

ACTIVITY 5:

DISCRIMINATION AS A BARRIER TO HEALTHCARE (ARTICLES 2 & 23)

AIM: Young people explore the idea of how discrimination for many reasons – including discrimination against people with disabilities – prevents people from being able to access healthcare and health systems, and denies young people their rights.

Preparation:

- Preview WHO disability inclusion in health systems videos: [Disability inclusion for successfully achieving health and well-being for all](#) and [Persons with disabilities share their experiences of accessing health services](#)
- Prepare colour cards (or colour items), enough for each young person to participate
- Review the role play scenarios
- Make a note of any young people in your group who may be sensitive to this exercise from their own experiences with discrimination, and adjust accordingly
- Prepare copies of the Bloom Ball worksheet template

Facilitator materials and resources:

- Activity 5 presentation
- [Bloom Ball template](#)

Participant materials:

- Colour cards or items to define role play roles
- Bloom Ball worksheet
- Colouring markers or pencils for decorating
- Glue, tape, or stapler

This activity could be upsetting for some young people, triggering feelings and memories: particularly for those with lived experience of discrimination or conflict (part 3, scenario 2). Please be aware of this and be ready to support them as necessary.

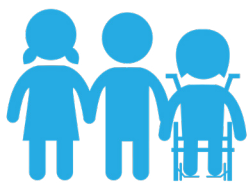
Facilitator introduction

In the last session we explored some of the obstacles that keep people, including children and young people, from accessing healthcare they need. Sometimes these obstacles are physical barriers – for example, in some places there may be no clinic or hospital to go to. At other times people can be excluded from getting the care they need just because of who they are or a disability they have. This is called discrimination.

Discrimination means treating someone differently because of how they look, where they come from, what gender they are, what language they speak, what their religion is, who they love, the colour of their skin or the ethnic group they come from, or if they experience any different abilities. Children and young people are sometimes also treated differently because of who their parents are or even where their parents came from.

Article 2 of the CRC tells us that all children should have their rights respected without discrimination. It says: Everyone under the age of 18 has all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look

like, whatever their gender, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



While Article 2 says that children with a disability shouldn't be discriminated against, Article 23 talks more about this specifically. It says: Disabled children and young people should enjoy the best possible life in society. Governments should remove all obstacles for them to become independent and to participate actively in the community.

In this activity we'll explore what discrimination looks like in health systems, and what we can do to help all children and young people be able to experience their rights.



PART 1: WARM-UP VIDEO

1. View the WHO videos [Disability inclusion for successfully achieving health and well-being for all](#) or [Persons with disabilities share their experiences of accessing health services](#) as an introduction to learn about how people with disabilities are excluded from health systems.
2. Following the video, invite young people to reflect on the content using a 3, 2, 1 debrief:
 - Three facts that they've learned from this video.
 - Two things they want to remember or will tell someone else about.
 - One question they still have or would like answered about the topic.

PART 2: COLOUR CARD ROLE PLAY

1. Prepare enough colour cards (or objects) for the number of young people participating in the game as follows.
 - Blank cards with no colour – three cards no matter the size of the group
 - Colour cards: create **1 blue card**, **1 green card**, **2 red cards**, and **4 yellow**, until there are enough cards for all group members
2. Randomly hand each young person one of the prepared colour cards (or objects) or have them draw the card out of a hat. Invite the three young people who have received the blank cards to stand off to the side.
3. Explain to the group that the three young people with the blank cards will be playing the role of the health workers. All the other young people must follow the instructions of these health workers based on the colour of the card that they hold.
4. Read aloud (or have one young person volunteer to read aloud) the narrative of the role play from the resources. Throughout the role play, each young person will receive treatment based on the colour of their card rather than on their health need. You may choose to role play only one scenario or complete all three.
5. After the role play, invite the groups to sit together according to their card colour and discuss how it felt to be treated a certain way based on the colour of the card they were given (or to treat others this way). Explain that in these scenarios, the cards represent:
 - **Blue cards**: Boys from groups that are typically the most educated or wealthy or privileged.
 - **Red cards**: Girls from the same group who may not be seen as equal to the boys, and may face barriers to health information and critical service because of gender inequality, including being restricted on where they go or how they get there, not being allowed to make decisions for themselves without a male family member, and discrimination from healthcare providers.
 - **Green cards**: Those with a disability who may not be able to access care if there isn't a strong system to support them.
 - **Yellow cards**: Those who lack resources or those from minority groups who are often left out.

How did it feel when one group, who didn't need the care as much, received treatment? Or, when those who needed care the most were turned away only because of their card colour? What were some of the reasons why some of the young people faced discrimination? Is this something you saw or heard about happening during the COVID-19 pandemic? Can you think of reasons why some young people might be in a group (like the yellow cards) where they don't receive the same access to care as others?

- 6.** Using the activity 5 presentation, invite young people to read the text aloud for articles 2 and 23. Ask, “What do you think health systems and health providers might do better to support children with disabilities and those children who may face discrimination for other reasons?”



