

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

Mapping vulnerabilities and capacities of older people

Game title: Mapping vulnerabilities and capacities of older people

Overview: In teams, players map out the vulnerabilities and capacities of community members on a matrix map. For each correctly completed box on the matrix, points are awarded. The team with the most points wins.

Learning objectives:

Map out the range of capacities and vulnerabilities that older people might bring to DRR

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: Print one set of Profile cards per team

Resource 2: Print one copy of the Matrix map template on A3 paper per team

Estimated time required: 30-45 minutes

Facilitator instructions:

- Step 1:** Explain that in this game they will work in teams to map out capacities and vulnerabilities of a group of people.
- Step 2:** Organise players into teams of 4 to 6 people, each team being a community disaster committee responsible for mapping out capacities and risks of some community members. You already have some information on people in the community through a previous consultation meeting, which you held a few days previously.
- Step 3:** Give each group the 8 profile cards (Resource 1), cut up making it easier to pass around each card.
- Step 4:** Using the Matrix map template (Resource 2), players map out the capacities and vulnerabilities of the community members. For each correctly completed box on the matrix they will receive one point. For bonus points, they can also determine what additional information they would like to ask the individuals to help expand the understanding and any other factors they need to consider. The team with the most points will win the game. Encourage players to look at page 46 and 58 of the Age-inclusive disaster risk reduction toolkit (also available in Resource 3). Give teams 20 minutes for each complete the matrix map.
- Step 5:** Once time is up, ask all teams to stop writing and swap their matrix map with another team for peer review.
- Step 6:** As a whole group go through each section of the Matrix Map and award points for correct answers, then go through any additional points that teams might have earned. Use your own discretion as to whether the information is reasonable and useful. If you are unsure, ask the team to give a rationale as to why they require the information. They must only collect useful information and as much as possible avoid assessment fatigue. If they also plan for two-way communication, award extra points. A facilitators crib sheet (Resource 4) is available to help although this is only a guide with suggested answers.

Step 7: Thank everyone for taking part and congratulate the winners. Ask the following questions to help players reflect on the activity:

Debrief

- Who would be involved in the mapping exercise?
- How can the community disaster committee use this information going forward (e.g. understanding traditional coping strategies/technologies, gathering information in historical disaster events in the community, harnessing the professional skills of retirees, identify who needs assistance to evacuate etc.)?
- What did you learn from this activity?
- How does this relate to your work?

Level of facilitation required: Medium

Possible adaptations to game:

Adapt the role profiles to suit your context along with the matrix map. Or ask teams to create a matrix on flipchart and then complete the matrix. Instead of awarding points, simply have each team make a presentation (being careful to not have teams repeat what has already been said). Invite and give feedback on the presentations.

Suggested games to play before this game:

- Identifying vulnerabilities and capacities

Suggested games to play before or after this game:

- Inclusion in DRR committees
- How to manage inclusive communication in communities

Resource 1: Profile cards



Maria, 68 years old

- Strong support network with friends and family
- Involved in decision making about household resources
- Engaged in community associations
- Is diabetic and takes daily medication

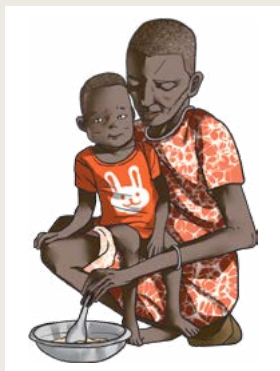
Has lived in community for whole life and experienced multiple disasters.



Jose, 81 years old

- Is hard of hearing and has no assistive device (i.e. no hearing aid)
- Has become isolated since loss of hearing communicating
- Used to be a head teacher in the local school

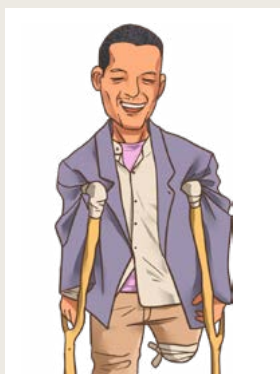
Has lived in community for whole life and experienced multiple disasters.



Fatima, 51 years old

- Cares for their older relatives and grandchildren
- Cannot leave the house for very long
- Often goes without food so that others can eat
- Frequently has less than 3 hours sleep a night.

Has lived in community for the past 20 years and experienced multiple disasters.



Abdulla, 53 years old

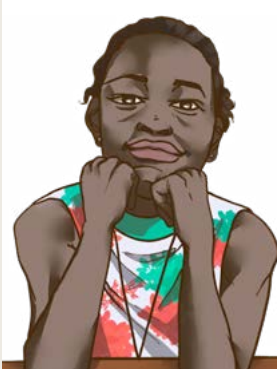
- Wife and children
- Wife does all the household chores (including fetching water)
- Occasionally works as labourer for cash
- One leg is amputated below the knee, uses crutches to get around

Has lived in community for 5 years since they were displaced from their homes in the North of the country



Hind, 60 years old

- Speaks French, English and Arabic
- Suffers from high blood pressure and takes medication daily
- Previously worked for NGOs focusing on Women's rights
- Has difficulty walking and uses a crutch



Sarah, 26 years old

- In a relationship with a woman
 - Fears persecution
 - Fears rape and forced marriage by community
- Has lived in community for whole life, would like to relocate



Samuel, 30 years old

- Qualified accountant
- Speaks multiple languages
- Volunteers with local youth group

Has lived in community for whole life but has often worked far away and in the past 6 years has only returned occasionally to visit family. Since losing his job in the city 5 months ago he has been living permanently in the community.



