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This toolkit has been developed by the Children’s Radio Foundation in partnership with Gun Free South Africa and the European Union.
EXECUTIVE SUMMARY

The Children’s Radio Foundation (CRF) uses radio and community outreach to create opportunities for youth dialogue, participation, leadership and active citizenship. Through giving youth the tools and skills to produce radio and outreach activities, young people are mobilised to engage in productive dialogue about the issues they face, and work together to improve their lives and communities.

CRF works with radio stations and community-based organisations to create local platforms for discussion, information sharing, social engagement and action. This happens at 72 youth radio projects across six African countries. Our reporters take on issues that resonate with youth in their community, including HIV and AIDS, education, the environment and teenage relationships. Speaking in local languages and in a youth-friendly style, they interview community members, host debates and bring out local perspectives. Their reporting, broadcasts and outreach activities are geared to generate discussion about issues facing youth and to motivate inspired action among themselves, their peers and their communities.

Youth reporters across all nine provinces in South Africa have tackled “Violence and Community Safety” as one of their key topics. With the understanding that guns significantly impact how South African communities experience violence, the youth reporters embarked on a two year radio project supported by the European Union. The project sought to understand the role of guns and gun laws and how to better advocate for safer communities.

In South Africa, guns are the second leading external cause of death with almost 42% of all homicides in 2017/18 being gun-related. Mortuary-based data and the annual crime reports show that young people in South Africa are most at risk in acts of violence. With 23 people shot and killed in South Africa every day, young men (15 - 29 years) are the group most affected by gun violence than any other - both as victims/survivors as well as being the primary perpetrators. Women are an important component of the victim/survivor profile, making up 11% of all gun-related deaths in South Africa. They are also more likely to be shot by an intimate partner than men. In South Africa, a woman is killed by an intimate partner every 8 hours, with 17% of these
deaths caused by a gunshot and usually by a single shot to the head or face.

A United Nations Special Report on children and armed violence reports that easy access to guns, abuse of alcohol and drugs, and unplanned urbanisation increase children’s vulnerability to armed violence. There is limited understanding of young people’s experience of and attitudes to gun violence and little opportunity to engage in and shape policy and local-level interventions to reduce gun violence and build safer communities. This project aims to amplify the voices of young people in shaping and influencing policy on strengthening national and local level initiatives to reduce access to guns which includes advocating for the strengthening of the country’s national gun law. The most effective evidence-based intervention to reduce gun violence is to limit access to guns. Across the world, Gun Free Zones (GFZ) are also used as a tool to reduce gun violence and promote public safety in communities: medium-term impacts include reducing the public carrying of guns, in addition to facilitating a change in the social norms and attitudes towards guns, with long-term impacts reducing the demand for guns.

Welcome to the Children’s Radio Foundation’s radio and outreach guide. We trust this guide will support you in creating exciting and impactful content for the airwaves and community outreach activities around gun violence and community safety. Children’s Radio Foundation has partnered with Gun Free South Africa (GFSA) to build the capacity of youth to influence and shape behaviour and attitudes towards gun violence and community safety. They also aim to influence relevant policies, legislation and programming to reduce gun violence through innovative community-based interventions. GFSA is a national non-governmental organisation (NGO) committed to reducing gun violence in South Africa with more than two decades of experience in public policy advocacy, public education, awareness raising and community mobilisation.

We have compiled this guide based on our experience and learning in our youth radio projects across South Africa and the African continent. Young people, trained as youth reporters, record the stories and experiences of their peers and their communities and create radio programmes and public events so that we all can learn, connect and make better choices for ourselves. The youth reporters use a guide that helps them understand the topic, choose a focus, research and build a radio show and community outreach. The process has been working really well, so we wanted to share the tools with you all. Perhaps you are already a youth reporter at a local radio station, a high school student, a member of a community-based organisation, a teacher, a librarian or you belong to an NGO - someone who believes in their community and wants to make a change. Well, this guide will show you how to conduct community outreaches and creates spaces for dialogue can take you to the next level.
This guide is about getting stories, experiences and messages about important topics out there in different ways, with the belief and hope that the information and approach to the topic can make an impact in somebody’s life. We at the Children’s Radio Foundation have learned a few things through the work we do with young people:

• Information can change lives
• Perspective can empower people
• All opinions matter
• Sharing stories is powerful
• No act is too small to make an impact
• Youth have a strong voice

So what’s the best way to get people to hear your message and become involved in your vision? Give them an experience, make an impression, speak to their heart and support the information with a powerful message. It may sound simple – and it is – especially when you’re informed and have a good plan. Hosting a community outreach is a powerful way to do this – meeting your community face-to-face to raise awareness and inspire new ways of doing things. An outreach can share new information about an issue. It can advocate for new ideas, attitudes and services. It can help create a community where people talk and have important conversations with each other. Outreach is a great way of doing advocacy, convincing people that an idea or course of action is the best one to take.

We hope this guide will become your tool to inspire and challenge people in creating the change needed for young people’s well-being and safety. Poor gun control policies and regulation increase the risk for young people to become victims of gun violence or engage in acts of violence, resulting in death, injury, trauma and reducing their potential to live long, active and meaningful lives. So let’s get out there with a strong vision for our well-being, for our bodies, minds and spirits. We trust you’ll enjoy the journey!

The Children’s Radio Foundation & Gun Free South Africa Team

CHAPTER 2

UNDERSTANDING RADIO

We know you want to do big and meaningful things in the work with youth and your community. So how do you arrive at your goals?

CRF has been working with radio stations for over eight years. We believe it’s the best platform to amplify local voices, to get discussions going that include the entire community, and to initiate important conversations.

Here’s a guide to help you find your way using radio.

FACTS

• Radio is still the MOST POPULAR PLATFORM for people on the African continent to get their news and information
• Radio is EASY TO LEARN
• Radio REACHES EVERYWHERE: in your room, in the car, taxi, shops and more
• Radio is all about the THE POWER OF VOICES AND STORIES
• Radio allows people who don’t often PARTICIPATE IN DISCUSSIONS AND DECISION MAKING to do so, including youth, unemployed people and the elderly
• Radio CREATES PICTURES in your mind
• Radio is powerful and emotional, and CREATES CONNECTION with the audience

South Africa has a range of commercial radio stations, public-service broadcast stations and community stations. Most of the time, they operate very differently because they have different missions. Here are some of the most common differences between commercial and community stations.
Looking at this table, community radio seems a lot friendlier to approach for the purposes of telling stories. However, there are some commercial stations out there that value community voices too. So try them both!

**FORGING A RELATIONSHIP WITH YOUR LOCAL RADIO STATION**

If you do not already have a relationship with a radio station, the following points can help you approach one to start a relationship and get your stories about gun violence (how it affects young people in your community and what you can do to help build community safety and reduce gun violence) on their stations.

Be clear about your vision, and what you want to achieve using the stories of young people and the community to talk about reducing gun violence and building safer spaces. Good intention statements would be:

- I want to share information
- I want to create dialogue about something we do not talk about
- I want to get public opinion to understand others
- I want to understand how youth feel and act
- I want people to know about services

Make an appointment to personally visit the station manager and/or programmes manager with something clear to offer. These custodians of the station will ask the following questions - you will need to have an answer for most of them:

- Is this relevant to my community?
- How will it benefit my community?
- Who in my community is affected?
- Can I gain more listeners through this?
- Will this cost the radio station?
- How will this improve the image of the radio station?
- Do you have a plan for more than five programmes?
- Do you want your own slot? Do you want to be part of someone else’s slot?
- What are the risks in creating this sort of programming?
- Do you have community networks or other partners working with you?

Radio stations are interested in contributions that interest listeners and that will grow listenership, especially those that encourage young people to listen and participate. They also want to ensure that what you offer is consistent and regular. If you are suggesting to have a series on gun violence and community safety you must ensure that:

- You have young people involved
- You share real stories
- You have experts on the topic
- You represent multiple perspectives, even the unpopular ones
- You have a plan for a series of slots/shows

Radio is intimate and engaging. You can interact with callers, read text messages, listen to voicenotes and respond to social media feedback in real time. You can play stories that have been
prepared and recorded in advance. You can have live debates and quizzes. With so many options, remember that radio works best when you have a clear plan that accounts for every minute you are on air. This is where your Radio Production Guide will be your best map.

To understand how you can create pre-recorded content and stories, or how to run a youth radio project, we have manuals on our Children’s Radio Foundation website that you can download for free. Go to the Learning Room tab on our home page. Find the “Read” tab and scroll down to “Handbooks”. You’ll find quite a few there.

If you are a young person who wants to produce your own radio content, check out: “How to Make Your Own Radio Shows: Youth Radio Toolkit”

If you are a radio station member or an adult who wants to train others in making radio and running a youth radio project, please see our manual called “How to Start a Youth Radio Project in Your Community: Facilitators Handbook”

Radio is not just “the wireless” anymore. Internet connectivity and mobile phones have made radio even more powerful than it was before. Radio can reach more people in more places and allow them to be part of the conversation in new ways thanks to technology. Call-ins, messaging, social media participation - it’s all possible, making radio interactive and dynamic.
WHY HAVE OUTREACHES?

A community outreach can be understood as a public event. It is about connecting and building relationships with the public in person, through sharing needed information, social messages and ideas. Both for the hosts and the participants, outreach is about getting involved and building community – it is a two-way street that encourages everyone to participate. Outreach can be a tool to:

• Educate and inform a specific group of people
• Increase knowledge and skills
• Model desired behaviour
• Bring people and organisations together to create beneficial connections
• Create a safer space to talk about difficult issues
• Generate community support for a specific cause or issue
• Make an organisation or service more visible in the community
• Receive information on a service or issue from your community

From the above examples, outreaches can serve a public need, sharing information about an issue that is relevant to community members. Outreach is a way of bringing your community into the conversations around social change and inviting them to be part of that change. So much community goodwill can be generated through an outreach event, just through the act of people coming together around a common focus. A spirit of friendly and compassionate collaboration, rather than force, goes a long way to promote new ideas and influence people. Outreach is the perfect platform to advocate for the kind of changes you want to see around you.

You can engage in advocacy through public speaking, radio and media programmes, outreach, community mobilisation and campaigns. Advocacy is used to shine a light on issues of public interest or concern. It can be done at different levels of community and also to influence decision-makers like local councillors, government, a board of directors, health care providers, and people who invest in and fund projects.
“An advocate publicly supports or suggests an idea, development, or way of doing something.” - Cambridge

Other words (synonyms) for advocate: champion, backer, promoter, protector, someone who stands on behalf of, who lobbies for, who stands up for, who argues.

WHAT MAKES AN OUTREACH WORK?

Outreach is almost like advertising in real time. With outreach, you’re not selling a product, you’re sharing an idea with a group of people who are right in front of you. Usually that idea lives with an organisation or a group of people who have a mission and want to get others involved in it too. Similar to an advert, during an outreach you repeat the most catchy and important information you want participants to remember. Adverts are good at knowing who they are talking to and at reflecting their audiences in their message. Outreaches must do the same.

To host a successful outreach, you must involve your audience in the action, debate and discussion to make sure people are relating to the ideas and to each other. Outreach is not just an event, it is a dynamic, focused, message-based strategy of getting people to consider relevant information, a range of ideas, different ways of thinking about things and new ways of doing them too!
There are a few stages to move through when developing an outreach, from the visioning stage to the planning and execution. Below we suggest a few stages to help you understand the generic flow of an outreach.

**VISION STAGE:**

In building your outreach, you need to understand who you are talking to - this is discussed under the ‘know your audience’ section. Understanding what you want to say is also part of envisioning your outreach, which is discussed in the ‘audience brainstorm’ section. The topic of ‘intergenerational dialogues’ is also addressed. In order to have an impact you need a clear message, so we look at ‘elements of a focus statement’, ‘important questions in creating your focus statement’ and give ‘examples of focus statements’. What we’re doing with messaging, information sharing and raising awareness in our outreaches is really advocacy work, so we discuss ‘creating an advocacy message’.

**PLANNING STAGE:**

Developing an outreach is often done with a team of people. You will need to understand how to go about allocating roles in a team. There are a few things you’ll need to prepare in order to host an outreach, including the ‘invisible’ things like creating content, and then material things like getting a venue, getting equipment, cash and inviting people. For this, we share an example of a plan.

**EXECUTION STAGE:**

This is when your vision and planning come together on the day, in a considered and fully-formed outreach event. For this, you will need to build your public speaking skills. Being a good event host also involves skills such as partnering with your audience and listening to your audience. You will also have to understand pace, timing and flow. Being a good host is about being able to prepare and improvise. An important factor is understanding and being able to use different outreach formats. We provide you with specific tools for preparing and managing an outreach. We also discuss how to create a script. Last but not least, we discuss how to record your impact.

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**KNOW YOUR AUDIENCE**

Our communities are diverse, with many different ages, interests and occupations. If we tried to talk to everyone, we would reach no one. Crafting messages and information for a particular group of people is ideal. The best situation is having as many people who are directly and indirectly affected by the issue, in the same room. You also want to spark the interest of people who don’t know anything about the topic. The information you share could be new and a challenge to their thinking. Remember that a diverse audience will also give you many more perspectives.

Try not to narrow your participants too much. Think about the following kinds of groups in your community and the people affected by the issue you are planning on covering:

- Children, youth, adults, the elderly
- Migrants
- Lesbian, gay, bisexual, transgender, gender non-conforming, intersex
- People affected by gun violence - men, boys, women, girls

Narrowing your audience can also be done by focusing on a particular space - like a school, clinic, existing community group or a Gun Free Zone. For example, you might decide on a school. In that school there are different audiences like teachers, students and maintenance staff. You might decide to further narrow it down to only students and even further to only Grade 7. Focusing in this way can help you craft your message with more relevant examples and language that your audience will relate to.

Be aware of power dynamics in an audience. Think about how young students might behave or communicate if their teachers were present. In some cases, students could be intimidated and not express themselves freely.

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“I know there is strength in the differences between us. I know there is comfort, where we overlap.” - Ani DiFranco
Intergenerational dialogues occur when younger and older people are in the room together, and are able to share experiences and ideas that come directly from their age group or “generation”. This can be a rich and beneficial element in bridging and resolving the many misconceptions the generations have about each other. Older people have a wealth of perspective and experience that should not be discounted, even if youth think their ideas are “old fashioned”.

Here are some good questions to ask to help understand the audience or specific groups of people who need to hear your outreach message.

- **HOW DO PEOPLE FEEL** about this issue?
- Are there **RESOURCES** in people and organisations who are already working on this issue?
- Are there **DECISION MAKERS** in your community who can influence this issue?
- **WHO IS AFFECDTED** by this issue?
- How does the issue **LINK OR DIVIDE** different groups in your community?

Identifying your audience, or deciding who you want to speak to, is crucial to setting your outreach planning in motion. This choice will help you plan around your audience. Even the distance to the outreach venue and the time of day the event is scheduled to begin is going to play a big role in who will be there.

The age of your group will determine whether it is a high-energy event or not. If you have younger participants, add lots of energisers in your outreach. Your target audience will also determine what kind of entertainment you will have.

You want your audience to be informed, inspired, challenged and changed. Your job is to make sure that what you want to say and share with them is clear and can achieve this.

One of the best ways to bring clarity is to create a ‘focus statement’ for your outreach. Your focus statement is the message you want your audience to remember. Think of your focus statement as your target. If you want to hit your target you first need to see it.

A focus statement should address the following questions:

- What is your message?
- Why is it important?
- Why is it important for your target audience?
- If you want your audience to remember one thing what would that one thing be?

Here are some examples of focus statements about different topics around community safety and gun violence. Notice how most of the following statements reference a topic or issue, an action and group of people. Make sure you have as many of these elements as you can in your focus statement.

- Strengthen gun laws so that it is harder for ordinary people to obtain a gun
- Illegal guns used to be legal guns - laws must make it harder to obtain a firearm
- Guns are not a symbol of power and safety, they they kill - we demand stricter gun laws
- Toxic masculinity is part of our gun violence problem
- Gender equality is one way to address toxic masculinity and violence against women
- Redefining manhood in our community could affect the levels of violence and gun violence
- Gun Free Zones reduce the risk of gun injury and death. When there are no guns in a space it is safer for everyone
- The police can legally remove a gun from a home where there is domestic or family violence
Advocacy is a communicative act. Advocacy is also a persuasive act. ‘I support this’ is usually followed by another statement (sometimes only implied): ‘...and you should, too.’ Advocacy not only means endorsing a cause or idea, but recommending, promoting, defending or arguing for it.” - John Capecci and Timothy Cage, Living Proof: Telling Your Story to Make a Difference

Create a focus statement for every outreach you host. When that message is clear it has a better chance of landing in the hearts and minds of others and of making a change.

FOCUSBING AN ADVOCACY MESSAGE

As we discussed in previous sections, the messaging – sharing information and raising awareness in our outreaches – is really advocacy work. Advocacy is used to shine a light on issues of public interest or concern. It can be done at different levels of community and also to influence decision-makers like local councillors, government, a board of directors, health care providers and people who invest in and fund projects. Understanding who you are talking to, the audience you need to have for certain kinds of advocacy helps you determine which people to invite to your outreach.

Using some of the outreach focus statements above, we can clearly see how each statement advocates for something and identifies who needs to be in your audience, for example:

**FOCUS STATEMENT > WHAT ARE YOU ADVOCATING FOR? > WHO ARE YOU TALKING TO?**

- **Strengthen gun laws so that it is harder for ordinary people to obtain a gun**
  - Policy makers, governments

- **Decrease the risk of domestic violence resulting in murder or suicide by not keeping a gun in the home.**
  - Anyone who has access to legal or illegal guns.
  - Anyone in an abusive relationship who fears for their safety in their home.

- **Educating people that a gun in the home does not equal personal safety against an abuser.**
  - Policy makers, governments

- **Toxic masculinity is part of our gun violence problem**
  - First, all men, all boys. And then everyone else - all women, all girls, all LGBTIQ+ people

- **For men to stop the violence and drop the guns. Men who are mentally healthy, emotionally responsible, and understand that violence and owning and using a gun is not an expression of their gender power. We are advocating for non-violent men, for men to find healthy expressions for their feelings.**
  - Policy makers, governments
PLANNING

GETTING STARTED

When planning an outreach event, it is best to focus on content (what you’re talking about) and not stuff (like goodie bags, banners, food).

So you now have a good idea of what you want your outreach to be about and how you want to make an impact. Now you have to figure out all the small details of when, where, what, who and how much? It is wise to plan in advance, and figure out your priorities: what parts of your project are the most important for the success of your outreach?

ALLOCATING ROLES

If you are in an existing organisation or local community group, deciding on roles and responsibilities could be simple, as there are already people around you working on a common cause. Don’t think of these roles as a reason to hire anyone. Get the people already working with you to get involved in very specific and complementary ways.

The roles usually required in organising an outreach are outlined below. Sometimes, roles may be shared or one person takes on more than one role.

**Producer:** Is the leader and director of the outreach who holds all of the plans and communicates with everyone, checks up on their tasks and ensures that everything is on track. The producer makes sure that all activities carried out by the team are aligned with the focus statement/messaging of the outreach. They are in charge of connecting the activities with the impact.

**Events manager:** Secures the venue hire, catering, communicates with guests and entertainment providers, arranges seating, knows how or where the venue gets electricity, as some buildings may not have electrical plugs. Prior to the event, the events manager briefs entertainment providers about the focus statement and encourages them to find creative ways to align their performance with that messaging where possible. At the event they give performers refreshments and stipends and ensure that they are ready to perform at the allotted time.

**Technical engineer:** Is responsible for preparing and managing all equipment like audio recorders, camera for video/photos, microphones, etc. They prepare and set up the venue space for any audio or visuals being shared during the event. Sound amplification will always be an important element of your outreach, especially if you are outside or in a big space with a big crowd. You may also choose to play sound that has already been recorded, like an interview you’ve done with someone before the event, or a jingle you’ve created. Some examples of the technical tools an engineer would work with include: speakers, mics, batteries, audio recorder, sound equipment, audio recordings. You want your audience to be informed, inspired, challenged and changed. Your job is to make sure that what you want to say and share with them is clear and can achieve this.

**Logistics coordinator:** Manages the money for transport as well as catering. They are responsible for ensuring that refreshments are bought and prepared if needed, prior to the event.

**Hosts:** Research and draw up the outreach outline/rundown with the producer. Prior to the event they write the script and practice it together. They also have a print out of their script to use during the show. Hosts can partner with community-based organisations and NGOs if the topic is tricky or needs very specific information.

**EXAMPLE OF A PLAN**

Planning is important to ensure your outreach runs smoothly and that you have thought of all of the details. Planning is best done in a table. That way the eye can see multiple things at the same time. You can use the table below as a template. You will need to draw up your own plan for the kind of outreach you are planning.
### Powerful Young Leaders

Outreach: Toxic Masculinity is Part of Our Gun Violence Problem.

<table>
<thead>
<tr>
<th>Area</th>
<th>Action</th>
<th>Materials</th>
<th>Approx Cost</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Make posters, make flyers, write live radio ads</td>
<td>Cardboard, pens, glue, printing, invites</td>
<td>R100</td>
<td>Andile &amp; Melissa</td>
<td>1-7 April</td>
</tr>
<tr>
<td>Communication</td>
<td>Find an NGO or community group who works on the issue and establish a relationship and how to support each other.</td>
<td>Calls, visits, airtime R30, transport R50</td>
<td>Andile &amp; Melissa</td>
<td>25 March - 1 April</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>Plan and organise which formats to use from your radio show and any other sound files. Plan and organise equipment to use to play the sound. Record sound at outreach event.</td>
<td>Laptop, USB stick, speakers, audio recorder, USB borrowed, batteries R30</td>
<td>Thembu &amp; Frahana</td>
<td>1-7 April</td>
<td></td>
</tr>
<tr>
<td>Logistics</td>
<td>Shop for communication supplies like stationery, disburse transport monies, book and pay for a deposit for the venue, stipend for performers, catering.</td>
<td>Transport R235, venue R250, catering R230, stipend per performer R150 (x2 performers)</td>
<td>Oko &amp; Pam</td>
<td>1-7 April</td>
<td></td>
</tr>
<tr>
<td>Hosts</td>
<td>Research topic, connect and coordinate with community partners.</td>
<td>Internet data</td>
<td>Blessing &amp; Sandra</td>
<td>25 March -7 April</td>
<td></td>
</tr>
</tbody>
</table>

**Budget Total**: R1265

### Table Footnotes

**About ‘when’ and ‘who’**

Please note that in the table ‘when’ indicates how long a certain activity could take to plan and organise and when the deadline is. ‘Who’ indicates the specific people assigned to that role and that each area will not be planned by everyone.

**About the budget**

The last line, called budget total, adds all the costs you will need for the outreach. The budget helps you plan according to the amount of money you have, need to save for, or need to ask for. It is important to cut out any frills and just have the bare necessities. Try to get some of your needs donated where possible. It never hurts to ask nicely. Try local businesses for sponsorship or products. Municipalities and churches may have venues that you could get at a discount, or even for free. This can also be negotiated by the radio station or by asking them for venues in their existing network. Doing outreaches at CBOs and NGOs that you partner with can also cut out this cost completely.

Remember only fools are fooled by “stuff”. “Stuff” does not necessarily add value for a community impact activity. For example, you might have the best sound system in the world but if you do not plan or know how to use it, it is pretty useless.
BUILDING ONE’S PUBLIC SPEAKING SKILLS

Now that you have an idea of what you need, you need to have an idea of how you will present the content of your outreach. Remember that outreach is a live event: so much of how you interact will be focused on public speaking. Public speaking is like a performance. It helps to be prepared and to understand that the outreach is not really about you, the presenter/s, but rather about the audience and what they take away with them long after the show is over. As a presenter, your sense of sight and sound needs to be fully tuned in to the audience. In other words, take note of how your audience is doing. Are they paying attention? If not, what can you do to change the mood? This is the time to think on your feet! How can you get them to focus? Can you tell an appropriate joke? What about an appropriate energizer (i.e. an activity that encourages people to get excited, wake up their minds/ bodies, and actively participate)?

TIPS FOR PUBLIC SPEAKING

- Show up to GIVE, not to take
- Make EYE CONTACT with audience members
- Speak SLOWLY, CLEARLY and in SIMPLE language
- Turn nervousness into EXCITEMENT
- Create a PLAN B! If things don’t go according to plan, what can you do?
- Know who you’re talking to. RESEARCH your audience. Actively RESPECT your audience.
- Say “THANK YOU” when you start and when you’re done. Remember the audience has set some time aside to attend the event.

PARTNERING WITH YOUR AUDIENCE

Keep in mind that your outreach activity is interactive and dynamic. That means your audience are your partners in making the outreach activity a success.

For a successful partnership with your audience remind yourself that:

- Your audience may not be interested in the topic, so make sure that you use language that is easy to understand and easy for your audience to relate to.
- Tell your audience why they should listen. Throughout the outreach activity, make the impact statement relevant to you and your community.

CONSENT AND PERMISSION

Consent and permission is a very important part of this partnership with your audience. It is a way to respect their identity, their opinions and what they share with you. Before you start to document any part of the outreach with photographs, video, sound recordings or live broadcast you MUST ASK THEIR PERMISSION.

In addition to asking them whether you can record them in these ways, you must also explain how those recordings will be used. When you give people the information about how and where the recordings will be used, they are able to make an informed decision. Tell them whether their pictures will appear on social media, their sound on the radio or their video in a film. They may or may not want that.

Here are some simple rules about consent:

- Ask for permission politely
- Explain how the media will be shared
- Explain how, when sharing a story, not to mention the names of others
- Consent and permission can be given, but people are free to change their minds

LISTENING TO YOUR AUDIENCE

Listening to your audience is especially important when conducting an advocacy outreach. You will want to get a sense of what people in the room think when you start, and then what they think at the end of the outreach. The changes in the audience’s thoughts may reveal what impact the outreach has had on them (impact will be discussed later in this chapter).

