

ZIKHETELE

the power of choice





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Funded by GIZ

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FACILITATOR'S GUIDE





It's a family mission. I don't know why I should introduce fat politics?



By doing my music, I'm exposing to the struggle that we're living in, and the cowardly that we face.



He can solve most things.



Get three a day is fine, you can just sit there and enjoy your beer. At least, to relax and loosen up.



Most of the time it starts from 14 upwards, in fact nowadays, it starts as young as 12;



I'm fed up, you are the same as your father!



Foreword BY ECAC

The Eastern Cape AIDS Council (ECAC) as the body that is mandated to co-ordinate the multi-sectoral response to HIV in the province, is thrilled to be part of an innovative process of educating the general public about HIV and its social drivers. The 5 Year Provincial Strategic Plan on HIV / TB & STI's is calling for an innovative response to HIV reduction and related sexually transmitted infections. This innovative approach advocates for the interrogation of social drivers and how they contribute to the spread of HIV. One of the social drivers that has been identified as a priority area for high impact interventions in HIV reduction is **Substance Abuse**. Substance abuse takes many forms and cuts across all age groups and social class. Research has shown that an intoxicated individual, either through drugs or alcohol, is more likely to lose self control and engage in risky sexual behaviour.

Based on this background, ECAC in partnership with GIZ have brought in the services of the non-profit, film organization, STEPS, to document the stories of young people who have been involved with drugs and alcohol and as a result have found themselves losing sight of their once cherished dreams. These young people do not shy away from the fact that peer pressure, personal choices, and a lack of knowledge have contributed to the difficulties they found themselves in.

All the films that we screen are based on real life stories that have touched people in a powerful way that evokes emotions and encourages them to see things differently and take responsibility of one's life. Through these documentaries, it is our intention to raise awareness within the general public about the effects of peer pressure and unchallenged stereotypes. The truth we've learnt from the characters in these stories is that no matter how adverse their situation, finding solutions on how to make the circumstances work for you is what has set them free. We encourage you therefore to watch these films and take away from it one thing that will forever transform the way you do things.

You have the power, Zikhethele!!!

Using film as a tool

The advantage of the films and this methodology is that we don't just talk, but we let people talk. We are just there to guide them to talk about issues that they really want to talk about. We assist them to make their own decisions

Moalosi Thabane (Facilitator)

Learning Cycle

A facilitated film screening is based on the action learning cycle. A film is screened and followed by a discussion. This process allows audiences to watch, reflect on, engage with and learn from the film and the issues it raises. Facilitators guide this process by creating a safe environment for audiences to actively engage with the films.

- **Watching the Film**

The film screening becomes a collective social experience, while audiences watch the film together

- **Reflection on the film**

After the film screening, audiences reflect on the films and share their feelings and reactions. Central to this approach is the knowledge that every individual has ideas and holds values that are important to them. Sharing this knowledge and respecting those ideas, feelings and values assists audiences to learn from each other.

