

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

Buddy systems for pre-, during and post-disaster

Game title: Buddy systems for pre-, during and post-disaster

Overview: In this game, players learn about the buddy system and consider what information should be shared as part of individual preparedness planning, and why.

Learning objectives:

By the end of the game players will be able to describe the role of a preparedness buddy as part of a personal support network, and what information to share with a buddy.

Who should play the game?

Anyone working with individual preparedness plans for at risk groups of people

Number of players: 6-10 players

Materials required:

Resource 1: Print sufficient Role cards for half the players to have a role.

Resource 2: Print sufficient copies of the Preparedness buddy template for half the players

Blank paper and pens

Other requirements:

Some open space in which players can move around freely.

Estimated time required: 45-60 minutes

Facilitator instructions:

Step 1: Start with a short, facilitated discussion about WHY it helps to have a 'Preparedness Buddy' and WHO would be a good choice as someone's buddy. Ask players to suggest the sort of things the buddy should know about the person they are supporting.

A preparedness buddy is someone an older person or a person with a disability can depend on to help them in an emergency. They may be a family member or friend and form a key role in an individual's preparedness plan. They might be a neighbour or perhaps someone living in another area who would not be impacted by the same emergency and could help if necessary.

Say that in this game, we will focus on what information someone needs to share with their buddy so that they can help and support them.

Step 2: Ask the group to form pairs and then decide in their pair which of them will be the buddy. Make sure this person has paper and pen. In each pair, give a role card (Resource 1) to the player who is NOT the buddy. Tell them not to show the role card to their buddy.

Suggest that those with a role card now spend a few moments reading it and that their buddy uses this time to think about what information they need to know about the person they are supporting and, therefore, what questions they need to ask them.

Step 3: After a few moments, say that the buddies now have three minutes to ask their partner questions. They need to find out about the person's circumstances and needs so that they can support them in an emergency. Encourage them to take notes. Say that those with the role card need only answer the

questions that are asked of them by their buddy. (If they don't have the information that is being asked on the role card, they are free to use their imagination.)

Step 4: After three minutes, call time and ask all the players to stand, in their pairs, in one line at one end of the room. Remind them to hold onto their notes and role cards.

Explain that there has been an emergency and you are moving to a place of safety. Say that you will read out a series of instructions. Once they have completed what is asked of them, the pair takes a couple of steps forward.

Say that you will be watching who steps forward first and who, potentially, is left behind. The pairs who step forward first will get a point and those who are slow or unable to move will lose a point.

Step 5: Read out each of the following instructions. After each instruction, pause. Notice who moves forward and who is slow to move or doesn't move at all. Keep score and be ready to share it with players at the end of the game.

Important: At each stage below, before giving the subsequent instruction, ask all pairs to move up to the same point. Remind them – we do not leave anyone behind!

1. Tell the person you are helping where they keep their 'grab bag'. If you are right, both move forward.
2. Tell the person you are helping what, if any, medicines they require. If you are right, both move forward.
3. Tell your buddy what three pieces of important paperwork you have with you. Once you have agreed on at least three, move forward.
4. Tell the person you are helping what allergies (to food, drugs or other) they have. If you are right, both move forward.
5. Tell the person you are helping what, if any, assistance they need with transportation. If you are right, both move forward.
6. Between you, list essential items that you have brought with you. Once you have listed at least six, both move forward.

Step 6: When all pairs have moved forward after the last instruction, tell them that this is the end of the game.

Share the scores, congratulating the winning pair(s) and thanking everyone for taking part.

Step 7: Invite everyone to take a seat and then debrief the game with the following questions:

- What information did the buddies have, and what information did they lack?
- Why was this information important?
- What paperwork or essential items did they decide were needed? What else can they think of now?
- What can we learn from this game about the purpose and benefit of Preparedness Buddies?
- What is needed for this sort of buddy system to work well?

Step 8: Hand out some copies of the Preparedness Buddy template (Resource 2) – at least one copy between three.

Ask them first to look at the lists of paperwork and essential items. How do these lists compare with what they came up with?

Now ask:

- How useful is a buddy preparedness plan like this one?
- What might be different if you didn't have such a plan for pre-, during and post-emergency?
- What would you add to the plan for your context?
- How could you (as an agency) support older people (or other at risk people) to prepare a buddy plan?

Level of facilitation required: High

Possible adaptations to game:

If there is uncertainty or confusion around what a buddy does, give further explanation. It may help to flipchart key information a buddy needs to have in order to provide the necessary support.

If players do not have the space to move around or have mobility limitations the game can be played sitting down where players indicate that they have the information regarding their buddy by raising a hand or placing a green card in the centre of the table.

