

## Training Session Plan

### **'One Big Family'**

**A role play about the link between health and human rights**



Developed by: *Rosalinda Terhorst*

## **The International Federation of Health and Human Rights Organisations (IFHHRO)**

*IFHHRO forms a unique network of active organisations committed to the protection and promotion of health related human rights. Members and observers are human rights groups which address health-related rights violations, medical associations involved in human rights work, and organisations that have been created specifically to mobilize health workers for human rights protection.*

*For more information visit our website: [www.ifhbro.org](http://www.ifhbro.org)*

---

Copyright © IFHHRO, 2009  
Version 2

This session plan may be reproduced provided the source is specified.  
IFHHRO welcomes applications for rights of translation.  
Copies of the session plan in a different format can be requested.  
More information: [ifhbro@ifhbro.org](mailto:ifhbro@ifhbro.org)



### Learning Objectives

- To realize that health is not only a medical issue
- To understand that health and human rights are interrelated
- To realize that health workers can go beyond medical treatment to play a role in improving the health and human rights situation of their patients



### Target Group

Health workers with little to no knowledge about health related human rights



### Duration

90 minutes



### Materials

- Flipchart paper
- Markers
- Masking tape



### Training Aids

1. Instructions role play 'One Big Family'
2. Suggestions for layout of the stage
3. List of selected health related human rights



### Handouts

1. Poster Dilaasa project



### Session Plan

*This session is one of the introductory sessions about human rights in relation to health. It works best in combination with the sessions 'Human Rights Tools' and 'Health as a Human Right - the basics'. All these sessions can be found online in the IFHHRO training manual "Human Rights for Health Workers at [www.ifhhro-training-manual.org](http://www.ifhhro-training-manual.org).*

#### Preparation

Write the health related human rights as listed in Training Aid 3 on a sheet of flipchart paper. You will need this in step 4. Divide two other sheets of flipchart paper (landscape) in four columns. Give the columns headings as follows:

For sheet A:

| Role            | Health Problem(s) | Cause of Health Problem(s) | Human Rights |
|-----------------|-------------------|----------------------------|--------------|
| Write all roles |                   |                            |              |
| .....           |                   |                            |              |
| .....           |                   |                            |              |

For sheet B:

| Role  | Action of Doctor | Factors influencing doctor's action | Human Rights |
|---|------------------|-------------------------------------|--------------|
| Family doctor<br>Factory nurse<br>Prison doctor |                  |                                     |              |

**Step 1 Introduction & Objectives (5 minutes)**

Introduce the role play briefly to the participants by telling them the following:  
There will be a role play about a family, husband and wife with 5 children (3 girls and 2 boys), that is caught in a bonded labour system. They are paying off their debts by working on the land of their landlord. They receive just a small share of the harvest, barely enough to feed the whole family. The eldest son is working in a chemical factory just down the river and the eldest daughter is working in the nearby city as domestic worker so a little cash is coming in. They have family in the nearby city: the brother of the wife is living there with his two children, a son and daughter who are engaged in human rights work. The son has a leading position in the trade union of the factory and the daughter works for a human rights NGO.

Ask 14 volunteers to play a role in 'One big family'. The best way to distribute the roles is to call out the different roles one by one. Distribute the scene and role descriptions from Training Aid 1 to the players and give them 10 minutes to prepare outside the room.

**Step 2 Instruction observers (10 minutes)**

Meanwhile instruct the remaining participants. They will be observers. Assign each participant one specific player to observe. After the play the observers of the family members have to answer the following questions:

1. Which health problem(s) does their player face?
2. What is the cause of this health problem?

The three participants that observe a doctor have to answer the following question:

1. What does the doctor do?
2. What factors might have influenced the doctor's action?

Arrange the stage with help of the observers as set out in Training Aid 2: suggestions for the layout of the stage.

**Step 3 The play (20 minutes)**

Ask the players to come in and direct them to their positions and start the play with scene one.