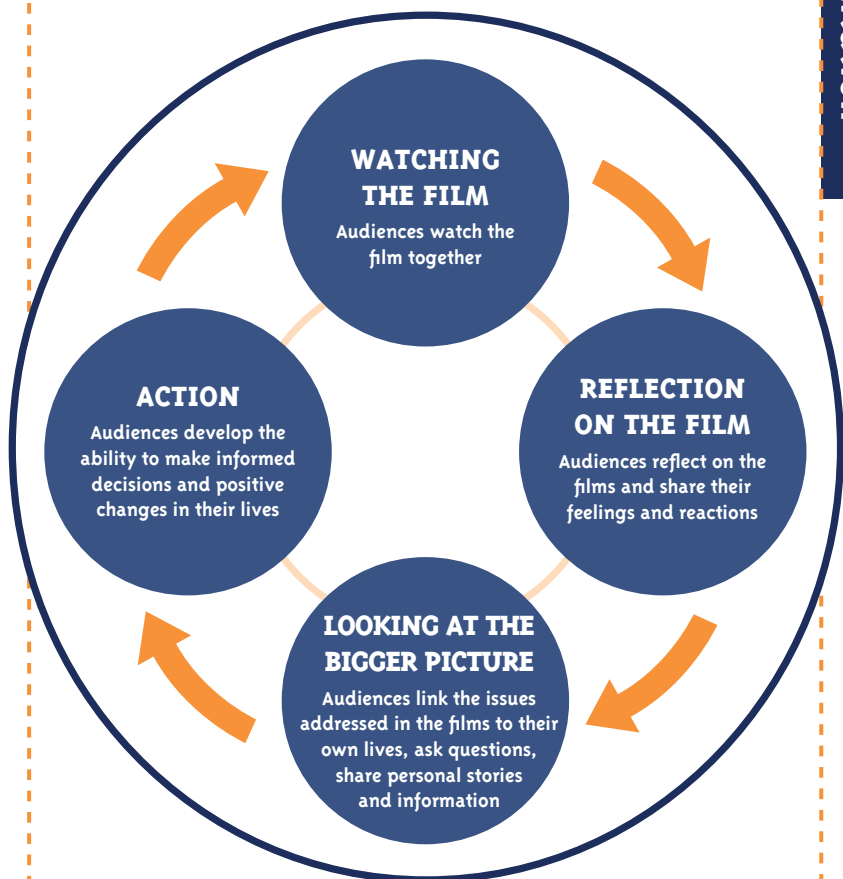
- **Looking at the bigger picture**

During the discussions, audiences link the issues addressed in the films to their own lives, ask questions, share personal stories and information.

- **Action**

This process allows audiences to explore ways to become agents of change.

Learning Cycle



The role of the facilitator

The role of the facilitator is to guide the learning process without dominating it.

The facilitator's primary function is to guide the discussion. He/she needs to create an environment where the participants feel confident and able to voice their opinions and/or ask for more information.

The facilitator needs to build on the knowledge and experience of the audience and respect and acknowledge audience contributions.

He/she should provide information where required to address misconceptions and encourage audiences to come up with their own conclusions.

Qualities of a good facilitator

- **Attitudes:** Non-judgemental, respectful, gender-sensitive, honest
- **Knowledge:** Issues raised in the films, Referral structures, films, screening equipment
- **Skills:** Facilitation and communication techniques, dealing with conflicts and emotions

Who is the audience?

Facilitators should gather information about their expected audience:

- *Who are the viewers: what is their education level, primary language, age, interests and concerns?*
- *How big is the group? Will you need to break into smaller groups to allow better participation? Will people feel comfortable and confident in expressing their views? How can you maximise participation?*
- *What kind of experience might they have had with the issues raised in the film?*
- *How might these issues affect their lives, directly or indirectly?*

Checklist for setting up a screening

- Book the venue in advance
- Familiarize yourself with the venue
- Make sure that the room is large enough to accommodate the expected audience group
- If there are windows without blinds or curtains, you will need to cover them with black plastic or cardboard
- Check the power points
- Test your screening equipment and sound beforehand to make sure that it is working properly (i.e. television / data projector, DVD player / computer, amplifier, speakers and screen)
- View the film before you screen it
- Arrive at the venue early to set up the equipment
- If you are using a video projector and screen, position the speakers on stands to provide clear sound across the venue
- Arrange the chairs so that everyone can see the screen and participate in the discussion

At the screening

Introduction

Facilitators should introduce themselves and the film, giving the title, the lengths of the film, when and by whom it was made; and a brief outline of the story. This needs to be adapted to the specific audience.

Screening the film

The audience needs to be comfortable, able to see the screen and hear the sound clearly. The film should run right to the final credit. This allows the audience time to wind down and reflect before re-engaging with the group, and also gives them insight into how the story was constructed and captured. A short break after the film will provide an opportunity to allow for fresh air into the venue, a stretch or moving the chairs into a more informal arrangement (such as a circle) for the discussion.

Methods of reflection

For an effective discussion to take place, the facilitator needs to consider the size of the group and choose methods that are suitable for the specific audience.