For example, let us imagine your focus statement was: “Prevent the easy access of weapons at school.” Imagine that you are advocating for prevention of weapons being accessed and used on school grounds to protect school children and staff at a specific school. Now you have decided to address the student and governing body of your school, the local police station and community leaders in an outreach. Chances are there will be some people in your audience that agree and others that disagree with your message.
It is interesting to know where people stand on an issue when you first begin your outreach. It is also interesting to know at the end of the outreach if your intervention have an impact on your audience - did some people’s opinions change from participating in your outreach? This section looks at how to look for impact. Please note, many suggestions are made but this does not mean you must use them all at the same time. Write down the results of your audience’s responses. It can tell you a lot about how successful the messaging was, and also what audience opinions are on certain issues.

**TOOLS TO FIND OUT WHAT YOUR AUDIENCE IS THINKING AND GET THEM TO VOICE IT**

**SHOW OF HANDS:** At the beginning of your outreach you might want to ask a few simple questions to get a sense of how motivated or aware your audience is about your topic. For example: “We are all here today to talk about gun violence in our community and how we can prevent it. Hands up if you have seen or heard a gun go off in your home or community over the last six months?”

**A SCALE:** “Okay, here is a statement: Gun violence and access to guns is a problem in this school. From a scale from 1 to 5 - where 1 is a small problem and 5 is a very serious problem, what is the level of this problem in this school? Those that think it is a level 1, put your hands up. Thank you, hands down. Those that think it is a level 2, put your hands up. Thank you, hands down. Those that think is is a level 3, put your hands up...” And so on.

**AUDIENCE SHARING:** “Many of you said that this is a level 5, a very serious problem. Can some that put up your hands, please share why you think that gun violence and guns in schools is a problem?” Encourage people to share their thoughts in short statements, so as to hear many voices. It is important to hear from a range of opinions, if you only hear from the people who already agree with you, your message won’t be able to grow and change. “Some of you put hands up for level 2, would you like to share?”

**PACE, TIMING AND FLOW**

In public speaking, pace and timing are crucial elements to keep the audience from leaving the room and doing something else with their time. Pace is the speed at which something happens. Timing is the choice of when something should happen. Hosts must be able to “read” their audience in order to know the timing of when and how to pick up the pace.

The right pace and timing create what we call “flow”. Flow refers to movement or a continuous and steady motion. Take a look at these graphs below depicting flow.
To keep listening to a story it has to have a beginning, middle and end. Things also need to happen. The action - things happening - keeps our attention. The same applies to an outreach activity. Make sure the flow of the outreach activity has moments of action like an energizer, live entertainment or a purposeful listening exercise for the audience. It is these moments that represent the peaks that you see in the graphs above and help create enough variation to keep the attention of the audience.

The venue also plays a role in creating flow. You might have to do more energizers in a larger venue or more live performances than you would do in a smaller intimate setting like a classroom.
OUTREACH FORMATS

Outreach formats are the tools of your outreach activity. In other words, formats are basically the ways that you can make your impact statement stay in the minds and hearts of your audience who attend your outreach activity. Think of formats as the vehicle bringing the information about your impact statement across to your audience.

DIFFERENT TYPES OF OUTREACH FORMATS

QUIZ

A quiz is a competition to test knowledge and win a prize.

How it works: You can run a quiz in different ways. You could ask one question at a time that relates to the impact statement to the general audience and reward a prize to each person with the correct answer. Prizes do not have to be big - a chocolate, a sticker, condoms. Another way of conducting a quiz is to invite two volunteers from the audience to come to the front. The hosts then ask them a set of questions that have been prepared. The participant who gives the most correct answers wins the prize.

Make sure the information you have for the quiz is researched ahead of time and up to date!

DEBATE

A debate is a discussion between two people who have differing opinions on an issue. It is what we call a structured argument and is different from arguing with friends or family.

How it works: Invite two volunteers from the audience to debate a particular statement you have prepared ahead of time and as it relates to your impact statement. You can choose only one such statement to be debated, which the participants must choose to either agree with, by saying “True,” or disagree with, by saying “False,” and then put forward their respective opinions.

Before the debate begins, help them understand the rules for the debate. The rules are that they must argue their view by providing examples and explain the reasons why they agree or disagree with the statement. Remind the debaters that they each have a time limit to argue their position and to avoid shouting or swearing. A minute is sufficient time for each participant to put their view across. At the end of the debate, presenters of the outreach activity must summarise what the debaters have said by reflecting their views and relating it to the impact statement.

ROLEPLAY

Roleplay is a performance that is make-believe. It is about creating scenarios where people act out different roles to make a point about the impact statement. Roleplay is about stepping into another character’s shoes and pretending that you are them. Make sure the roleplay is prepared before the outreach activity and that you know what the message of the role play is. You should decide ahead of time how many participants are needed for the role play and the scenario that they will act out. Be clear in your brief to the participants.

An example of a role play brief: Thando is tired of being bullied. One morning before school he sneaks into his parents room and removes the loaded gun from his father’s unlocked safe. He takes it with him to school with the intention of threatening the boy in class who teases him everyday, just to scare him.

How it works: There are different ways that you can act out a roleplay. Your outreach team could present the roleplay. This means that you would have prepared and practised the roleplay ahead of the outreach activity. Or you could have volunteers from the audience act out a scenario and have them make it up as they go along.

The outcome may not always be predictable - but this is part of the fun. Make sure that either way, you are able to communicate your focus statement through the roleplay or in a discussion afterwards. Whichever presentation of a roleplay you choose, make sure there is a time limit. A short roleplay is effective, so sticking to a time limit of under five minutes is recommended.

GUEST SPEAKER

This is someone you have invited to speak at the event. They can share some expert knowledge about the impact statement or tell a personal story related to the impact statement.

How it works: A guest speaker is a person that you will have to invite to the outreach activity ahead of time and confirm their attendance. Make sure that you explain to the person how long they will speak for and what the impact statement is about. Make sure that you have the speaker’s consent if the outreach activity is going to be recorded or filmed.

Remember to carefully choose a guest speaker based on their relevance to the impact statement and the value that they can add to the outreach activity. A guest speaker can be an expert or it can be someone from the community.
PANEL DISCUSSION

A panel discussion involves a group of people gathered to discuss a topic in front of an audience who then have the opportunity to ask the panel questions. A panel does not have to consist of experts.

How it works: You can invite volunteers from the audience to be panellists. Presenters of the outreach activity must introduce the topic of discussion to the panellists. Panellists should be encouraged to share their views or experiences as it relates to the impact statement. The presenter’s job is to moderate the discussion by reflecting on what was said, and perhaps to challenge the ideas expressed by the panellists and relate it to the impact statement. The panellists’ discussion should last around 10 minutes.

AGREE/DISAGREE

This is a game for the entire audience, big or small. This game is similar to debating but allows for more than just two people to take part.

How it works: Ask audience members for volunteers to participate in the game. Show the opposite sides of the room that people who “agree” and “disagree” must move to. Read out a statement that you as the presenter of the outreach activity have prepared. The statement must relate to the impact statement. Ask the participants to either agree or disagree with it and move to that side of the room.

Explain that a few people in each group must be prepared to clearly state why they agree or disagree with the statement. Give participants a time limit of 30 seconds - 1 minute each to provide their reason.

IMPACT JINGLE

A jingle is a short song or tune that is used usually in advertising. The jingle is catchy, in other words, it is easy to sing along to and remember. A jingle contains a meaning that explicitly promotes something like a product or a service, usually through the use of one or more slogans. An impact jingle is the same thing, except that the slogan is related to, or is centered around your impact statement (source Wikipedia about Jingle). It is best if your jingle is created and recorded before the time, so all you need to do is play it over the sound system during your outreach.

How it works: A jingle does not have to be difficult to produce or expensive. Think of familiar jingles you have heard on the radio, what they sound like and what you remember about them. Now think about what is the main thing about your impact statement that you want your audience to remember long after the outreach activity is over. A trick to get you thinking this way is to try and imagine you only had 30 seconds to describe that main message. If you can describe that message in 30 seconds then you have the hook for your jingle! If you don’t have access to a studio to create a jingle, use your voices to create a song that serves as your jingle and record it on your phone. You can also script a short dialogue between two people that includes the message of your impact statement. Your jingle should last between 10 and 30 seconds.

Here are links to two simple jingles as an example of what you can make with your group:

https://soundcloud.com/childrensradiofoundation/sets/youth-radio-awards-best-jingle
https://soundcloud.com/childrensradiofoundation/sets/jingles-2017

INTERVIEW

An interview involves an interviewer and the interviewee. The interviewer asks questions to obtain information, qualities, attitudes, and opinions from the interviewee.

How it works: The interviewee can be an expert who was specially invited or a member of the audience. The presenter/s of the outreach activity will have to prepare the interview questions well ahead of the outreach activity as it relates to the impact statement. While it is important to prepare questions, an even more important skill in a successful interview is the interviewer’s ability to listen attentively. This allows for interviewers to ask follow-up questions. Follow-up questions are questions that follow your original question but asks for more detail or clarification. Follow-up questions usually start with; “How” “Why” or “Where”.

For best results in an interview, it is important to ask open-ended questions. Open-ended questions typically start with phrases such as “Tell me more about...” or “Can you describe...” Avoid yes/no questions. In other words, in asking a question like “What is your favorite colour?” the answer can just be “Blue.” Single word answers will also result from a question like, “Do you like to watch movies?” “Yes.”
The formats described here will help you get the message of your impact statement across to your audience. These formats are generally concerned with content. Content is the information part of your outreach activity.

Music, live performance and energizers/icebreakers are concerned with entertainment. These elements help keep the energy levels of your audience up.

It is important to have the right mix of information and entertainment in your outreach activity. The next section, the outreach outline, will help you create the right balance to keep your audience in the room!

You’re almost ready to host your outreach event!

TOOLS FOR PREPARING AND MANAGING AN OUTREACH

Creating an order of what is going to happen when and for how long will give you a real sense of the end product. An outreach outline is a tool used in broadcasting, sometimes called a “running order” to make sure everything runs smoothly. It’s a plan of your event for the ordering of items like formats, energizers and entertainment to help you keep time. Your goal is to entertain, inform and help your audience leave with a deeper understanding of the topic and what they can do about it. You can achieve this if your outreach is planned and prepared!

THE RUNNING ORDER

This is an outreach outline.

Outreach outlines help you to know what you are doing and when. Think of it as a map that helps to keep your outreach team and audience on track and going in the same direction. You want your audience to trust you. They can trust you if they can tell that you know what you are doing.

The producer and hosts draw up the outreach outline once your logistics and planning have been completed, the various team roles are assigned, and any pre-recorded content has been already created. Presenters of the outreach activity will use the outreach outline as a framework to write their script.
You will notice how there are often “INTRO” and “OUTRO” instructions in the script and in the outreach outline. Think of them as a help for your audience that are like steps into and out of a focused piece of information.

“INTRO” is an introduction to what is next, to get the audience ready for what they are about to hear.

“OUTRO” is a summary of what just happened, or what was said. It is a way to round off a part of the outreach, before moving on to the next thing.

**SAMPLE SCRIPT**

Use your produced radio features, your research and the suggested script and questions to write your own script.

**INTRO:**

Host 1 script: Hello, and welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION/GROUP].

[HOST GIVES A ONE MINUTE PRESENTATION OF WHAT THE ORGANISATION OR GROUP PRESENTING IS ABOUT]

Host 1 script: Today we'll be taking a journey of listening, talking and sharing. But I won't be flying this plane alone! Next to me is my co-pilot, would you like to introduce yourself?

Host 2 script: Roger that! Hello everyone, it's so exciting to see you all here! How is everyone feeling today?! [ENCOURAGES CROWD TO RESPOND WITH A SHOUT OR APPLAUSE]. That's great, that makes me feel good! My name is [NAME OF HOST 2] and I am from [NAME OF ORGANISATION] and today we are here to discuss all things around gun violence in our communities, in our homes, and what the law says about gun ownership in South Africa. It's going to be an intense show - are you all ready?!

[PLAY IMPACT JINGLE]

Host 1 script: They sound ready! Today's topic is all about gun violence, community safety and the importance of knowing how and where guns are used in your community. You'll also get to know what a Gun Free Zone is. As young people who are affected by gun violence, it's important for us to understand the facts, the law and to know where and who we can seek advice or help from if needed.

Host 2 script: That's right. It's also important to understand that different factors influence how we talk about gun violence and community safety. Things like gender, race, fear, stigma and violence can influence the way that young people experience various gun violence issues. Today we'll be focusing on guns in schools and we want to hear from you!

Host 2 script: That's right. It's also important to understand that different factors influence how we talk about gun violence and community safety. Things like gender, race, fear, stigma and violence can influence the way that young people experience various gun violence issues. Today we'll be focusing on guns in schools and we want to hear from you!

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**HOST CONDUCTS 2 MINUTE ICEBREAKER**
SUITABLE FOR AUDIENCE SIZE]

Host 1 script: Now that we have your attention, I’d like to ask you, the audience, what do ‘Gun Free Zones’ mean to you? And should schools be Gun Free Zones?

[HOSTS LET AUDIENCE RESPOND IN SHORT ONE SENTENCE ANSWERS]

Host 2 script: Wow! So much diversity in one room! Everyone don’t forget that there is strength in diversity and we welcome all your perspectives. Let’s all keep an open mind and heart and do our best to listen and learn from each other today. Now let’s test your knowledge with Quiz Time! This is how it works.

[HOST 2 EXPLAINS THE QUIZ RULES, AND PLAYS KNOWLEDGE QUIZ]

[PLAY IMPACT JINGLE]

Host 1 script: I think that we have such an informed group of people in this room. That was incredible! Thank you all for participating. For me, the most interesting thing to come out of that exercise was...

[HOST 1 REFLECTS ON QUIZ]

Host 2 script: That was something different, thank you [NAME OF ARTIST]. How is everyone feeling? [ENCOURAGES AUDIENCE TO APPLAUD OR SHOW THEIR ENTHUSIASM VERBALLY]. Are you all having a good time? Well there is more to look forward to! Next up we’d like to invite four brave souls to the front to take part in a debate.

Host 1 script: Hands up if you’d like to volunteer to be part of the debate!

[HOSTS EXPLAIN THE RULES OF THE DEBATE AND CALLS UP SIX VOLUNTEERS]

[LIVE DEBATE]

[HOSTS REFLECT ON THE DEBATE TOPIC AND OUTCOME]

OUTRO:

[PLAY IMPACT JINGLE]

[HOSTS GIVE FINAL COMMENTS ON TOPIC AND GIVE THANKS TO THE AUDIENCE AND A REMINDER OF HOW TO STAY IN TOUCH ONLINE, ETC.]

RECORD YOUR IMPACT

So how do you know if your outreach, your message, has had an impact on your audience, or not? Here are three simple ways to get started and record your impact in every outreach you do. The three things you should do to record your impact is count the numbers, take pictures, and talk to people after the outreach to find out what they thought of it.

Numbers:
In order to know how many people your message has reached it is important to count the numbers. How many people attended your outreach? You can provide an attendance register with space for people to leave their contact details, if you believe you might want to contact some of them again after.

Pictures:
Take pictures of your event. These can be used after for your social media efforts or to share with others. In some rare cases, when the outreach is tackling a sensitive topic some people might not want to be identified. If this is the case either don’t take photos or try different angles such as taking an image of someone’s back. Always be sensitive of how you use your images.

Interviews:
One way of getting to know the impact of your outreach is to interview a few people afterwards. Ask them a question around your core message to see if they understood what you were aiming to bring across. Ask them for feedback about your outreach more generally. What did they like? What could be improved? What is the thing they will remember most? Did they get any new information? Will they do anything differently from now on?

Conclusion
So, we have come to the end of all of the explanations of how to use and create radio shows and community outreach to make a difference in your community. This chapter is really setting the foundations for what you will create. It gives you processes, tips and tools to craft an impactful radio show or community outreach that has the potential to change somebody’s life. We trust these processes and tools will help you reflect on the kind of information and messages you want to share, and also get you thinking about how you want your community to participate.
Remember that these are guides. The structure we have suggested is a way to create a focussed message with impact, but it is not cast in stone. Once you feel confident about creating your radio show or outreach, feel free to experiment and mix things up in ways that suit you the best.

And to end this chapter - do not underestimate what a good media product can do in the world!
EFFECTS OF GUN VIOLENCE ON CHILDREN AND YOUTH

Encountering gun violence can traumatize children and youth not just physically, but emotionally as well. It’s important to understand the visible and not-so-visible risks of gun violence. Children and youth exposed to gun violence commonly experience:

- Difficulty concentrating in the classroom, which can lead to lower marks and lower educational and career aspirations.
- Emotional detachment from friends and family.
- Difficulty seeking support.
- Difficulty expressing emotions.
- Anxiety and stress about their surroundings.
- Decreased interest in activities they used to enjoy.
- Future of Children.

GUN LAWS IN SOUTH AFRICA

Currently, the Firearms Control Act says:

- Gun ownership is NOT a right, but a privilege governed by law.
- A person must meet certain requirements and complete a license and registration process to be considered ‘fit and proper’ to legally own a firearm.
- A person must be over the age of 21, not dependent on drugs or alcohol and not convicted of any crimes to apply for a competency certificate.
- Only with a competency certificate can a person apply for a firearm licence.
- Guns must be registered to the licensed owner.
- Renewals of registered guns are required to ensure that existing gun owners are responsible for their guns and to make sure the firearm has not been stolen, lost or illegally traded.
- The Minister of Police has the power to declare a space a Firearm Free Zone (FFZ), in which no person is allowed to carry or store a firearm.

Provisions in the Domestic Violence Act (DVA) and the Firearms Control Act (FCA) say:

The South African Police Service (SAPS) and the courts have the power to remove dangerous weapons from homes and from the hands of abusive gun owners.

Any person who lives in fear of a gun or other dangerous weapons in their home can ask the magistrate’s court or the police to remove the gun or weapon immediately, even if they do not have a protection order against the owner of the gun (more information here).

SOURCE Gun Free South Africa
LICENSE THE PERSON, REGISTER THE GUN

The Firearms Control Act created the license and registration system to link gun owners to their guns. The information linking owners to their firearms is important because it:

- Holds gun owners responsible for their firearms.
- Decreases the criminal use of guns.
- Decreases the illegal trade in guns.
- Enhances police work.
- Lessens danger to police.

WHAT ARE GUN FREE ZONES?

A Gun Free Zone is a space in which no guns are welcome or allowed. It limits who can carry a gun where. A Gun Free Zone:

- Creates spaces where people feel safe from violence.
- Helps to shift people’s attitudes.
- Challenges the idea that guns offer security.
- Helps to reduce demand for guns.
- Want to learn how to declare a space in your community a Gun Free Zone? Learn more here!

SOURCE SaferSpaces

“There has been significant growth of corruption since 2010, resulting in people who are not ‘fit and proper’ being given gun licences and guns.”

- Gun Free South Africa

DEFINITIONS

Domestic violence: violent, aggressive, intimidating, threatening behavior within the home, typically involving a partner taking power and control away from the other partner.

Firearm: a rifle, shotgun, pistol or revolver.

Femicide: the killing of women and girls, often by partners or ex-partners involving abuse in the home.

Legal gun: a gun that is registered in the name of the gun owner and possessed by that gun owner.

Illegal gun: any gun that is NOT registered or in the possession of its licensed gun owner. Remember: a legal gun can become an illegal gun if it is stolen, traded or sold and no longer in possession of the licensed gun owner.

DID YOU KNOW?

Firearms are used in 14% of suicides in South Africa. Legally registered guns are frequently stolen, lost or illegally traded and used for crime.

A gun in the home increases the risk for women being shot and killed.

Guns are the primary cause of non-natural death in young people 15 years and older.

The majority of people who own guns are men.

Women are most likely to be killed by an intimate partner.

1999: 4 women per day
2009: 3 women per day

(2009 data)
DID YOU KNOW?

MEN AND WOMEN

MEN SHOT AND KILLED:
5,711 89%

WOMEN SHOT AND KILLED:
717 11%

RESOURCES

› I Wanna Grow Up - Don’t Shoot Music VideoHelps to shift people’s attitudes
› Put the Guns Down Music Video

MYTHBUSTERS

MYTH

Women and children are more likely to be shot and killed by guns than men.

Keeping a gun in the home for self-defense protects me, my family and possessions.

Women are at risk of being shot by strangers or home invaders.

We need to control crime, not guns.

FACT

The majority of victims shot and killed are men.

The presence of guns puts everyone at risk of injury and death. The presence of guns actually increases the risk of individuals and families being targeted for theft, assault and murder, as well as suicide, femicide (when women are murdered by their intimate partners) and accidental injury or death.

Women are more likely to be shot and killed in the home by an intimate partner including husbands, boyfriends and romantic partners, than by a stranger.

Guns are a primary tool of violent crime in South Africa. Strong gun laws reduce gun violence.

WAYS TO TALK ABOUT GUN VIOLENCE IN SOUTH AFRICA

• Youth experiences of gun violence in their community
• Risks and consequences of guns in the home
• Effects of guns in schools
• Guns and intimate partner violence
• Men, boys, masculine stereotypes and gun violence
• Reducing gun violence through strong gun laws

PREPARING FOR THE SHOW

Choose an angle

Youth experiences of gun violence in the community

• Why do people have guns in your community?
• How do guns affect relationships between community members?
• Who gets shot? How old are they?
• Who is doing the shooting? How old are they?
• Where do shootings happen in your community?
• What types of guns are being used?
• Are there any campaigns or programmes in your community to help reduce gun violence?

Different ways to talk about: Youth experiences of gun violence in their community

• Risks and consequences of guns in the home
• Effects of guns in schools
• Guns and intimate partner violence
• Men, boys, masculine stereotypes and gun violence
• Reducing gun violence through strong gun laws

VOX POP

Aim
To get many opinions on one topic.

Who do you talk to
Youth who have encountered a gun.

Question
What is it like to grow up in a community with guns?

AUDIO COMMENTARY

Aim
To get people’s opinion about a topic that they care deeply about.

Who do you talk to
Talk to a young person under the age of 18 who has encountered guns at home or at school.
FORMATS

AUDIO PROFILE

Aim
To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.

Who do you talk to?
Talk to a young person under the age of 18 who has encountered guns at home or at school.

Questions
• Who brings the gun(s) into the home or school?
• What is it like to know that someone has a gun in your home or at school?
• How do guns affect the relationships between people who have guns and people who do not have guns?
• How is the gun stored?
• Is the gun visible or out of sight?
• Describe what it might feel like to live in a home and go to a school where no one had a gun.

PUBLIC SERVICE ANNOUNCEMENT (PSA)

Aim
To create a public awareness message

Voice 1: Hey Lucy, I’ve noticed you seem pretty tense lately and you aren’t coming out with us for our girls’ nights out anymore... Is everything ok?

Voice 2: Eish, my boyfriend gets in a scary mood when I stay out. I still haven’t gotten used to him having a gun in the house. I’m afraid of coming home to that and one of his moods.

Character: More than half of women shot and killed, were murdered by a partner, not a stranger. The threat of a gun is a threat on your life. If any person fears that a gun will be used against them or their loved ones they can ask the court or the police to remove it immediately.

Slogan
Raise your voice. Public participation is your right!

REMEMBER

Find different ways to talk about the topic and structure your show outline.

SUGGESTED QUESTIONS FOR INTERVIEWS WITH OTHER YOUNG PEOPLE (Please note these could also be pre-recorded).

• Why do you think people want guns?
• What are the risks of having a gun?
• What do you think the responsibilities of gun owners should be?
• Does gun violence affect youth in your community?
• How does gun violence affect youth in your community?
• If you imagine a world without guns, what would it look like?

HOW TO PRESENT YOUR SHOW

Use your produced radio formats, your research and the suggested script and questions to write your own script.

Host 1: Let’s hear more about how young people experience gun violence in their community.

Host 2: We’ll be focusing on young people talking about their encounters with guns in their neighborhoods, schools and homes.

Host 1: Today, we’ve learnt so much about the experiences of young people encountering gun violence in their communities.

Host 2: Yes, it’s so important to understand how gun violence affects the younger generation and shapes the way we experience and grow in our communities. It’s exciting to imagine what South Africa would look like without the risks and fear of gun violence.

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!
**ETHICS AND CONSENT**

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

When you create your outreach outline, be aware of the flow and the energy that certain activities generate. You don’t want to start with a bang and end on a whisper.
**DEFINITIONS**

**WHAT IS GENDER?**
Gender refers to the socially created roles, personality traits, attitudes, behaviours and values that are acceptable for men and women. Gender is learnt, and changes over time. *(Talking Taboos: Gender Health & Justice Research Unit)*

Sex and gender are not the same thing. Sex refers to the physical or biological characteristics used to classify men, women and intersex people. Gender defines what women and men, and girls and boys are expected to be and do. Learn more here: What is gender? Gender is not fixed. It is not absolute. Gender norms are the “rules” about how each gender should behave. Gender norms contribute to gender inequality *(NSVRC)*

**WHAT IS MASCULINE AND FEMININE?**
When we discuss gender, we use the terms “masculine” and “feminine” to identify a set of characteristics, values and meanings that we attach to being male and to being female. *(The Critical Media Project)*. Words that are masculine stereotypes for men include; physical strength, power, decisiveness, action, bravery, aggression, tough, rational

Words that are feminine stereotypes for women include; passive, submissive, fearful, weak, emotional, soft, irrational

**WHAT IS VIOLENCE?**
Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. *(World Health Organisation)*

**WHAT IS A FIREARM?**
A firearm is a device manufactured or designed to propel a bullet or projectile through a barrel or cylinder by means of a burning propellant.

**WHAT IS A HAND-GUN?**
A handgun is a pistol or revolver and can be used with just one hand. It is durable and easy to hide.

*Note: A gun and a firearm is the same thing but in law a gun is referred to as a firearm*

**WHAT IS A LEGAL GUN?**
A legal gun in South Africa is a gun that is licensed to an individual gun owner. This person needs to be a South African citizen or permanent resident, be 21 years or older and not have a criminal record. The gun owner would have had to pass mental health checks, background checks that include inquiry into substance addiction. The gun owner must also pass basic training in how to handle a gun from an accredited facility and needs to know his responsibilities and duties under the law. An ordinary person is allowed to own a maximum of four guns.

