

British Aid presents

Things we don't talk about



A
Wan Smolbag Theatre
and
Pasifika Communications
Production

USER'S GUIDE

THINGS WE DON'T TALK ABOUT

Notes on how to use this Video

You can use a video by just showing it to people. This is not the most effective use of it, because people do not have time to think about it in depth.

We suggest that you ask questions to get people thinking, even before you show them the film and then, after they have seen it once, show it in small sections to help them to understand more clearly the issues it is looking at. But watch the whole video first.

Before you watch the video, ask your group to make smaller groups of four or five and talk about these things : (You may want to say that the film is about disabled people)

1. Make a list of different kinds of disability.
2. Do you know any disabled people in your village or community?
3. What do they do?
4. Do any of them go to school?
5. Why do their families think they are disabled?
6. How do their families feel about having a disabled person in the family?
7. What would you do if you had a disabled child?
8. What kinds of work can people with disabilities do?

A further activity :

Imagine you are disabled, (specify how). Write a story describing one day in your life or write about the life of a disabled person you know.

Now your group is ready to watch the film. You might want to give them some questions to answer while they watch, to check that they understand the video. Here are some possible questions :

1. What is wrong with Andrew?
2. What is wrong with Rau?
3. Think of two reasons why Andrew is unhappy.
4. How does David get to school?
5. What does the chief do to David?
6. What does Andrew do at the end of the video that he didn't do before?
7. How does he feel at the end of the film?

You can discuss this as a group or ask people to write down their answers. It is probably easier to just ask people.

SHOW THE FILM AGAIN UP TO 'STUPID! STUPID! STUPID!'

1. Discussion

- a) Do you think Rau, in the film is 'stupid'?
- b) How do you think he feels when his father calls him stupid?
- c) Would Rau's feeling be different from yours?

2. Small Group Work - Making Plays

Most of us have been called 'stupid' at some time in our lives.

Ask people (in groups of 5 or 6 again) to talk about a time when this has happened to them. How did it make them feel?

Using one of the stories your group has told, make a short play ending with the word 'stupid!'.

If one group can't think of anything, you could use an example like this :

A teacher is telling his class what to do. The teacher finishes and starts writing on the blackboard. A student has not understood and tries asking a friend. The teacher hears, marches up to the student and asks why they are talking. The student says they don't know what they are supposed to do. The teacher says 'Didn't you hear me, stupid?'.

After each play, you can ask the group, if the person who used the word 'stupid' was right to do it. Ask how the person, who was called stupid, felt.

You can ask each group to change the role play so that the word stupid is no longer used, and there is a positive end to the story; so that instead of being called 'stupid' the person is helped by the one who previously called them stupid.

Discuss as a group which is the better reaction and which has the best affect on a person. To call them 'stupid' or to help them.

3. Discuss

- a) If you are told you are 'no good' at something, does it make you better at doing that thing?
- b) How does it make disabled people feel if they are not allowed into schools?
- c) Should disabled people be encouraged to join in village activities or not? (List the activities you want to talk about and then discuss.)

4. Writing

Who do you call stupid? Ask people to write about a time they called someone stupid.

They should write a final paragraph saying how they feel about what they did. They could write about calling people stupid or hitting someone.

SHOW THE FILM FROM 'STUPID, STUPID, STUPID' UP TO THE END OF THE FIRST CHURCH SERVICE.

1. Small Group Work

- i) Ask your group if they think the healer would have cured Andrew and Rau in real life?
- ii) Should David have gone to be healed too?
- iii) Can anyone in the group tell a story about people who have tried to be healed or who have been healed, by a faith healer?
- iv) If your group have stories about people being healed, which have they heard and which have they actually seen?
- v) Do you think God makes people disabled to punish them or their families? Why do you believe this?

2. Written Work

Write a page outlining your views on faith healing.

3. Discussion

- i) What would have happened to Rau if he had gone to school?
- ii) What do you think about the teacher's attitude in this section? Was he right?
- iii) Should people with disabilities have the same chance of going to school as others.

SHOW THE NEXT SECTION OF THE VIDEO UP TO THE NUN SAYING 'CARRY HIM ON YOUR BACK'

1. Listening

(You may want to play this section more than once).