- **Plenary discussion:** A plenary discussion allows members of the audience to share and listen to others. However, in a big group, this means that only a few people will get to speak.
- **Silent dialogue:** This can be used to encourage personal reactions to the film, which are not influenced by others. Viewers can express themselves by writing a few words or drawing a picture expressing their immediate feelings about the film on card/ posters to be put up for everybody to see.
- **Buzz groups or pairs:** Viewers share their reactions with their neighbors in "buzz groups". This gives everyone a chance to express his or her reaction and feelings.
- **Small groups:** The group may be large enough to divide into several smaller groups. This allows more people to participate in the discussion, and encourages those, who are intimidated by a big group. Each group should choose someone to report back to the plenary, and rotate this role if there is more than one group discussion.

Guiding questions for discussion

Each of the films tells a personal story, which might evoke powerful emotions and responses. The films pose many questions, but do not give answers.

The discussion should be based on the learning cycle to encourage audiences to share their personal feelings, link the issues raised in the film to their own lives and decide on actions.

Facilitators can use guiding questions but need to be flexible to recognize audience's own responses and questions to the films. Facilitators should work with and follow the answers, comments and questions from the audience.

The following questions can be used to allow the audience to share their personal feelings about the film.

"How does this film make you feel?" Explain

"Do you like this film? - Why and why not?"

Further questions can be posed to explore the personal stories of the film characters and the issues arising in the film and link these to the lives of audience members.

"How do you feel about the film characters?"

"What do you think about the choices he/ she has made?"

"Can you relate to their stories? Why and why not?"

"What issues does the film raise?"

"What do you think this film is about?"

"Does the film reflect what happens in our schools, families and communities? Explain."

To encourage active learning and motivation for action, audiences need to discuss, how they can become agents of change within their families and communities. Facilitators can use the following questions:

"What have you gained from the film and discussion?"

"What kind of support would you have given to the film characters, if she/ he was your sister/ brother?"

"How can you make a difference, personally and/or in your community?"

The Studio



Target Audience

Young People, Adults, Parents
Schools, Religious Institutions
Service Providers, Taverns

By: Laurence Dworkin, Tim Wege
Length: 17 minutes
East London, South Africa

Key Issues

Substance abuse ,Alcohol abuse and risky sexual behavior
Crime, Childhood trauma, Poverty Peer pressure,
Personal Change, Aspirations/ Dreams

Film Outline

This is a film about faith, hope, courage and discovering yourself. Nkosi has faced many personal challenges, including an early addiction to the use of drugs. Music is his passion. His makeshift recording studio attracts other young people who are in a similar situation. In particular he has befriended Yonke, for whom substance abuse has led to a life of petty crime & imprisonment. Through their shared love of music, Nkosi and Yonke have embarked on a journey that is more productive, healthy and creative.

Questions For Discussion

- *How do you feel about the film?*
- *Can you relate to the Nkosi's and Yonke's life stories? Explain*
- *What caused Nkosi to start using alcohol, drugs and robbing?*
- *How can peer pressure lead to substance abuse and crime?*
- *What do the girls say about the negative impact of alcohol? Do you agree? Explain*
- *Is there a link between alcohol abuse and HIV? Explain*
- *What do you think about Yonke's statement "People use alcohol/drugs to avoid facing life's challenges"?*
- *What is your understanding of "responsible drinking"?*
- *Yonke talks about Vuk'uzenzele - get up and do things for yourself - and not wait for government. Do you agree or not?*
- *What life lessons can you learn from the two stories?*

Will to Change



Target Audience

Adults, Young people, Workplaces
Religious Institutions, Support Groups
Service Providers, Taverns

By: Laurence Dworkin, Tim Wege

Length: 18 minutes, 18 seconds
Addo Region, South Africa

Key Issues

Substance abuse, HIV/Aids and alcohol, Responsible drinking, Partnership, Care and Support, Life choices, Regret & personal reflection, Aspirations/Dreams

Film Outline

Rinki & Monica are a young couple both working on a farm in the Eastern Cape. On the farm Rinki plays an important role representing his co-workers on various committees. To them he is an inspiration and a leader. But it was not always like this. In the past, Rinki almost lost his job due to alcohol and drug abuse. With the strong support of Monica, Rinki has managed to turn his life around and get himself onto a more hopeful path for the future.