**WHAT IS AN ILLEGAL FIREARM?**
An illegal gun is any gun that is produced, transferred, held or used in violation of a national or international law. Most guns start off their life as a legal guns. Legal guns become illegal when they are stolen from the legal owner, lost by the owner, and bought illegally on the black market.

**WHAT IS GUN VIOLENCE?**
Gun violence or gun related violence is violence committed with the use of a gun, which includes murder, attempted murder, using a gun in order to threaten or intimidate, suicide and attempted suicide.

**WHAT IS FEMICIDE?**
Femicide is defined as the killing of a female person by an intimate partner *(saferspaces.org)*.

**WHAT IS GENDER-BASED VIOLENCE (GBV)?**
Gender-based violence involves men and women, in which women are usually the victims. GBV is often a result of unequal power relationships between men and women. It includes, but is not limited to, physical, sexual and psychological harm. The most common form of gender-based violence is abuse of women by intimate male partners.

**DID YOU KNOW?**

<table>
<thead>
<tr>
<th>Men are more at risk of being shot and killed by male acquaintances than women.</th>
<th>Women are more at risk for being shot and killed at the hands of an intimate partner than men.</th>
</tr>
</thead>
</table>

A legal gun is used in 75% of cases in which a woman is shot and killed, and in 60% of cases this shooting occurs in her home. *(Gun Free South Africa)*

67% of women killed by guns are killed by a single shot, usually to the head or face. *(Study on Guns and Gender-based Violence)*

More men than women own guns as a global trend. *(Gun Free South Africa)*

88% of GUN-RELATED SUICIDES are men and 12% are women. *(Gun Free South Africa)*

Most acts of violence across the world, including firearm-related violence, are overwhelmingly perpetrated by men and boys and most victims of firearms-related violence are also men and boys. Globally, men account for 80 per cent of murder victims and perpetrators. (UNODC. 2011) Most firearms are owned by men - whether in the home for self-protection, as a hobby such as hunting, as part of their job such as a police officer or security guard, and in gangs. *(Gun Free South Africa)*

A woman is killed by an intimate partner every 8 hours in South Africa: 17% OF THESE DEATHS ARE FROM GUNSHOT. *(Gun Free South Africa)*

On average 16 PEOPLE are killed by guns every day in South Africa. *(Gun Free South Africa)*

GUN-RELATED DEATHS

<table>
<thead>
<tr>
<th>11%</th>
<th>89%</th>
</tr>
</thead>
<tbody>
<tr>
<td>WOMAN</td>
<td>MEN</td>
</tr>
</tbody>
</table>
DID YOU KNOW?

Gun violence is violence committed with a firearm and includes: 
MURDER, ATTEMPTED MURDER, SUICIDE, ATTEMPTED SUICIDE, THREATS USING A FIREARM, ARMED ROBBERY, DRIVE-BY SHOOTINGS.

GUNS KILL MORE PEOPLE MORE EFFECTIVELY THAN ANY OTHER WEAPON

GUN VIOLENCE IS ONE OF THE LEADING CAUSES OF DEATH IN SOUTH AFRICA

YOUNG MEN ARE MORE AT RISK OF GUN VIOLENCE. THE PRIMARY PERPETRATORS AND VICTIMS ARE YOUNG BLACK MEN

AN ESTIMATED 3.4 MILLION LEGAL GUNS ARE IN THE HANDS OF ORDINARY PEOPLE, THIS INCLUDES PRIVATE SECURITY. AN ESTIMATED 700 000 GUNS ARE IN THE HANDS OF STATE SECURITY LOSING OR BEING ROBBED OF YOUR GUN, FEEDS THE ILLEGAL MARKET AND INCREASES GUN VIOLENCE.

GUNS ARE USED TO KILL, RAPE, THREATEN AND INTIMIDATE WOMEN

Up to 20 guns are lost or stolen everyday. In 2014, CIVILIANS LOST 18 GUNS A DAY AND THE POLICE LOST 2 GUNS A DAY.

More civilians (ordinary people) in South Africa own guns than the entire police force and army

GUNS PLAY A BIG ROLE IN VIOLENCE AGAINST WOMEN IN SOUTH AFRICA

A GUN IN THE HOME INCREASES THE RISK FOR WOMEN BEING SHOT AND KILLED

Most gun violence against women is committed by their intimate partners

GUNS ARE USED TO KILL, RAPE, THREATEN AND INTIMIDATE WOMEN

Men are more at risk of being shot and killed by male acquaintances than women.

YOU ARE 4X MORE LIKELY to have your gun taken off you than to use it in self-defence.

The highest murder rates are found in young men between the ages of 15 and 29 years with a rate of 184 / 100 000 POPULATION

Women are more at risk for being shot and killed at the hands of an intimate partner than men.

The murder rate in South Africa 34 / 100 000 POPULATION

Women are more at risk for being shot and killed at the hands of an intimate partner than men.

Any woman who lives in fear of a gun in her home can ask the MAGISTRATES COURT OR THE POLICE to remove the gun immediately.

Click here for more information

United Nations Office on Drugs and Crime

More lives are lost worldwide from non-conflict firearm events, (shootings) than during ongoing wars.

More lives are lost worldwide from non-conflict firearm events, (shootings) than during ongoing wars.
**FACT SHEET GENDER, GUNS AND VIOLENCE**

**GUN VIOLENCE HAS A PATTERN, IT IS NOT RANDOM**

The probability of gun violence increases with the number of risk factors present in someone’s life.

**WHAT ARE RISK FACTORS FOR VIOLENCE?**

The more risk factors present in someone’s life, the more likely they are to engage in acts of violence, either as a perpetrator or victim of gun violence. Being male is a risk factor that increases the chances of being involved in gun violence.

The graphic below illustrates how risk factors work together to form the usual patterns of gun violence. People who have many of these risk factors present in their lives are more vulnerable to gun violence.

**INDIVIDUAL**
- Being black
- Young
- Male
- Abused as a child

**COMMUNITY**
- Exposed to violence
- Lack of support systems
- Lack of role models
- Lack of resources

**SOCIETAL**
- Under-resourced educational systems
- Unemployment
- Weak criminal justice system
- Racial injustice

**ACTIVITIES THAT PUTS A GUN IN SOMEBODY’S HAND:**
- Hunting
- Military service
- Security guard
- Police officer
- Protection of family
- Toy guns and other toy weapons
- Traditional weapons
- Gangs

The probability of gun violence increases with the number of risk factors present in someone’s life.

**WHAT ARE RISK FACTORS?**

- Risk factors increase the likelihood that a young person will use violence or experience violence.
- Risk factors are not the direct causes of youth violence but they contribute to youth violence.
- Risk factors occur at the individual, family, peer, social and community level.
- Risk factors are not the fault or doing of an individual. Risk factors are caused by how a society is structured (race, economics, gender). Risk factors can also be linked to family circumstance.
- Risk factors include: exposure to violence and conflict in the family, high emotional distress, being a victim of violence, school failure, involvement in gangs and few economic opportunities.

**GUN VIOLENCE IS PREVENTABLE IN YOUR COMMUNITY. TO STOP IT YOU NEED TO KNOW**

- Where it happens
  (In the home? On the street? At schools?)
- Who has the guns
- Who is doing the shooting
  (A stranger? Gangs? Partners? Police?)
- Who are victims?
- Who has power in your community
  (Gangs? Priests? Traditional leaders?)
- Safe and dangerous spaces in your community
- The law - Schools Act, Domestic Violence Act

Protective factors are the opposite of risk factors. Protective factors buffer young people from the risks of becoming violent. These factors exist at various levels and include: a positive social orientation, frequent shared activities with parents and involvement in prosocial activities.

**WHAT ARE PROTECTIVE FACTORS?**

Protective factors are the opposite of risk factors. Protective factors buffer young people from the risks of becoming violent. These factors exist at various levels and include: a positive social orientation, frequent shared activities with parents and involvement in prosocial activities.
MYTHBUSTERS

**MYTH**

Women and children are more likely to be shot and killed by guns than men.

**FACT**

The majority of victims shot and killed are men.

Keeping a gun in the home for self-defense protects me, my family and possessions.

**FACT**

The presence of a gun in the home puts everyone at risk of injury and death. The presence of guns actually increases the risk of individuals and families being targeted for theft, assault and murder, as well as suicide, femicide (when women are murdered by their intimate partners) and accidental injury or death.

Women are at risk of being shot by strangers or home invaders.

**FACT**

Women are more likely to be shot and killed in the home by an intimate partner including husbands, boyfriends and romantic partners, than by a stranger.

We need to control crime, not guns.

**FACT**

Guns are a primary tool of violent crime in South Africa. Strong gun laws reduce gun violence.

Owning a gun is a right.

**FACT**

Gun ownership is a privilege under the law. That means if you want to own a gun you have to show that you are responsible and understand when and how you can use your gun. It also means that the government has the final say about whether or not you are fit to own a gun.

Resources that protect against gun violence: community policing forums, gun free zones, street lights, secured surroundings (e.g. locking doors, window’s closed), create a neighbourhood watch, know your neighbours, have a good relationship with the police, community self defence classes.

**RESOURCES IN SOUTH AFRICA**

- Sonke Gender Justice
- Safer Spaces
- Gun Free South Africa
- Gun Free advert
- Put the Gun Down Music Video
- I Wanna Grow Up - Don’t Shoot Music Video

**IF YOU HAVE BEEN A VICTIM OF GUN VIOLENCE AND NEED EMOTIONAL SUPPORT**

- SADAG
- Lifeline
- The centre for the study of violence and reconciliation (CSVR)
- WITS trauma unit
- SAPS Victim Empowerment Programme
- Youth Crime Prevention Desk

Between one and four people survive a gun violence incident for each of the 18 fatalities a day.
WAYS TO TALK ABOUT GENDER, GUNS AND VIOLENCE

- Men and women are affected differently by gun violence.
- Who are the perpetrators and who are the victims of gun violence?
- What are the risk factors for gun violence?
- What are the protective factors against gun violence?
- Gender norms and stereotypes perpetuate gun violence.

PREPARING FOR THE SHOW

Different Ways to Talk About It

- The link between guns and masculinity.
- Having a gun in the home and domestic violence.
- Risk factors and guns.
- Protective factors and guns.
- Predicting and stopping gun violence.

FORMS

VOX POP

Aim
To get many opinions on one topic.

Who do you talk to
Anyone in the community.

Question
Why do more men than women own guns and get killed by them?

AUDIO COMMENTARY

Aim
To get people's opinion about a topic that they care deeply about.

Who do you talk to
A teacher who regularly sees youth using violence to address issues and to control others. How does this teacher understand the link between gender and violence?

A social worker or psychologist about the risk factors that make gun violence more likely to happen in somebody's life.

A parent from the community who has children and can share their concerns for their family being affected by gun violence.

AUDIO PROFILE

Aim
To get a first person account of someone's experience, passion and journey. Audio profiles often aim to inspire.

Who do you talk to
A reformed gang member about his/her experience of violence, and how he/she used violence against others.

Question
- Did you experience or observe violence as a child?
- What was the main attraction to joining a gang?
- Did you ever handle or use a gun/any other weapon?
- Can you describe what it was like handling a gun?
- Did you use violence against anybody? Explain.
- How did this make you feel?
- What made you leave the gang?
- Do you think gender norms (the rules about what boys and girls are and do) play a big part in gangs and violence?
- What role do you think gender plays in violence?
- What is your message to other survivors?
- What is your message to people who commit acts of violence, especially gun violence?
- How do you think we can reduce gun violence?

PUBLIC SERVICE ANNOUNCEMENT (PSA)

Aim
To create a public awareness message

Voice 1: Did you hear Baloyi got shot last night? He's in hospital, it's pretty serious.

Voice 2: Oh no man! But he's not even into gangs or crime! What happened?

Voice 3: Some tsotsis took his phone dude. Wrong place, wrong time.

All Voices: Most gun violence in South Africa involves men and boys. Young men aged 15 to 29 are most at risk.

Character:
Arm yourself with a sharp mind, instead of weapons. Secure our future.

Go gun free!
TOOLKIT 2018

INTRO:
Host 1 It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2 And my name is [NAME], and today’s show is all about gun violence.

Host 1 That’s right, we’ll be talking about gun violence and learning a few things about who it affects the most and how we want to think about it or not.

PSA
Host 1 Let’s hear what folks out there are thinking and feeling about this issue.

VOX POP
Host 1 Interesting to hear the views from the street on this topic.
Host 2 Yebo! It sounds like we have a lot of of work to do to raise awareness about gun violence and how, we all are affected by it.

Host 1 We’ve heard the experts and we’ve heard what people are saying about this issue. Now let’s give the microphone to somebody who has literally pulled the trigger.

Audio Profile 1
Host 1 Wow. Guys, gun violence is no joke! The more I am learning about it the more I think we need to promote other ways of keeping ourselves safe.

Host 2 For sure! Maybe we can have more gun-free zones in our communities or more street lighting so that we can feel safe from violence.

Host 1 We have to remember guys that gun violence is not just a once-off. For the victims of gun violence, the impact of violence is forever.

Host 2 That’s right. Let’s hear from someone who has experienced gun violence first hand.

Audio Profile 2
Host 1 Today we’ve learnt so much about gun violence and how it relates to gender.

Host 2 Thank you guys for listening and to those who have contributed to this thought-provoking show!

Host 1 Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

Suggested questions for your interview with someone who knows about gun violence and how it affects men and women. You could talk to a police officer, gender activist, social worker, family counsellor, a teacher or a young person whom you know is affected by gun violence.

- Who is affects most by gun violence?
- Can you tell us why you say so?
- What risk factors in this community make men more likely to use violence?
- What are the factors in this community that can protect young men from engaging in violence?
- How are women and girls affected by violence and gun violence in this community?
- How do people obtain guns? Are they mostly legal or illegal firearms?
- In what crimes are guns usually used?
- Who (men or women) are they used against?
- What are the ways we can better understand and stop gun violence?

[INTRO]
Host 1 It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...
Host 2 And my name is [NAME], and today’s show is all about gun violence.
Host 1 That’s right, we’ll be talking about gun violence and learning a few things about who it affects the most and how it can be prevented.
Host 2 We’ll be focusing specifically on gender, guns and violence and how it all relates.
Host 1 But first, let’s hear more about this topic from an expert who can set the scene for us.

[PRESENT WHO IS BEING INTERVIEWED]
[PLAY THE INTERVIEW]
DIFFERENT WAYS TO TALK ABOUT GENDER, GUNS AND VIOLENCE

- Men and women are affected differently by gun violence
- Who are the perpetrators and who are the victims of gun violence?
- What are the risk factors for gun violence?
- What are the protective factors against gun violence?
- Gender norms and stereotypes perpetuate gun violence

Men and women are affected differently by gun violence

- The link between guns and masculinity
- Having a gun in the home and domestic violence
- Risk factors and guns
- Protective factors and guns
- Predicting and stopping gun violence
- Predicting and stopping gun violence.

Gun violence can be a sensitive and triggering topic. The resource sheet can be used to help refer affected people to hotlines, supportive services and more information.

You can also find the contact information of professional support services such as a social worker or counsellor in your community and share the details at the outreach with their permission.

Remember to repeat support service information throughout your event and to post it on social media.

OUTREACH GUIDE
GENDER, GUNS AND VIOLENCE

DIFFERENT WAYS TO TALK ABOUT GENDER, GUNS AND VIOLENCE

• Men and women are affected differently by gun violence
• Who are the perpetrators and who are the victims of gun violence?
• What are the risk factors for gun violence?
• What are the protective factors against gun violence?
• Gender norms and stereotypes perpetuate gun violence

PREPARING FOR YOUR OUTREACH

CHOOSE AN ANGLE
Men and women are affected differently by gun violence.

Gun violence can be a sensitive and triggering topic. The resource sheet can be used to help refer affected people to hotlines, supportive services and more information.

You can also find the contact information of professional support services such as a social worker or counsellor in your community and share the details at the outreach with their permission.

Remember to repeat support service information throughout your event and to post it on social media.

OUTREACH FORMAT

INTERVIEW

Aim
An interview is a one on one conversation where questions are asked by the interviewer and answers are given by the interviewee.

Who do you talk to
Talk to a local social worker, a police officer or a security expert.

Examples of interview questions
- Who is affected most by gun violence?
- Can you tell us why you say so?
- What risk factors in this community make men more likely to use violence?
- What are the factors in this community that can protect young men from engaging in violence?
- How are women and girls affected by violence and gun violence in this community?
- How do people obtain guns? Are they mostly legal or illegal firearms?
- In what crimes are guns usually used?
- Who (men or women) are they used against?
- What are the ways we can better understand and stop gun violence?

ROLEPLAY

Aim
To provide a scenario that allows the audience to “act out” a point about the impact statement.

Decide how many characters are needed and set the scene for the ‘actors’ to play out the statement. It is really an improvisation, and the audience ‘actors’ make it up as they go along.

Examples of scenarios
Unathi is concerned about the recent housebreakings in his area. Some have been really violent. He fears for his family’s safety and wants to get a gun to protect them. He speaks to his good friend and neighbour about it.

Thembi is being abused by her husband. She has tolerated the abuse for many years because she thought it was best to raise her kids in a family that was together. One day she notices a gun in the house which she suspects her husband bought. She speaks to her sister about what she discovered and her fears.

Xola is 14 years old. He has become friendly with the gangsters in his community. When there was no food at home, one of the gangsters gave him some money to buy food for his mother and two younger sisters. One day, the same gangster asks him to keep one of his guns just to ‘try it out’. Xola brags to his friend about it.

QUIZ

Aim
To test knowledge of the audience through a competition with prizes for the winner(s).

Examples of True or False quiz questions:
- Guns can keep you safe from a violent attack - FALSE
- Only illegal guns are dangerous - FALSE
- Young black men are generally the perpetrators as well as the victims of gun violence - TRUE
- Gun violence can be prevented - TRUE

IMPACT JINGLE

Aim
A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.
INTRO:
Host 1 It's just gone [TIME] and my name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Thank you all for being here at the [NAME OF VENUE] today.

Host 2 And my name is [NAME OF HOST 2], and today's event is all about gun violence.

Host 1 That's right, we'll be talking about gun violence and learning a few things about who it affects the most and how it can be prevented.

Host 2 We'll be focusing specifically on gender, guns and violence and how it all relates.

Host 1 But first, let's hear more about this topic from an expert who can set the scene for us. [INTRO INTERVIEW] [INTERVIEW] [OUTRO INTERVIEW]

Host 1 Wow! That's food for thought. There's so much information about guns and violence that I just didn't know.

Host 2 So true! This is a serious issue people! Gender and gun violence go together whether we want to think about it or not.

Host 1 Now let's hear from you guys. Put your thinking caps on everybody because it’s quiz time!

Host 2 Great stuff! You guys have been paying attention!

Host 1 Yep, I'm impressed! But guys, now that we have all learned a little bit more about this topic, it is up to us to raise awareness about gun violence and how it can be prevented.

Host 2 Thank you once again for joining us and we hope to see you next time! Until then, it's bye from us!

SHOW OUTLINE

An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an event that is one hour long.

Once you've finalised your script, your performance artists, your outreach outline and prepared all your formats, it's time to start your live event!
RUGBY PLAYER SHOOTS AND KILLS DAUGHTER BY MISTAKE

Former Springbok rugby player Rudi “Vleis” Visagie was arrested on Sunday after his daughter was allegedly mistaken for a car thief and shot dead, Mpumalanga police said on Monday.

According to Captain Benjamin Bhembe, Visagie and his wife Frieda were asleep at home at their plot in Maggiesdal, outside Nelspruit, when his wife woke up early on Sunday morning shouting that someone was trying to steal their daughter’s car.

The car was moving out of the gate and Visagie took his firearm and shot at the car.

“They were so shocked to find out that it was their own daughter,” he said.

DID YOU KNOW?

In 2013/2014, civilians lost or had stolen from them, 18 guns a day; police lost or had stolen 2 guns a day. That means:

- **IN ONE DAY**: 20 GUNS ARE LOST OR STOLEN
- **IN ONE WEEK**: 140 GUNS ARE LOST OR STOLEN
- **IN ONE MONTH**: 620 GUNS ARE LOST OR STOLEN
- **IN ONE YEAR**: 7200 GUNS ARE LOST OR STOLEN

As of March 2015 there were 1.8 million licensed civilian gun owners in South Africa.

Out of a group of 100 people, 3 own a gun.

Just over 3 million firearms are registered to civilians, translating into a ratio of 5.9 GUNS PER 100 PEOPLE.

This is a 14% drop from 1999, when 3.5 million guns were registered to civilians, which is a ratio of 8.3 FIREARMS FOR EVERY 100 PEOPLE.

You are 4x more likely to have your gun taken off you than to use it in self-defence.

QUESTIONS TO CONSIDER

There are two violations of South Africa’s gun law in this story. Can you identify which two they are?

What lawful course of action could Rudi Visagie rather have taken?
WHAT IS GUN CONTROL?
Gun control (or firearms regulation) is the set of laws or policies that regulate the manufacture, sale, transfer, possession, modification or use of firearms by both civilians and the state. Source: Wikipedia

WHAT IS THE FIREARMS CONTROL ACT (FCA)?
This is the law regulating gun ownership in South Africa.

Before the FCA took effect in 2004, there were an estimated 4.5 million registered firearms in South Africa, of which around 3.5 million (78%) were held by individuals. Around 190,000 licenses were issued annually from 1994 through 1999, and over 13,000 individuals had more than ten firearms to their name. Source: Firearms Control Act reduces guns

WHAT IS A FIREARM LICENCE?
This is an up-to-date licence issued by SAPS. It is only issued after the applicant has passed a series of tests which show that they know and understand the gun law in South Africa and that they are responsible citizens. So the applicant has to prove that they are responsible and fit to own a gun and the government has the authority to decide based on the tests and other evidence if the applicant is a ‘fit and proper’ person to own a gun and then has the authority to grant or deny the issuing of a licence.

WHAT IS A GUN AMNESTY?
A Gun Amnestey is a law that allows people who are in possession of an illegal gun to hand it in to the police without being prosecuted. It also means that someone who no longer wants their legal gun can also hand it into the police. The Minister of Police and Parliament have to give permission for a gun amnesty to be held and they usually decide on the conditions of the amnesty and on the time period. South Africa has held several successful amnesties over the last twenty years. Source: Gun-Free South Africa

WHAT IS AN ILLEGAL GUN?
An illegal gun is any gun that is produced, transferred, held or used in violation of a national or international law. Most guns start off their life as a legal gun. Legal guns become illegal when they are stolen from the legal owner, lost by the owner, and bought on the illegal market.

WHAT IS A GUN FREE ZONE?
A Gun Free Zone is a space in which no guns are welcome or allowed. It limits who can carry a gun where. There are different types of Gun Free Zones; some Gun Free Zones are enforced through the use of metal detectors and providing safe storage, while others are enforced through community buy-in and trust.

• In South Africa, private guns are prohibited, by law, in government buildings according to the Firearm Control Act of 2000.
• In South Africa, legal gun owners can carry their gun publicly as long as it is partially or completely covered and in a gun holster.

WHAT IS A GUN AMNESTY?
A gun amnesty means that people who are in possession of an illegal gun can hand the gun in to the police without being prosecuted. It also means that someone who no longer wants their legal gun can also hand it into the police. The Minister of Police and Parliament have to give permission for a gun amnesty to be held and they usually decide on the conditions of the amnesty and on the time period. South Africa has held several successful amnesties over the last twenty years. Source: Gun-Free South Africa

WHAT IS A LEGAL GUN?
A legal gun in South Africa is a gun that is licensed by the SAPS to an individual gun owner. An ordinary person is allowed to own a maximum of four guns.

WHAT ARE THE RESPONSIBILITIES OF A GUN OWNER?

<table>
<thead>
<tr>
<th>OFFENCE</th>
<th>WHAT THE LAW SAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping or using someone else’s gun</td>
<td>A gun must be under the direct control of the gun owner.</td>
</tr>
<tr>
<td>Buying a gun from someone who is not a licensed gun dealer</td>
<td>The Firearms Control Act states: “When a firearm is not under the direct personal and physical control of a holder of a licence, authorisation or permit to possess the firearm, the firearm and its ammunition must be stored in a safe or strong room that conforms to the prescripts of SABS Standard 953-1 and 953-2, unless otherwise specifically provided in these regulations.”</td>
</tr>
<tr>
<td>Not reporting a stolen or lost gun to the police</td>
<td>Nobody may trade in firearms or ammunition without a dealer’s licence. A dealer’s licence is issued only to persons who hold a competency certificate to trade in firearms and ammunition.</td>
</tr>
<tr>
<td>Owning more than 200 rounds of ammunition</td>
<td>If a gun is lost or stolen from the licensed gun owner, or the gun owner’s documents are damaged, the gun owner must report this to the police.</td>
</tr>
<tr>
<td>Pointing a gun at someone is an offence</td>
<td>Licensed gun owners may only own 200 rounds of ammunition for each gun he/she owns and can only have ammunition that is suitable for that particular gun. (This does not apply to dedicated hunters or sports people.)</td>
</tr>
<tr>
<td>The police can use their gun whenever they want to</td>
<td>The offender can be fined or face imprisonment.</td>
</tr>
</tbody>
</table>

Members of official state institutions, such as the South African Police Service or Defence Force, do not have to follow many of the rules that apply to ordinary gun owners. Even so, they have a duty to use their guns in a controlled manner:
• when on duty, they must carry a handgun in a proper holster
• at the end of a period of duty, they must return their firearms to the designated place of storage
• when traveling with a firearm, they must carry the firearm in a secure place

There are certain circumstances when an employee of a state institution may have special permission to:
• have the firearm in their possession after working hours
• store the firearm at their home and/or
• carry the firearm outside the premises of their work place

Note, the above situations are not the norm, and require special permission.
WHAT ARE THE RESPONSIBILITIES OF A GUN OWNER?

WHAT THE LAW SAYS

No person may own firearm parts, such as a slide or bolt, unless they have a licence for the firearm that uses that part, or if they have a dealer’s, manufacturer’s or gunsmith’s licence or import/export-in-transit permit.

The offender could face a fine or imprisonment.

If you are aware that a firearm is illegally owned and do not report it to the police

The offender could face a fine or imprisonment.