- i) List the nun's reasons for wanting David to go to school and the fathers arguments against him going.

Who do you agree with and why?

2. Discussion

- i) What do you think would have happened to David if he had not gone to school?
- ii) Do you think disabled people should go to school?

In groups of four or five, examine this issue. First, you must decide what disabilities you are talking about. Each group can be assigned a different disability blind/deaf/crippled etc.

Now make a plus/minus/analysis : i.e., what would be all the good things; for the disabled person and the school? An example would be that the disabled person would learn many things and maybe have a chance of finding work.

A minus could be that teachers might find it hard to teach a person with a disability like blindness. Now you have a complete list, look at the minus points again.

Which of the minus points are problems which could be solved?

3. Ten Minutes Exercises : Quick Lists

- i) Is schooling really that important?

List 5 advantages and 5 disadvantages of going to school.

People should give their answers orally and they can be added to or discussed by the larger group.

- ii) Is it silly to expect teachers to cope with children who have disabilities? Imagine there are some blind students in a school.

Using your last lesson as an example, what would have been hard for the teacher to teach a blind person? Now do the same for deaf students, how could the teacher teach them?

- iii) Is there any way to get over these problems? Can other students help?

NOW CONTINUE SHOWING THE FILM UP TO WHERE DAVID WINS THE SHOT PUTT

In this section of the film we see David being bullied. At the start of the film, we see an incident where Andrew is tricked by his brother:

1. Discussion

- a) How do you think a person with a disability feels when they are bullied?
- b) Is it easier or harder for a person with a disability to defend themselves?
- c) Why do you think bullying happens?
- d) David says that when he went away to secondary school, he had to stand up for himself. Was this easy for him?
- e) Do we usually bully people who are different in some way from ourselves?
- f) Is it easy for disabled people to stand up for themselves. How could you help them do this?

2. Small Group Role Plays

In small groups, talk about your own experiences of bullying. You might have been bullied or seen someone being bullied or you might have done the bullying yourself! Talk about it.

You can make a short play from one of your stories. The play should finish with the bully triumphant.

After each play, ask the group if there is any way to stop the kind of bullying the play portrays.

3. Small group discussion

- a) Do you have rights? What are they? (Brainstorm as many as you can).
- b) Do disabled people have the same rights as you? Explain your answers.

4. Writing

Write a poem on this theme, expressing what it feels like:

- a) to be a bully.
- b) to be the victims of bullying.

5. Poster Making

David works. Make a poster showing how a disabled person can work. Give the poster a strong title or slogan.

CONTINUE THE FILM TO THE POINT WHERE RAU RUNS DOWN THE HILL TO THE CHURCH AND DAVID SAYS: ‘Much you care Andrew’

1. Small Group Work

Ask the question : Are we responsible for each other?

In small groups discuss a situation that is happening or has happened in your school, home or community, that you think is unfair or wrong. Decide as a group whether or not you should do anything about it.

You may want to discuss some stories from the small groups, with the whole group.

2. ‘I can’t do anything’ - This is how Andrew feels

In the section of the film you have just seen, David says he has seen many people ‘give up’.

Count round the group. Everyone has a number. Ask number 3 to come to the front of the group. Give them a task. You can write the tasks on papers and get each person to pull a paper and read out the task, or you can simply tell them. The tasks can include these ideas!

- Talk for thirty seconds about your family. Sing a song.
- Tell us a joke.
- Jump up and down for a minute, etc.

(If your group is very small, everyone can be given a task so no one feels picked on).

Some people will give up. Why do they do this. Is the task so hard, that they - can't do it, or is there another reason? Discuss this.

3. Work in pairs

How do you feel when you give up? What would be the best way to encourage people to do things?

In pairs, try to encourage your partner to do either the task he or she has just failed to do, or something else they are frightened of doing. You can give people imaginary tasks like taking a school assembly if they can't think of anything themselves.

4. Learning to deal with problems

Here are some problems that people think are hard or impossible to deal with.

Write these problems separately on pieces of paper. Put people into small groups then give them a piece of paper. The group must decide how to deal with the problem.

