

# santa ya rena our sand

a participatory film



facilitator's guide



# FACILITATOR'S GUIDE

santa ya rena  
our sand

# Introduction

## Background Information

Sand mining has become rife in the Kruger to Canyons (K2C) biosphere over the past years, mostly due to development that is taking place in the region. Data submitted by environmental monitors and other interventions in the landscape, indicate that this issue is more intense than reported.

With increasing numbers of non-flowing rivers, soil erosion and deforestation, sand mining emerged as a major influencing factor.

This film was shot in the K2C landscape which covers both Limpopo and Mpumalanga province, with focused reference to The Willows village, Madudungwe river, Moloro Village and the Klaserie river.

Sand is a natural resource just like water, gold or trees. These resources are dependent on a natural process to sustain them and if disturbed they can deplete. Sand is made from tiny grains of rocks and minerals or from tiny particles of the shells of sea creatures. Some sand comes from the calcium (a mineral) in seaweed. Sand can be different colours.

In this film we focus on 3 types of sand mining:

- River sand is harvested in the river or riverbanks and is used for flooring/foundations and making bricks.
- Bou sand – “bou” means “build” translated from Afrikaans. This sand is found inland not in rivers. It is grey in colour and it is used for building and for plastering walls.
- Filling sand is any dark soil with many rocks used to fill the foundation of the floor instead of concrete since it is cheaper and it is also found inland.

River sand is the most sensitive and the rarest to find and it has many more uses apart from construction. It can be used for making glass, windows, tar roads, the golden parts in our bank cards and sim cards. If this resource depletes then the human race will need to come up with alternatives which are presently not known.

Bou sand is mined from the surface until the top soil layer is finished, then the rocky soil type appears which is not used. This sand is not as sensitive and rare as the river sand, but when uncontrolled the mining sites are left with many dongas and pits. In order to get to this soil type you need to clear the vegetation. Filling sand is exactly the same as the bou sand in terms of its sensitivity and rareness.

# Introduction

## The impacts of sand mining

Excessive instream sand-and-gravel mining causes the degradation of rivers. Instream mining lowers the stream bottom, which may lead to bank erosion. Depletion of sand in the streambed and along coastal areas causes the deepening of rivers and estuaries and the enlargement of river mouths and coastal inlets. The effect of sand mining is compounded by the effect of sea level rise. Any volume of sand extracted from streambeds and coastal areas is a loss to the system. Excessive instream sand mining is a threat to bridges, river banks and nearby structures which can lead them to collapse. Sand mining also affects the adjoining groundwater system and local people's use of the river.

Instream sand mining results in the destruction of aquatic and riparian (edge of a river) habitats through large changes in the channel morphology (form, shape or structure). Impacts include riverbed degradation, lowered water tables near the streambed and channel instability. Continued extraction may also cause the entire streambed to degrade to the depth of excavation.

Sand mining generates extra vehicle traffic and, where access roads cross riparian areas, the local environment is impacted negatively.

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Kruger to Canyons (K2C)



# The Film



## santa ya rena our sand

A participatory film project with:  
Dimakatso Noyane, Harry Molimi, Keletso Malepe,  
Kenelwe Mmushi, Ronnie Segodi, Shoki Mafogo,  
Thulani Ngonyama, Vusi Tshabalala

Duration: Long version 21:56 minutes; Short version 17:18 minutes

Languages: English; Sepedi with English subtitles

Location: Limpopo, South Africa

### Synopsis

*"Sand is very valuable, not just in my community or in the river where I grew up around, but also in all the other villages there is sand being extracted"*

Keletso Malepe

Keletso, a young geologist, is very passionate about the protection of the beautiful environment she grew up in. Concerned about the devastating effects of sand mining she is witnessing throughout the Kruger to Canyons (K2C) biosphere, Keletso visits sand mining sites. She interviews different role players including traditional leaders, environmental activists, experts and a businessman. The aim is to raise awareness and find a sustainable solution to the use of sand.

### Target audiences

Traditional leaders, policy makers, government departments, sand business owners, sand mining forums, educational institutions, civil society organizations and the community at large.

### Themes and Issues

Implementation of sand mining regulations, governance, corruption, soil and land degradation, ecosystem services, deforestation, water pollution, rehabilitation of land, sustainable development, population growth versus demand, environmental monitoring, climate change and the role of traditional authorities.

