

MUSIC ACTIVISTS

a participatory film project



FACILITATOR'S GUIDE



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The Film

MUSIC ACTIVISTS



Language: English, Nyanja, Bemba with English subtitles

Location: Livingstone, Zambia

Length: 25:24

Year: 2017

With: John Chiti, Kamwengo Kashweka, Chimafo Biemba, Harrison Mwanza, Phewdesy Chilama, Likonge Biemba, Chipo Tembo, Michela Mapanda, James Mwelwa, Alfred Sitali, Kennedy Mbewe, Justine Bwalya, Given Lungu and Leonard Phiri

Film outline:

John Chiti is the first person with albinism to step into the limelight in Zambia. As a well known musician he uses his music to promote inclusion of people with disabilities.

This documentary follows John in Livingstone as he teams up with the local Deaf choir. Together they practice his new song for a public performance which advocates for inclusion.

The song promotes the message: "It's just the colour, just the body. You and I are just the same."

The film also shows the personal challenges which people with disabilities face in their daily lives.

This unique group of young people uses the power of music to highlight that disability is not an inability.

Suitable Audience

Children, youth, adults, persons with disabilities and their families, advocacy groups, schools, faith based institutions

Key issues

Inclusion of people with and without disabilities, albinism, deafness, challenges people with disabilities face, stigma and discrimination of people with disabilities, empowerment.

Discussion

Questions for discussion

- How did the film make you feel?
- What did you think the film is about?
- What is the message of the song?
- What do you think inclusion means?
- John sings: "I can do whatever you can do". Do you agree with him? Explain.
- Is disability an inability? Please explain.
- John is the only person with albinism in his family. What do you think causes albinism?
- Some people believe that albinism is a curse. How do you feel about this and why?
- How do you think Deaf people can "hear" music?
- Do you think sign language should be included in the school curriculum? Why?
- Kamwengo used to be very shy, because of her disability. Have you ever felt being discriminated against and how did it make you feel?
- What are some of the challenges the characters shared in the film?
- How can public spaces be made more wheel chair friendly?
- Would you date someone with a disability? Explain.
- What would inclusion look like in your school?
- Which organisations in your area provide services to persons with disabilities?

Discussion

Activity: Agree/Disagree statements

Facilitators can use this activity to spark a discussion about myths linked to albinism and deafness:

Put up three signs in the room: Agree, Disagree and Don't Know. Read out a statement and ask the participants to move to another sign if they change their minds. Briefly discuss their position and allow participants to move if they change their minds.

- Albinos don't die, they just disappear. True or false?
- Body parts of albinos can be used to make money and cure diseases. True or False?
- When you see a person with albinism, you should spit in your shirt to avoid having an albino baby. True or False?
- Persons with albinism are short sighted. True or false?
- Persons with albinism are prone to skin cancer. True or false?
- Albinism is a curse. Families that have such children are being punished by their ancestors. True or false?
- Deaf people only hear when they want to. True or false?
- Sign language is a universal language. True or false?
- Deaf people are good lip readers. True or false?
- Hearing aids can restore hearing in deaf people. True or false?
- If I shoot, the deaf person will hear me. True or false?
- All people who are deaf will pass on deafness to their children. True or false?

Discussion

Definition of Inclusion

Inclusion is a universal human right. Inclusion means all people, no matter what their abilities or disabilities are, have the right to be appreciated as valuable members of their community. It recognises that we are "one" even though we are not the "same".

An inclusive environment accommodates everyone. It is about overcoming disabling barriers, removing discrimination and giving equal access and opportunities. Using sign language, Braille and providing wheelchair friendly ramps as access into buildings, are examples which promote an inclusive environment.

Article 19 of the UN Convention on the Rights of Persons with Disabilities states, *"Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community."*

Understanding Albinism

Albinism is a rare group of genetic disorders that causes the skin, hair, or eyes to have little or no color. Albinism is also associated with vision problems.

A defect in one of several genes that produce or distribute melanin causes albinism.

The defective gene passes down from both parents to the child and causes albinism.

Both parents have to be carriers of the albinism gene in order to pass it on to their child. Albinism is inherited and is not contagious. People with albinism will have the following symptoms: an absence of colour in the hair, skin or eyes lighter than normal.

The most accurate way to diagnose albinism is through genetic testing.

Learning Cycle

Learning Cycle

A facilitated film screening is based on the Learning Cycle. A film screening is followed by a discussion with the audience. The facilitator guides this learning process.

Watching the Film

The audience watches the film as a group.

Reflection on the film

After the film screening, audiences reflect on the film(s) and express their views, feelings and reactions. Sharing and respecting each other's ideas, feelings and values helps audiences to learn from each other.

Example questions:

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

Looking at the bigger picture

Audiences examine and debate the issues raised in the film. Audiences are encouraged to link the issues addressed in the film(s) to their own lives, ask questions and share personal stories and information.