One person has the problem and reads it out, the rest are advising that person.

Problems for Small Group Work

- Your partner walks out on you and your three kids. (Your partner drank a lot and was violent, but earned the money). What do you do?
- You have been selected for Year 11, but your parents tell you they can't pay the fees.
- You are married and your partner is beating you. You have a child together. What do you do?
- You've come to town and are staying with your cousins. You've written application letters for jobs and been for interviews but no luck. You don't want to go back to the island, but your cousins have had enough. What do you do?
- Someone has claimed rights to the land where you want to plant a cash crop to make your living. They say they'll kill you if you go ahead. What do you do?
- You have a new baby boy but he's albino. Is this a problem? How do you cope with it?
- You have been in a car crash. The doctors say you'll never walk again. You are sitting up in bed.
- You have to go home soon. What do you want to help you? What difficulties will you face? What are you going to do?
- You have a 6 year old boy who is partially deaf. He is very clever and wants to go to school with his friends, but the teacher says no. What would you do?
- You are getting married next month, but your future husband/wife has an accident and loses their sight, would you still marry them?

SHOW THE FILM TO THE END OF THE MEETING SCENE WHERE DAVID SAYS 'WE ARE GOD'S CHILDREN TOO'

1. Ask the group some general questions.

- i) Why does Andrew want to be fined at the meeting?
- ii) Can you do anything if you disagree with a chief's ruling?
- iii) Why might God allow people to be disabled?
- iv) What do you feel about David saying "We are God's children too, just as we are?"

2. A Listening and Acting Exercise

Is the chief's decision at the meeting, a fair one?

In groups of about 10-15 people, act out the meeting as you think it should have happened. One of you is the chief, one is David, Andrew, Andrew's family and Rau and his family. The rest are at the meeting.

You can use the words from the film (you must replay and write them down) and some of your own words, but you must change the scene so it ends in a way you all agree with. If you have two groups, one shows the scene to the other and then you can discuss what they have done.

PLAY ON TO THE END OF THE FILM

1. Small Group Work

The film was called 'THINGS WE DON'T TALK ABOUT'. In small groups, make a list of 'tabu' subjects. Why are they 'tabu'. What makes it hard to talk about them?

The small groups can read out their list to the larger group. You can ask the question: is it good that this is a 'tabu' subject?

2. Discussion

- a) In small groups brainstorm what rights you think you have - list all those you can think of.
- b) Look at your list. Do disabled people have the same rights? Are their rights recognised?
- c) Can you think of disabled people who are being denied their rights?
- d) Is there anything you can do to help them?
- e) Think of examples from the video that show David, Andrew or Rau having their rights denied them.
- f) The disabled characters in the film are all played by men. Do disabled women have an easier or harder life than disabled men? Why do you think this is true?

3. Written work

Do you find the part of the film from where Rau runs in to the end, easy to understand?
Write a paragraph saying what you think it means.

What do you think the character of Martha had to show us, about suffering or disability? Write a paragraph about this.

Write a piece about what disabled people can do.

Either :

Write a piece on your own problems or 'disabilities' and how you cope with them.

OR

Write a review of the film saying what the story is about and what you thought about it.

VANUATU SOCIETY FOR DISABLED PEOPLE

In most Pacific countries, there is a society for Disabled People. Here is some information about Vanuatu's Society for Disabled People. - Read the information.

Can you find a way to make your community aware of the work of the society?



Sometimes people with disabilities, their families, teachers and communities have difficulty managing with life and everyday activities. There is a non-government, non-profit making organization in Vanuatu that provides services to children and adults with disabilities, as well their families and communities. This group is called the VANUATU SOCIETY FOR DISABLED PEOPLE. It was set up to help people with disabilities live the best lives they can and to take part in all parts of life in their communities.

The Aims of VSDP are as follows:

1. To help people with disabilities to live life to the fullest and to have a place in society.
2. To help with the prevention of disability through public education and early intervention.
3. To try and work with government and non-government organization to make sure that all people with disabilities have full access to the rights guaranteed to all citizens by the Constitution of Vanuatu.