Suggested games to play before or after this game:

- Identifying support needed for evacuation
- Individual preparedness plans
- Inclusion in an evacuation plan
- How to manage inclusive communication in communities

Resource 1: **Role cards**

Role 1:

Name: Abdulla

Gender: Man

Age and health:

You are 53 years old. One leg is amputated below the knee and you use crutches to get around. You don't take any regular medication but sometimes struggle with pain in your leg. When the pain is strong, you can't get out of bed.

Family and friends:

You have a wife and 4 children. Your wife does all the household chores (including fetching water). Your children are aged between 4 and 14. The eldest three go to school. You have a strong relationship with your brother who moved to the city five years ago when you both fled the fighting. His name is Ibrahim and you usually communicate by mobile phone. You often use your neighbour's phone to speak to him; Ibrahim calls you on their phone once a month. Your neighbour Isabella often helps your family. She was born in the town and has a strong network. She is well educated and her children are older than yours and work in the city. She often looks after her grandchildren.

Work:

You occasionally work as labourer for cash when there is work available and you feel well enough to do it.

History:

You have lived in community for five years since you were displaced from your home in the north of the country. You lost a lot of paperwork and possessions during the displacement but you did keep your birth certificate and the certificates of your children. You also have the education certificates of your two children who have completed primary school. You are illiterate and never finished primary

Other:

You have a radio that you listen to most days. You also have an old wheelchair but it doesn't work so well in most of the terrain so you prefer to use your crutches. You and your family are Muslim and don't eat pork meat. You have tried to prepare a grab bag following advice given to you. You keep it by your bed but are not confident that all the contents are correct.

Role 2:

Name: Hind
Gender: Woman

Age and health:

You are 65 years old. You suffer from dementia which causes frequent memory loss and difficulties in communicating with others. You take five pills per day to reduce the advancement of dementia but they do not cure the symptoms.

Family and friends:

You are a widow with four daughters who have all left home. You struggle with daily tasks such as cooking. You have a support worker who visits you once a week. Her name is Fatima and she recently gave you a pill organiser as you used to forget to take the pills. She sometimes helps with food preparation. One of your daughters, Deepa, lives in the same town as you. She visits you every other day. She would like to visit everyday but it's not always possible as she is busy working and raising her own family. She lives with her husband's family and also has to care for his parents. Your other three daughters left the area and live in the city. They gave you a mobile phone so they could call you easily and to help in emergencies. However, every time you try to use it you get confused. Occasionally it rings but you are rarely able to reach it in time or you forget which button to press.

Work:

You no longer work. You used to be the principal of the local school but since the dementia started five years ago you have been unable to work.

History:

You have lived in the community all your life. You used to be very organised with everything, including paperwork such as identity cards; birth, marriage and death certificates; education certificates; etc. However, recently you have found it hard to remember where everything is kept.

Other:

You have a radio and reading the newspaper is part of your morning routine. You speak three languages; they sometimes get muddled up in your head when you try and speak but reading is no problem. You have recently found it more difficult to chew on hard food, so you always eat very soft stews and soups. You were advised to keep a grab bag but you have not completed the bag yet as it is a little confusing to know what to include. You would like some help to prepare it.

Role 3:

Name: Chetri

Gender: Transgender

Age and health:

You are 81 years old and are hard of hearing. You have a hearing aid that you use occasionally.

Family and friends:

Your wife, Sanouk, uses a wheelchair since she lost the ability to walk a year ago. You go to the market with her and share many of the daily tasks. Your children no longer live in the neighbourhood and you rarely communicate with them. You have a strong relationship with your sister who lives next door. Her name is Chinda and she normally visits every afternoon. Your wife is involved in the village committee and has a mobile phone that she uses frequently. You don't know how to use it.

Work:

You sometimes help your wife with farming chores but these are becoming increasingly difficult for both of you.

History:

You have lived in community since you were 21 years old. You don't know where important things like paperwork and money are kept as your wife always organises these things. You completed primary and secondary education and have no problem reading and writing.

Other:

You have recently found it more difficult to chew on hard food, so you always eat very soft stews and soups. You also need to eat quite regularly, every three or four hours throughout the day, otherwise you start to feel faint. You enjoy reading newspapers. You have a grab bag which you keep next to the front door. Your wife helped you to prepare it and she also has one.

Role 4:

Name: Alice

Gender: Woman

Age and health:

You are 68 years old. You take regular medication for high blood pressure. You are allergic to penicillin.

Family and friends:

You are divorced and have five children. Your children are aged between 10 and 20. The eldest works in the local restaurant and the second eldest helps you in the café. You have a strong relationship with women in the community, but are fearful of many men. Your husband used to sexually and physically abuse you, and you often suffer from trauma caused by the abuse. Your best friend in the area is called Esther. Esther is separated from her husband and you see her most days. She was born in the town and has a strong network with the local Disability People's Organisation (DPO), she is deaf. You know sign language because your mother was also deaf and whilst she was alive you used sign language to talk to her.

Work:

You have a small café that you open at lunchtime. It gives you enough money for your basic needs. Your children often help out in the café when they are not in school.