Questions For Discussion

- *What caused Rinki to start using Madrax and alcohol?*
- *How did substance abuse affect his personal life and his work?*
- *Can you relate to Rinki's story? Explain*
- *What role does Monika play in Rinki's life?*
- *What does Rinki mean, when he says: "Blackout is not happiness"*
- *What is your understanding of "responsible drinking?"*
- *We have seen Rinki smoking and drinking. Is this acceptable for a person, who is taking medication, such as ARVs? Explain*
- *What support can we provide to someone struggling with substance abuse?*
- *Rinki says: "If I can change, why can't another person change?" Do you agree with his statement? Explain*
- *How can a partner support the other when struggling with drugs and alcohol?*

Pumla



Target Audience

Adults, Youth (14 years upwards)
Parents , Teachers, Police
Religious Institutions
Service Providers

*Extracted from the film: Wa'n Wina
by Dumisani Pkakathi
Length: 15 minutes, 30 seconds
Johannesburg, South Africa*

Key Issues

Substance abuse, Early pregnancy, Poverty, Stress and alcohol abuse,
Parenting, Gender, Sex education, Lack of support structures

Film outline

Pumla is a bright young girl, who was branded a rebel before anybody gave her a chance. She drinks, she smokes and likes to hang out with the guys in the alleyways and on street corners. She also had a child at a very young age. Her behavior often gets her into trouble with the authorities and causes much pain and stress to her mother. Unable to deal with her own demons and the perceptions of others, Pumla's lifestyle leads her down a dark and dangerous road.

Questions For Discussion

- *How do you feel about Pumla's story?*
- *Can you relate to the story? Explain*
- *What reasons does Pumla give for drinking alcohol?*
- *What is the impact of substance abuse?*
- *What do you feel about Pumla's mother taking her to the police?*
- *Does Pumla's story reflect what happens in your community? Please explain*
- *Why did Pumla have a child at such an early age?*
- *Why do so many teenage mothers raise their babies without the fathers?*
- *Why does Pumla rather be a boy?*
- *If Pumla were part of your family/ community, how would you support her?*
- *What lessons did you learn from Pumla's story?*

Facilitated screening report

Facilitated screening data

Date:

Venue:

Film(s) screened:

Language(s) used:

Facilitators (Names and Gender):

Estimated number of people:

Adults		Youth		Children under 12	
Males	Females	Males	Females	Males	Females

Audience participation:

	Excellent	Good	Poor
Female participation in the discussion			
Male participation in the discussion			

- Briefly describe the main issues addressed
- Describe significant audience reactions
- How can you improve future screenings?
- Any other comments

Support Resources

Eastern Cape Substance Abuse Forum - Bisho

Tel: 040 609 5324

Alcoholics Anonymous - Eastern Cape

Tel: 041 585 3626 / 086 143 5722

Alcoholics Anonymous - Port Elizabeth

Tel: 041 585 3626 / 086 143 5722

Narcotics Anonymous - Eastern Cape

Tel: 088 130 0327

SANCA : After Care Centre - East London

Tel: 043 743 4350 / 043 722 1210

SANCA : Alcohol & Drug Centre - Port Elizabeth

Tel: 041 487 2827

Sheperd's Field Rehabilitation Centre - Port Elizabeth

Tel: 0417751741 / 083 948 2506

Tembelitsha Centre - Umtata

Tel: 047 532 6556 / 084 056 4111

Rape Centre - Dora

Tel: 041 406 4317 / 041 406 4112 / 072 748 6137

Rape Crisis Centre - Port Elizabeth

Tel: 041 4843804

Thaphamani Rape Crisis Centre - Uitenhage

Tel: 0419770074

Masimanyane Women Support Centre - East London

Tel: 0437439241

AIDC Wellness Management Workplace Programme - Port Elizabeth

Tel: 0413932100

NICRO - Port Elizabeth

Tel: 041 582 2555

NICRO- East London

Tel: 043 722 4123

Sophumelela Centre - East London

Tel: 043 722 2261 / 043 722 4123 / 043 743 6270

Life Line - East London

Tel: 043 722 2000 / 043 743 5123

Life Line - Port Elizabeth

Tel: 041 585 5581 / 041 585 8565

AIDS Help Line

Tel: 08000012322

Childline

Tel: 080005555

FAMSA - Family South Africa

Tel: 0415859393 Port Elizabeth

Tel: 0437434973 East London

Tel: 0466222580 Grahamstown

Tel. 0436831418 Stutterheim

Additional Notes:

