



Take-A-Step (4.5)

Description:	A very interactive exercise that aim to challenge the perception of a community towards marginalization, and its repercussions.
Goals of the session:	Critically analyse the causes and effects of vulnerability among the various groups and promote inclusive development that ensures equal opportunity for all.
Target group:	All community members (particularly those marginalized & the better-offs). Community leaders, male, female, boys, and girls.
Preparation time:	30 minutes.
Duration:	1-2 hours
Materials:	An open field, some ashes (for marking), and paper & pen (record keeping).
Copyright:	Freely usable.

Process

A total of approximately 18 people are asked to volunteer to play one of the different roles. The roles are:

1. A businessman and his wife with a supermarket in a city, and some other businesses in other towns, with their 4 children.
2. A livestock keeper with 50 cows, 100 goats, with 8 children.
3. An orphan girl living with her poor grandmother in a small hut, with no cow, no goat.
4. A 13-year-old orphan boy taking care of his three younger siblings and living in a shabby house, with random assistance from relatives.
5. A 15-year-old girl taking care of her bed-ridden mother who was once the sole bread winner, with her 2 younger sisters.
6. A drug addict whose wife ran away abandoning 3 of their children.
7. A primary school teacher with a wife selling vegetables in the local market and has 6 children.
8. An HIV+ woman, a widow, with four children.
9. Class two graduates a husband and wife, with one child, with small land to cultivate.
10. A local chief having 10 children, from 3 wives.
11. A casual labourer with six children.
12. A local policeman who is widower, with 3 children, got his own house.
13. A potter lady from minority tribe, with 5 children.
14. An 8-year-old boy, who lives in the city with both of his parents and 2 other siblings of 6 and 14 years old, he goes to primary school.



15. A 10-year-old girl who spends most of her days in her father's bar, her mother has passed away, her father's a drunk and does not allow her to go to school.
16. A 5-year-old boy who lives on his own in the street, his parents are nowhere to be found.
17. A 12-year-old girl, who cannot go to school regularly anymore because her father lost his job and needs to provide for his other 3 children too.
18. A 17-year-old girl who lives in a shelter, where she gets education, and nutritious food.

You will start this process by providing people with a role, so in total 18 people will get a role. All the roles will be read out loud to the people who get assigned a role. The rest of the people who are present, are general participants and they can observe. Then, instruct the people with a role to stand next to each other on one side of the field. As the facilitator, you will read statements out loud and with every statement you will ask the participants to take a step forward if they think they can execute (materialize) what the statement says. The general participants (audience) should assess if these people are realistically capable of taking such a step and correct them, if needed. Before the participants will hear the statements, ask them if they can count the steps that they take during the game. At the end, when all statements have been read, count the number of steps each person has taken and categorize them roughly in four groups (well-offs, middle, poor, extremely destitute).

Statements to read:

- You can afford proper (balanced) meals 3 times a day.
- You can afford medical treatment whenever you are sick.
- You can afford to buy mosquito nets for you and your dependents.
- You can afford higher education for your dependents.
- You can afford to buy clothing / gifts for yourself and for all your dependents during Christmas.
- You can afford secondary education.
- You can own a radio and smartphone.
- You can buy a TV set with a decoder.
- You can employ a watchman to protect your property.
- You can buy a health insurance.
- You are always invited to community meetings and your opinion is sought.
- You can buy a bicycle for riding home to work.
- You can buy a pick-up for transportation of your farm products, if you want.
- You can afford to buy a plot in a city.
- You can afford to go for holidays (with family) to a nice resort.

According to the steps the characters take, a graph is drawn, and their steps plotted in this graph. When doing this in the community, the steps can also be plotted on the ground.

Both the role descriptions as well as the statements to be read, can be adapted to the local context if needed.

Reflection: while the characters are still standing in their end positions, and the other participants around them watching, ask the following:

1. Who are the people who did not take a step?
2. Who are the people who took the most steps?
3. For the people who did not take more steps, how did you feel?
4. Those who took more steps, what advise do you want to give to those who did only few a steps?
5. Those who took a few steps, what advise do you give to those who took a lot of steps?
6. Whom do we compare these people in real life to, who cannot take a step within development in our community?
7. Whose duty is it to take care of the people who did take very few or no steps?



For more tools and information, go to our [Participatory Toolbox](#).