

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

How to manage inclusive communication in communities

Game title: How to manage inclusive communication in communities

Overview: In this game, players have to collect important information that is communicated to the community during a response. The message and means of communication vary, and players discover that not every piece of information is received. The game is played in teams using cards and spinner.

Learning objectives:

By the end of the game players will be able to explain how to use various methods of communication to ensure older-people and people with disabilities can get the information they need.

Who should play the game?

Anybody working with or within the community and planning communications.

Number of players: One or more teams of 4 to 6 players

Materials required:

Resource 1: Print Spinning top A and make one spinning top per team of players

Resource 2: Use a die or print Spinning top B and make one spinning top per team

Resource 3: Print one set of information cards per group of players

Resource 4: Print and cut enough role cards for one card per player (these are the same resource cards as those used the game 'Why inclusion matters' with some cards removed)

Estimated time required: 30-40 minutes

Facilitator instructions:

Step 1: Give an overview of the game.

Step 2: Organise players into teams of between four to six players and give each player a role card (Resource 4). Explain that they will represent this person during the game. They should place the card face-up in front of them so that other players also know who they are.

Step 3: Explain that the objective of the game is for players to collect all information communicated to the community. Information is needed to help the person that they represent navigate and receive the humanitarian services and support available to them. However, the format of the communication and the means by which it is delivered is important – information cannot be accessed if it is not provided in the right way.

Step 4: Next, give each player a set of six information cards (Resource 3). Ask them not to look at these cards, but to place them face down (number side up) in front of them.

Step 5: Finally, give each team a Spinning top A (Resource 1) and a die or Spinning top B.

Explain that they should take it in turns to first spin the Spinning top A, reading aloud what it says on the side on which the spinning top lands – e.g. "Information distributed through local radio". This is the method of communication.

They then throw the die or spin Spinning top B. The number on which it lands will determine what information is being communicated.

All players look at their Role card and if they are able to receive information in the manner described, they turn over the relevant Information card. For example, Card 1 says: 'Food distributions will begin at 11am from the community centre'. Only those players whose Role card says that they can hear and have a radio, will be able to turn over Card 1. Other players must leave it face down and hope the same information is later communicated by a different method.

Play then passes clockwise to the next player who then spins tops A and B (or throw the die) to see what information is being communicated and how.

Play continues until one player has turned over all six Information cards.



Step 6: Once everyone has finished the game use the following questions to debrief.

- Who received all information?
- How did it feel not to receive the information?
- How do you think this would impact you?
- What communication methods were effective?
(players hopefully will conclude that they are only effective if multiple formats and channels are used)
- How do you think the following affect how and if individuals receive information:
 - o **the language used**
(e.g. the selected words used to refer to people need to be respectful – view Terminology box in page 57 of Humanitarian inclusions standards – and the informations in the local language)
 - o **the channels used**
(e.g. whether you deliver the message through a religious leader, DPO, OPA or local newspaper will mean different groups receive the information)
 - o **the format used**
(e.g. whether you use picture format, brail, audio etc.)
 - o **the way it is communicated**
(location and style)
 - o **through consultation of preferred communication**
(this is always the preferable)
- How many communication methods are used in your programmes to facilitate two-way communication with the community? Is it good enough? (3 different formats is the recommended minimum)
- If you have copies of the Humanitarian inclusion standards for older people and people with disabilities, ask everyone to read the Guidance for key action 4.1: Provide accessible information about rights and entitlements (page 52).
- Could you improve your communication? How?

Level of facilitation required: Medium

Possible adaptations to game:

You can adapt the information cards to better suit your context, you may also adapt Spinning top A. For example you could substitute “information given in sign language at numerous locations” for one of the others.