*Tip for trainers:*

You can choose to let the different scenes unfold according to the ideas of the players or you can take it a bit into your own hands by briefly introducing each scene with one line, for example:

Scene 1: it is night and the family is waiting for the father before they can start dinner

Scene 2: the next morning the wife goes to the family doctor with her youngest daughter

Scene 3: during the day the eldest son has an appointment with the nurse at the factory

Scene 4: the eldest daughter who works in the city is seeking help from her niece

Scene 5: in the meantime something happens in the prison.

**Step 4 Discussion (50 minutes)**

Thank the players for their performance and give them a big applause. Ask a brief response about their feelings from two or three players.

Place the prepared sheets of flipchart paper A and B where everyone can see them easily. Ask the participants to name the health problem(s) and cause(s) for the player they observed. Write the answers on the sheets of flipchart paper A. Continue with the participants who observed the doctors. Ask them what action the doctor undertook and factors that might have influenced this action. Write the answers on the sheet of flipchart paper B. Ask other participants, including the players, if they would like to add something.

Continue by asking if the situations are related to human rights. Show the prepared sheet of flipchart paper with the list of human rights and ask to which specific human right(s) they think the situations are related. Write these rights in the last columns of the sheets of flipchart papers.

Ask your participants:

- Do you recognize the various situations the doctors were in?
- What more could the doctor have done?

Finally ask the participants whether they think health workers are in a position to improve the situation of these people, besides giving them medical treatment. Distribute handout 1 to feed the discussion.

*Tip for trainers:*

Keep the discussion focused and avoid too much detail. As soon as the participants mention issues such as dual loyalty, confidentiality or privacy you stop the discussion as soon as the situation is clear. The aim of the session is to name the situations and understand the position of the health workers and not to discuss these situations in detail.

### **Step 5 Conclusion (5 minutes)**

Recap the key message:

- Health workers face human rights issues in their daily practice BECAUSE they are health workers
- Health and human rights are interrelated
- Health workers are in a special position, they can do more than only treating patients

**Training Aid 1 – Instruction role play 'One big family'**

**Description of the scenes**

Photocopy six times and cut into separate pieces and hand these out to each player that is included in the scene.

-----✂-----

**Scene 1: At the home of a family, just before dinner**

Players: mother, two sons, two daughters, during the scene the father comes in.

The family is at home and it is dinner time. They are sitting together waiting for the father to come home from the local café. Everyone tells briefly how they feel and what they did (see instruction of the roles). The mentally disabled daughter is ignored by everyone. The mother decides to start with dinner. As soon as they start dinner, father comes home completely drunk. He is so angry at his wife that they have started dinner already that he starts beating her up.

-----✂-----

**Scene 2: Mother goes to family doctor with her daughter**

Players: mother, sick daughter and mentally disabled daughter, family doctor

This scene takes place in the treatment room of a family doctor. Mother with two daughters visits the doctor.

-----✂-----

**Scene 3: Son visits the nurse at the factory**

Player: nurse and eldest son

This scene takes place in the treatment room of the nurse at the factory. A sick employee comes for check-up.

-----✂-----

**Scene 4: At the house of the family in the city**

Players: uncle (brother of the wife), his daughter, his niece (eldest daughter) and nephew (eldest son)

The uncle and his daughter are in the house when someone rings the door bell. It is his niece who is working as domestic worker with a family nearby. She has been treated very badly and tells her story. The daughter is working at a human rights organization and gives her advice. Then the door bell rings again, it is the uncle's nephew who has come from the factory. He is looking for his cousin who works at the same factory. Nobody knows where he is. The telephone rings (start of scene 5), the uncle picks up the phone, it is someone from prison to tell him that his son has been detained.

-----✂-----

**Scene 5: At the prison**

Players: Uncle's son, police interrogator, prison doctor

The scene starts with the police interrogator phoning the uncle to tell that his son is in prison. The son was arrested when he took part in a demonstration for better working conditions. He was interrogated by the police and severely beaten and is lying in the corner of a cell. The prison doctor is called to examine him to see if the interrogation can continue. He arrives and examines the boy. The doctor gives advice to the police interrogator and this is where the play ends.