Jane, 39 years old

- A qualified lawyer
- Deaf
- Single mother of five
- Currently not working

Returned to the community last year after working and studying in the capital city.

Resource 2: **Matrix map**

Name	Gender	Age	Disability	Vulnerability	Current capacities to cope with threat?	Other required information

Resource 3: **AIDRR checklists**

Checklist: Mapping the most vulnerable individuals among older people

(Mark ✓ or ✗ against each)

Older men and women living alone in old shacks or dilapidated homes.	
Older women providing care to grandchildren (between 2-10 years of age).	
Older people with chronic illness, sight, digestion and mental health issues living over 5 kilometres from a health centre.	
Older people with limited literacy and difficulty in having a walking stick.	
Older people with limited literacy and difficulty in hearing.	
Older people without proper documentation.	
'Older old' age group with two non-communicable diseases, disability and living alone.	

Checklist: Assessment of capacities of older people

Use some of the following questions to assess their capacities. Add questions that you think will help you with the assessment.

Physical assessment:

- Do you have difficulty seeing, even if wearing glasses?
- Do you have difficulty hearing, even if using a hearing aid?
- Do you have difficulty walking or climbing steps?
- Do you have difficulty remembering or concentrating?
- Do you have difficulty (with self-care such as) washing all over or dressing?
- Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?

Assessment of contextual/specific knowledge:

- How long have you lived in the community?
- Are you familiar with the disaster history of the community?
- Can you recall details of the last disaster that hit the community?
- Looking back, what could have done differently in the mitigation strategies?

Assessment of skills:

- What did you do when you were younger?
- What is your role in the household now?
- What is your role in the community?
- How do you think you can contribute to DRR – within the household, in the community?
- What will help you enhance your skills to contribute?

Resource 4: Matrix map answer – Completed for facilitators reference

Note: The responses below are suggestions only. Players may suggest additional appropriate answers so use your judgement and discretion to award points for reasonable responses. There is no limit to the number of points available.

Name	Gender	Age	Disability	Vulnerability	Current capacities to cope with threat?	Other required information
Maria	Female	68	None	Is diabetic and takes daily medication	<ul style="list-style-type: none"> Strong support network with friends and family Involved in decision making about household resources Engaged in community associations Has lived in community for whole life and experienced multiple disasters. 	What did you do when you were younger?
Jose	Male	81	Is hard of hearing and has no assistive device (i.e. no hearing aid)	Has become isolated since loss of hearing	<ul style="list-style-type: none"> Used to be a head teacher in the local school Has lived in community for whole life and experienced multiple disasters. 	<ul style="list-style-type: none"> What is your role in the household? What could help you play an active role in DRR?
Fatima	Female	51	None	<ul style="list-style-type: none"> Cares for their older relatives and grandchildren Cannot leave the house for very long Often goes without food so that others can eat Frequently has less than 3 hours sleep a night. 	<ul style="list-style-type: none"> Has lived in community for the past 20 years and experienced multiple disasters. 	<ul style="list-style-type: none"> What will help you enhance your capacity to participate in DRR? What did you do when you were younger?

Name	Gender	Age	Disability	Vulnerability	Current capacities to cope with threat?	Other required information
Abdulla	Male	53	One leg is amputated below the knee, uses crutches to get around	<ul style="list-style-type: none"> • Dependent on wife to run household and fetch water • Occasionally works as labourer for cash (Unstable employment) • Has lived in community for 5 years since they were displaced from their homes in the North of the country. (limited social support network) 	Has lived in the community for five years so may have some experience of disasters.	<ul style="list-style-type: none"> • Are you familiar with the disaster history of the community? • What is your role in the community? • How do you think you can contribute to DRR – within the household, in the community?
Hind	Female	60	Has difficulty walking and uses a crutch	Suffers from high blood pressure and takes medication daily	<ul style="list-style-type: none"> • Speaks French, English and Arabic • Previously worked for NGOs focusing on Women's rights 	How long have you lived in the community?

Name	Gender	Age	Disability	Vulnerability	Current capacities to cope with threat?	Other required information
Sarah	Female	28	None	<ul style="list-style-type: none"> • In a relationship with a woman • Fears persecution • Fears rape and forced marriage by community 	Has lived in community for whole life	How do you think you can contribute to DRR – within the household, in the community?
Samuel	Male	30	None	<ul style="list-style-type: none"> • Lost his job 5 months ago (employed in the community? Income?) • Possibly limited experience of recent disasters in the community as lived mainly in the city for the past 6 years. 	<ul style="list-style-type: none"> • Qualified accountant • Speaks multiple languages • Volunteers with local youth group 	How do you think you can contribute to DRR – within the household, in the community?

Name	Gender	Age	Disability	Vulnerability	Current capacities to cope with threat?	Other required information
Jane	Female	39	Deaf	<ul style="list-style-type: none"> • Single mother of five • Currently not working (income) • Returned to the community last year after working and studying in the capital city. 	A qualified lawyer (well-educated and professional)	<ul style="list-style-type: none"> • How do you think you can contribute to DRR – within the household, in the community? • What is your role in the community?