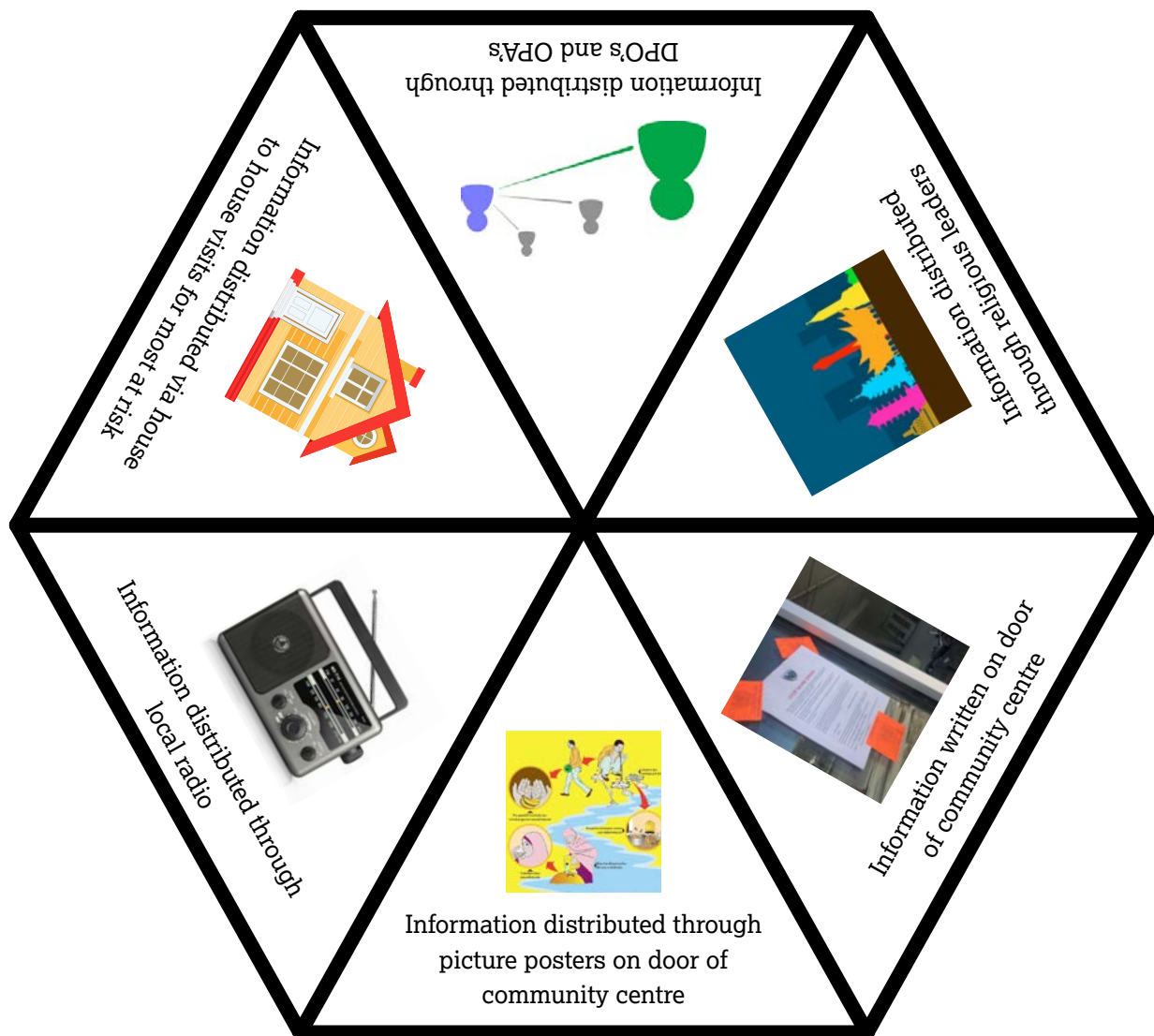
Suggested games to play before or after this game:

- Creating accessible meetings
- Meaningful participation in decision-making

Additional resources:

- CBM Humanitarian Hands-on Tool, communication task card (HHot), <https://hhot.cbm.org>
- HelpAge International, *Age-inclusive disaster risk reduction: A toolkit*, 2019, p.45
- Age and Disability Consortium, *Humanitarian inclusion standards for older people and people with disabilities*, 2018, pp.28-29 (Key inclusion standard 2 and 4)