### Description of the roles

Photocopy once and cut into separate pieces and hand them out to the different players:

Wife/mother  
Husband/father  
Youngest son  
Sick daughter  
Mentally disabled daughter  
Eldest son working in factory  
Eldest daughter working as domestic servant

Brother of the wife = uncle  
His daughter = niece  
His son = nephew

Police interrogator

Family doctor  
Nurse at factory  
Prison doctor

----- ✂ -----

### Husband/Father – scene 1

You are in a local café, and drinking too much. You enter the house when the family just decided to start with dinner without you. You are so angry that you immediately start beating your wife.

----- ✂ -----

### Wife/Mother – scene 1

You have prepared dinner for the whole family and are a bit worried about your youngest daughter who is very ill. She has bad diarrhea and a strange rash on her arms and hands. The whole family often suffers from diarrhea but this time it is really serious. You want to go to the doctor first thing in the morning.

You are waiting for your husband to come home for dinner but it is getting late and you decide to start without him. As soon as the family starts dinner he comes in and is so angry that he beats you up.

### Mother - scene 2

Next morning you go to the doctor with your sick daughter. Your mentally disabled daughter can't stay at home so she needs to come along as well but you ignore her. The doctor examines your sick daughter and just before you are leaving he asks you how you got the bruises. You don't want to tell him anything about your problems so you say that you stumbled over a stone.

----- ✂ -----

### Youngest son – scene 1

You are the only person in the family that goes to school. You like it but you often suffer from diarrhea which is sometimes so bad that you can't go to school. At the moment you don't feel very well but your sister is in a more serious condition. You don't complain that much but you express your ideas about the polluted river next to the chemical factory where your brother is working. You think the rash on the arms of your sister is caused by playing in the river as well as the diarrhea problems the family often have.

**Youngest daughter – scene 1**

You are very sick. There is a bad rash on your hands and arms and you are vomiting and have diarrhea. You have these symptoms since last night. You played yesterday along the riverside next the factory where your older brother is working.

**Youngest daughter – scene 2**

You go to the doctor with you mum. The doctor will examine you. Just before you are leaving the doctor asks your mum how she got the bruises. You keep quiet.

-----✂-----

**Middle daughter – scene 1**

You have a mental disorder and when you become nervous you start acting strangely. You hate it when your father beats your mother and always hide when it happens. You are very silent and try your best to comfort your mother. Everyone ignores you.

**Middle daughter – scene 2**

You join your mother and little sister to the doctor. Again everyone ignores you.

-----✂-----

**Eldest son - scene 1**

You work in a chemical factory and have breathing problems and a very painful chest. This is caused by the working conditions in the factory. Tomorrow you will pay a visit to the nurse in the factory for a check-up. You are not the only employee with these complaints. You are complaining about the pain during dinner.

**Eldest son – scene 3**

You go to the factory because you have an appointment with the nurse. The nurse examines you and tells you that you are seriously ill and that he has to report this to your boss. You become angry because you know that you will lose your job. You leave the factory and decide to go to your uncle (scene 4).

**Eldest son – scene 4**

You are going to the house of your uncle to ask your cousin for help. He is working at the same factory at a higher level and undertakes action for a safer and healthier working environment. Your sister is already there. Wait with ringing the doorbell until she is finished with her story and has gotten advice about what can do next. Then tell that you are looking for your cousin.

-----✂-----

**Family doctor – scene 2**

A woman with two daughters comes to see you. The youngest daughter is very sick: she keeps vomiting and has diarrhea and a strange rash on her hands and arms. You examine her. When they are about to leave your room you ask the woman what happened to her because she has several bruises.

-----✂-----

**Factory nurse – scene 3**

A sick employee comes to see you. He has breathing problems and a very painful chest. You are familiar with this because there are many more employees with similar symptoms. You examine him and tell him that you need to report this to his boss.