If you give control of a gun to anyone who is mentally ill, or under the influence of drugs or alcohol

The offender could face a fine or imprisonment.

If a gun owner does not store the gun in a safe and secure place

The offender could face a fine or imprisonment.

If an aspect of a gun certificate, licence or permit is deliberately changed

The offender could face a fine or imprisonment.

Using a licence or permit falsely in order to take ownership of a firearm

The offender could face a fine or imprisonment.

Providing false information on a gun application form

The offender could face a fine or imprisonment.

Walking with a gun exposed so that everybody can see it

The offender could face a fine or imprisonment.

A gun owner can shoot at someone who they think is a threat

The gun owner must be in a situation where he/she feels that their life is immediately and directly threatened in order to shoot.

Source: Summary of the Firearms Control Act

E-MAIL
firearms@saps.org.za

SAPS NATIONAL FIREARMS CALL CENTRE
(012) 353 6111

Firearms Control Act

BOY, 10, KILLS FRIEND WITH DAD'S GUN

Mahikeng - A 9-year-old boy has been killed after his 10-year-old friend accidentally shot him while playing with his father’s gun in Khuma, Stilfontein, North West police said on Monday.

“Three children were playing with a toy gun when the 10-year-old boy took his father’s licensed firearm from beneath the mattress, and a few minutes later the shot went off and instantly killed the 9-year-old boy,” Sergeant Kealeboga Molale said.

The incident occurred on Friday around 16:00. An inquest docket was opened and the 10-year-old’s father was arrested, Molale said.

The man, aged 53, would appear in the Stilfontein Magistrate’s Court on Monday for contravening the Firearms Control Act by allegedly failing to lock his firearm in a safe.

Article extract from: Boy shoots friend with Dad’s gun

EXTRA RESOURCES ON THIS TOPIC:

- Illegal firearms fuel crime
- The problem of illegal guns
- Stricter gun laws curbs violent crime
- Police guns ‘lost’ and used in crime
- Legal guns stolen and used in crime

QUESTIONS TO CONSIDER

What violations of gun ownership can you identify in this story?

How could the father have obeyed the law?
‘The only times I have touched a gun have been when a stranger held one to my head. It’s happened to me three times. Last time I thought, three strikes and you’re out. Yet here I am. I know I can’t survive it again. So I really hope that’s it. I am not a fearful person but I am petrified of guns. I think that’s a sensible way to feel.’

GUN VIOLENCE SURVIVOR

DIFFERENT WAYS TO TALK ABOUT GUN CONTROL

These questions can help guide your radio shows and outreach.

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

Gun control refers to policies and laws established to regulate the manufacture, sale and use of firearms. Do you think gun laws in SA are sufficient? What changes to gun laws would you propose? Why?

From your understanding of gun violence in your community, who would you focus on educating and informing about gun controls and laws? Why?

When you know the law, you are more likely to obey it and to protect yourself and others.

Which places and spaces in your community do you think should be gun free zones? What are some of the social motivating factors behind negligent gun use in your community?

Is the language used in gun policy accessible? Would unclear language limit those affected by gun violence from having mobilizing conversations within their communities?
Why Would Anyone Have a Gun? | Gun Control

TO GET YOU THINKING...

Many people buy a gun with the belief it will help protect them. This is often a response to the high rate of violent crime in South Africa. But is it sensible? Will a gun make you more secure or will it put you and your loved ones in greater danger?

When it comes to crime, what we think is not often a reflection of reality. Many people believe South Africa is becoming more dangerous or that it is just as dangerous as it was 10 or 15 years ago. Yet, according to the South Africa Police Service (SAPS) serious crime has declined. Here are some numbers to consider:

Serious crime dropped from over 5,000 incidents per 100,000 people in 2003 to about 3,600 in 2011.

Homicides have declined from over 21,500 in 2000 to less than 17,000 in 2009.

Murder accounts for about 3% of deaths. However over the last four years there has been a steady increase in the murder rate: from a low of 15,554 murders annually in 2011/12 to a new high of 18 673 murders in 2015/16 (the most recent crime stats from the SAPS). This is a 13 per cent increase over the four year period and translates into 57 murders a day in South Africa. There are still more murders than the number of road deaths. Despite the drop, South Africa remains a dangerous place.

Your risk of being murdered is vastly dependent on where you live. An affluent and mainly white suburb in Cape Town reported 37 murders from April 2003 to March 2012. In the same period, a mainly poor, black suburb reported nearly 2,300 murders - the highest of any place in the country. There is a strong link between living in a poor neighbourhood and the risk of being murdered.

Article: So you want a gun?

DID YOU KNOW?

Small arms, commonly known as firearms or guns, are used to kill as many as 1,000 people each day globally.

Each year about eight million new guns, plus 10 to 15 billion rounds of ammunition are manufactured.

In South Africa gun ownership is not a right but a privilege governed by law. The Firearms Control Act sets criteria for ownership.

EXTRA RESOURCES ON THIS TOPIC

- It is not easy to own a gun in SA
- Dispelling the myth of mental illness in gun crime

SOURCE: GunPolicy
WHY WOULD ANYONE HAVE A GUN?     GUN CONTROL

WHAT IS THE FIREARMS CONTROL ACT (FCA)?

Adopted by Parliament in 2000, the Firearms Control Act (FCA) is the main law governing gun control in South Africa. The purpose of the FCA is:
• to establish a comprehensive and effective system of gun control and management; and
• to ensure the effective monitoring and enforcement of the law as it pertains to the control of guns

The FCA helps to:
• prohibit/restrict certain types of weapons and ammunition;
• prohibit/restrict certain uses of weapons and ammunition;
• prohibit/restrict certain users of weapons

SOURCE: SaferSpaces

THE FIREARMS CONTROL ACT ALLOWS GUN OWNERSHIP FOR THESE LICENCE CATEGORIES FOR CIVILIANS

Only people who have a competency certificate for a gun may apply for any of the following firearm licences:
• licence to own a firearm for self-defence (e.g. a semi-automatic gun)
• licence to own a restricted firearm for self-defence
• licence to own a firearm for occasional hunting and sports-shooting
• licence to own a firearm for dedicated hunting and dedicated sports-shooting
• licence to own a firearm as part of a private collection
• permit to own ammunition in a private collection
• licence to own a firearm for business purposes
• temporary authorisation to own a firearm

SOURCE: Summary Firearms Control Act

EXTRA RESOURCES ON THIS TOPIC

• e-mail: firearms@saps.org.za
• SAPS National Firearms Call Centre, (012) 353 6111

THE FIREARMS CONTROL ACT HAS EXEMPTIONS FOR CERTAIN INDIVIDUALS

Members of official state institutions, such as the South African Police Service or National Defence Force, do not have to follow many of the rules that apply to civilian firearm owners. Even so, they have a duty to use their firearms in a controlled manner:
• when on duty, they must carry a handgun in a proper holster
• at the end of a period of duty, they must return their firearm(s) to the designated place of storage
• when traveling with a firearm, they must carry the firearm in a secure place

There are, however, certain circumstances when an employee of a state institution may have special permission to:
• have the firearm in their possession after working hours
• store the firearm at their home
• carry the firearm outside the premises of their work place

The above situations are not the norm, and require special permission.

DISCUSSION

WHY DO PEOPLE HAVE GUNS IN YOUR COMMUNITY?
• Who are the gun owners or gun users in your community? Why do they own guns?
• Are legal gun owners the perpetrators of violence in your community? How do you know?
• Do you know how most people in your community get guns?
• Who is most likely to have a gun in your community:
  • Men or women?
  • The police or civilians?
• What are the ways that people experience gun violence in your community?
• Where do acts of gun violence take place?
• Who are the victims of gun violence in your community?
• What support systems are there for survivors of gun violence?
• Who in your community is working to create safer spaces?
• What are the ways to keep safe in places where there are guns?

Remember
Be respectful of sharing sensitive and private information. You can tell a story without giving personal details.

“The bottom line for would-be gun owners is this: A firearm that is kept loaded and readily available in the home for protection may also be reached by a curious child, an angry spouse or a depressed grandparent.”

ARTHUR L. KELLERMANN

http://www.cdc.gov/violenceprevention/violence/prevention/toolkit Tool Kit 2018

82 TOOLS 2018

83 TOOLKIT 2018
## Why Would Anyone Have a Gun: Myths and Facts

<table>
<thead>
<tr>
<th>Myth</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching children about gun safety keeps them safe from gun violence</td>
<td>Children and guns are a deadly combination. While gun owners are required by law to store guns unloaded and safely locked away, most youngsters know their parents’ hiding places, including where they hide safe keys. The presence of a gun increases the risk of gun violence. Not having any firearms at home with children is the safest alternative.</td>
</tr>
<tr>
<td>Illegal guns are the problem, not legal gun owners</td>
<td>All illegal guns were once legal. Legal guns are also used to commit crime. Professions such as the police, military or private security industry provides easier access to guns and this is a risk factor for gun violence such as femicide. <a href="#">Learn more about legal and illegal guns in crime.</a></td>
</tr>
<tr>
<td>Mental illness is a trigger for gun violence</td>
<td>When we turn conversations about gun crime into conversations about mental health and mental illness we avoid the true issues underlying gun crime. Gun crime is a problem driven by a combination of situational, social and cultural factors. Situational factors refer to influences outside the individual, such as the environment and others around that person. Mental health is an individual factor and is rare as a trigger for gun violence. <a href="#">Source: Dispelling the Myth</a></td>
</tr>
<tr>
<td>Owning a gun in the home keeps your family safe from intruders</td>
<td>For many South Africans having a gun in the home is about protecting themselves, their families and their possessions against an intruder. Research in South Africa shows that you are four times more likely to have your gun taken off you than to use it in self-defence. Gun-related deaths are not random acts of chance. There is a simple cause and effect. The presence of a gun puts everyone at risk of injury and death.</td>
</tr>
<tr>
<td>Guns don’t kill - people do</td>
<td>Evidence shows that limiting people’s access to firearms - especially for young men between 15 and 29 years old - can prevent homicides, suicides and injuries. The data also shows that countries with ‘restrictive’ firearms law and lower firearm ownership levels tend to have lower levels of gun violence. Other interventions that have shown some success in reducing gun deaths include: tougher laws, improving enforcement of laws, gun amnesties and collection schemes, managing state weapons stockpiles and reducing demand for guns.</td>
</tr>
<tr>
<td>A toy gun is not harmful - it’s just a toy</td>
<td>Children receive conflicting messages when they’re told to stay away from real guns because they are dangerous, yet are given toy replicas to play with. Every toy we give our children carries the message that we approve of that toy. Children’s play is a rehearsal for real life as they try out roles and practice being an adult by using tools that adults use. <a href="#">Source: Gun Free South Africa</a></td>
</tr>
</tbody>
</table>
The first firearms-related legislation in 1677 prohibited the sale of rifles, lead and gunpowder to the Khoi and San people. This denial of ownership of legal firearms to the indigenous people was repeated throughout South Africa's history, until 1984. The 1905 Firearms and Ammunition Act cancelled all prior related acts, but the prohibition on issuing firearms to black South Africans stayed in place. It was only in 1984 that the Arms and Ammunition Act was amended to allow people of colour to apply for a firearm licence.

In 1994 there were 3.5 million licensed firearms in the hands of only 2.4 million individuals, mostly white. This was the year that Apartheid came to an end. During this period, about 1500 new applications for firearms were submitted each day. Applications peaked during the first democratic election held in April 1994.

The Firearms Control Act came into law in 2000. The Firearms Control Act (FCA) is the basis for an effective system of firearm control and management in the country. In 2003 the Black Gun Owners Association was established. Its chairperson, Abios Khoele advocates for equal treatment of black gun applicants by the FCA. This in the context of a country where people of colour were not historically allowed access to legal guns, therefore, obtained illegal ones.

The FCA has been amended several times since its inception in 2000. However, further substantial amendments to the FCA were expected to come before Parliament in 2018.

Handguns, which are revolvers and pistols, are light, durable, relatively cheap and easy to cover-up and carry. They need little expertise to operate. People who commit crimes and people who keep a gun in the home for self defense, choose handguns.

Homicide rates in South Africa have remained among the highest in the world despite a consistent decline elsewhere.

Since 1994

White Settlers defeated powerful African Kingdoms with the force of Firearms. In the battle of Blood River in Kwazulu-Natal in 1838, Settlers massacred 3000 Zulu soldiers in 3 hours. Only 3 Settlers were wounded. The Zulu soldiers used traditional weapons, such as spears.

Ath the turn of the 19th century (1801) Africa's interaction with Europe was dominated by the slave trade. During the slave trade European imports and technologies entered Africa. Guns made up a large portion of these imports.

Did you know?

Q U E S T I O N S  T O  C O N S I D E R

Take a look at the timeline graphic. In what ways have guns been used to gain and maintain political power in South Africa?

Do you think guns should play a role in a democratic state? If yes, what kind of role?

Discuss the history of guns in your own lives:
- When do you first remember encountering a gun? Was it in the movies, cartoons, books, the news or a first-hand experience?
- In those instances, who had the guns and how were they using them?
- What were the common factors?

If you don't think guns have a place in a democracy, give reasons for your stance.

R E S O U R C E S

- A brief history of guns in South Africa
- Gun Free South Africa
- South African Military History

Source: A nation without guns? The story of Gun Free South Africa by Adele Kirsten
**DEFINITIONS**

**WHAT IS COLONIALISM?**
The policy or practice of getting full or partial political control over another country by occupying it with settlers, and exploiting it for profit.
Source: What is colonialism?

**WHAT IS APARTHEID?**
A system of institutionalised racial segregation and discrimination in South Africa between 1948 and 1991.
Source: What was Apartheid?

**WHAT IS DEMOCRACY?**
A form of government in which people choose leaders by voting. Democracy is sometimes referred to as “rule of the majority.”
Source: What is Democracy?

**WHAT IS GUN CONTROL?**
Laws that control how guns are sold and used and who can own them.
Source: What is gun control?

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**MYTHS**

All South Africans were always equal before the eyes of the law when applying for a gun licence.

**FACTS**

Members of official state institutions, such as the South African Police Service or National Defence Force, do not have to follow many of the rules that apply to ordinary gun owners. Even so, they have a duty to use their guns in a controlled manner:
- when on duty, they must carry a handgun in a proper holster
- at the end of a period of duty, they must return their firearms to the designated place of storage
- when traveling with a firearm, they must carry the firearm in a secure place

There are certain circumstances when an employee of a state institution may have special permission to:
- have the firearm in their possession after working hours
- store the firearm at their home and/or
- carry the firearm outside the premises of their workplace

Note, the above situations are not the norm, and require special permission.

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**WHY WOULD ANYONE HAVE A GUN: MYTHS AND FACTS**

**MYTHS**

Police are here to protect and serve the population and should use their guns as they see fit.

A nation without guns? The story of GFSA

**FACTS**

Historically, police of colour could not apply for a gun licence until 1984. In that year the Arms and Ammunition Act (No. 75 1969) was amended to allow people of colour to apply for a firearm licence.

As a civilian gun owner, if you feel threatened shoot first, ask questions later.

The gun owner must be in a situation where he/she feels that their life is in immediate and direct danger in order to shoot.

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**DID YOU KNOW?**

**A HISTORY OF ARMED VIOLENCE, GENERATIONAL POVERTY AND INEQUALITY ARE LINKED. COUNTRIES WITH THIS HISTORY ALSO EXPERIENCE DEEPLY ROOTED FORMS OF ARMED VIOLENCE AND RISK REMAINING TRAPPED IN CYCLES OF UNDER-DEVELOPMENT.**

The United Nations imposed an arms embargo on South Africa during apartheid in 1977 and tightened it in 1986. This meant that South Africa was not allowed to trade in arms with other countries. One of the main results of this has been the growth of the multi-billion dollar South African arms industry. The arms sanctions were lifted in 1994.

“Gun violence is the most dramatic indicator of the social crisis in South Africa today.”

Professor Jacklyn Cock,
Personal Communication, 12 September 2007

A nation without guns? The story of GFSA

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**THE HISTORY OF GUNS IN SA**

**GUN CONTROL**

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**“Guns are the greatest threat to human rights in our democracy.”**

Archbishop Desmond Tutu on the release of the TRC report, Sunday Independent (1 November 1998)
TO GET YOU THINKING

QUESTIONS TO CONSIDER

1. Looking at the cartoon, discuss the ways gun control can reduce gun violence.

2. Discuss what kinds of gun laws you would like to introduce to your community to reduce gun violence.

3. Besides introducing stricter gun laws, can you think of other ways that gun violence can be reduced?

These questions can help guide your radio shows and outreach. They are angles to the bigger topic of gun control.

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

DIFFERENT WAYS TO TALK ABOUT THE HISTORY OF GUNS IN SA

How have guns and power been linked in South Africa?

Guns have complex symbolic meanings in South Africa. Pre-1994, the AK47 was a symbol of resistance and revolution for freedom fighters. For many white people and white farmers, the rifle was a symbol of the army, nationalism and protection against the “swart gevaar.” Are guns symbols for anything these days? If yes, what are they?

Are gun laws the only way to reduce gun violence? If not, what are more ways to stop violence?

Historically, South Africans experienced racial discrimination in the issuing of firearm licences in South Africa. That means people of colour could not access legal guns and instead obtained illegal ones. Is this relevant today? Are people of colour more likely to continue the illegal ownership/use of guns?
**THE LIFE CYCLE OF A GUN**

The life cycle of a gun begins when it is manufactured in a gun factory.

Once the gun is manufactured it is traded legitimately with the manufacturer entering into a contractual relationship with governments, law enforcement agencies and firearm dealers to supply guns for their particular use.

The first sale of a gun is almost always a legal transaction by a legal gun dealer to an individual.

When a gun enters criminal use, it has gone through several transactions from the time it was bought legally.

A legal gun crosses over into illegal territory when it is sold, lost, stolen or just given to someone else.

The average age of a gun can span several years and be used by many different people when it enters the illegal pool of guns.

**THE SUPPLY CHAIN OF GUNS FOR CRIME**

- Guns that end up being used in crime are bought, swapped, borrowed, shared or stolen
- The most likely source for an illegal gun is someone known to the offender, such as an acquaintance, family member or gang members and drug dealers
- Often police officers are a source of illegal guns – they sometimes hire their guns out.
- Social networks play an important role in getting an illegal gun, and an individual (such as a gang member) who knows and hangs out with people who have guns will find it easy to obtain one

**WAYS TO INTERVENE IN THE LIFE CYCLE OF LEGAL & ILLEGAL GUNS**

- stricter gun control – making sure that government regulates who owns what gun for which purpose
- gun amnesty
- gun destruction
- effective policing of the underground gun market
- removal of guns from people who are at risk of endangering their own lives (such as in suicide) or the lives of others
- If someone you know has a gun and you think that they are at risk of misusing their gun – either against themselves or others - you can ask the police to remove the gun. The police can use the Firearms Control Act (and sometimes the Domestic Violence Act) to remove the gun

**DEFINITIONS**

**WHAT IS GUN CONTROL?**

Gun control is also known in law as firearms regulations. It is the set of laws or policies that regulate the manufacture, sale, transfer, possession, modification or use of guns by civilians. In South Africa, the Firearms Control Act is the main gun control law.

**WHAT IS GUN AMNESTY?**

Amnesty can mean a pardon for a wrongdoing. It has also meant a government’s willingness to overlook something. A gun amnesty is usually defined as a specified time period for people who have guns and ammunition to hand them in to police without being prosecuted for having them. For example, if a gun owner has failed to renew his gun licence, he is breaking the law and technically is in illegal possession of the gun. A gun amnesty will allow this person to hand in that gun without being prosecuted for breaking the law.

In South Africa, the FCA makes provisions for the Minister of Police to declare a firearms amnesty.

**WHAT IS GUN DESTRUCTION?**

If you as an individual want to get rid of your gun you must hand it into the SAPS, you may not destroy your gun yourself.

Our government has a responsibility to destroy unwanted guns. Government has signed an international agreement with other states across the world that once they have collected these surplus guns, including guns that have been recovered from a crime scene and guns that have been handed in through a gun amnesty, they will publicly destroy the guns through crushing them and smelting them in a hot furnace.

**WHAT IS A GUN FREE ZONE (GFZ)?**

A gun free zone is a place in which guns are not welcome or allowed. It can be your home, your place of work, workshop, study or even your car. Gun free zones are voluntarily declared spaces and can be established by trust. Another way of establishing a gun free zone is through a declaration. Even if it is established through trust it can still be enforced through adherence to a set of values. The right of admission can be used to enforce it.

**SOURCE:** guncontrol.org

**SOURCE:** Gun Free SA
GUN FREE SA LISTS ON ITS WEBSITE THE STEPS A GUN OWNER FOLLOWS TO HAVE A GUN DESTROYED:

- Make photocopies of the licence of the firearm you wish to have destroyed for your own records.
- Go to your nearest police station during normal office hours taking your firearm and original licence with you. Complete the SAPS522A and SAPS522B forms. Both forms can be downloaded from the www.saps.gov.za website.
- State that you wish the firearm to be destroyed.
- Obtain the following from the police officer assisting you:
  1. A copy of the SAPS forms for your records.
  2. The police officer’s rank, name and force number.
  3. A contact number to follow up on the removal of the firearm from your/licence holder’s name.
  4. The SAPS 13 reference number for the firearm you have handed in. This number is the reference number for every piece of property/evidence handed in to the police station. It consists of the name of the police station/then SAPS 522/then a sequential number/year. Once a gun is officially registered as being in the custody of a police store, it will not easily disappear out the back door, which is the anxiety of many people handing a firearm in for destruction.
  5. A receipt for the firearm
- Wait for one month and then confirm with the National Head Office, Statutory Administration that the firearm has been removed from your name in the Central Firearms Register. The telephone number is: (012) 353 6111, postal address: Private Bag X811, Pretoria, 0001
- If the gun has not yet been removed from your name, contact the police officer that helped you in the first place. Please note that the destruction of an individual firearm may take some time because it has to be sent to Logistics in Pretoria for melting or cutting into pieces.
- If, after two months, your firearm has still not been removed from your name, you should inform the Station Commissioner. You could also contact GFSA for help.
- If you have recently inherited a gun from a deceased estate, but that gun has not yet been licensed in your name, you can do all of the above, but you will need to take to the police station a letter from the executor confirming that you are the heir to the firearm in question. If the deceased died intestate or the inheritance is to be divided between a number of heirs you might have to sell the gun and put the proceeds into the estate. You need the advice of your attorney and the executor in this case.

IF YOU HAVE BEEN A VICTIM OF GUN VIOLENCE AND NEED EMOTIONAL SUPPORT:

- Life Line South Africa Counselling Line (National)
  Toll free number: 0861 322 322
  Lifeline offers free, anonymous counselling over the phone 24/7, throughout the year.
- Stop Gender Violence Helpline (National)
  Toll free number: 0800 150 150
- The South African Depression and Anxiety Group (SADAG)
  Call: 011 234 4837 / Fax number: 011 234 8182
  For a suicidal Emergency contact 0800 567 567
  24hr Helpline 0800 12 13 14
  SMS 31393 (and SADAG will call you back)

DID YOU KNOW?

IN ONE DAY

JUST UNDER 500 PEOPLE DIE FROM GUN VIOLENCE GLOBALLY - MOST LIVE IN NON-CONFLICT SETTINGS.

AN ESTIMATED 2,000 MORE PEOPLE ARE INJURED.

An estimated three-quarters of all small arms in the world are privately owned – approximately 650 MILLION OUT OF 875 MILLION AS OF 2007, but it is estimated to have grown since then.

41% OF ALL MURDERS ARE COMMITTED WITH FIREARMS, RISING TO 66% IN THE AMERICAS.

41% OF ALL MURDERS ARE COMMITTED WITH FIREARMS, RISING TO 66% IN THE AMERICAS.

Source: Small Arms Survey
UNODC Global study on homicide 2013

EVERY YEAR

The authorised international trade in small arms and ammunition is estimated to be more than US$7.1 BILLION EVERY YEAR.

Source: Gunpolicy.org
Amnesty International

BUT ALSO AFFECT FAMILIES AND THE WIDER COMMUNITY.

At least 2 million people around the world are living with gun injuries in non-conflict settings.

Which have an impact not only on individuals, but also it is estimated to have grown since then.
**TO GET YOU THINKING**

**THE DIAGRAM ILLUSTRATES THE CYCLE OF GUN VIOLENCE IN AMERICA**

**QUESTIONS TO CONSIDER**

If you were to draw a cycle of gun violence like the one provided, which icons would stay the same for your community, which ones would be different and how would it be different?

Do you know how people get guns in your community? Do you think that they are mostly legal or illegal guns? Give examples without naming names.

In your community, who is involved in incidents of gun violence: the police? criminals? people in the community?

What are the ways guns can be reduced in your community?

**FACT SHEET: THE LIFE CYCLE OF A GUN**

**GUN CONTROL**

**MYTHBUSTERS**

<table>
<thead>
<tr>
<th>MYTH</th>
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<tr>
<td>Legal guns are a means of keeping safe from a violent attack</td>
<td>In South Africa, you are four times more likely to have your gun taken off you than to use it in self-defence. Source: Antony Altbeker research report</td>
</tr>
<tr>
<td>More guns equal less crime</td>
<td>Less guns result in less gun deaths. This has been proven in countries such as South Africa, Brazil and Australia.</td>
</tr>
<tr>
<td>Guns are used by criminals only to commit crime</td>
<td>In places where there is mistrust of the police, even criminal offenders arm themselves for protection. Source: How dangerous people get guns</td>
</tr>
<tr>
<td>Illegal guns are the cause of gun violence</td>
<td>Legal gun owners and the police have had their guns stolen from them or they lose them, which means these guns end up as illegal guns, which are used to commit crime.</td>
</tr>
<tr>
<td>Stricter gun control does not reduce gun violence</td>
<td>One of the reasons for the major decline in gun deaths in South Africa is the Firearms Control Act (2000). Research published in the American Journal of Public Health (2014) proved over 4,500 lives were saved in the major cities of Cape Town, Durban, Johannesburg, Port Elizabeth and Pretoria from 2001 to 2005 as a direct result of the Firearms Control Act. Source: Summary of the Firearms Control Act</td>
</tr>
</tbody>
</table>

**REMEMBER**

- Be respectful of sharing sensitive and private information. You can tell a story without giving personal details.
- Sharing or discussing violence may trigger an emotional response. Please refer to our resource links to services for help or consult local support services in your community.