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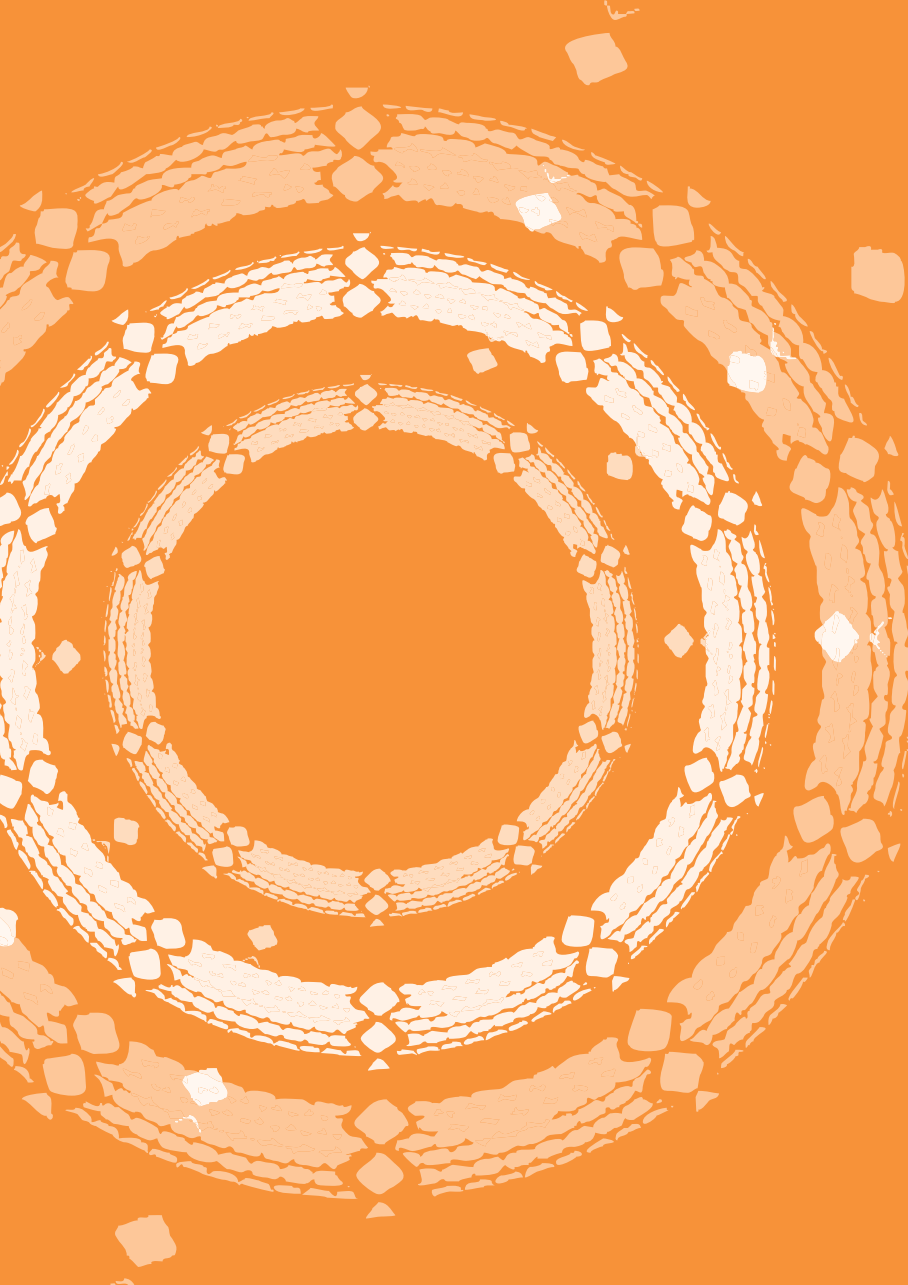
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Sun Orange Farm
Sun Citrus Packers
Sophumelela Centre Bernd Appelt (GIZ)
The Eastern Cape AIDS Council (ECAC)
The Automobile Industry Development Centre (AIDC)

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