Example questions

- Can you relate to this film? Please explain
- Have you or anyone in your family have had similar experiences? Explain

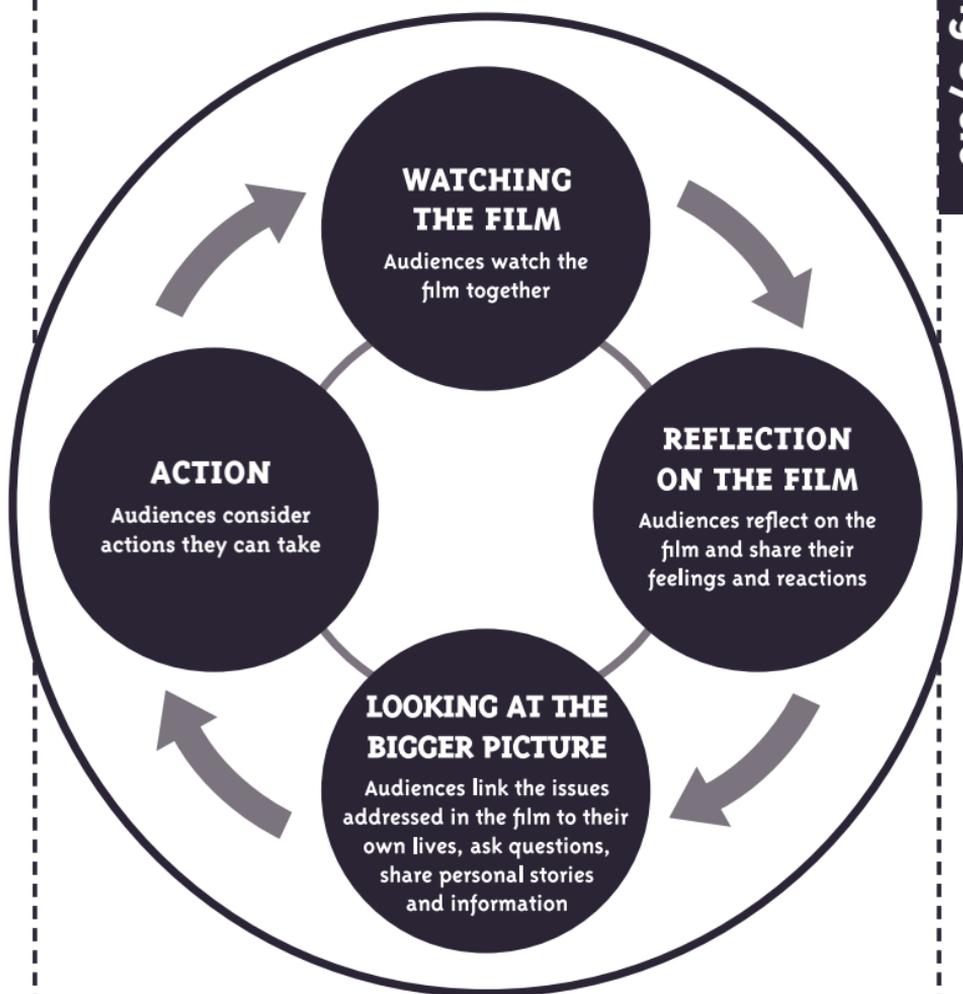
Action

Audiences consider actions they can take to address stigmatisation and promote inclusion and acceptance in their own lives and communities and in society as a whole.

Example questions

- How can we promote inclusion of people with disabilities?
- What needs to be done to protect the rights of people with disabilities?

Learning Cycle



Facilitation

Facilitation

- The facilitator guides the learning process without dominating it.
- The facilitator leads the discussion, using techniques that ensure that all ideas and opinions are welcome.
- It is important to encourage, respect and acknowledge audience contributions.

Qualities of a good facilitator

- **Attitudes:** Non-judgemental, respectful, gender-sensitive, non-discriminatory
- **Knowledge:** Issues raised in the film (i.e. human rights and support structures)
- **Skills:** Facilitation and communication techniques, dealing with sensitive issues, conflicts and emotions

Preparation

Think about:

- *Who are the viewers: What is their education level, age, primary language?*
- *What are their interests and concerns? 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?*
- *Which local support services are available?*
- *Who can provide additional expertise on the issue?*

Facilitation

Methods of Reflection

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

- Discussion in plenary: A plenary discussion allows all members of the audience to share and listen to others. However, in a big group only a few people will get to speak.
- Smaller groups or teams: The groups may be large enough to divide into several 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.
- Buzz groups or pairs: Viewers share their reactions with their neighbours in "Buzz groups". This gives everyone a chance to express his or her reactions.

Checklist for a screening

- 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

Support Services

Albino Foundation of Zambia (AFZ)

Findeco House, Cairo road, 19th Floor, Room 2.

Tel: +260 977 977 026 / + 260 965 655 125 / + 260 954 095 428

Facebook: Albinism Zambia

Website: afzambia.org

Email: albinofoundation@yahoo.com

Zambia Agency for Persons with Disabilities

P.O. Box 50073, Leopard Hill Road, Kabulonga, Lusaka

Norwegian Disability Consortium (Community Based Rehabilitation for Development for Inclusion)

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Plot No. 215 Mosi-o-Tunia Rd, Livingstone Zambia.

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