**INTERNET RESOURCES ON THIS TOPIC**

- Saferspaces
- Illegal Guns
- Survivors of gun violence
- Shot
**PREPARING FOR THE SHOW**

**WAYS TO TALK ABOUT THE LIFE CYCLE OF A GUN**
- What are the ways we can create a safer community?
- What are the ways to stop a legal gun from becoming an illegal gun?
- What are the ways we can eradicate illegal guns in our communities?
- Can we end violence when there are guns?

**FORMATS**

**AUDIO PROFILE**
- **Aim**: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
- **Who do you talk to?** Talk to a young person who is open to talking about being a survivor of gun violence.
- **Questions**
  - What went through your mind during the incident of violence?
  - In what ways do you think the incident of violence changed you?
  - Do you think the incident of violence could have been prevented and how?
  - What are the ways that you have coped since surviving the incident of gun violence?
  - What advice can you give other survivors of gun violence?

**VOX POP**
- **Aim**: To get many opinions on one topic.
- **Who do you talk to?** Anyone in the community.
- **Question**: How can we create a safe community?

**AUDIO COMMENTARY**
- **Aim**: To get people’s opinion about a topic that they care deeply about.
- **Who do you talk to?** A social worker or community worker who can talk about their experiences of dealing with the impact of gun violence in the community.
- **Questions**
  - What is the impact of gun violence on a community?
  - For gun violence survivors, what is the impact of the violent incident on their lives?
  - What can be done to minimise the harm of gun violence?
  - What advice can you give other survivors of gun violence?

**DIFFERENT WAYS TO TALK ABOUT “WHAT ARE THE WAYS WE CAN CREATE A SAFER COMMUNITY?”**
- Gun amnesty reduces the number of guns in communities
- Gun free zones reduce the risk of gun death and injury
- Conflict management for safer communities
- Infrastructural investment for safety, such as more lighting, installation of surveillance cameras and regular police or neighbourhood watch patrols
HOW TO PRESENT YOUR SHOW

Use your produced radio formats, your research and the suggested script and questions to write your own script.

Suggested questions for the interview with a community leader or representative from a community-based organisation or community policing forum helping to make the community safer.

- Can you tell us what you think a safe community is?
- What are the ways we can prevent crime from happening?
- How can we be safe in our communities where there are guns?
- What are the ways we can build a safer community?

[Intro:]
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...
Host 2: And my name is [NAME], and today’s show is all about the ways we can create a safer community.
Host 1: Oh yes, this I am sure is a topic close to all of us! But I wonder, if we have guns in our community, can we speak about ending violence and building a safer community?
Host 2: Mmmm! My friend that is a big question and I am interested to know what many of you out there think about it? Call us or whatsapp us on this number [STATION NUMBER] with your comments and opinions on this topic. Tell us how we can make our community safer!
Host 1: That’s right! We are waiting for your comments, your questions and also your ideas about the ways we can build a safer community. In the meantime, we have a quick snapshot of the views from the street.

[Outro VOX POP]

[Intro VOX POP]
WAYS TO TALK ABOUT THE LIFE CYCLE OF A GUN

- What are the ways we can create a safer community?
- What are the ways to stop a legal gun from becoming an illegal gun?
- What are the ways we can eradicate illegal guns in our communities?
- Can we end violence when there are guns?

Different ways to talk about: “What are the ways we can create a safer community?”
- Gun amnesty reduces the number of guns in communities
- Gun free zones reduce the risk of gun death and injury
- Conflict management for safer communities
- Infrastructural investment for safety, such as more lighting, installation of surveillance cameras and regular police or neighbourhood watch patrols

REMINDER

Gun violence can be a sensitive and triggering topic. The resource sheet can be used to help refer affected people to hotlines, supportive services and more information.

You can also find the contact information of professional support services such as a social worker or counsellor in your community and share the details at the outreach with their permission.

Remember to repeat support service information throughout your event and to post it on social media.

OUTREACH GUIDE
THE LIFE CYCLE OF A GUN

CHOOSE AN ANGLE
What are the ways we can create a safer community?

ROLE PLAY

Aim
To provide a scenario that allows the audience to “act out” a point about the impact statement.

Decide how many characters are needed and set the scene for the ‘actors’ to play out the statement. It is really an improvisation, and the audience ‘actors’ make it up as they go along.

Examples of scenarios
Kuhle watches the TV news every night and hears about something called a Gun Free Zone. He likes the idea and is convinced that in his community it could help to reduce gun violence and injury by guns. He is part of a youth group and tells them about the idea. They decide to do more research about it so that they can make the local community center where they meet a Gun Free Zone. They want to pitch the idea to the community centre management.

FEMALE

There is a lane that Yolanda has to walk through at night when she attends choir practice at a nearby community center in her neighbourhood. The lane is very dark and mostly, she avoids walking there if she can. But on winter nights when it’s cold and she wants to get home quickly she uses it despite community members being robbed at gunpoint in the dark lane. She decides to write to the local community policing forum and local councillor about installing more lighting in the lane and increasing patrols. She tells her mother about her idea and asks her to help her write the letter.

PANEL DISCUSSION

Aim
A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Examples of opening questions for the panel
- What are the ways we can talk about safety without guns?
- Can you describe different ways to think about safety?
- In what ways does the presence of a gun in the home make it unsafe for the people who live there?

Who is on the panel
Gun Free SA, community policing forum, youth activist, social worker, teacher, etc.

OUTREACH FORMATS

GUEST SPEAKER

Aim
A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

Who do you talk to?
Talk to a local social worker, a police officer or a security expert.

Examples of interview questions
- How do guns enable the cycle of violent crime?
- What are the ways we can build a safer community?
- What are the ways we can interrupt the life cycle of an illegal gun and prevent it from being used in a crime?

IMPACT JINGLE

Aim
A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.
OUTREACH GUIDE  THE LIFE CYCLE OF A GUN  GUN CONTROL

HOW TO PRESENT YOUR SHOW

Use your outreach formats and your research to write your own script. Use this example as a guide to create your own script for your outreach activity.

[Intro:]
Host 1: It’s just gone [TIME] and my name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Thank you all for being here at the [NAME OF VENUE] today.

Host 2: And my name is [NAME OF HOST 2], and today’s event is all about how we can make our community safer. Do you think it is possible, my friend?

Host 1: Ah, me, I’m always optimistic! Where there is a will there is a way! If we put our heads together we can definitely find the ways to make our spaces safer for everybody.

Host 2: I hear you! Okay, let’s get the ball rolling and hear from our guest speaker about this issue and get some ideas about how we can make our community safer.

[Intro Guest Speaker]
[GUEST SPEAKER]
[Outro Guest Speaker]

Host 1: That was so very interesting and really gives us hope that we can achieve safer communities.

[Intro Jingle]

Host 2: Okay, now we get to the part where we hear your voices out there and appreciate the acting talent in the room!

[Intro Roleplay]
[Roleplay]
[Outro Roleplay]

Host 1: That’s right! This is your chance to shine....

[Intro Music]
[Music]
[Outro Music]

Host 1: Let’s keep our energy levels up guys. Here is some music to help you get out of your seats.

[Intro Panel Discussion]
[Panel Discussion]
[Outro Panel Discussion]

Host 2: Okay guys, listen up we have a panel of very interesting people here today who are going to share more about our topic today.

[Intro Panel Discussion]
[Panel Discussion]
[Outro Panel Discussion]

Host 1: Wow! I’ve learned so much today! What about you?

Host 2: For sure! I learned that a safer community is within reach. We can do it!

Host 1: Thank you guys for attending today, for listening and just being awesome!

Host 2: Next up it’s the final performance of the day. [INTRO PERFORMERS]. Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We'll be talking all about [TOPIC FOR NEXT SHOW].

Host 1: Thank you once again for joining us and we hope to see you next time! Until then, it’s bye from us!

Music/performance

Intro to show

Intro to guest speaker
Guest speaker
Outro to guest speaker

Intro music
Music
Outro music

Intro to roleplay
Roleplay
Outro to roleplay

Intro panel discussion
Panel discussion
Outro panel discussion

OUTREACH GUIDE  THE LIFE CYCLE OF A GUN  GUN CONTROL

OUTREACH OUTLINE

An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Allocate an amount of time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an event that is one hour long.

Music/performance

Intro to show

Intro to guest speaker
Guest speaker
Outro to guest speaker

Intro music
Music
Outro music

Intro to roleplay
Roleplay
Outro to roleplay

Intro panel discussion
Panel discussion
Outro panel discussion

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!
FACT SHEET
GUN LAWS AND PARLIAMENT
GUN CONTROL

WHAT IS ACTIVE CITIZENSHIP?
You can be an active citizen in your own community, nationally and globally. Being an active citizen means you are interested in improving the lives of others, questioning the way things are done and taking action to make a difference. Active citizenship is also about improving your own life. Ask yourself, "What matters to me?"

Source: What is active citizenship?
1. Active citizenship

WHAT IS PUBLIC PARTICIPATION?
Public participation in government is when the public shares input, takes part in and contributes to government law and policies.

"Public" includes citizens in their personal capacity, civil society organisations, interest groups, private sector/business companies, trade unions and academic institutions - all people and institutions outside of the government sector.

Source: Corruption Watch

WHAT IS ADVOCACY?
Advocacy is the act or process of supporting a cause. As an active citizen, you can advocate for positive change in your community. Anyone can be an active citizen, including you! It doesn't have to be someone else advocating for you.

Advocacy ensures that people, especially those who are most vulnerable in society, are able to use their voice on issues that are important to them and to have their views and wishes genuinely considered when decisions are being made about their lives.

Advocacy also helps to:
- Defend and safeguard people's rights
- Advocacy is less about advocating on behalf of others and is more about disadvantaged groups and people becoming their own advocates
- Advocacy helps people realise their power, and use it to participate effectively in making and shaping public decisions

Source: UNICEF

DEFINITIONS

DO MEMBERS OF THE PUBLIC HAVE ACCESS TO PARLIAMENT?
Yes!
The Constitution says there must be public access and involvement in Parliament. This means that the public can get involved in lawmaking, oversight and other processes of Parliament. In other words, South Africa’s democratic system not only protects the rights of citizens to elect their representatives, but also allows citizens to have a say in matters that affect them.

This is how:
- Members of the public have the right to attend the meetings of Parliamentary Committees and all sitting of the National Assembly and the National Council Of Provinces (NCOP).
- Members of the public also have the right to contact any Member of Parliament (MP) or member of the NCOP to inform them of their views.
- All MPs are members of the Parliamentary Committees and are actively involved in the work of those committees. MPs can therefore raise issues you have brought to their attention in those committees.
- Most areas in the country have one or more constituency offices where citizens can directly contact their MPs. Constituency offices are usually listed in the local telephone directory.
**DIRECT WAYS OF INFLUENCING PARLIAMENT**

- Anybody over the age of 18 can participate in Parliament simply by voting in the elections.
- Attending meetings and debates in Parliament.
- Making submissions, representations and petitions to Parliament or contacting MPs.

**INDIRECT WAYS OF INFLUENCING PARLIAMENT**

- Keep yourself informed.
- Read, listen to and watch news on diverse media organisations.
- Read Bills and Acts.
- Join a political party.
- Lobby or protest outside Parliament.

**HOW YOU CAN GET INVOLVED:**

Parliament has oversight over the various government departments. For example, each government department has to get approval from the Portfolio Committee on its plans and budgets for each year and then has to account to the National Council of Provinces Committees or Joint Committees.

One of the ways that the public can make their voices heard is by making submissions to the National Assembly Committees – also known as the Portfolio Committees, the National Council of Provinces Committees or Joint Committees.

HOW TO WRITE A SUBMISSION

There is no set format for a submission to a Committee but it should be well thought out and easy to read. An individual and a group/organisation can make submissions. Usually, but not always, an organised group makes submissions.

Here are a few suggestions:

- **Heading** – Head your submission with the name of the Committee to which it is addressed and the full title of the Bill with its unique number or topic.
- **Who is it from?** – Write your full name or give the full name of the organisation you represent.
- **Contact details** – Include a contact address and daytime telephone number. If you do not want these private details to be publicly released with your submission, state this clearly in a covering letter and do not include it in the submission itself.
- **Do you wish to appear before the Committee?** – Be clear about whether you would like the opportunity to address the Committee in person. If you represent an organisation and you would like other members to appear with you before the Committee, either for support or to speak, include their names and roles.
- **Your organisation** – If you are writing on behalf of an organisation, give brief details of the organisation’s aims, membership and structure. Make sure that you have the permission to do so and also include your position within the organisation.
- **Who else supports you?** – Write about how widely you have consulted with others and other organisations during the writing of the submission. Your submission may have more impact if it has many supporters.

**WHAT IS A SUBMISSION?**

- A submission is the presentation of views or opinions on a matter or piece of legislation under consideration by a Committee of Parliament. Legislation is another word for the law.
- Submissions may be presented in your language of choice.
- Submissions are usually in written form. They can be reinforced through oral representation to the committee, if the person or group who has made the submission is invited to make an oral presentation to the Portfolio Committee in Parliament.

**GUIDELINES FOR WRITTEN SUBMISSIONS**

When writing a submission to a Committee, you will usually be making comments in relation to a Bill or topical issue. Here are a few basic principles that apply:

- **Language usage** – Use respectful language. A submission that uses abusive and disrespectful language will not be considered.
- **Relevant** – Stick to the point. Your submission must be relevant to the matter being discussed. A Committee may decide not to entertain a submission that is not relevant.
- **Clear** – Arrange your sentences and paragraphs in a logical order. Try to present a clear argument. A submission that jumps from one issue to another and back again or mixes unrelated issues together may be confusing.
- **Concise** – Be simple and direct. Do not write more than is necessary. The Committee wants to know what you think and the evidence or arguments you have that support your view.
- **Accurate** – Be accurate and complete. Gather and research all relevant information thoroughly. Make sure that your facts are correct. A submission with many errors will not have much impact.
- **Conclusion** – Conclude the main points of your recommendations at the end of the submission or in an executive summary at the beginning.
- **Sending your submission** – Your submission should reach the Committee by or before the closing date for submissions, and must be sent to the relevant Committee Secretary.

**PRESENTING ORAL SUBMISSIONS**

If the Committee has decided to hear your submission in person, the Committee Secretary will contact you to make arrangements to hear your oral submission. Oral submissions give you a chance to reinforce what you have said in your written submission and allow the Committee to clarify points raised in the submission. These are known as Public Hearings. Sometimes public hearings can also be held in Provinces before the hearings in Parliament.
GUIDELINES FOR MAKING ORAL SUBMISSIONS

The format for the presentation of oral submissions varies between Committees and also depends on the nature of the business.

Follow the same guidelines as for written submissions. Here are a few tips:

• Preparing for your oral submission – As Committee meetings are generally open to the public and the media, it might be a good idea to attend one of these meetings before you present your oral submission. On the day of your oral submission, arrive early. Be sure to plan your presentation so that you are able to present all relevant points and leave enough time for questions.

• Visual aids – Parliament’s Committee rooms are fitted with audio-visual equipment and your oral submission may have more impact if it is reinforced with audio-visual aids.

• Language – You may present your oral submission in any of the official languages of South Africa. Inform the Committee of your language choice before the time so that Parliament may make the necessary interpreting arrangements.

• Questions – Be prepared for questions from Members of the Committee. It is a good idea to think about possible questions that may be asked and practice answering them.

• Time allocation – You can discuss the amount of time allocated to you with the Committee Secretary, beforehand. The Committee makes the final decision on the time allocated for oral presentations. Usually oral submissions are between 10 to 12 minutes. Make sure you stick to the time allocated to you because if you do go over time the Chairperson of the Committee will interrupt you and ask you to stop. It is better to leave some time for questions.

Source: How to make a parliamentary submission

KEEP IN MIND

These submissions are recorded at the Public Hearing and transcribed

The relevant Committee/s looks at the evidence or opinions shared at the Hearing and discuss it

If the view is supported by many people and if it has merit, the idea or concern stands a good chance of being included into the work of the relevant Committee/s

The Committee/s will make the final decision about the merit of an issue

DID YOU KNOW?

ANYBODY OVER THE AGE OF 18 CAN PARTICIPATE INDIRECTLY IN PARLIAMENT SIMPLY BY VOTING IN THE ELECTIONS.

The Bill of Rights guarantees the right to assemble, demonstrate, picket and present petitions as long as this is done in a peaceful way and the protesters are unarmed.

Public participation makes up one third of the key functions of Parliament. The other two are oversight and passing legislation.

SOURCE 1. Did you know this about Parliament?

2. Corruption Watch

THE WORD “PARLIAMENT” COMES FROM THE FRENCH WORD “PARLER”, WHICH MEANS “TO SPEAK”.

Democratic is not an event that occurred in 1994. It is a process to which all of us can contribute by making our voices heard in Parliament, in the provincial legislatures and in broader society.

Although ordinary citizens may not submit bills to Parliament they may lobby MPs or Committees to introduce legislation that deals with their concerns.

LOBBY MEANS TO PERSUADE.

IN SOUTH AFRICA, PUBLIC PARTICIPATION IS CONSTITUTIONALLY ENTRANCED.

RESOURCES

Before you participate in Parliament, it is important to understand how government works. There is specific language used when government wants to bring about a change. Government makes changes in society through policies and bills.

A detailed look at policy and the law making process
QUESTIONS TO CONSIDER

What is the difference between a policy and a law?

A policy outlines what a government ministry hopes to achieve and the methods and principles it will use to achieve them. It states the goals of the ministry. A policy document is not a law but it will often identify new laws needed to achieve its goals.

Laws set out standards, procedures and principles that must be followed. For example, South Africa’s gun law regulates who can own what weapon for which purpose. If a law is not followed, those responsible for breaking them can be prosecuted in court. Laws must be guided by current government policy.

Source: Parliament: How laws are made

TO GET YOU THINKING

TOOLKIT 2018

FACT SHEET

GUN LAWS AND PARLIAMENT

GUN CONTROL

MYTHS

FACTS

You have to speak English in Parliament

You can choose any of the 11 official languages that you are comfortable with speaking in order to communicate in Parliament

A payment is required to access Parliament

Parliament does not require a fee in order to enter the building

THIS DIAGRAM ILLUSTRATES THE ROLE PLAYERS WHO MADE INPUTS INTO THE FIREARMS CONTROL BILL PUBLIC PARTICIPATION PROCESS

Role players included:
- the gun control alliance
- the pro-gun lobby
- the media
- the executive (government) drafting team
- the portfolio committee on safety and security

Choose from the above list of role players and answer the questions below.

What kind of information do you need?

How will you get the necessary information and what process will you follow?

In what ways will you verify the information?

If the information you receive goes against your beliefs what are some of the guiding principles in this country’s constitution that you will you use to help you form an opinion?

Source: A Children’s Institute Case study. ‘From Fieldwork to Facts to Firearms Control Research and advocacy towards firearm control legislation in South Africa: A case study’. By Maylene Shung-King, Paula Proudlock & Lori Michelson, June 2005
GUN LAW AND PARLIAMENT: MYTHS AND FACTS

MYTHS
You must have an academic qualification and be educated if you want to speak to MPs

FACTS
Your background does not matter when it comes to participating and contributing to Parliament. It will be beneficial to understand the issues up for discussion but you do not have to be an expert

INTERNET RESOURCES
How laws are made in South Africa: https://www.youtube.com/watch?v=zAmw4xCM0Wk
What is the Legislature?: https://www.youtube.com/watch?v=L8wVmojOQ
What is the Executive?: https://www.youtube.com/watch?v=Zil8nnV17Uc
Why do we have the Separation of Power?: https://www.youtube.com/watch?v=BXxv30rH4qs
How to write a submission to parliament
How to interact with parliament

PRINTED (HARD COPY) BILLS AND ACTS
• Printed (hard copy) Bills and Acts not older than 3 years are available from the Government Printing Works at minimal cost. The contact information is:
  E-mail: montjane@gpw.gov.za
  Tel: (012) 334 4500
  Fax: (012) 323 0009
  Postal address: Private Bag X85, Pretoria, 0001
  Street address: 149 Bosman Street, Pretoria

• Printed (hard copy) Bills and Acts older than 3 years are available from the National Library of South Africa:
  E-mail: infodesk@nlsa.ac.za
  Tel: (012) 321 8931
  Fax: (012) 325 5984
  Postal Address: PO Box 397, Pretoria, 0001
  Street Address: Corner Vermeulen and Andries Streets, Pretoria

PRINTED (HARD COPY) BILLS AND ACTS

WAYS TO TALK ABOUT CONTRIBUTING TO STRICTER GUN LAWS
• What are the ways you can become an active citizen?
• In what ways does advocacy bring about productive change in communities?
• In what ways can ordinary South African’s influence how government makes laws and policies about guns?

Different ways to talk about: “In what ways can an ordinary South African influence how government makes laws and policies about guns?”
• In what ways can public participation change how government comes up with new laws and policies?
• What are the ways you can be an advocate for reducing gun violence?
• What are the ways your community can contribute to the public participation process on gun laws and policies in Parliament?

IF YOU WANT TO GET MORE INFORMATION ABOUT BILLS OR ACTS

FACT SHEET
GUN LAWS AND PARLIAMENT
GUN CONTROL

INTERNET RESOURCES

CHOICE AN ANGLE
In what ways can an ordinary South African influence how government makes laws and policies about guns?

FORMATS

RADIO PRODUCTION GUIDE
GUN LAWS AND PARLIAMENT

PREPARING FOR THE SHOW

CHOICE AN ANGLE
In what ways can an ordinary South African influence how government makes laws and policies about guns?

WAYS TO TALK ABOUT CONTRIBUTING TO STRICTER GUN LAWS
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• What are the ways your community can contribute to the public participation process on gun laws and policies in Parliament?

FORMATS

VOX POP

Aim
To get many opinions on one topic.

Who do you talk to
Anyone in the community.

Question
In what ways can an ordinary South African influence how government makes laws and policies about guns?

AUDIO COMMENTARY

Aim
To get people’s opinion about a topic that they care deeply about.

Who do you talk to
A community activist, or a youth activist campaigning or advocating for change on a particular issue.

Questions
• From your point of view, what does public participation mean?
• What motivated you to become an activist and advocate for local issues?
• What are the ways public participation can have an impact on new policies and laws introduced by government?
• Can you describe the ways people in this community can get involved and raise their voice about issues affecting them?
Aim
To create a public awareness message

Boy 1: Hey, what are you doing my friend? Are you actually writing a letter? Yoh, man that is so old school!

Boy 2: (Laughs) If Parliament had a WhatsApp group I’d be all over that!

Boy 1: Parliament? Are you a politician now?

Boy 2: Nah, man. I’m making a submission to Parliament about government making stricter gun laws.

Boy 1: That is so much effort, man. I’ve got other things to think about… like that party on Friday night. You going?

Boy 2: Hold up. Writing one letter to help make guns less available means we have a better chance of walking these streets and staying alive.

Boy 1: Yo! Did you hear the gunshots last night!

Boy 2: And that’s exactly what I’m talking about. We talk about it but we don’t do anything about it. It’s time to do something. Making a submission to Parliament about this issue, is doing something.

Boy 1: Gimme that pen! I’ve got something to say!

Slogan:
Raise your voice. Public participation is your right!

PUBLIC SERVICE ANNOUNCEMENT (PSA)

[INTRO:]
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME], and today’s show is all about the ways we can influence government by raising our voice.

Host 1: You mean we are going to shout?

Host 2: (Laughs) You could try but I’m talking about much more effective way! For instance, how do we directly talk to government about the issues that matter to us? You see, Parliament is there for the people. And sometimes we forget that.

Host 1: True story! Public participation can make things happen, people! Don’t get depressed. We can help make a difference if we know how.

Host 2: First let’s hear more about this topic from the people on the street...

[INTRO VOX POP]

[VOX POP]

[OUTRO VOX POP]

[OUTRO:
Host 1: Today, we’ve learnt so much about public participation and what it means! It’s empowering to know that we all have a voice in the decisions that government makes.

Host 2: Exactly! Now that I know how to make my voice heard, I’m definitely going to make sure I become more informed about what goes on in Parliament.

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!
This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

Different ways to talk about: “In what ways can ordinary South African’s influence how government makes laws and policies about guns?”

• In which ways can public participation change how government comes up with new laws and policies?
• What are the ways you can be an advocate for reducing gun violence?
• What are the ways your community can contribute to the public participation process on gun laws and policies in Parliament?

Prepare for your outreach:

• What are the ways you can become an active citizen?
• In what ways does advocacy bring about productive change in communities?
• In what ways can ordinary South African’s influence how government makes laws and policies about guns?

Remind yourself:

Gun violence can be a sensitive and triggering topic. The resource sheet can be used to help refer affected people to hotlines, supportive services and more information.

You can also find the contact information of professional support services such as a social worker or counsellor in your community and share the details at the outreach with their permission.

Remember to repeat support service information throughout your event and to post it on social media.
OUTREACH FORMAT

GUEST SPEAKER

Aim
A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

Some questions for the guest speaker to think about ahead of time:
• Why is public participation important in a democracy like South Africa?
• What impact can public participation have on decisions government makes with regards to laws and policies?
• What are the ways ordinary South Africans can get involved in the public participation process?

PANEL DISCUSSION

Aim
A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Who is on the panel?
A youth activist, community worker and/or governance expert

Examples of opening questions for the panel:
• What does it mean to be an active citizen?
• In what ways does active citizenship lead to public participation and how can it work to keep democracy alive and well?
• What are the ways we can advocate for active citizenship in our communities?

ROLEPLAY

Aim
To provide a scenario that allows the audience to “act out” a point about the impact statement.

Examples of scenarios
Thembisile is frustrated by yet another fatal shooting in her community. She recently joined the Concerned Mothers group in her community so that she could contribute her time to helping young people stay in school and off the streets. Still she feels like she wants to do more about the increasing gun violence but doesn’t know where to start. On the TV one night, Thembisile sees a public service announcement about introducing stricter gun laws in the country. She quickly grabs a pen to take down the details of making a submission to Parliament. The next day she convinces the Concerned Mother’s group to make a written submission to Parliament for stricter gun laws. The group has to work out what they will write in their submission.