Resource 1: **Spinning top A**

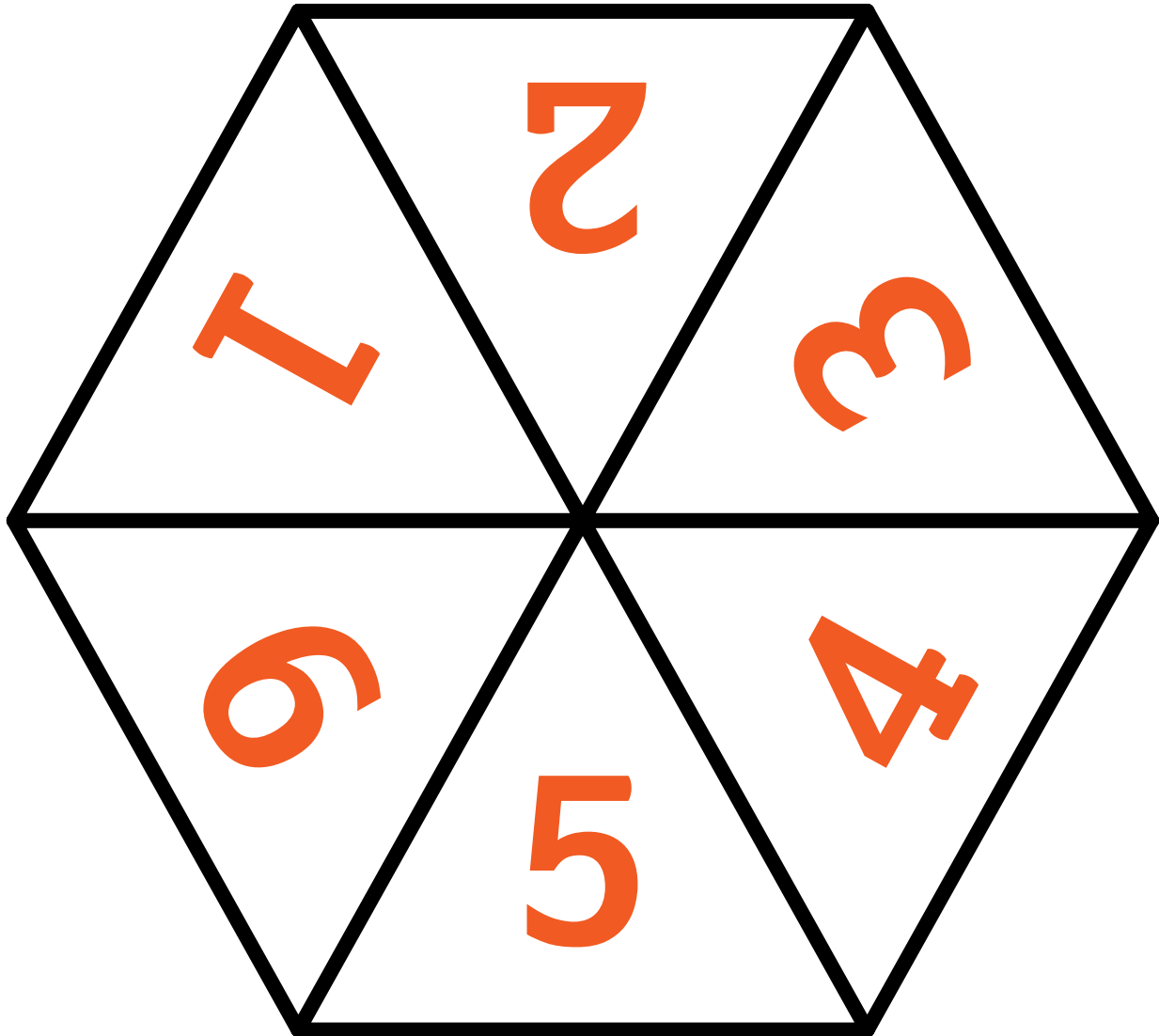


Instructions

1. Print the template above onto card, or print on paper and then stick the paper onto some card
2. Cut the shape around the outer edge
3. With a toothpick or sharp pencil stab through the centre where all lines meet and leave the pencil or toothpick through the centre of the card.
4. You should now be able to spin the card using central pencil or toothpick, very similar to a hand top spin, the spinning top should always land on one side.
5. The side the spinning top lands on, is the side selected to play.

Resource 2: **Spinning top B**

If you have one, use a die instead



Instructions

1. Print the template above onto card, or print on paper and then stick the paper onto some card.
2. Cut the shape around the outer edge.
3. With a toothpick or sharp pencil stab through the centre where all lines meet and leave the pencil or toothpick through the centre of the card.
4. You should now be able to spin the card using central pencil or toothpick, very similar to a hand top spin, the spinning top should always land on one side.
5. The side the spinning top lands on, is the side selected to play.

Resource 3: Information cards

1

Food distribution:

11 am everyday
outside the community
centre

2

Health services:

Female doctors available
from 10.00 - 13.00
Sunday to Thursday

3

Hygiene kits:

Provided at

- 15:00 for women only
- 17.00 for men only

Every Thursday
outside health centre

4

Seed distribution:

First day of every month
at NOFAM NGO office
(priority given to female
headed households)

5

**DRR committee
meetings:**

Held every second week
at the community
centre. Looking for
members of all ages

6

Vaccinations:

Cholera vaccines
available for children
under 5, people over 60
Monday and Wednesday

----- Cut

——— Fold and stick

Resource 4: Role play cards

Gender: Woman

Age: 62

Health: You are healthy and active

Literacy: Good

Resources: You have a radio and phone

Support network: You have a strong network through the religious group you attend, as well as family and neighbours

Gender: Woman

Age: 76

Health: You have poor health and cannot leave the house

Literacy: Very poor

Resources: Very limited

Support network: Your daughter and granddaughters look after you

Gender: Woman

Age: 40

Health: Since having your last child, you have suffered from severe pains that have not been diagnosed. You try to limit time outside the house to only the essentials.

Literacy: fair

Resources: You have a radio

Support network: Your eldest daughter supports with daily chores when you are unable to move due to pain

Gender: Woman

Age: 18

Health: You are a lactating mother

Literacy: Fair

Resources: You rely on your husband and have no access to money. You have a basic mobile phone on which he calls you

Support network: When you married last year, you left your family and network of friends as your husband didn't want you to socialise. You only leave the house to collect water and food

Gender: Man

Age: 80

Health: You are blind

Literacy: Your vision inhibits your ability to read

Resources: You have a radio

Support network: Your wife, and sometime your daughter, take care of you. You often drink tea with a few friends

Gender: Man

Age: 50

Health: You are deaf and have no assistive device

Literacy: Good

Resources: You have a mobile phone

Support network: You receive some state support, your wife takes care of all daily needs. You sometimes drink tea with neighbours but struggle to communicate

Gender: Man

Age: 75

Health: You use a walking frame for support and difficulty seeing

Literacy: Fair

Resources: You have a radio

Support network: You attend religious network meetings

Gender: Man

Age: 80

Health: You have diminished vision and hearing, you have a hearing aid that you occasionally use

Literacy: low

Resources: You have a radio

Support network: You attend meetings held by the local older people's organisation