (decline in memory, language, problem-solving skills)

**Literacy:** low