Lusanda is a local youth activist and wants to see her community safe from gun violence. She has led marches to raise awareness about gun violence and she has spoken at schools to help young people understand the impact of gun violence. She feels that most people in her community support marches only when there is a recent incident of violence and then they go back home and live their lives. She talks to a fellow activist in the community about her worry and together they work out a plan to advocate for people in their community to become active citizens about the issue of gun violence.

IMPACT JINGLE

Aim
A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

HOW TO PRESENT YOUR SHOW

Use your outreach formats and your research to write your own script. Use this example as a guide to create your own script for your outreach activity.

[INTRO:]
Host 1: It’s just gone [TIME] and my name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Thank you all for being here at the [NAME OF VENUE] today.

Host 2: And my name is [NAME OF HOST 2], and today’s event is all about how we can take part in public participation processes and let government hear our voices when they draft laws and policies.

Host 1: That’s right! Today we are going to talk you through the ways you can inform government about your views when they come up with laws and policies.

Host 2: Remember, a healthy democracy depends on active and informed citizens! Let’s hear from our guest speaker about this topic.

[INTRO GUEST SPEAKER]

Host 1: Let’s keep our energy levels up people. Here is some music to help you get out of your seats.

[INTRO MUSIC]

Host 1: That’s right! Today we are going to talk you through the ways you can inform government about your views when they come up with laws and policies.

Host 2: Okay, now that we’ve injected some energy into us, listen up! We have a panel of very interesting people here today who are going to share more about our topic.

[INTRO PANEL DISCUSSION]

[OUTRO PANEL DISCUSSION]

[IMPACT JINGLE]

Host 1: Wow! I’ve learned so much today!

Host 2: Me too! I learned that I can take part in shaping laws and policies in this country.

Host 1: Thank you guys for attending, for listening and just being awesome!

Host 2: Next up it’s the final performance of the day. [INTRO PERFORMERS]. Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We’ll be talking all about [TOPIC FOR NEXT SHOW].

Host 1: Thank you once again for joining us and we hope to see you next time! Until then, it’s bye from us!

[OUTRO MUSIC]
SHOW OUTLINE

An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Allocate an amount of time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an event that is one hour long.

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!
READ THE PARAGRAPH BELOW AND DISCUSS THE QUESTIONS THAT FOLLOW:

The way we describe people affected by violence and crime is important because it affects how we perceive what happened and the way we think about it. The words “survivor” and “victim” have very different meanings. The word “victim” makes us think about helplessness and pity, which might not adequately describe the experiences of some people who experience violence. Remember, experiences vary from person to person, after all. The term “survivor” makes us think that people are able to take control of their own lives. “Surviving” tells us that the person is still fighting, whether through the judicial system in order to bring justice to the perpetrator, to gain awareness for the cause or to learn to live after experiencing violence. A “survivor” thrives in their environment.

In your community, when someone has been affected by crime, are they described as a victim or a survivor?

Does it make a difference whether the person affected by crime is male or female in the way people describe the incident?

Do you think people feel more sorry for certain types of people affected by crime more than others? For example, how would your community describe an older person being affected by crime and a young person in his or her twenties being affected by crime?

In your community, what is the most common form of gun crime committed?

Remember to be respectful of sharing sensitive and private information. You can tell a story without giving personal details.

The law refers to a gun as a firearm

DEFINITIONS

CRIME
A crime is when someone breaks the law and can face punishment such as serving a jail sentence.

Source: Merriam-webster

SURVIVOR
A person who survives, especially a person remaining alive after an event in which others have died. It can also refer to a person who copes well with difficulties in their life.

Source: Oxford dictionaries

VICTIM
A person harmed, injured or killed as a result of a crime, accident or another event or action.

Source: Oxford dictionaries

WHAT IS A GUN AMNESTY?
A gun amnesty means that people who are in possession of an illegal gun can hand the gun in to the police without being prosecuted. It also means that someone who no longer wants their legal gun can hand it into the police. The Minister of Police and Parliament have to give permission for a gun amnesty to be held and they usually decide on the conditions of the amnesty and on the time period. South Africa has held several successful amnesties over the last twenty years.

Source: Gun Free South Africa

Remember to be respectful of sharing sensitive and private information. You can tell a story without giving personal details.

The law refers to a gun as a firearm

In South Africa gun ownership is not a right but a privilege governed by law. The Firearms Control Act sets criteria for ownership.

“What the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or community, that either results in or has a high likelihood of resulting in, injury, death, psychological harm, maldevelopment or deprivation.”

THE WORLD HEALTH ORGANIZATION (WHO)
MORE GUNS = MORE CRIME

Gun crime can be reduced by implementing:

- **Changes to systems and institutions:** This refers to creating and supporting an effective criminal justice system. The criminal justice system consists of three main parts: law enforcement (police), the courts (judges, prosecutors and defense lawyers) and corrections (prison, prison officials, parole officers).
- **Strategies to prevent violence and crime:** This must be done across sectors to influence productive behaviour. This can include, early childhood development, education, criminal justice, family care, health care, youth work and social services. When all of these work well and everyone has access to them, violence can be significantly reduced in communities.
- **Enforcement of gun control laws:** This helps reduce crime because it makes it difficult to access a gun.

Guns can be reduced by:

- **Using the law:** This refers to strengthening national gun laws that control and manage the sale, possession, safe storage and use of guns. Gun laws can make certain types of guns illegal for civilians to use. Gun laws can limit the number of guns someone can legally own and it can control the public carrying of guns.
- **Improving how laws are enforced:** This means that the gun law is enforced by government and its agencies such as the police and is obeyed by those who own guns.
- **Conducting firearms amnesties and collection schemes:** Civilian firearms amnesties and buy-back schemes are used by governments to remove illegal firearms from the public. When gun amnesty is combined with gun laws as well as awareness-raising activities, it can remove illegal weapons from circulation.
- **Managing government’s weapons:** When state guns like those belonging to the police or the army are not properly secured, they can potentially flow into the illegal pool of guns.
- **Reducing demand for guns:** In countries with high levels of violence, weak criminal justice systems and where people have lost faith in the police, people’s need for protection can drive the demand for guns. Therefore, making criminal justice systems more effective is one of the steps to reduce demand for guns.

DID YOU KNOW?

Controlling who owns what firearm and for which purpose will:

- **MAKE CRIME AND VIOLENCE LESS DEADLY, WHICH MEANS FEWER DEATHS AND SERIOUS INJURIES.**

REDUCE THE RISK OF FIREARM MISUSE, ESPECIALLY IN THE HOME.

REDUCE THE RISK OF LEGAL FIREARMS LEAKING INTO THE ILLEGAL POOL OF WEAPONS AND INTO THE HANDS OF CRIMINALS.

RISK FACTORS FOR GUN RELATED CRIME AND VIOLENCE INCLUDE:

- availability and easy access to guns
- availability and harmful use of alcohol

DID YOU KNOW?

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### Mythbusters

<table>
<thead>
<tr>
<th>Myth</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there are no guns, criminals will use other weapons to commit crime</td>
<td>Guns are small, light, easy to use, easy to conceal and are most often the weapon of choice of criminals. They are more lethal than any other weapon, resulting in more deaths and a greater number of injuries. Evidence for this is found in both South Africa and globally.</td>
</tr>
<tr>
<td>Guns make a country safer from crime</td>
<td>Studies have shown a significant link between gun ownership and firearm-related deaths. Source: Guns are a public health risk</td>
</tr>
</tbody>
</table>

### Different Ways to Talk About Guns and Crime

These questions can help guide your radio shows and outreach.

They are angles to the bigger topic of guns, crime and threat

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

- What are the ways we can prevent gun crime from happening in our community?
- What are the ways that guns change how a crime is committed?
- In what ways do more guns increase gun crime?
- What are the biggest failings OR successes of the criminal justice system that you can see in your community?

### Extra Resources on This Topic:

- **Internet Resources:**
  - www.youtube.com (SA victim charter)
  - www.youtube.com (Once upon a crime)
  - www.youtube.com (Jacob Moshokoa looks at gun violence in SA)
VIOLENCE

Violence is behaviour involving physical force intended to hurt, damage or kill someone or something. (Source: Oxford Dictionary)

Violence can be someone physically or psychologically harming you, or having power over you. Violence is not just about injury or death. Violence can also deprive someone of material things or emotional support.

Violence can be divided into three broad categories:

• self-directed violence (i.e. suicide and self-harm)
• interpersonal violence (i.e. family and intimate partner violence or violence between family members and people who know each other intimately)
• collective violence (i.e. war)

Violent acts can be:

• physical
• sexual
• psychological
• emotional

TOXIC MASCULINITY

• refers to the attitudes held by society that describe the masculine gender role as violent, unemotional or sexually aggressive
• is physically and emotionally harmful to people
• does not mean that men or boys are toxic or bad. It means that society’s unfair expectations of men and boys can lead them to express themselves negatively
• rewards destructive habits and behaviours
• gets worse when men hide their feelings like grief, hurt, sadness, loneliness

Toxic masculinity includes:

• Arrogance
• Anger
• Aggression
• Dominance
• Superiority
• Risk-taking. This means taking actions that may have negative consequences.

Patriarchy

Patriarchy is a social system in which power is held by men, through the way we practice culture and customs that favour men and exclude women.

Source: dictionary.com

Masculinity

• is also called boyhood, manliness, or manhood
• is a set of characteristics, behaviours and roles generally associated with boys and men
• is mostly about how society expects men to behave


When we talk about the harmful effects of toxic masculinity, we are not criticising men - we are talking about the unfair standards society imposes on them.
Men engage in sexual assault because they have a higher sex drive than women. Sexual assault is an act of violence and has to do with power. It is not motivated by the desire for sex.

Men will always turn to verbal aggression or physical violence in order to protect their loved ones. Physical violence is a choice, regardless of gender. Not all men deal with conflict through verbal or physical aggression.

Men should protect women. This kind of thinking reinforces the stereotype that women are weak and need physical protection from men who are considered stronger.

Vulnerability in men shows weakness. Vulnerability often requires courage. Societies must create space for young boys and men to be vulnerable and see strength in gentleness. There are many ways to be a man that are not violent.

Source 1: Talking about violence and masculinity
2: Daily Maverick

Distributing power more equally is one of the ways we can disrupt toxic masculinity. Promoting more women into leadership positions is one way of distributing power.

DIFFERENT WAYS TO TALK ABOUT GUN CONTROL

These questions can help guide your radio shows and outreach. They are angles to the bigger topic of guns, crime and masculinity. You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

What are the ways we can redefine manhood in our community? How would that affect levels of violence?

What are the ways young men can be strong, powerful and protect themselves without having a gun?

Do concepts of masculinity in South Africa contribute to men engaging in gender-based violence?

How do the ways we practise culture and customs promote toxic masculinity and violence? What role do women play in this?

Remember

Distributing power more equally is one of the ways we can disrupt toxic masculinity. Promoting more women into leadership positions is one way of distributing power.
The word survivor can refer to someone who stays alive after something like an accident or event.

Examples: “There were only two survivors of the plane crash...”

“...a breast cancer survivor...”

Another meaning of survivor is when someone copes well with difficulties in their life.

Examples: “...adult survivors of child abuse”

“She is a born survivor.”

ARE YOU A SURVIVOR OF GUN VIOLENCE?
Whether you’ve been shot or threatened by a gun, witnessed gun violence, or know someone who’s been killed, injured or threatened by a gun – you’re a survivor of gun violence.

The cost of gun violence includes:

DIRECT COSTS
- Police, paramedic and ambulance transport costs when they respond to gun violence incidents.
- Productivity costs. This means that a gun violence survivor may not be able to work at the same pace or in the same job as before.
- Loss of income for family and friends of a gun violence survivor because when they have to take care of a recovering gun violence survivor at home, they may lose their jobs.
- Administrative costs. This refers to the gun violence survivor making disability and social grant claims. Sometimes, they also have to pay legal and court fees.

INDIRECT COSTS
- Mental health costs. A survivor of gun violence may be struggling to continue with life as before.
- Quality of life costs. This means that the nature of the gun violence survivor’s injuries can cause pain, can reduce their ability to work in the same job and change the way they relate to their family. In other words, life as a gun violence survivor will be very different from the life they lived before.

DEFINITIONS

SURVIVOR
The word survivor can refer to someone who stays alive after something like an accident or event.

Examples:
- “There were only two survivors of the plane crash...”
- “...a breast cancer survivor...”
- “...adult survivors of child abuse”
- “She is a born survivor.”

DID YOU KNOW?
- The cost for all abdominal gunshot injuries treated at all state hospitals in South Africa was approximately 4% of the national health budget: R6 billion annually.
- Bullet wounds through the head, lungs, heart, major blood vessels or bowel can be deadly if patients are not taken to the hospital for an emergency operation.
- Compared to other injuries, gunshot patients consume more resources because they need more intensive care, blood transfusions and long-term rehabilitation than patients with other injuries.

Remember
Violence can be prevented. One practical step is to support legislation that controls who owns what gun and for which purpose so that only people who are fit and proper are granted the responsibility of handling a lethal weapon.
SURVIVING TRAUMA

- Experiencing gun violence is something that is not a normal life experience. That is why it is called a traumatic event.
- Traumatic events can affect us all.
- People who experience trauma show it in different ways. Sometimes a person who has experienced trauma may not show it right away and only become emotional weeks or even months later.
- A traumatised person can have up and down emotions that can last a short time or a very long time.
- When a person who suffers from trauma is emotional, they might need to see a professional counsellor. This does not mean that they are weak or mad. It just means that the gun violence incident was just too powerful for the person to manage alone.

COMMON REACTIONS TO TRAUMA

A gun violence survivor may experience:
- Numbness, shock
- Worrying, nervousness
- Fear that something else will happen
- Anger at what has happened
- Guilt at surviving
- Depression

RECOVERING FROM TRAUMA AND LOSS

Try to remember: You are having a normal reaction to an abnormal event!
- Talk openly about your feelings and symptoms
- Eat a healthy diet
- Exercise
- Keep contact with friends
- Practice safety measures to be taken in the future
- Try relaxation techniques
- Be aware of trying to take away the pain that you are feeling with drugs or alcohol

HELPING FAMILY MEMBERS AND FRIENDS

Sometimes it is difficult to know what to do or say to somebody who has just survived a traumatic event.
- Let the person know that you care
- Spend time with the traumatised person and just listen
- Avoid telling them how they should feel
- Help them find support, like a professional counsellor if they feel that they need it

Remember: In order to take care of others, take care of yourself! Make sure you are in a healthy frame of mind.

Source: Gun Free South Africa

DIFFERENT WAYS TO TALK ABOUT GUN CONTROL

These questions can help guide your radio shows and outreach.

They are angles to the bigger topic of guns, crime and survivors.

What are the ways gun violence survivors can be supported?

How can we prevent gun violence from happening in our communities?

What are the signs that someone is experiencing trauma from a gun violence incident?

What are the ways we can remove the stigma around trauma survivors seeking professional help?

EXTRA RESOURCES ON THIS TOPIC:

Seeking professional help
There are organisations across South Africa that can help you deal with trauma.

Life Line South Africa Counselling Line (National)
- Toll free number: 0861 322 322
- LifeLine offers free, anonymous counselling over the phone 24/7, throughout the year

The South African Depression and Anxiety Group (SADAG) (National)
- SADAG offers a range of counselling services, including:
  - Suicide Crisis Line: 8am-8pm, Toll free number: 0800 567 567, SMS: 31393
  - SADAG Mental Health Line, 8am-8pm, Tel: 011 262 6396, www.sadag.org

The Trauma Centre for Survivors of Violence and Torture (Cape Town)
Tel: 021 465 7373

The Trauma Clinic (Johannesburg)
Tel: 011 403 3102

The South African Depression and Anxiety Group (SADAG) (National) offers a range of counselling services, including:
- Suicide Crisis Line: 8am-8pm, Toll free number: 0800 567 567, SMS: 31393
- SADAG Mental Health Line, 8am-8pm, Tel: 011 262 6396, www.sadag.org
Johannesburg - A Centurion man accidentally shot dead his young daughter on Friday morning when their house was broken into, Gauteng police said. Lieutenant Colonel Lungelo Dlamini said the man was woken by a commotion at his house on Glover Street. “He went upstairs to fetch his firearm and while he was there, he heard the commotion again near the door. He fired a shot which hit and injured his... daughter,” said Dlamini. “She was taken to hospital in a critical condition, where she died. We have opened a case of culpable homicide.”

Dlamini said the five robbers fled the premise with a handbag, which belonged to the man’s wife. No arrests had been made. Beeld newspaper reported that the father had heard dogs bark, went downstairs to investigate and spotted a robber in the house, in the early hours of Friday morning. He ran back up to his bedroom, slammed the door and took his firearm from the safe. At that stage, his 8-year-old daughter had woken up and wanted to go into her parent’s bedroom. When she turned the door knob, her father thought it was one of the intruders and fired a shot. He opened the door and found her lying there. According to Beeld she had been shot in the head.

The solution to gun crime is not more guns.

In South Africa there are high levels of violent crime, and people feel under threat. However, getting a gun is not the answer. As citizens we can demand that our police be much better at gathering intelligence and disarming criminals. That is their job, not ours.

You may only shoot at a target that is in your sight (this would include an animal, etc) – that means you may not shoot through a closed door or into the bush unless you have seen your ‘target’ and know what it is that you are shooting at.

If there was no gun present, would the family have been more at risk of harm from the intruders?

Do you think that the father’s emotional or mental health had anything to do with him shooting his daughter accidentally?

What could the father have done differently to avoid shooting his daughter through the door?
LAWS YOU NEED TO KNOW WHEN CARRYING A GUN

Carrying legally owned firearms in South Africa is allowed under all licence types and does not need an additional permit.

However, no person may carry a gun in public unless, in the case of:

- a handgun (i.e. revolver or a pistol): it is in a holster or similar holder designed, manufactured or adapted for carrying a handgun and attached to his or her person; or it is in a rucksack or similar holder.

- any other gun: it is in a holder designed, manufactured or adapted for the carrying of the firearm. A shotgun for example, usually requires a case.

Places where you cannot carry a gun:


- The Firearms Control Act of 2000 (FCA) allows for Firearm Free Zones, but this law must not be confused with the mandate of the CAPPVA which made all government buildings and vehicles gun-free by law.

- According to the FCA under section 140, gun-free zones can be applied for and must be granted gun-free status by the relevant Police Minister.

Source: Wikipedia Firearms legislation

DEFINITIONS

WHAT IS A GUN FREE ZONE?

A Gun Free Zone is a space in which no guns are welcome or allowed. It limits who can carry a gun where.

- In South Africa, private guns are prohibited, by law, in government buildings according to the Firearm Control Act of 2000.

- In South Africa, legal gun owners can carry their gun publicly as long as it is partially or completely covered and in a gun holster.

THERE ARE DIFFERENT TYPES OF GUN FREE ZONES

- Some Gun Free Zones are enforced through the use of metal detectors and providing safe storage

- Others are enforced through community buy-in and trust

WHAT DOES THE LAW SAY ABOUT GUN FREE ZONES?

Every day people make use of their right to restrict those entering a space they own or manage; they do it with smoking, liquor and food. The same can be done with guns.

The law of right of admission allows you to exclude anyone carrying a gun into a Gun Free Zone that you own or manage.

It is a civil offence to violate the Gun Free Zone status of a place – anybody found breaking the rules of a Gun Free Zone can be prosecuted under laws that prohibit trespassing.

CRIMINALS ARE MORE LIKELY TO CARRY A GUN IF THEY SUSPECT THAT VICTIMS MAY ALSO BE ARMED.

REPORTS REVEAL THAT CRIMINALS MAY CARRY GUNS TO STOP VICTIMS FROM RESISTING.

The Criminal Procedure Act clearly states that you may only shoot another person when your life is under direct threat.

Did you know?

Carrying a concealed handgun increases the chances of a confrontation turning violent. Someone carrying a gun for self-defense is 4.5 TIMES MORE LIKELY TO BE SHOT during an assault than an assault victim without a gun.

According to the Small Arms Survey, the exact number of civilian-owned guns is impossible to know because of the fact that many guns are unregistered, or are part of the illegal gun trade and global conflict such as war.

Your risk of being murdered depends on where you live. Sea Point Police Station reported 37 murders from April 2003 to March 2012. In the same period, Nyanga Police Station reported nearly 2,300 murders, the highest of any Police Station in the country.

There is a strong link between living in a poor neighbourhood and the risk of being murdered.

Many stolen guns are never recovered. When they do resurface, it’s often in connection with a crime or in the hands of someone legally barred from possessing one.

Source: Gun owners at risk of gun theft

Gun debate
So you want a gun?
Concealed guns
Gun ownership does not protect Violence policy center (VPC)
**MYTHBUSTERS**

**MYTH**

- Guns don’t kill people — people kill people
- Keeping a gun at home makes you safer than not having a gun in the home
- Carrying a gun for self defense makes you safer
- Guns make women safer

**FACT**

People with access to more guns tend to kill more people with their guns. In America, gun death rates are generally lower in states with restrictions such as safe-storage requirements or assault-weapons bans.

Source: Concealed Guns

Research shows that having a gun for self defence does not ensure your safety. Keeping a gun in the home is risky and has resulted in domestic violence, accidental discharge, mistaken identity shootings, children setting it off and the risk of suicide. An unintended consequence is that you could feed the illegal market if your gun is stolen from you.

Source: Gun Myths Fact Check

There’s a difference between feeling safe and being safe. Having a gun does not make you safe, and having it in your home creates a risk.

In 2013, more than 5 times more women were shot by husbands, boyfriends and ex-partners than murdered by male strangers.

Source: Gun Myths Fact Check

**DIFFERENT WAYS TO TALK ABOUT GUN CONTROL**

These questions can help guide your radio shows and outreach.

They are like angles to the bigger topic of the risks of carrying a gun.

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

- What are the risks of carrying a gun?
- How can a Gun Free Zone benefit our community?
- What are the ways to keep yourself safe and secure without carrying a gun?
CHILD SHOT DEAD BY ANOTHER CHILD WHO WAS PLAYING WITH A GUN

“Fourteen-year-old Skhumbuzo Dube was shot dead on 4 June 2017. His 12-year-old neighbour had got hold of his grandfather’s firearm and was playing with it when he shot Skhumbuzo. The grandfather is on trial for gun negligence in the Ekanqala Magistrates’ court near Bronkhorstspruit. But for the third time on Wednesday the case was postponed.”

Skhumbuzo was one of about 18,000 homicide victims in the country in 2017, and Bronkhorstspruit is a small town 60km from Pretoria. So it’s unusual for a case like this to get public attention, but Gun Free South Africa (GFSA) has taken a special interest in it. Adele Kirsten, the organisation’s director, explains that this case ‘demonstrates the significant weaknesses in the firearms control management system in South Africa, from the point of issuing a gun license to an individual to the point of destruction.’

Skhumbuzo was taken to hospital but he died after losing too much blood. On Wednesday, the case was postponed because of a problem with the docket. Asked by GroundUp to explain what went wrong, Captain Elphias Malinga, the investigating officer on the case, said that the case has been postponed several times and that date has not yet been concluded in the magistrate’s court. Witnesses claim the child who shot Skhumbuzo was also seen playing with the gun the day before he shot Skhumbuzo. The child had accidentally shot the gun that day too, but it had only hit the garden wall.”

Article extract from: ‘Activists furious with delays in child shooting case’
Extra resources on this topic: ‘Dad accidentally kills daughter in robbery’

WHO IS A GUN AMNESTY?
A gun amnesty means that people who are in possession of an illegal gun can hand the gun in to the police without being prosecuted. It also means that someone who no longer wants their legal gun can hand it into community buy-in and trust.

WHAT IS A GUN AMNESTY?
A gun amnesty means that people who are in possession of an illegal gun can hand the gun in to the police without being prosecuted. It also means that someone who no longer wants their legal gun can hand it into the police. The Minister of Police and Parliament have to decide whether to grant or deny the issuing of a licence.

WHAT IS GUN CONTROL?
Gun control (or firearms regulation) is the set of laws that regulate the manufacture, sale, transfer, possession, modification or use of firearms by both civilians and the state.
While owning a gun is a right in some countries, it is not a right in South Africa, it is a privilege.

The law refers to a gun as a firearm.

MYTH

MYTHBUSTERS

<table>
<thead>
<tr>
<th>Myth</th>
<th>Mythbuster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having a legal gun in the home keeps you safe from thieves or people who want to attack you.</td>
<td>FACT</td>
</tr>
<tr>
<td>Burglars will think twice before robbing a house with a gun.</td>
<td>In fact, burglars often target gun owners’ homes.</td>
</tr>
<tr>
<td>A woman is safer when there is a gun in the house.</td>
<td>South African women are at risk of becoming a victim of gun violence in their home at the hands of their intimate partner. A national study found that more women (57%) were murdered by their husbands or boyfriends (this is called intimate femicide) than by strangers.</td>
</tr>
<tr>
<td>If you safely store your legal gun at home, then there is no risk.</td>
<td>No matter how guns are stored, what type or how many you own, having a gun in your home significantly increases the risk of death for you, your spouse and children. Source: A gun at home is a health risk</td>
</tr>
</tbody>
</table>

FACT SHEET: A GUN IN THE HOME

MYTH

While owning a gun is a right in some countries, it is not a right in South Africa, it is a privilege.

The law refers to a gun as a firearm.

VOICE POP

Aim
To get many opinions on one topic.

Who do you talk to
Anyone in the community.

Question
When you think about the words “safety” and “protection”, what do you think of?

Radio Production Guide

A GUN IN THE HOME

WAYS TO TALK ABOUT A GUN IN THE HOME

• What are the ways we can be safe in our homes instead of having a gun?
• What are the different ways to talk about ‘safety’ and ‘protection’ that does not involve a gun?
• What are the life skills we can use to prevent gun violence in homes and in our community?

Different ways to talk about: “What are the ways we can be safe in our homes instead of having a gun?”