**Eldest daughter – scene 4**

You are working as domestic worker in the city where your uncle lives. Your employer does not allow you to leave the house, you are forced to be available 24 hours a day. You are sexually harassed by the oldest son whenever he has the opportunity and last night he even raped you. You are so upset that you fled the house to go to the house of your uncle to ask your kind cousin for help. Stress the fact that you are not allowed to leave the house so can not get any information about what to do. You just explained to your cousin what happened to you when your brother arrives.

-----✂-----

**Uncle – scene 4**

You are at home with your daughter when the doorbell rings. It is the daughter of your sister who is very upset and wants to talk to your daughter. When she has told her story the door bell rings again and it is her brother asking for your son. Then the telephone rings; you pick it up and it is the police who tell you that your son is detained because he took part in a demonstration.

-----✂-----

**Niece – scene 4**

You are at home with your father when the door bell rings; it is your cousin who is working as a domestic worker with a family nearby. She has been treated badly and asks you for advice because you are working for an human rights NGO. You try to calm her down and stress the fact that everyone should be allowed to get information and that you will help her.

-----✂-----

**Nephew – scene 5**

You are detained in prison because you took part as trade union leader in a demonstration for better working conditions in the chemical factory where you are working. You have been interrogated and they have beaten you. You are lying in the corner of your cell while the police interrogator is informing your family that you are in prison. A prison doctor comes to examine you to see if they can continue with the interrogation.

-----✂-----

**Prison doctor – scene 5**

You are called to examine a prisoner who has been beaten during the interrogation. They want to know from you if they can continue the interrogation. You examine the boy and give your advice.

-----✂-----

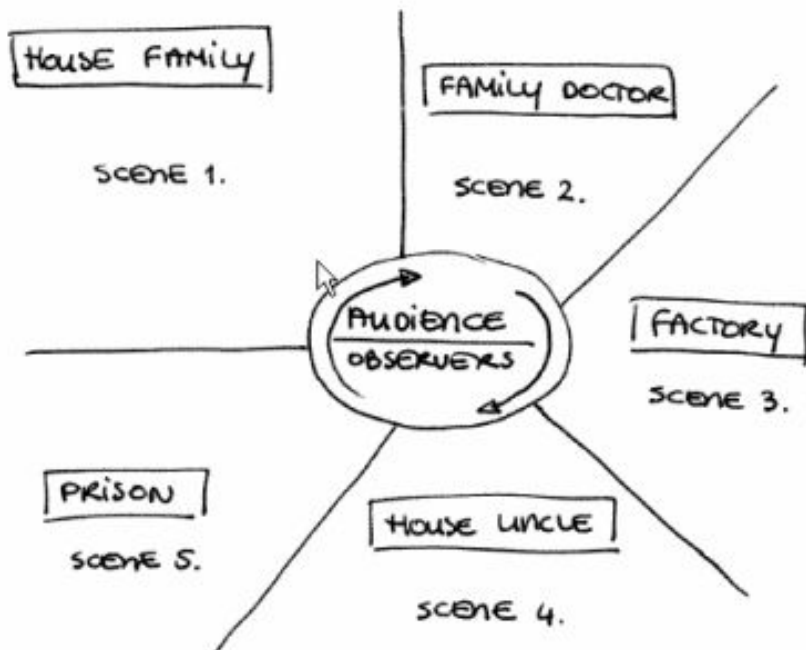
**Police interrogator – scene 5**

You have just interrogated and severely beaten a young male prisoner. He is lying in his cell while you phone his family to inform them that he is in prison. Start this phone call when in scene 4 the second person entered the house and asks for his cousin. After the phone call you ask for the prison doctor to examine him to make sure you can continue to beat him up. The doctor is examining the patient and you put him under pressure so you can continue.

**Training Aid 2 - Suggestions for layout of the stage**

If there is enough space it is nice to put all the observers/audience in the middle with their chairs. The scenes will be played around them so they only have to turn their chair a bit in the right direction.

