

ZAZI Girls

FACILITATOR GUIDE

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steps for the future



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(*ZAZI an Nguni word meaning "know yourself")



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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.

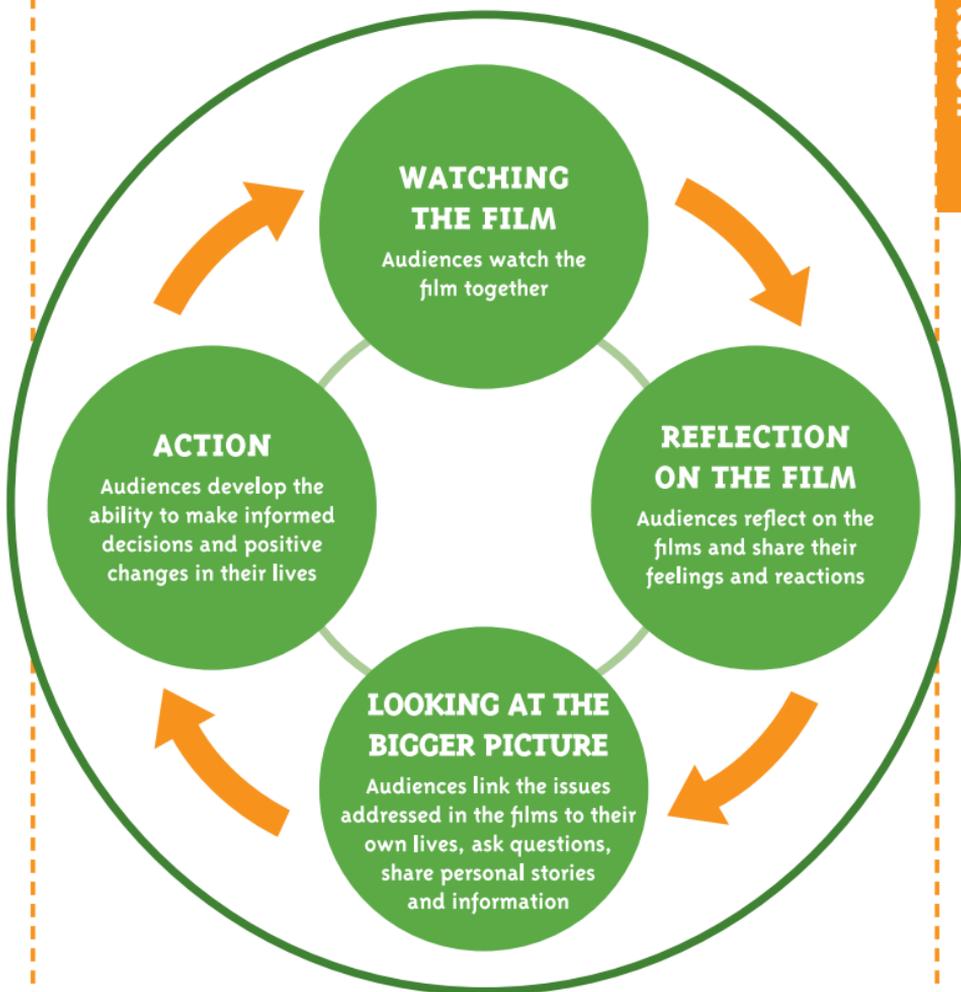
- **Looking at the bigger picture**

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.

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
- **Knowledge:** Care and support structures, counselling services, helplines
- **Skills:** Facilitation techniques, active listening, 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 in expressing their views? How can you maximise participation?*
- *What kind of experience might they have had with the issues raised in the films?*
- *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 credits. This allows the audience time to wind down and reflect on the film. 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 chose 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 neighbours 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 then one group discussion.

General questions for discussion

The film tells a personal story, which might evoke powerful emotions and responses. The film poses questions, but does not necessarily give answers. Facilitators can use guiding questions but need to be flexible to recognize and follow audience's own responses and questions to the film.

Guiding questions should be linked to the stages of the learning cycle.

To enable audiences to reflect on and express their own reactions and feelings about the film, the following questions could be used:

"How does this film make you feel?"

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

Other questions can be used to invite audiences to engage with the film characters, their personal stories and the issues they are dealing with and link the film to their own lives.

"What issues is the film raising?"

"What do you think this film is about?"

"Can you relate to the story and people? Why and why not?"

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

The following questions can be used to encourage audiences to decide on actions and explore how to become agents of change. Guiding questions could include:

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

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

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Film Outline

Sindisiwe Mhlanga, a young lady from Piet Retief – eMkhondo, in Mpumalanga, has had to face a number of challenges in her life. Having got involved with an older man, she fell pregnant and felt compelled to drop out of school. This led to depression and substance abuse. But Sindi was determined to turn her life around. She broke off the abusive relationship with her older boyfriend and enrolled at night school to complete her studies. She is now a coordinator for the ZAZI campaign in her area, and urging other young women not to make the same mistakes as she did. One of her sources of inspiration is Beauty Grootboom, an HIV & AIDS ambassador in the district.