• What are the risks that a gun poses in a home? If there was a gun in your home, what would the specific risks be (especially for women and children living there)?
• Advocate for the removal of guns from homes.
• Gun violence prevention begins with you. Develop life skills, such as walking away from dangerous situations, ways to control anger and frustration, etc.
• Discuss the myths and facts of having a gun in the home, including how keeping a gun in the home increases risk, not safety.

VOICE POP

Aim
To get people’s opinion about a topic that they care deeply about.

Who do you talk to
A community activist, or a youth activist campaigning or advocating for change on a particular issue.

Questions
• What are the ways we can change perceptions about keeping a gun in the home for safety?
• How can we keep homes safe from attack or burglaries?
• What are the ways a gun in the home makes it risky for gun violence to occur?
• What are the ways a gun can be removed from the home?
FORMATS

**AUDIO PROFILE**

**Aim**
To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.

**Who do you talk to**
Talk to a person who is open to sharing why they choose NOT to have a gun in the home.

**Questions**
- What has motivated you against keeping a gun in your home?
- How can your home be safe against an attack or burglary?
- What are the ways we can prevent gun violence in our homes and in our community?

**HOW TO PRESENT YOUR SHOW**

Use your produced radio formats, your research and the suggested script and questions to write your own script.

**Suggested questions for an interview with a community leader or a representative from an organisation campaigning against gun violence.**

- Why is it important to remove guns from the home or not to bring a gun into the home in the first place?
- What are the ways we can prevent gun violence, generally?
- How can one keep their home safe from attack?

**[INTRO VOX POP]**

**[VOX POP]**

**[OUTRO VOX POP]**

**Host 1:** It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME].

**Host 2:** And my name is [NAME], and today’s show is all about why keeping a gun in the home is not such a good idea.

**Host 1:** Did you know that keeping a gun in the home increases your chances of being a victim of gun violence?

**Host 2:** Really? How?

**Host 1:** Well, guns can kill you in three ways: murder, suicide and by accident. And sometimes it doesn’t matter even if you keep your legal gun in a very safe and secure place; the presence of a gun just means you are putting yourself or others in the home in danger.

**Host 2:** Woow! You are giving me something to think about. I wonder what people on the street think about this topic.

**[INTRO INTERVIEW]**

**[INTERVIEW]**

**[OUTRO INTERVIEW]**

**Host 1:** Today, we’ve learnt so much about the risks involved in keeping a gun in the home.

**Host 2:** That’s right! Before we discussed this topic I had never really thought about the risks of having a gun in the home. I didn’t know about all the evidence that shows how dangerous that can be.

**Host 1:** I think that we have all learned something today that will help us make the better decisions around safety. Thank you all for staying tuned! Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!
**ETHICS AND CONSENT**

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

**OUTREACH OUTLINE FLOW**

When you create your outreach outline, be aware of the flow and the energy that certain activities generate. You don’t want to start with a bang and end on a whisper.

**OUTREACH GUIDE**

**A GUN IN THE HOME**

**WAYS TO TALK ABOUT A GUN IN THE HOME**

- What are the ways we can be safe in our homes instead of having a gun?
- What are the different ways to talk about ‘safety’ and ‘protection’ that does not involve a gun?
- What are the life skills we can use to prevent gun violence in homes and in our community?

**PREPARING FOR YOUR OUTREACH**

- **Choose an Angle**
  - What are the ways we can be safe in our homes instead of having a gun?
  - Advocate for the removal of guns from homes.
  - Gun violence prevention begins with you. Develop life skills, such as walking away from dangerous situations, ways to control anger and frustration, etc.
  - Discuss the myths and facts of having a gun in the home, including how keeping a gun in the home increases risk, not safety.

**DIFFERENT WAYS TO TALK ABOUT “A GUN IN THE HOME”**

- What are the risks that a gun poses in a home? If there was a gun in your home, what would the specific risks be (especially for women and children living there)?
- Advocate for the removal of guns from homes.
- Gun violence prevention begins with you. Develop life skills, such as walking away from dangerous situations, ways to control anger and frustration, etc.
- Discuss the myths and facts of having a gun in the home, including how keeping a gun in the home increases risk, not safety.

**REMINDER**

Gun violence can be a sensitive and triggering topic. The resource sheet can be used to help refer affected people to hotlines, supportive services and more information.

You can also find the contact information of professional support services such as a social worker or counsellor in your community and share the details at the outreach with their permission.

Remember to repeat support service information throughout your event and to post it on social media.
A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

Some questions for the guest speaker to think about ahead of time:
- If a gun is kept in a safe and secure place in the home, how can it still be a danger?
- How can we change perceptions around having a gun for safety?
- If we understand that guns actually cause danger, how else can we keep ourselves safe from violence?

A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Examples of opening questions for the panel:
- What are the ways we can talk about safety without guns?
- Can you describe different ways to think about safety?
- In what ways does the presence of a gun in the home make it unsafe for the people who live there?

A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

IMPACT JINGLE
Aim
To get people’s opinion about a topic that they care deeply about.

Who is on the panel
Gun Free SA, community policing forum, youth activist, social worker, teacher, etc.

[OUTRO MUSIC]
[MUSIC/PERFORMANCE]
SHOW OUTLINE

An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an event that is one hour long.

[Diagram of event outline]

- Music/Performance
- Intro to show
- Impact Jingle
- Intro to guest speaker
- Guest speaker
- Outro guest speaker
- Intro panel discussion
- Panel discussion
- Outro panel discussion
- Impact Jingle
- Intro music
- Music
- Outro music
- Music/Performance
- Outro show

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!
DEFINITIONS

SUICIDE

What is Suicide?
Suicide: the act of taking one’s own life intentionally or voluntarily.
Source: Merriam-Webster Dictionary

Risk factors for suicide among young people include:
- the presence of mental illness, especially depression,
- emotional and behaviour problems;
- alcohol and drug abuse;
- previous suicide attempts; and
- the availability of firearms in the home.

In South Africa, 60% of people who commit suicide are depressed.

In South Africa, the average suicide is 17.2 per 100 000 (8% of all deaths). This relates only to deaths reported by academic hospitals. The real figure is higher.

According to the World Health Organization (WHO), a suicide occurs every 40 seconds and a suicide attempt is made every 3 seconds across the world.

In South Africa, hanging is the most frequently used method of suicide, followed by shooting, gassing and burning.

Remember

Suicide shouldn’t be a secret

“‘We cannot measure the value of life cut short by suicide. We cannot calculate the impact a person might have had on the world around them or on the people whose lives they may have touched. But through a partnership between survivors, business and community leaders, scientists and dedicated individuals we can vanish this needless tragedy.’”

Source: The South African Depression and Anxiety Group (SADAG)

TO GET YOU THINKING

MATRIC PUPILS COMMIT SUICIDE

Two matriculants have committed suicide, both in Mpumalanga. TimesLIVE reported that a matriculant in Schoemansdal committed suicide at 8 am after receiving an SMS stating that he had failed his national senior certificate. In response, the Nkomazi local municipality said, “We just received with shock and profound sadness [news of] the passing… of a learner from Schoemansdal [matriculant] who just committed suicide this morning after being informed that he did not make it. Our heartfelt condolences to the family and friends. We also appeal to parents to be vigilant and give proper counselling or refer these vulnerable children to social workers for professional help.”

Mpumalanga police spokesman Leonard Hlathi said the 19-year-old from Schoemansdal was found lying on the floor with an electric cord around his neck. Hlathi reported that an 18-year-old in Waterval Boven also committed suicide. He used an electric iron cord to hang himself, which was found dangling from the roof. The matriculant had passed the exams with a higher certificate, a basic pass.

All matriculants, or anyone contemplating suicide, can call the South African Depression and Anxiety Group (SADAG) at 08000 55 555 at any time of day or night. SADAG will call you back if you SMS them at 31393. Childline also has a toll-free counselling number - 0800 0 55 555, which is free from landlines and all cell networks, except Telkom Mobile.

SADAG spokesperson Janine Shamos previously told TimesLIVE that pupils should not see their matric results as a matter of life or death. “Matric learners need to remember there are always options. There’s always something that can be done, even if it means rewriting a subject. Even if you failed the whole year, there are always options.”

Although suicide is very hard to predict, the organisation said that if someone has shown at least five of the symptoms listed below for about two weeks they might be contemplating suicide:
- Depressed mood
- Change in sleeping patterns
- Change in appetite or weight
- Speaking or moving with unusual speed or slowness
- Fatigue or loss of energy
- Feelings of worthlessness, self-reproach or guilt
- Thoughts of death or suicide

Additional factors that point to an increased risk for suicide in depressed individuals are: Extreme anxiety, agitation or enraged behaviour, excessive drug and/or alcohol use, a history of physical or emotional illness and feelings of hopelessness or desperation.

Source: Adapted article. Nico Gous (05 January 2018) “Matric Pupils Commit Suicide” TimesLIVE

QUESTIONS TO CONSIDER

How do you think the suicides of the teenagers in the story above could have been prevented?

Can you think of some of the reasons that motivated the teenagers to take their own lives?

If you were a friend of one of these teenagers, what do you think you could have done to support and prevent them from committing suicide?
WHAT ARE THE MAJOR RISK FACTORS FOR YOUTH SUICIDE?

- If a teenager has tried suicide before.
- If there is a history of depression and/or suicide in the family.
- If the adolescent uses/abuses or is dependent on alcohol or drugs.
- If they have been sexually or physically abused.
- If they have a chronic illness.
- If they have a learning disability or a mental or physical disability.
- If there are family fights or a poor parent/child relationship.
- If there has been a recent loss (family or relationship break-up, or death) or setback (job loss/issues).
- If there has been a disruption in their life like a change in friends, surroundings, or activities.
- If they have been exposed to violence.

Source: SADAG

SUICIDE: WARNING SIGNS

- Giving away prized possessions/making a will or other final arrangements.
- Major changes in sleep patterns - too much or too little.
- Sudden and extreme changes in eating habits/losing or gaining weight.
- Withdrawal from friends/family or other major behavioural changes.
- Dropping out of group activities.
- Personality changes such as nervousness, outbursts of anger, impulsive/reckless behaviour or apathy about appearance or health.
- Frequent irritability or unexplained crying.
- Continuous expressions of unworthiness or failure.
- Lack of interest in the future.
- A sudden lifting of spirits, when there have been other warning indicators, may point to a decision to end the pain of life through suicide.

Source: 1. Teens Who Commit Suicide 2. Suicide: Warning Signs

EXTRA RESOURCES ON THIS TOPIC:

- If you know someone who should not have a gun, and you would like more information on removing a gun from the home visit www.gfsa.org.za or send an email to info@gfsa.org.za
- For more information on mental illness, and if you know someone who is suicidal and needs help, contact the South African Depression and Anxiety Group (SADAG).
- To contact a SADAG counsellor between 8am-8pm Monday to Sunday, call 011 234 4837.
- For a suicidal emergency contact 0800 567 567 24hr Helpline 0800 121314, SMS 31393 (and SADAG will call you back).

SUICIDE AND GUNS

- About 85% of suicide attempts with a gun are fatal.
- Guns are more lethal than other suicide means. They are quick. The damage is irreversible.
- WHO reports that 17% of all suicides globally are committed using a gun.
- Households with guns have a higher gun-related suicide rate.
- Men are more at risk of suicide by gunshot.
- Stronger gun laws reduce access, leading to fewer gun-related suicides.

Putting time and distance between a suicidal person and a gun may save a life. This is how:

1. Remove guns from the home. If you have a gun at home and someone in the house is suicidal or at risk of suicide (e.g. an impulsive teen, a person struggling with depression or drug and alcohol problems, or someone going through difficulties like divorce or arrest), seriously consider removing the gun(s) from the home.

2. Store guns securely. Not having guns at home is the safest practice. But if this is not an option:

   - Store guns safely. According to the South African Firearms Control Act, a gun owner must “lock the firearm away in a prescribed safe, strong-room or device for the safekeeping of a firearm.”
   - Keep the key or combination to your locked gun secure. Remember, most teenagers know their parents’ hiding places.

Source: Gun Free South Africa
## Mythbusters

<table>
<thead>
<tr>
<th>Myth</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about suicide or asking someone if they feel suicidal will encourage suicide attempts.</td>
<td>Talking about suicide provides the opportunity for communication. However, talking about suicide should be carefully managed.</td>
</tr>
<tr>
<td>Young people who talk about suicide never attempt or complete suicide.</td>
<td>Talking about suicide can be a plea for help or a late sign in the progression towards a suicide attempt.</td>
</tr>
<tr>
<td>A promise to keep a note that someone has given you unopened and unread should always be kept secret.</td>
<td>When you suspect that someone is thinking of harming themselves and they give you a sealed note and tell you not to open it, this is a very strong sign that something may be wrong. Do not keep the note a secret. Tell someone who could help, like a parent or teacher.</td>
</tr>
<tr>
<td>Attempted or completed suicides happen without warning.</td>
<td>The survivors of someone who committed suicide often say that they didn’t see it coming. While this is possible, it’s also very likely that they didn’t recognise some of the warning signs.</td>
</tr>
<tr>
<td>If a person attempts suicide and survives, they will never make a further attempt at suicide.</td>
<td>A suicide attempt is regarded as an indicator of further attempts. It is likely that the level of danger will increase with each further suicide attempt.</td>
</tr>
<tr>
<td>Once a person is intent on suicide, there is no way of stopping them.</td>
<td>Suicides can be prevented. People can be helped. A suicidal crisis can be relatively short-lived. Suicide is a permanent solution to what is usually a temporary problem.</td>
</tr>
<tr>
<td>People who threaten suicide are just seeking attention.</td>
<td>All suicide attempts must be treated as though the person is serious about dying. If you give them attention and help them access the appropriate resources and services, it may well save their life.</td>
</tr>
<tr>
<td>Suicide is hereditary.</td>
<td>Although more than one suicide can happen in one family, it is not genetically inherited.</td>
</tr>
<tr>
<td>Only certain types of people become suicidal.</td>
<td>Everyone has the potential for suicide.</td>
</tr>
<tr>
<td>Suicide is painless.</td>
<td>Many suicide methods are very painful.</td>
</tr>
<tr>
<td>Depression and self-destructive behaviour are rare in young people.</td>
<td>Both forms of behaviour are common in adolescents.</td>
</tr>
</tbody>
</table>

### All suicidal young people are depressed.

While depression is a contributory factor in most suicides, it doesn’t need to be present for suicide to be attempted or completed.

### Marked and sudden improvement in the mental state of someone who attempted suicide proves that the suicide risk is over.

The opposite may be true. In the three months following an attempt, a young person is most at risk of completing suicide.

### Once a young person is suicidal, they will be suicidal forever.

Most young people who are considering suicide will only be that way for a limited period of their lives. The risk of suicide for any person varies across time as their circumstances change. This is why it is important for regular assessments of the level of risk in people who are ‘at risk’ of suicide.

### The only effective intervention for suicide comes from professional psychotherapists with a lot of experience.

All people who interact with suicidal adolescents can help them by giving them emotional support. Psychotherapeutic interventions also rely heavily on family and friends providing a network of support.

### Suicidal young people are always angry when someone intervenes and they will resent that person afterwards.

It is common for young people to be defensive and resist getting help at first, but they do this to test how much people care and are prepared to help them.

### Break-ups in relationships happen so frequently: they do not cause suicide.

Suicide can happen after the loss of a relationship.

### Suicidal young people are insane or mentally ill.

Although suicidal adolescents are often extremely unhappy and may be classified as having a mood disorder, such as depression, most are not legally insane. However, there are small numbers of people whose mental state meets psychiatric criteria for mental illness and who may need psychiatric help.

### Every death is preventable.

No matter how well-intentioned, alert and diligent people’s efforts may be, there is no way of preventing all suicides from happening.

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Source: 1. Suicide Prevention  
2. Teen Suicide: Myths & Facts

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**Remember**

Myths about suicide stand in the way of helping those who are in danger.
QUIZ TIME!

Test your knowledge:

- About 85% of suicide attempts with a knife are fatal. True or false?
- Women are more at risk of suicide by gunshot. True or false?
- List three warning signs that someone may be suicidal.
- It is a fact that talking about suicide will encourage suicide attempts. True or false?
- Different ways to talk about suicide.

DIFFERENT WAYS TO TALK ABOUT SUICIDE

These questions can help guide your radio shows and outreach.

They are angles to the bigger topic of suicide.

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

- Teen suicide: The silent killer
- Depression and suicide: Causes and prevention
- Guns and suicide: How can we stop the trigger from being pulled?

Resource

When reporting on issues of suicide, here are some helpful guidelines to practice:

Responsible Reporting on Suicide

ETHICS AND CONSENT

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.
What is femicide?
Femicide is generally understood to involve the intentional murder of women because they are women, but broader definitions include any killings of women or girls.

Source: WHO

The feminist movement in the 1970s founded the term ‘femicide’ to specifically refer to the killing of women because they are women. This definition brought attention to the number of women’s deaths caused by gender-based issues and misogyny (or hatred of/or prejudice against women and girls).

Since the beginning, the idea of femicide was meant to include different kinds of violent acts. For example:
- dowry and ‘honour’ killings
- intimate partner violence
- murder with rape
- the killing of sex workers
- female infanticide or selective abortion (when female infants/fetuses are killed because they are female)
- and other deaths that occur when women or girls are targeted because of their sex

This definition has expanded over time. Today it is sometimes understood as a broader understanding of violence against women (such as any killing of a woman).

Source: Article extract - Geneva Declaration

What is ‘intimate femicide’?
Intimate femicide refers to the killing of a woman by the woman’s husband, boyfriend (living or cohabiting), ex-husband (divorced or separated), ex-boyfriend, same-sex partner or a rejected would-be lover. This is also known as intimate partner homicide.

Source: Gender Links

The broad category of intimate partners includes all sexual partners — such as current and former spouses or partners — as well as other close family members if they were involved in an intimate relationship with the victim. Non-intimate partners include friends and acquaintances, as well as known strangers and family members.

Source: International perspective and data: Geneva Declaration

Intimate femicide-suicide is the killing of a woman by her intimate partner followed by the suicide of the perpetrator within a week of the homicide.

Source: Article extract - GFSA

DEFINITIONS

South Africa’s Domestic Violence Act of 1998 (DVA) recognises that domestic violence includes intimate partner violence (IPV).

SOURCE: ARTICLE EXTRACT: GFSA FIREARMS CONTROL BRIEFING

Remember

TO GET YOU THINKING

Cape Town - Relatives of a Mitchells Plain woman and her mother, who were shot dead allegedly by her cop boyfriend, say he went berserk because she wanted to leave him. The Daily Voice can also reveal that the officer, who killed himself after the double murder, lied to his girlfriend and colleagues about being divorced from his wife.

Meanwhile, the relatives blame Mitchells Plain cops for the bloodbath, saying they “killed” Charmaine Goliath, 27, and her mother, Susan April, 54, when they failed to arrest Detective Sergeant Granville Brooks after he threatened them in front of police on Wednesday night.

Instead, Brooks’ colleagues “talked him down” and let him go. He returned to Charmaine’s Begonia Street home in Lentegeur on Thursday morning where he allegedly shot her and her sickly mother before turning his service pistol on himself.

A shocked colleague says: “The team that was there didn’t expect that from him; they had calmed him down.” But Charmaine’s brother-in-law, who only identified himself as Kurt, told the Daily Voice: “This should never have happened if police did their job on Wednesday evening.”

Family members and police sources reveal Charmaine’s sister had called police to their house on Wednesday night after Brooks became “violent and argumentative.”

A police source close to the investigation says Brooks, 41, who was stationed at Lentegeur Police Station, and had a “stellar record”, had threatened to “come back and kill everyone” as his colleagues escorted him out of the house. “All I know is that there was a domestic violence dispute and that there were vans called to the house,” the source says.

“The sister called the detective commander who called the shift commander.” He said “as ek terug kom, gaan ek almal vrek maak” (He said, when I come back, I will kill all of you),” the source says.

Brooks had just returned from training in Oudtshoorn and had apparently lied to his girlfriend of two years about his divorce. Neighbours in Begonia Street told cops Brooks arrived early on Thursday morning and greeted them; later they heard four or five gunshots ring out. Cops with snipers arrived on the scene, suspecting they were dealing with a hostage situation. When cops later rushed into the house, they discovered all three had been shot dead in the bedrooms. Charmaine’s father was not at home, as he had gone to draw his pension. It is believed Brooks had sent out a child, who had apparently also been at the house, to buy a chiproll.

Friends reveal Charmaine wanted to leave Brooks, “but that he didn’t take the break-up well and snapped.” “She wanted to leave him because she found out he was still married and that he was seeing his wife. But it seems she was also cheating on him and he went berserk,” a close friend says. Meanwhile, Brooks’ colleagues, friends and senior officers at his workplace say they were shocked to learn he was still married.

A close friend and colleague of Brooks’ says: “We always believed he was divorced because he claimed that he was no longer married. We heard at the debriefing on Thursday night that he never divorced, but he always said he was.”

His wife, Samantha Brooks, with whom he has two children, took to Facebook, confirming they were married, posting: “I will always love you, my husband.”

Source: IOL News

QUESTIONS TO CONSIDER

How would the outcome of this crime have changed if the perpetrator was not a member of the SAPS? I.e. how did his status as a police officer affect how the domestic violence complaint was treated by police?

What were some of the tell-tale signs that this perpetrator intended to cause physical harm to his girlfriend and her family?

What was the role of gender and power in this incident?

The perpetrator was said to have a “clean record”. What do you think this means, especially in relation to having a history of violence or engaging in problem drinking (where alcohol is used dangerously in a way that can negatively impact someone’s health and life)?

Source: IOL News
GUNS IN FEMICIDE/INTIMATE PARTNER VIOLENCE (IPV)

- While women make up just 10% of gun homicide victims in South Africa, guns play a significant role in violence against women: they are used to kill, rape, threaten and intimidate.
- A summary of research into IPV in South Africa shows that:
  - Women are most vulnerable to being shot by an intimate partner in the home: 60% of gunshot homicides in 1999 occurred at home and 31% of women were shot and killed by an intimate partner.
  - Legal gun ownership significantly increases the risk of intimate femicide–suicide with two-thirds (66%) of intimate femicide–suicide perpetrators in 1999 owning a legal gun.
  - The high percentage of guns used in intimate femicide–suicide is attributed to the lethality of guns and the ease with which they can be used, with international research showing that guns are up to 12 times more likely to result in death than non-firearm assaults in IPV.
  - In South Africa, 83% of victims that were shot were killed and of the women victims of gun homicide, 68% were killed with a single shot, most often to the head and face.
  - A significant proportion of intimate partner suicide perpetrators are employed in the police, army or private security industry, showing that easy access to guns increases the risk for intimate partner-suicide.
  - Guns are often used in rape – 41% of rapes reported by adult women to the police in Gauteng Province in 2003 involved a firearm.

DID YOU KNOW?

GLOBALLY, APPROXIMATELY 66,000 WOMEN ARE KILLED ANNUALLY.

The South African Police Service (SAPS) does not have a domestic violence crime category. The extent and nature of IPV crime needs to be determined from a range of other crimes, including assault, pointing a firearm, intimidation, rape or attempted murder. IPV is significantly under-reported, which further complicates our knowledge of how many women experience IPV.

MYTHBUSTERS

**MYTH**

Research in the USA shows that the four main types of threatening gun-related behaviour used by men in IPV is threatening to shoot their partner; cleaning, holding, or loading a gun during an argument; threatening to shoot a person or pet the partner cared about; and shooting a gun during an argument with their partner.

**FACT**

Illegal guns increase the chances of domestic violence between intimate partners.

In fact, legal gun ownership increases the risk of intimate femicide–suicide with two-thirds (66%) of intimate femicide–suicide perpetrators in SA in 1999 owning a legal gun.

Source: WHO

If your intimate partner threatens to kill you or your family with a weapon, don’t take them seriously, they’re probably bluffing.

Threatening to shoot is one of the main types of abusive behaviour used by men in interpersonal violence.

Source: GFSA

Walking away from an abusive partner without seeking support makes you safer, because you are no longer in a relationship, they can’t harm you.

Leaving an abusive relationship is actually a high risk factor for becoming a victim of intimate femicide. Seek support from those you trust or protection from the police if you feel unsafe after a break up.

Source: WHO

Masculinity has nothing to do with combating intimate femicide in South Africa.

Attitudes and behaviours surrounding gender are underlying factors in intimate partner violence and need to be addressed and heard and considered when laws to control guns are crafted.

Source: Article extract: International perspective and data, Shaw.
Reduce gun ownership and strengthen gun laws! Studies consistently show an association between ownership of guns, particularly handguns, and perpetration of intimate femicide. Research from the USA has found an association between women getting a gun for their own protection and an increased risk of intimate femicide at the hands of a partner. Women were found to be three times more likely to be murdered if there was a gun in their home. WHO recommends that gun ownership be restricted. More specifically however, research has found that stronger gun laws for men previously cited for or convicted of intimate partner abuse are of particular importance in reducing rates of femicide.

SOURCE: WHO

Remember

PREVENTION RATHER THAN CURE

- Did you know 32% of women killed in South Africa in 1999 died from gunshot injuries. This reduced to 17% in 2009. Researchers determined that this could only be due to the introduction of the Firearms Control Act in 2000 because deaths by other means, including stab and blunt injuries, remained stable.

- International research shows that it is more effective to restrict gun access to people with a history of abuse, than to remove a gun from a home after domestic violence has been reported. South Africa’s Firearms Control Act has two mechanisms to help make sure that gun owners are and remain “fit and proper” to own a gun.

  • Mechanism 1: Two-tier licensing: The FCA’s two-tier licensing system aims to confirm that only “fit and proper” people are granted firearm licences.

    Tier 1: Competency certificate: Like a learner’s licence to drive, anyone applying for a firearm competency certificate as a first step for a firearm licence must meet certain requirements.

    In order to determine whether an applicant is at risk s/he is required to complete a self-reporting questionnaire, which includes asking if the applicant has:

    ▪ In the past five years been diagnosed or treated by a medical practitioner for depression, drug, intoxicating or narcotic substance abuse, behavioural problems or emotional problems; or

    ▪ In the past two years experienced a divorce or separation from an intimate partner with whom the applicant resided and where there were written allegations of violence.

