



A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

Understanding disability and vulnerability



Why use this activity?

To help people to understand how disability can lead to vulnerability and exclusion.



A brief description

A role play involving two cousins, one male and one female.



Explaining the words we use

A person is '**vulnerable**' if:

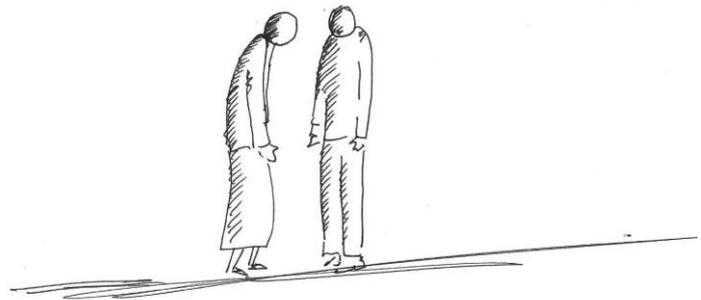
- they have particular needs because of their age, lack of ability, a physical or mental problem (eg an expectant or nursing mother); or
- they are dependent on others for the provision of basic services (eg water, food) as a result of their status or lack of power and control



What to do

Ask for two volunteers to play the parts of the cousins. One volunteer plays the part of Hassan (a boy), and the other the part of Halimah (a girl). You can change the names of the cousins to local names. The cousins begin by standing together in the same place (eg the middle of the room or area).

The facilitator reads out the statements below, one by one. After each statement, the group decides whether Halimah and Hassan should step forward or backward, to represent progress or setback, and how many steps they should take in this direction.



Awareness raising

Children & youth

Climate & environment

Conflict & peace-building

Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

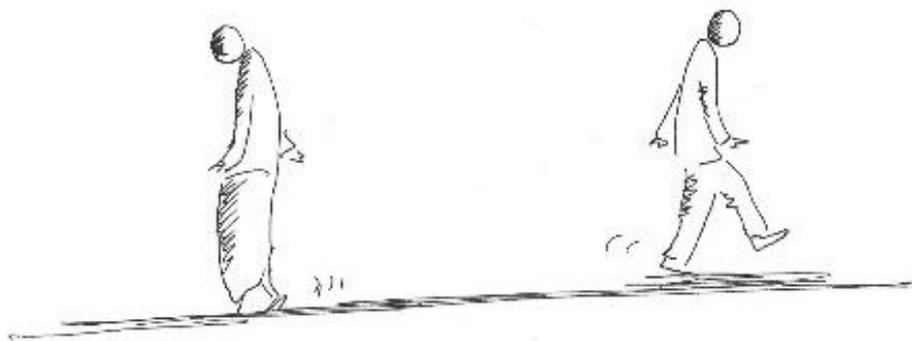
Migration & trafficking

Water, sanitation & hygiene

A2 UNDERSTANDING DISABILITY AND VULNERABILITY

Statements to read out one by one: (Remember to pause after each statement for the group to decide whether Hassan and Halimah step forwards or backwards.)

- At the age of five months, Hassan is growing and thriving. Halimah's parents notice that she does not respond to any sound.
- At the age of five years, Hassan enters a nursery. There is no such facility for Halimah.
- At the age of eight, Hassan enters a good primary school. Halimah is still waiting for her hearing aid and a school place.
- At the age of 13, Hassan enters secondary school and becomes a prefect. Halimah starts primary school; however, the teacher does not know how to use sign language.
- At the age of 19, Hassan enters university. Halimah is still trying to make friends with those who don't sign.
- At the age of 22, civil war breaks out and Hassan joins the army. Halimah's family flees and leaves her behind with her grandmother.
- At the age of 25, Hassan becomes a lieutenant. Halimah doesn't hear the announcement that an organisation is doing an assessment of needs in her village. She is busy looking after her ailing grandmother whom she lives with.
- At the age of 27, Hassan gets married and becomes a father very quickly. Halimah's grandmother dies and the landlord confiscates the property so Halimah is homeless.
- At the age of 30, Hassan is promoted in the army. Halimah comes to work for his family as a housemaid. She is beaten by his wife who calls her 'stupid'.



Discussion questions

- What helped Hassan's advancement?
- What disadvantaged Halimah in life?
- Who in our community could be called 'vulnerable'?
- What can we do differently to support those who are vulnerable?
- What can we do together to include people with disabilities in a more meaningful way?
- How can we include those who are vulnerable to be part of our church or community?



Finding out more

Here is a project from South Africa called Ramp Up <http://www.rampup.co.za/> - Ramp Up celebrates the role of people with disabilities in the church, and

- dispels myths about disability
- provides a biblical view of disability
- promotes the inclusion of people with disabilities in work, witness and leadership
- provides tools to improve the accessibility of churches, and much more
- Tearfund (2001) Footsteps 49 – *Disability*
http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_41-50/footsteps_49/
- Tearfund (2011) *Footsteps 86 – Stigma*
http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_81-90/footsteps_86/ This includes Bible studies, a role play and an interview with a deaf person
- Hesperian's community health books *Disabled village children* and *A health handbook for women with disabilities* can be downloaded or ordered from <http://hesperian.org/books-and-resources/>
- International Disability and Development (IDDC)'s website - <http://www.iddcconsortium.net/>



Notes

This activity is adapted from an exercise developed by The Leprosy Mission.

Related tools

- A1 – Revealing stigma towards people with disabilities: information for facilitators [A1: *Discrimination & inclusion-1*]
- B – Attitudes towards disease and difference (Bible study) [A1: *Discrimination & inclusion-1*]
- B – Disabilities – knowing our true value (Bible study) [A1: *Discrimination & inclusion-4*]

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