# The Film

## Questions for discussion:

- How did the film make you feel?
- What do you think is the main message of this film?
- The film shows how uncontrolled sand mining affects the environment, What do you understand by this?
- The traditional leader for Willow Villages says, that they tried to scare and stop the illegal sand miners. But they didn't succeed. What do you think about her statement: *"They have money and are untouchable. We have no money!"*
- The Environmental Monitors together with community members in Sekwataleng Village investigated what was happening at the illegal mining site. What did they find out?
- The Induna of Sekwataleng Village states that lots of money is involved in sand mining. People are getting wealthy in the village. He doesn't know who gives sand miners the permission. How do you feel about this?
- Do you face similar issues in your area/community? Please explain.
- Who gives sand mining permission in your community?
- Why do you think it is important to have a valid permission to mine sand or any other natural resources?
- What is river sand mostly used for?
- Do you think that sand is a resource that can be depleted? Explain.
- Who has authority over these resources in your area/community?
- Where do you get building sand in your local areas?
- Do you know of any illegal sand mining in your area and what is being done about it?
- What laws/policies are in place to address illegal sand mining?
- How can we as a community enforce laws to stop illegal sand mining?
- What are the alternatives to using sand for building?
- How can we mine sand in a more sustainable way?
- What can be done to protect our rivers from destruction by sand miners?

# Screening

## Preparation for the screening

It is important to prepare well before the screening.

### Venue

- Book the venue in advance and familiarize yourself with the space.
- Make sure that the room is large enough for the expected audience.
- If there are windows without blinds or curtains, you will need to cover them with black plastic or cardboard.
- Check the power points.
- Arrive at the venue early to set up the equipment.
- Arrange the seating for everyone to see the screen.

### Equipment

Do a trial run to make sure that all the equipment is working properly, that the projected image is clear and that the sound is of good quality with sufficient volume to reach the whole group with ease. Consider back-up plans.

### Who is the audience?

Think about:

- Who are the viewers? Different viewers experience each film differently.
- What is their education level, their primary language, their age, interests and concerns?
- What kind of experience might they have of the issues raised in the film?
- How might these issues affect their lives, directly or indirectly?
- Who are key stake holders to work with, who should be invited to the screenings?
- 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 maximize participation?

# Screening

## The Film

View the film and prepare your questions

Think about:

- Why are you screening this film to this group?
- What do you hope this group will gain from watching and discussing this film?
- What actions could the audience be aiming for?
- What questions should you focus on to guide them to this understanding?
- Audience's response to the films may surprise you. You need to be flexible enough to recognize and follow unexpected interesting developments in the discussion.

## At the screening

### Introductions

- Introduce yourself and find out something about the group by asking about their interests and expectations.
- Introduce the film. State the title; when, where and who made it; length and a brief outline of the story.

### Screen the film

- Make sure that the audience is comfortable and can see the screen and hear the sound clearly.
- Allow the film to run right to the final credit. This allows the audience time to wind down and reflect before re-engaging.
- After the film, give viewers a short break to stretch or to allow fresh air into the venue. This will also give you a chance to move the chairs into a more informal arrangement (such as a circle) for the discussion.

# Action Learning Cycle

## Use the Learning Cycle during the discussion

The Learning Cycle is an effective method that enables the audience to reflect on the direct experience of watching the film and to learn from it.

### STEP 1. Direct experience – Watching the film

The audience watches the film together as a group. Run it right to the end of the credits.

### STEP 2. Reflection on the film

Invite spontaneous responses to the film. Audiences are encouraged to express their views, feelings and reactions either in plenary, or if it's a large group, arrange people in smaller buzz groups.

Examples of questions they might consider to stimulate discussion:

- What do you think this film is about?
- How do you feel about the characters in the film?

### STEP 3. Looking at the bigger picture

Discuss the issues raised in the film. Audiences are encouraged to link the issues to their own lives, asking questions and sharing their own experiences.

Guiding questions might be:

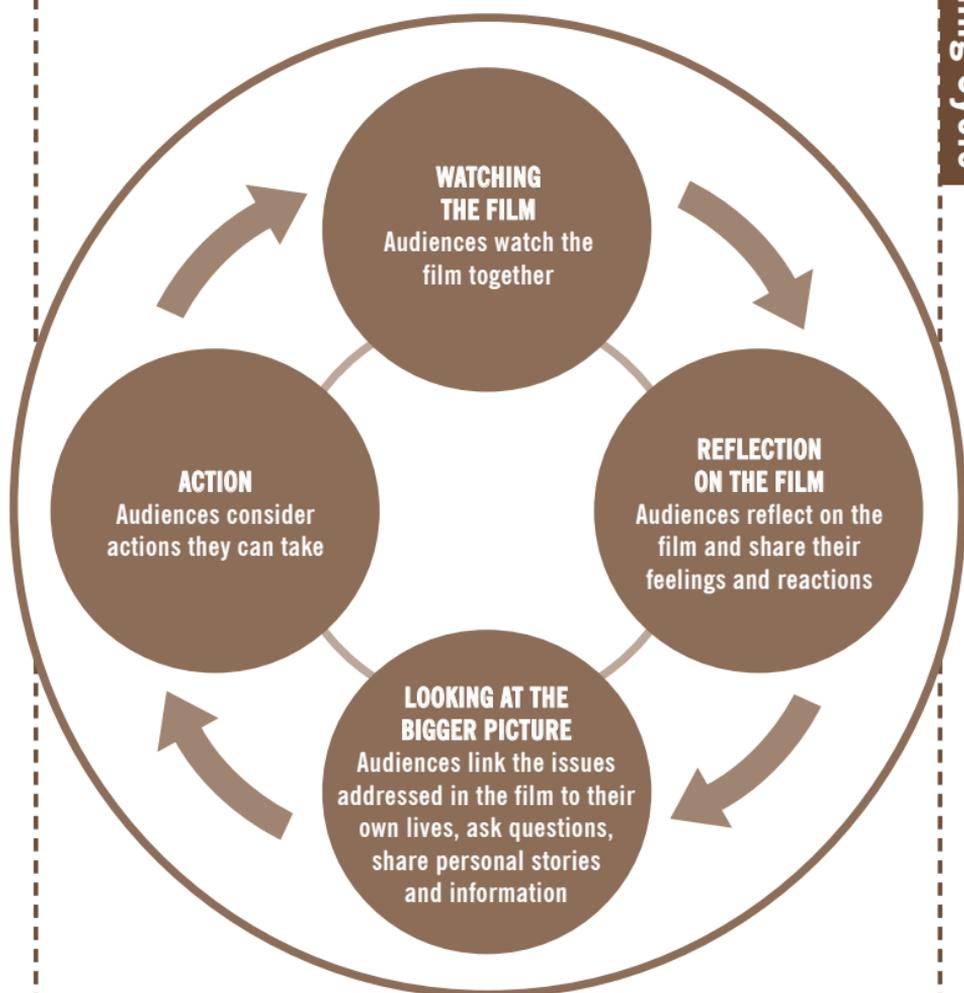
- What do you think are the main messages of the film?
- The film shows how sand mining affects the environment? What do you understand by this?
- Do you face similar issues in your area / community, please explain?

### STEP 4. Action - The way forward

Explore the actions audiences can take.

- What can you and your community do to make others aware of the effects of sand mining?
- What can we do to stop uncontrolled sand mining?
- How can we protect our rivers and other water sources?

# Action Learning Cycle



# Facilitation

## The role of the facilitator

- The role of the facilitator is to guide the learning process without dominating it.
- The facilitator needs to create an environment where the audience feels 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.
- The facilitator should provide information where necessary to address misconceptions and encourage audiences to come up with their own conclusions.

## Qualities of a good facilitator

- **Attitudes:** friendly and welcoming; viewing self and participants as equals; committed to participatory learning; respectful and non-discriminatory; welcoming of all contributions; accepting and non-judgmental; self-aware and honest.
- **Skills:** good planning and organisation; encouraging and valuing participation; good communication, active listening and constructive feedback; dealing with conflict and emotion; remaining neutral; summarizing and keeping discussions on track; time management; clarifying objectives and agreements.
- **Knowledge about:** the audience who will watch the film; the film and how to use it; the issues the film addresses; facilitated screening methodology.

## Methods of reflection

Below are some ways to conduct reflections – choose methods that are suitable for your audience and your intentions.

### Discussion in plenary

A plenary discussion allows all members of the audience to share and listen to others. However, in a big group, this may mean that only a few people get the chance to speak.

### Silent dialogue

This can be used to encourage personal reactions to the film which are not influenced by others. Ask viewers to write a few words expressing their immediate feelings about the film on card/ posters to be put up for everybody to read.

### Buzz groups or pairs

Viewers can share their reactions with their neighbors in 'buzz groups'. This gives everyone a chance to express his or her reactions and feelings.

## Small groups

If the audience consists of a large group, divide them into 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.

## Monitoring and Evaluation (M&E)

Monitoring and evaluation of facilitated film screenings provides the facilitators and their organisations with the following information:

- How the film has been used and why.
- How many facilitated film screenings have been conducted.
- What kind of audiences have been reached.
- How did the audience react to the film.
- Issues that prompted the most discussion.
- Actions audiences have proposed to take.

Monitoring and evaluation will help to highlight issues requiring further exploration with audiences. It also provides the facilitators with valuable guidelines on how to conduct facilitated film screenings more effectively.

Monitoring and Evaluation is therefore an essential aspect of the facilitated screening methodology and if possible facilitators should document every film screening.

A facilitated film screening report template is available from STEPS.

Please contact: [info@steps.co.za](mailto:info@steps.co.za)

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