Directed by: Laurence Dworkin
& Tim Wege

Duration: 16min.

Target Audience

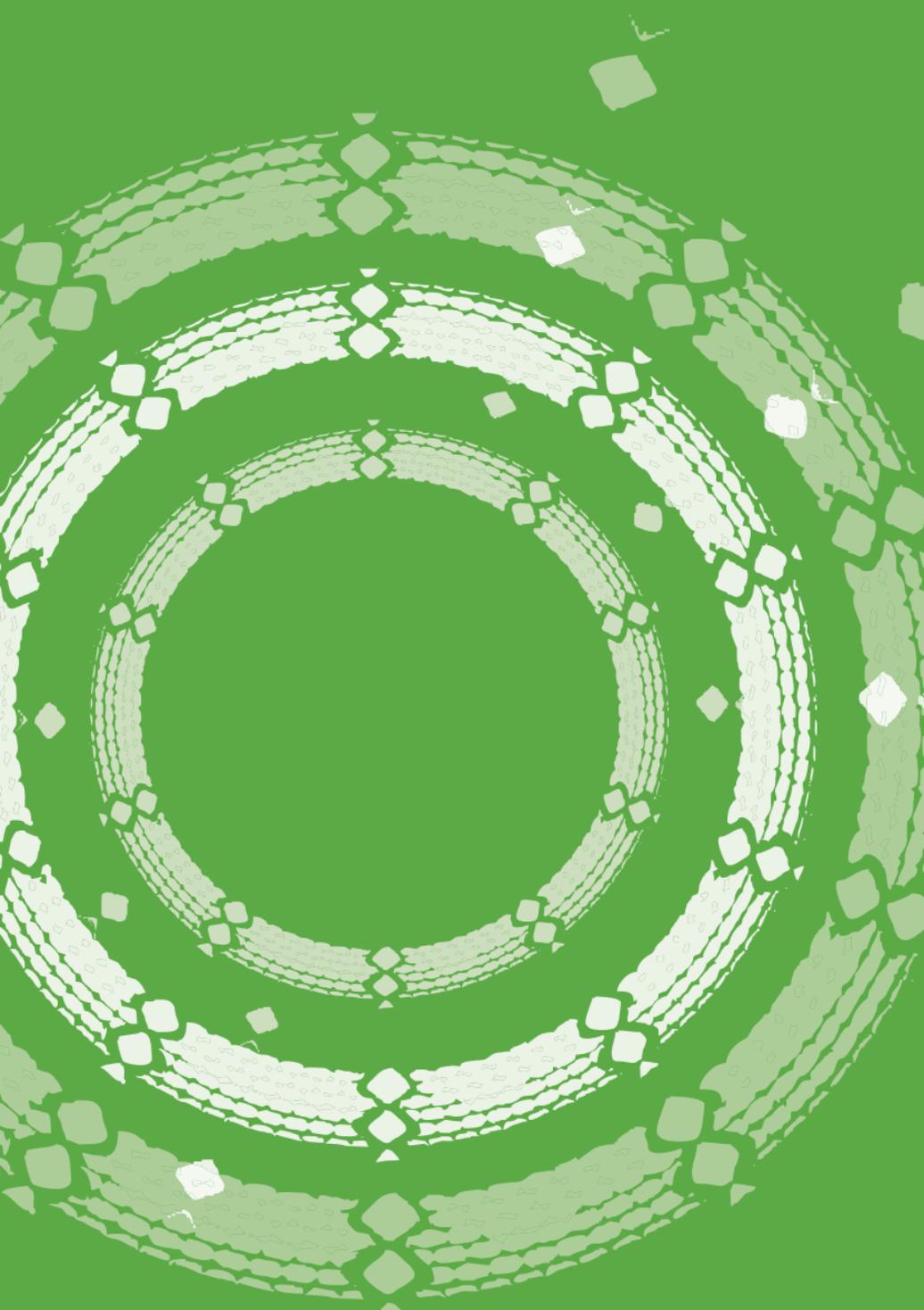
Teenage girls / Youth (both sexes) /
Parents / Teachers

Key Issues

Teenage pregnancy / Dating older men / Abusive relationships /
Substance abuse / Importance of education / Family and support
networks / Living with HIV

Questions for Discussion

- *How does the film make you feel?*
- *Can you relate to Sindi's story?*
- *Why do you think young girls date older men?*
- *Why do you think young girls are vulnerable to older men?*
- *Do you think Sindi regrets her choices?*
- *Sindi speaks about abusing substances during her pregnancy, how do you feel about this?*
- *What challenges do you think Sindi's family went through to support her?*
- *In the film we see Beauty educating her community about HIV, do you think she's doing the right thing, disclosing her status?*
- *How can we involve men in similar campaigns as the Zazi campaign?*



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