History:

You left your husband eight (8) years ago and you have lived in this community for five (5) years. You lost a lot of paperwork and possessions when you left your husband but you did keep your children's birth certificates. You also have the education certificates of your children. You are illiterate and never finished primary education.

Other:

You have a radio that you listen to most days in the café. You have been meaning to put together a grab bag but haven't managed to purchase all the necessary items yet. You and your family are Christian.

Role 5:

Name: Nour

Gender: Woman

Age and health:

You are 90 years old. You are frail and have difficulty walking.

Family and friends:

You are a widow and have 10 children. You live with your eldest daughter and her family. You have a strong relationship with your daughter but you also feel that you are a burden to her since you can no longer contribute to the household tasks. She doesn't have much money and works very hard to support the family. Your son, Haider, used to visit often but you haven't seen him for three months. However, you talk to him on the phone every couple of weeks. Your daughter has a mobile phone so people usually contact you through her. You lost touch with your siblings when you were internally displaced 50 years ago.

Work:

You don't work anymore. You used to be a doctor but stopped practising nearly 30 years ago.

History:

You have lived in the community for 50 years since being displaced from your home in the west of the country. Most of your children grew up in the area. You have suffered through many hard times of drought and conflict. You legally own the house where you live with your daughter but her husband does not like to talk about that and would prefer people to believe he owns the house. The documents for your property, your birth certificate and doctor licence are safe under your bed - no one but you knows where they are, and you prefer it this way.

Other:

You have a walking support frame that you use to move around the house. For the past few years, you haven't really left the house as it is hard to walk and you don't feel safe. You can't eat any solid food, as you no longer have any teeth. You normally have rice and broth. You do not have a grab bag. In fact, you are not sure what a grab bag is although you have heard people talk about such a thing.

Resource 2: Preparedness buddy

Create a personal support network

Ask family, friends, others to be part of your plan. Share each aspect of your plan with everyone in your group, including a friend or relative in another area who would not be impacted by the same emergency who can help if necessary.

What else does your buddy need to know?

Do you have specific transportation requirements?

Make sure someone in your support network has an extra key to your home and knows where you keep your emergency supply kit.

Find a preparedness buddy

Find someone you can depend on to serve as your preparedness buddy. Make sure they understand and agree to be your buddy before developing a preparedness plan.

They can check on you and provide you with assistance if an emergency incident occurs.

Preparedness buddy

Name: _____

Relationship to you: _____

Best means of contact: _____

Alternative contact information: _____

Alternate buddy

Name: _____

Relationship to you: _____

Best means of contact: _____

Alternative contact information: _____

Do you also have a relative or friend who may not be impacted by the same emergency who can help you if necessary?

Name: _____

Relationship to you: _____

Best means of contact: _____

Alternative contact information: _____

Important Information

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Durable medical equipment and supplies you need

Allergies (food, drugs, other)

Depending on your needs, you may also want to have a medical alert tag or bracelet, or written description(s) of your disability and support needs, in case you are unable to describe the situation in an emergency.

Do you have a pet or service animal? What are there needs and identity?

Paperwork

Maintain a list of important papers you will need. Tell your buddy where to find them.

- | | |
|---|--|
| <input type="checkbox"/> Photo ID | <input type="checkbox"/> Credit card information |
| <input type="checkbox"/> Medical insurance card | <input type="checkbox"/> Birth certificate |
| <input type="checkbox"/> Insurance policies | <input type="checkbox"/> Marriage certificate |
| <input type="checkbox"/> Bank account number(s) | <input type="checkbox"/> Divorce decree |

It is a good idea to keep your original documents sealed in a water tight bag in a lock and/or place copies drive.

Essential items to have in case of an emergency

- | | |
|--|--|
| <input type="checkbox"/> Water (one gallon per day per person for at least three days = three gallons each) | <input type="checkbox"/> Mobile phone with spare charged battery and charger |
| <input type="checkbox"/> Food (at least a three-day supply of non-perishable food) | <input type="checkbox"/> Flashlight and extra batteries |
| <input type="checkbox"/> Medications (at least one-week supply) | <input type="checkbox"/> Cash or travelers checks (including loose change) |
| <input type="checkbox"/> Extra eye glasses | <input type="checkbox"/> Portable radio (hand crank or battery powered with extra batteries) |
| <input type="checkbox"/> Extra batteries for hearing aids | <input type="checkbox"/> Extra clothing and blankets |
| <input type="checkbox"/> Personal communication board or tablet if you might need assistance with being understood or understanding others | <input type="checkbox"/> Hygiene items (hand sanitiser, moist wipes, toilet paper, adult or child diapers, feminine hygiene items) |
| <input type="checkbox"/> If you use a motorised wheelchair, include a battery charger or manual wheelchair for backup | <input type="checkbox"/> First-aid kit |
| | <input type="checkbox"/> Manual can opener |