The scenes can be played clock wise around the audience. See the sketched map below:

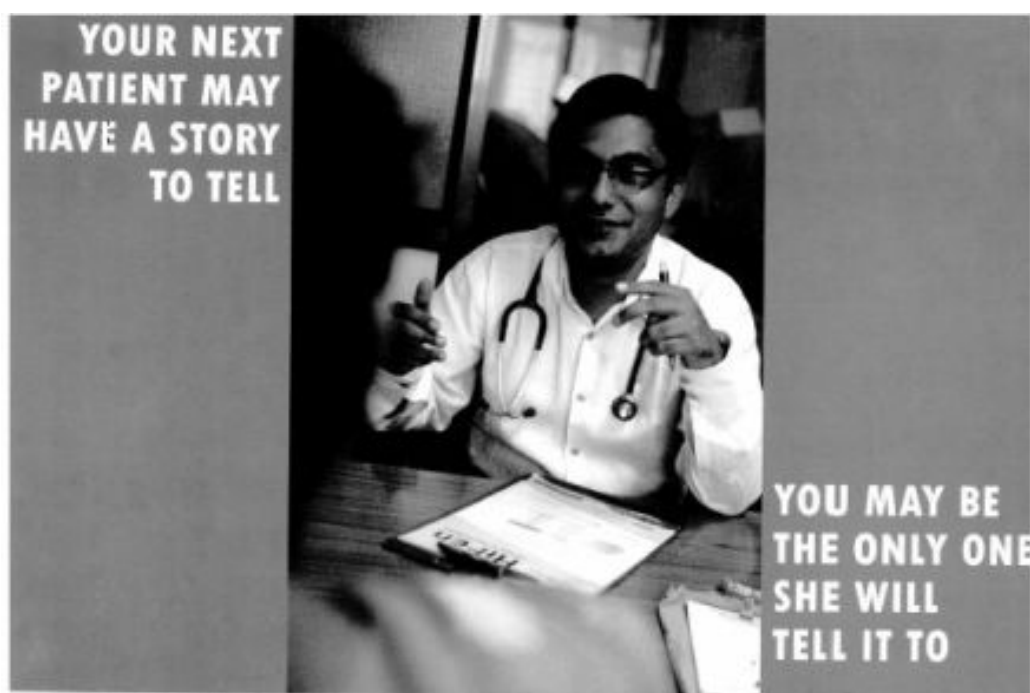


**Training Aid 3 - List of Health related Human Rights (not exhaustive)**

1. Freedom from discrimination
2. Freedom from torture
3. Freedom from slavery
4. Freedom of movement
5. Freedom of expression
6. The right to physical integrity
7. The right to privacy
8. The right to participation
9. The right to information
10. The right to health
11. The right to food
12. The right to housing
13. The right to potable water
14. The right to education
15. The right to safe working conditions

## Handout 1 - Poster Dilaasa project

Dilaasa, India's first hospital based crisis department was established at K. B. Bhabha hospital, Bandra to make the public health care system accountable to the issue of domestic violence. It was set up in 2001 as a collaboration of the public health department of the MCGM (Municipal Corporation of Greater Mumbai) and CEHAT (the research centre of the Anusandhan trust). Another such department was initiated at Kurla Bhabha Hospital in the year 2006. The strategic location of Dilaasa in a hospital has helped around 1500 women facing domestic violence in accessing services easily. Dilaasa means "reassurance" and it seeks to provide psychosocial support to women survivors of domestic violence. For more information: <http://www.cehat.org/go/Dilaasa>



As a **doctor**, you may be the only person who will ever know if a woman is facing violence in her home. You can help her. Many women come to you for treating injuries caused by domestic violence. Don't just treat her for her injuries. Talk to her about the violence as well.

### BECAUSE YOU MAY BE HER ONLY HOPE

- Determine from symptoms if a woman has faced violence
- Probe sensitively for past episodes of violence
- Inform her about options to end the violence
- Encourage her to resist violence and support her decision
- Document her case history in detail
- Share the importance of registering a medico-legal case
- Refer her to crisis assistance agencies