RESOURCES: ROLE PLAY NARRATIVES

Facilitator: For each of the three scenarios, please follow along with the instructions based on the card that you hold. If you have a card with no colour, please come to the front of the room, you represent the health system, and your job is to try as hard as you can to provide services to keep all of the young people in this room healthy. If you hold a colour card, please listen and follow the directions given for each role play.



SCENARIO 1: GETTING CARE AT THE LOCAL CLINIC

Imagine that today we are in a remote village and there's no hospital here. There's only a small clinic that the doctor visits once a week. Today the doctor is visiting and everyone is very happy.

- If you have a yellow card, you are very sick and need medical care, but you don't have money to pay to see the doctor, please get in the queue for the clinic.
- If you have a green card, you have some money to pay to see the doctor, but you have a disability and you can't get to the clinic without the help of a family member who can't take you today. Please stay in your seat.
- If you have a red card, you're a child of an educated family, but you are a girl. You may get into the queue in front of the yellow cards, but after the blue cards.
- If you have a blue card, you are a child of an important family in the village and you are a boy. Please go to the front of the queue.
- The doctors visiting the clinic only have time to care for the first five young people in the queue, and everyone else gets sent home without treatment. They will have to come back next week to get help. Who got help and who didn't?

SCENARIO 2: GETTING CARE AT THE REFUGEE CAMP

Now imagine that we're all living together in a refugee camp because we had to leave our homes due to a conflict. There's been a flood at the camp, which has contaminated most of the clean water, and many of the children have fallen ill. The doctors, nurses and other staff at the camp clinic all speak the national language, but there are families in the camp who speak many different dialects because they've come from different parts of the country.

- If you have a blue or red card, you are educated and speak the same language as the clinic staff, understand what to do to get treatment and can speak to the doctors, so you can queue for treatment now. Those with blue cards will be seen first because they are boys, and those with red cards will be seen after if there is time because they are girls.
- If you have a yellow card, you have a hard time understanding the instructions at the clinic because you aren't familiar with the language. You can get in the queue at the clinic, but every day, those with the blue and red cards will usually be seen before you since they are quicker to understand the system.
- If you have a green card you will go last every day.
- The clinic only has enough doctors and nurses to treat five children a day, so some children may have to come back to the queue another day to get treatment. If you have a blue card how many days will you have to return to wait in the queue? What if you have a red card? A yellow card? A green card?



SCENARIO 3: IMMUNISATION DAY

Today is immunisation day at your school. Normally there are enough vaccinations for all of the young people who need them, but production has been delayed because of the COVID-19 pandemic, so there are only enough vaccinations for half of the young people.

- If you have a blue card, go to the front of the queue.
- If you have a red card, get in the queue behind the blue cards.
- If you have a yellow card, go to the end of the queue.
- If you have a green card, stay seated.
- The healthcare worker will count half of the queue and send the rest of you home.

PART 3: HEALTH EQUITY BLOOM BALL

1. Introduce the concept of health equity, explaining to the young people that **health equity** means that everyone has a fair and just opportunity to be as healthy as possible. Explain that while all children and young people have the same right to be healthy, and to stay in good health, some who face discrimination or have a disability might need more access to healthcare. For example, a child who lives in a country where the health system is not strong may need extra support to be able to get the care they need, which is why organisations like UNICEF work to support healthcare for children in their countries. Likewise, a child with a non-preventable health condition or disability may need to visit a health facility more often or need more types of healthcare.

2. Explain that to better understand the idea of health equity, you're going to create what's called a Bloom Ball. A Bloom Ball is a paper ball made by joining up 12 pentagon shapes cut out in a circle. Each young person (or pairs or small groups) will need 12 copies of the printed resource sheet. Explain that they will be given 12 questions to answer—one for each pentagon shape.

1. Write or illustrate CRC Article 2.
 2. Write or illustrate CRC Article 23.
 3. Write or illustrate CRC Article 24.
 4. What does "Discrimination" mean?
 5. What does "Health Equity" mean?
 6. Describe a child who has their right to the best possible health realised.
 7. Describe what a strong health system looks like.
 8. What might be signs of discrimination in a health system ([optional resource](#))?
 9. What are some examples of equity gaps (or inequities) in health systems?
 10. What are the risks when a health system is not equitable?
 11. How could health systems be strengthened to make them more equitable?
 12. Create a scenario or story in which a child who might likely face discrimination gains access to the best possible healthcare because of a strong and equitable health system.
- 3.** Once all the questions are answered, invite the young people to decorate or design the pages as they see fit (keeping in the lines as the excess will be discarded once cut out). When complete, have the young people cut out the 12 circles, and fold the tabs of the circle along the lines of the pentagon inside. Working together, have the young people staple or glue the tabs of the 12 pentagons together to form a ball. Be sure all the writing and decorating is done before assembling.
- 4.** String the Bloom Balls together or hang them from the ceiling to decorate the activity room.

Optional activity: Invite the young people to rethink, then re-enact one of the role-plays they experienced in the earlier part of the activity. How would they change the actions of the role-play, so that all children – no matter which colour card they hold – receive equitable access to healthcare? Debrief by asking young people to describe how they felt differently in this role play. Ask them to describe, from what they know and have experienced, ways they think health systems could change or be stronger to be more inclusive and equitable.