The Vanuatu Society for Disabled People works on the basis of community based rehabilitation. This means they see people with disabilities in their own village so that they don't have to travel long distances to a main centre in Port Vila to receive treatment. The field workers spend three to four weeks of every month out on the islands.

There are 9 employees at the Vanuatu Society for Disabled People: one Executive Director, 2 Office Staff (a Secretary/Typist and a Financial Assistant) and 6 Field Workers. The field workers perform the hands on work of the society and there is one field worker for each province. They are all ni-Vanuatu from different islands.

The responsibilities of the field workers include the assessing (or checking up on), treating and making special equipment for new and old clients, their families, communities and teachers.

They assess new clients and give advice to the families regarding activities and equipment that would make daily activities easier and allow the person with a disability to become as independent as possible. The field workers often make special equipment, such as rails for learning how to walk or special chairs out of locally available materials, and teach families how to make and repair these items. They also hold information talks for people with disabilities themselves, as well as, parents, teachers, hospitals, health centres, and other community groups.

The clients of the Vanuatu Society for Disabled People include people of all ages from babies and children, to adults and old people. This includes people who were born with a disability, as well as people who have become disabled because of accidents, sickness or old age. The different kinds of disabilities are:

- difficulty walking or can't walk,
- difficulty using or can't use hands and arms, - hearing problems or can't hear,
- difficulty seeing or can't see,
- cannot speak,
- difficulty learning.

The society has a list of the names of people with disabilities throughout the islands of Vanuatu. This does not include everyone though. Every year new babies are born who have disabilities, and other people become disabled through accidents, sickness and old age. It is important that the field workers find out about these new clients as soon as possible in order to begin providing services for them quickly, especially with children, as the sooner a field worker sees them the better. Being seen and assessed by a field worker early on can mean the difference between learning how to walk, or having the chance to go to school.

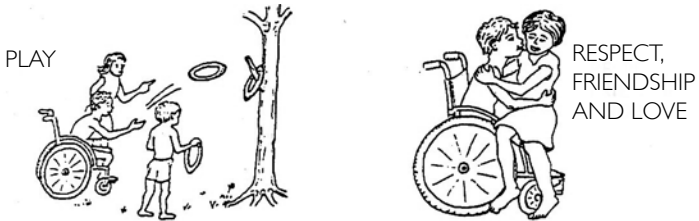
At the moment the field workers get their referrals by phone calls to the society's office in Port Vila or by talking to people in the villages that they visit. Many people feel scared or ashamed to tell others that they have a child with a disability. A field worker may visit a village but never find out about a child that cannot sit up or walk because the mother and father are too ashamed to tell him. This means that the child and the family aren't given the chance to learn. The field worker can help make life easier for the child by teaching different ways of doing things and by providing special equipment. In the long run this makes life easier for the family as well.

Anyone can make a referral to the Vanuatu Society for Disabled People. If you have a child or an adult in your family who has a disability it is important to contact VSDP immediately. Even if they have learned to manage well, it is good for the field worker and that person to talk to each other. The field worker might be able to help them manage a bit more easily in their everyday activities, or the field worker might learn something new to help another person with the same disability. If you wish to make a referral to the society you can do so by phoning or writing to the address below. You can also contact them with any questions or concerns you might have.

One of the big goals of the Vanuatu Society for Disabled People is to improve the situation of people with disabilities so that they receive the same treatment in their communities as any able bodied person would. Everyone has the right to education, housing, food, love, employment, voting, and more. These rights should be for people with disabilities as well. All people should be judged by their abilities, not their disabilities. People with disabilities should be given the chance to develop skills to help them to be full members of their communities. And so the Vanuatu Society for Disabled People wants you to remember...

People First, Disability Second !

A DISABLED CHILD GROWING UP HAS THE SAME NEEDS AS OTHER CHILDREN, FOR....



SCHOOL AND OTHER FORMS OF GROUP LEARNING



TAKING PART IN COMMUNITY ACTIVITIES

VANUATU SOCIETY FOR DISABLED PEOPLE

P.O. Box 373, Port Vila
Phone : 2232 • Fax : 27633

WAN SMOLBAG THEATRE

P.O. Box 1024

Port Vila

Vanuatu

Ph: +678 27464/27119

Fax: +678 25308