    ▪ In addition, police officers are required to undertake three interviews with individuals known to the applicant, including the applicant’s spouse.

    Tier 2: Firearm licence: A firearm licence documents the state’s recognition that the person has been judged “fit and proper” to own a firearm.

  • Mechanism 2: Regular licence renewal: Once a gun licence has been issued, the FCA requires firearm licence holders to regularly renew their licences; renewals can take place every 2, 5 and 10 years.

    Imposing a limited duration on a gun licence provides:

    ▪ Confirmation that the licensed owner is still qualified to have a firearm, placing responsibility on the licence holder to maintain “fit and proper” behaviour; and

    ▪ Establishing genuine need for the continued ownership of a firearm.

SOURCE: Article extract: GFSA Firearms Control Briefing

Intimate femicide, gender and power.

The power that the Firearms Control Act has to regulate legal gun ownership to prevent IPV crimes made by police, officers and military (all of whom have access to guns).

How a culture that tolerates violence against women creates the foundation for IPV.

“South Africa’s Domestic Violence Act (1998) and Firearms Control Act (2000) allow the courts and/or the police to remove a firearm from a gun owner who misuses it.”

SOURCE: ARTICLE EXTRACT: GFSA - “REMOVING GUNS IN DOMESTIC VIOLENCE”

“Many victims of femicide had previously reported being threatened with a firearm (Campbell, Webster, and Glass, 2009).”

SOURCE: ARTICLE EXTRACT: GFSA FIREARMS CONTROL BRIEFING

These questions can help guide your radio shows and outreach.

They are angles to the bigger topic of intimate femicide.

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

DIFFERENT WAYS TO TALK ABOUT INTIMATE FEMICIDE

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

Intimate femicide, gender and power.

The power that the Firearms Control Act has to regulate legal gun ownership to prevent IPV crimes made by police, officers and military (all of whom have access to guns).

How a culture that tolerates violence against women creates the foundation for IPV.

“South Africa’s Domestic Violence Act (1998) and Firearms Control Act (2000) allow the courts and/or the police to remove a firearm from a gun owner who misuses it.”

SOURCE: ARTICLE EXTRACT: GFSA - “REMOVING GUNS IN DOMESTIC VIOLENCE”

“Many victims of femicide had previously reported being threatened with a firearm (Campbell, Webster, and Glass, 2009).”

SOURCE: ARTICLE EXTRACT: GFSA FIREARMS CONTROL BRIEFING
Two children killed in gun incident

Empangeni police are investigating a case of murder and holding an inquest (i.e. an official inquiry to determine the cause of a person’s death) after a child was shot and killed when a boy was playing with a gun. The boy then turned the gun on himself, and died at the scene, police said.

Police spokeswoman Colonel Thembeka Mbhele said it was alleged that on February 3, 2018 at 11.50pm, an 11-year-old boy was playing with his father’s licensed firearm when a shot went off and struck his 2-year-old sister.

“The victim was taken to hospital for medical attention where she later died. The brother allegedly turned the gun on himself after seeing what had happened to his sister.”

Mbhele confirmed that the boy too had died of his injuries at the scene.

“We urge all licensed firearm owners to ensure that they do not violate the Firearms Control Act by failing to safeguard their firearms because it amounts to a criminal act. Contravening the Act may lead to unnecessary deaths and violators may face harsh prosecutions,” she said.

Gun Free South Africa (GFSA) director Adele Kirsten said the tragedy facing the family was two-fold; in that the gun responsible for the two deaths had most likely been purchased with the intention to protect the family from external danger yet had become the main source of danger within the home.

Speaking to the Mercury, Kirsten said families needed to exercise caution when purchasing guns, more so in homes where there were children. “Children and guns are a lethal combination; children are quite observant and curious beings. They know where a gun is kept, and most probably know where the key for the safe is stored, they’re bound to explore,” she said. “This incident is a reminder as to what an impact guns have on society. This family must be reeling in pain and shock, their pain is unimaginable.” Evidence shows that there are five risk factors that make having guns in the home unsafe for everyone:

- Femicide
- Suicide
- Accidental shootings
- Theft (of the weapon) and
- Guns being used against the family

QUESTIONS TO CONSIDER

How could this tragic incident have been avoided?

The Firearms Control Act is the law in South Africa that regulates gun ownership. Can you think of other ways to reduce guns, especially in the home?

What do you think could be added to the gun law to help prevent children becoming victims of gun violence?

SOMETHING TO THINK ABOUT...

If you’re like most parents or caregivers, you probably have some questions the first time your child or a child in your care asks to play with a new friend or in a new place.

- How will they be supervised?
- Are the TV shows and games age-appropriate?
- What about Internet access and pets and allergies?

However, there’s one important question that over half of parents or caregivers never think to ask: “Is there an unlocked gun where my child plays?”
TALKING TO CHILDREN ABOUT GUN SAFETY

- The best way to protect your children from injury and death by a gun is to keep your home free of guns and avoid households where guns are kept.
- Never leave children unsupervised in a home with a gun. Ensure that the gun is safely locked away in a safe with the safe key also out of reach of anyone but the owner.

DID YOU KNOW?

IN SOUTH AFRICA

Research shows that guns are a leading cause of death for older children across South Africa. Children from 15 years of age are most often killed in interpersonal conflicts. Interpersonal conflict refers to people who are close to each other like romantic partners, friends or family members who are in disagreement with each other.

Since 2014, the leading cause of non-abuse related murders for children is gunshot wounds (49.2%), followed by stab wounds (44.3%) and blunt force wounds (6.6%).

Over a 20-year period, 467 children under the age of 12 were admitted to a Cape Town children’s hospital after being shot:
- Of the 476 children over the period 1991 to 2010, a total of 43% were the victims of crossfire.
- Others were shot deliberately by an adult (9%); shot deliberately by another child (3%); shot while playing with a firearm (2%); shot by gangsters (5%); or were the victims of an "accidental" shooting (14%).

IN THE USA

Every day, approximately 46 children and teens between the ages of 0-19 years are shot in murders, assaults, suicides and suicide attempts, unintentional shootings and police intervention.

Every day, 7 children and teens die from gun violence:
- 4 ARE MURDERED
- 3 DIE FROM SUICIDE

Every day, 40 children and teens are shot and survive:
- 31 INJURED IN AN ATTACK
- 1 SURVIVES A SUICIDE ATTEMPT
- 8 SHOT UNINTENTIONALLY

Sources: 1. Key Gun Violence Statistics
2. Kids in the Crossfire
3. When Guns Kill the Innocent
4. Kids Health
5. Cutting Gun Deaths In Half By 2025

GUNS AND CHILDREN AS VICTIMS: MYTHBUSTERS

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children don’t know where their parents hide guns</td>
<td>While most parents with guns think their children do not know where the guns are hidden, 8 out of every 10 children from 5 to 7 years old know where their parents’ guns are hidden.</td>
</tr>
<tr>
<td>A child is not capable of firing a gun</td>
<td>While many parents think their children are not capable of firing a gun, children as young as 3 years are strong enough to pull the trigger of most guns.</td>
</tr>
<tr>
<td>Children know the difference between real guns and toy guns.</td>
<td>Few children younger than 8 years can tell the difference between a real gun and a toy gun.</td>
</tr>
<tr>
<td>Children know better than to touch a gun</td>
<td>Parents often believe their child would not touch a gun because “he knows better”, but studies have found that most children do handle a gun if they find one, even if they have been taught not to.</td>
</tr>
<tr>
<td>Non-powder guns, like BB, pellet and paintball guns, are just toys</td>
<td>Non-powder guns can fire at the speed of traditional guns and lead to nearly 22,000 injuries each year, especially eye injuries (BB guns are a type of air gun designed to shoot metallic ball projectiles called BBs).</td>
</tr>
</tbody>
</table>

DIFFERENT WAYS TO TALK ABOUT GUNS AND CHILDREN AS VICTIMS

These questions can help guide your radio shows and outreach.

- You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

- What are the ways we can keep children from becoming victims of gun violence in our communities?

- What are the ways gun violence can be reduced in places where children are mostly found, such as homes, play parks and schools?

- In what ways are the current gun laws not protecting children from becoming victims of gun violence?
Safety is a human right

In societies marked by high levels of violence and crime, such as South Africa, people invest in things that make them feel more secure, from burglar bars and alarm panic buttons to high concrete walls and electric fences.

People sometimes also think about arming themselves. Governments tend to take a hard-line approach, putting more police on the streets and tougher punishments for offenders. However, clamping down on violence and crime only affects its symptoms. Focusing on security alone fails to address the causes of violence.

What is needed is a change of emphasis from security to safety.

It is very important to understand this difference. Security means protection against a known or perceived threat, while safety means to live without that threat or fear of that threat.

To create a society where everyone feels safe requires an understanding of safety as a human right and a public good that must be protected, fought and mobilised for.

QUESTIONS TO CONSIDER

Share one new idea you discovered after reading this article?

Discuss the kinds of things you do (or don’t do) to keep safe from violence or the threat of violence in your community? Are all people in your community able to do these things?

Is safety the same thing for men and women?

Is safety the same thing for children and adults?

What is the difference between safety and security?

What are the ways you think your community can achieve safety (i.e. living without the threat or fear of violence)?

Source: Adapted from Saferspaces
DID YOU KNOW?

MANY RESEARCHERS AGREE THAT CORE TO THE PROBLEM OF VIOLENCE AND CRIME IN SOUTH AFRICA HAS A LOT TO DO WITH A CULTURE OF VIOLENCE AS A RESULT OF OUR EXTREMELY VIOLENT PAST, WHICH INCLUDES THE APARTHEID SYSTEM.

Evidence shows that violence occurs at higher rates in societies with high levels of economic inequality, like South Africa. You can think of economic inequality as the wealth gap between the rich and the poor. The higher a country’s economic inequality the worse it is likely to perform on social indicators, like levels of violence.

Certain types of violence also become more common, such as:

- Violence within families: between parents, and parents being violent towards their children
- Violence as a means of dealing with feelings of inferiority or to create a feeling of belonging, like when a young man joins a youth gang
- Violence perpetrated by men against girls and women as part of masculine identity, which is behaviour that society expects of a man
- Political violence to deal with difference

When there are high levels of violence in a society, it becomes normalised. This means that people accept its use, and are no longer shocked when they see violence being committed. Violence can also become glorified, when it’s admired and seen as being good and special.

A CULTURE OF VIOLENCE - WHAT DOES THAT EVEN MEAN?

A culture of violence refers to a society that has a greater tendency than average to use violence in day-to-day life.

A culture of violence means most South Africans grow up and live in an environment where violence has become somewhat of a ‘norm’.

It does not mean the cultures in South Africa have a violent character.

It means that violence is viewed as more acceptable by people generally, possibly because South Africans witness, perpetrate and are the victims of violence more often than people in other countries.

HOW SOUTH AFRICANS RESPOND TO FEELING UNSAFE

“And the streets fell silent: How crime impacts the everyday.”

The 2017 Victims of Crime Survey (VOCS) released by StatsSA found a “noticeable decline” in people’s feeling of safety when walking alone around their areas of residence. One-third of households don’t go to open spaces or parks out of fear of crime, while just less than a quarter do not allow children to play outside for the same reason.

GUNS AND SAFETY

The VOCS asked households their perception of guns – both to commit crime and to defend against crime.

Guns to commit crime: Of all weapons used to commit crime and violence, South Africans fear guns the most.

Guns to defend against crime: In response to questions asking South Africans what they are doing to protect themselves from crime, the VOCS shows an increasing trend towards withdrawing from community crime prevention initiatives, instead households are opting to privatise security:

- Over half of South African households have implemented “physical protection measures” such as building high walls, installing razor wire fences and burglar proofing or getting dogs to shield their homes from crime.
- 5.5% of households reported having a weapon for protection in 2015/16 – the highest rate since the VOCS was first conducted in 2011. The weapon in the VOCS is not identified, so could include weapons other than a gun, such as a knife, knobkerrie or sjambok. As such, we cannot assume that 5.5% of households own a gun.

DOMESTIC ARMS RACE

The VOCS points to a “vicious cycle” of fear, arming, and violent death and injury, described as follows, “[...] high crime rates may instigate widespread anxiety and fear, thereby motivating people to arm themselves and give rise to increased gun ownership, which, in turn, increases [gun] availability. [...] abundant gun availability facilitates firearm-related deaths.” In other words, the research describes a domestic firearms race.

Ending the “vicious cycle” of violence, fear, arming and further violence in South Africa, rests largely on reducing crime levels, particularly gun-related crime, which is both feared and far more deadly. This in turn calls for a two-pronged approach to reduce the number of guns in the country:

- Reduce the number of guns in circulation, e.g. by holding an amnesty.
- Raise the bar for gun ownership, whether by civilians or the police, to reduce the risk of misuse.
SAFER SPACES AND YOU

Violence prevention and creating safer spaces in South Africa requires collaboration among the many people who work in this field, from the government to NGOs and community-based organisations.

Many of us place the responsibility of safety and security for the country on the shoulders of the police. But we need to think about the ways this responsibility can be shared more among all government departments and other role-players, including your own community.

Everyone needs to contribute to creating a safe country, free of crime and violence.

Remember, just as there is no single cause of violence and crime, there is no single solution.

Learn how to make your community safer by referring to the resource below. It provides a guide to understanding how violence and safety works in your community, creating initiatives and getting others involved.

Below is one diagram taken from the tools in the Safer Spaces resource. (http://www.saferspaces.org.za/learn-how)

It is a way to get you thinking about safety and the factors that protect children and youth from violent behaviour in the first place. Use the diagram to consider what you can do in your own life and community to influence safety. Remember, this diagram and explanation is about safety and not security.

DIFFERENT WAYS TO TALK ABOUT SAFER SPACES

These questions can help guide your radio shows and outreach.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the difference between security and safety? How do these two very different things work in your life and community?</td>
<td>You have many examples of how to develop your outreachs and radio shows from previous guides. Use them to expand on some of the angles below.</td>
</tr>
<tr>
<td>What are the ways we can promote safety in our community instead of security?</td>
<td></td>
</tr>
<tr>
<td>What are the ways we can create safer spaces for everybody in our community?</td>
<td></td>
</tr>
<tr>
<td>What are the risk factors that make violence more likely to happen and what are the protective factors that help to improve safety?</td>
<td></td>
</tr>
<tr>
<td>What are the ways we can begin to think and talk about violence in our lives that can make it feel less normal?</td>
<td></td>
</tr>
</tbody>
</table>

Source: Saferspaces
FACT SHEET

GUN FREE ZONES

GUN CONTROL

WHAT IS A GUN FREE ZONE (GFZ)?

- A Gun Free Zone (GFZ) is a space where guns and ammunition are neither welcome nor allowed.
- GFZs are intended to help protect the lives and property of the people who live and work within them.
- A GFZ can be any place or area such as a place of worship, school or community hall.
- A GFZ has a ‘no-gun’ sign.

- While the point of a GFZ is to limit who can carry a gun where, the process of establishing a GFZ gives people who share a space the power to raise their voice about what safety means and whether a gun makes them feel safe or not. This is because an individual gun owner, who carries a gun to protect himself, makes other people sharing his space feel scared and intimidated instead of safer.

THERE ARE TWO DIFFERENT TYPES OF GUN FREE ZONES

<table>
<thead>
<tr>
<th>Enforced by declaration</th>
<th>Enforced by trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>People entering a Gun Free Zone are asked to declare if they have a gun or are searched before they are allowed to enter. If anyone has a gun, they are not allowed to enter the premises with their gun. Sometimes safes are available in which guns can be stored. Some examples include banks, government departments, parliament or a business.</td>
<td>Gun Free Zone signs tell people that the space is gun free. People entering this type of GFZ are not asked to declare if they are carrying a gun and are not searched for a gun. While guns are not taken away from people, they know that guns are not welcome. It is up to their conscience to enter with a gun or not. Some examples include places of worship, post offices and shopping centres.</td>
</tr>
</tbody>
</table>
• GFZs may be known by different names in different places (e.g. firearm free or weapon free zones) and be differently enforced. For example:
  • a GFZ can limit those who enter according to whether they are carrying a gun.
  • a GFZ can be limited to a public area or a private area and can even include both in a given location.
  • a GFZ can be only certain areas of a place or community and enforcement can be mandatory or voluntary.
• Some countries have established temporary GFZs, such as limiting people carrying guns during the months leading up to elections in order to reduce deadly election-related violence. In South Africa, all football stadiums were declared GFZs during the 2010 FIFA World Cup.
• While GFZs may have different restrictions or types of enforcement the concept is the same:
  • They are geographically limited spaces where the carrying or possession of guns is prohibited for civilians, and in some cases law enforcement officials.
  • Their aim is to create safe spaces for people to live, learn, work, play, shop and worship.

What the law says about Gun Free Zones
• Every day people make use of their right to restrict those entering a space they own or manage; they do it with smoking, liquor and food. The same can be done with guns.
  • The law of right of admission allows you to exclude anyone carrying a gun into a GFZ that you own or manage.
  • It is a civil offence to violate the Gun Free Zone status of a premises – anybody found contravening a Gun Free Zone can be prosecuted under laws that prohibit trespassing.

Who can set up a gun free zone?
• Gun Free Zones reduce the risk of gun death and injury. Guns are small, light and easy to use; simply pulling a trigger can kill or badly injure someone. When there are no guns in a space, it becomes safer and more secure for everyone in it.
• National, provincial and local governments
• Businesses
• NGOs
• Communities at the grassroots level
• Schools
• Places of worship

Who can set up a gun free zone?
• National, provincial and local governments
• Businesses
• NGOs
• Communities at the grassroots level
• Schools
• Places of worship

Establish the Vision
Consult with important stakeholders (e.g. people that use the space) to establish a Gun Free Zone vision. A vision puts into words what you want to achieve by making your space gun free.

A vision helps:
• Create a common idea that everyone supports.
• Involve key stakeholders.
• Secure buy-in from everyone to achieve this vision.
• Allows for difficult conversations about individual and community safety (especially whether individual gun ownership threatens community feelings of safety).

5 STEPS TO DECLARING A GUN FREE ZONE

Develop the Policy
How will people know that the space is gun free?
You could put up signs and include this information in all correspondence.

How will you know if someone has a gun?
You could ask people to declare if they have a gun, or install metal detectors.

What will happen if someone tries to enter a Gun Free Zone with a gun?
As the owner or manager of a Gun Free Zone you can choose to:
• Provide safes in which a gun owner can store his gun, as long as nobody else can access it.
• Tell a gun owner that he can only enter the premises if he does not have his gun with him.
• Allow a gun owner into the Gun Free Zone on the understanding that he is going against the policy; and to leave his gun at home next time.

Prepare for implementation
Once the policy for a Gun Free Zone has been adopted, which means it is accepted, the following needs to be done:
• Bring in key stakeholders. Stakeholders are everyone who will be affected by the decision. This includes all users of the space as well as stakeholders in the wider community like local police and community policing forum representatives. This enables buy-in to the vision, which means a lot of people believe in the idea. This is important for the Gun Free Zone to work.

Next steps include:
• Train staff that will be responsible for implementing the policy.
• Develop, distribute and install signs, registers and monitoring equipment (if used) e.g. metal detectors or safes.
• Run awareness campaigns about the Gun Free Zone for people who use the space.

Implement
The Gun Free Zone policy is now put into practice.

Maintain and Monitor
Maintaining and monitoring a Gun Free Zone means:
• Ongoing awareness.
• Regular reviews to identify problems so these can be addressed.
• Tracking impact (e.g. are fewer people trying to bring guns into your space? Have incidents of violence declined? Do people in that space feel safer because no guns are allowed?).
DID YOU KNOW?

While GFZs are safer spaces, their real power is that they create space for people to have difficult conversations about safety and gun ownership. They allow people to explore how one person with a gun impacts other people’s feelings of safety.

You can help take action against gun violence by declaring your space a Gun Free Zone. Your home, the place you work or study in, where you worship, play sport or meet friends are all spaces that can become gun free.

WHY NOT LIVE FREE BY GOING GUN FREE?

Contact Gun Free South Africa (GFSA) for resources to help you make your space a Gun Free Zone:

Email info@gfsa.org.za • Fax: 086 545 0094
Postal address PO Box 3048, Killarney, 2193
Website: www.gfsa.org.za
Twitter #GunFreeSA

Visioning exercise:
What is your vision of a gun free South Africa?

Close your eyes and think about it then write, draw or explain your vision to your youth reporter group.

DO YOU FEEL SAFER BEING IN A PLACE WHERE YOU KNOW THAT NOBODY IS CARRYING A GUN?

GUN FREE ZONES: MYTHS AND FACTS

MYTHS

Guns are already well-regulated

However, if either of these aren’t present, there’s an increased risk of gun violence. While South Africa has a world class gun law, the Firearms Control Act (2000), since 2010 this has not been properly enforced by the police. As a result, gun violence has been increasing since 2010.

Criminals don’t follow the law, so why have any gun laws?

By that logic, why have any laws at all? Since strict gun controls came into force in 2000, gun deaths halved (from 34 to 16 people a day) and gun crime in South Africa fell by more than 21 percent.

Guns don’t kill people. People kill people

It’s true, people do kill people, but killing someone with a gun is much easier. Evidence shows that limiting people’s access to guns can prevent homicides, suicides and injuries. The data also shows that countries with ‘restrictive’ gun laws and lower gun ownership levels tend to have lower levels of gun violence.

Shooters target Gun Free Zones

There is no evidence that Gun Free Zones are targeted by shooters, particularly mass shooters. Instead of targeting GFZs, mass shootings are directed at a specific person, group or institution with whom the perpetrator has a grievance.

FACTS

Strict gun laws and proper enforcement reduce gun violence. However, if either of these aren’t present, there’s an increased risk of gun violence. While South Africa has a world class gun law, the Firearms Control Act (2000), since 2010 this has not been properly enforced by the police. As a result, gun violence has been increasing since 2010.

By that logic, why have any laws at all? Since strict gun controls came into force in 2000, gun deaths halved (from 34 to 16 people a day) and gun crime in South Africa fell by more than 21 percent.

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There is no evidence that Gun Free Zones are targeted by shooters, particularly mass shooters. Instead of targeting GFZs, mass shootings are directed at a specific person, group or institution with whom the perpetrator has a grievance.

SOURCE: 1. Gun Myths
2. Gun Crime
WAYS TO TALK ABOUT GUN FREE ZONES

- What are the ways Gun Free Zones can decrease gun violence?
- What type of Gun Free Zone will work best in our community and which places should be a Gun Free Zone?
- In what ways can Gun Free Zones promote community safety and community building?

How to talk about: ‘In what ways can Gun Free Zones promote community safety and community building?’

- Advocate for Gun Free Zones
- Discuss how Gun Free Zones can decrease gun violence and enhance other gun reduction interventions
- Explore how Gun Free Zones bring people together with a common vision for their community

CHOOSING AN ANGLE

In what ways can Gun Free Zones promote community safety and community building?

VOX POP

Aim
To get many opinions on one topic.

Who do you talk to
Anyone in the community.

Question
Can you describe a Gun Free Zone? How do you feel when you’re in a space where someone is carrying a gun?

Audio Commentary

Aim
To get people’s opinion about a topic that they care deeply about.

Who do you talk to
A community activist, or a youth activist campaigning for change around gun violence.

Questions
- How can a Gun Free Zone contribute to community safety?
- What are the ways we can change perceptions about Gun Free Zones as a means to reduce gun violence?
- What are the steps a community can follow in order to establish a Gun Free Zone(s) in their community?
- How does a community consider which type of Gun Free Zone would work best in their community?
- What power does a community have to create a vision of a Gun Free Zone for themselves?

PUBLIC SERVICE ANNOUNCEMENT (PSA)

Aim
To create a public awareness message

Voice 1: My friend! Have you heard about the shooting at the church the other day?


Voice 1: This man was unhappy with the pastor about something he said. He just pulled out his gun and shot. Luckily, the pastor survived.

Voice 1: Wow! That’s crazy!

Voice 2: Hey man, if the church was a Gun Free Zone we wouldn’t have that kind of thing happening.

Voice 1: A gun free what?

Voice 2: A Gun Free Zone. It means you cannot bring a gun into an area declared a Gun Free Zone.

Slogan
A Gun Free Zone is a space where guns and ammunition are neither welcome nor allowed. A Gun Free Zone can be any place or area such as a place of worship, school, library or community hall with the ‘no-gun’ sign. It prohibits the carrying or possession of a gun(s). You can help take action against gun violence by declaring your space a Gun Free Zone. The process of establishing a Gun Free Zone is very powerful as it gives community members the chance to explore what safety in their community looks like and how community members feel when someone chooses to own and carry a gun in a communal space. These difficult conversations about the meaning of safety and gun ownership are very important to building a community working towards improved safety and violence prevention. For more information, visit Gun Free South Africa at www.gfsa.org.za

EXTRA RESOURCES

- Trauma Support South Africa: All hours number +27 061 156 7938
  Whatsapp: 081 5030 330
- Lifeline National Hotline: 24 Hour Counselling
  011 422 4242 OR 0861 322 322
  Lifeline JHB: http://www.lifeline-jhb.org.za/contact-us.ashx
- Adcock Ingram Depression and Anxiety Helpline 0800 70 80 90
- SADAG Mental Health Line 011 234 4837
- Suicide Crisis Line 0800 567 567 or SMS 31393
- Pharmadynamics Police & Trauma Line 0800 20 50 26
- Destiny Helpline for Youth & Students 0800 41 42 43
- Akeso Psychiatric Response Unit 24 Hour 0861 435 787
- Find a Support Group in your area 0800 21 22 23

RADIO PRODUCTION GUIDE

GUN FREE ZONES

PREPARING FOR THE SHOW

FORMATS

VOX POP

Aim
To get many opinions on one topic.

Who do you talk to
Anyone in the community.

Question
Can you describe a Gun Free Zone? How do you feel when you’re in a space where someone is carrying a gun?

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- What power does a community have to create a vision of a Gun Free Zone for themselves?
SHOW OUTLINE

General intro
Intro vox pop
Vox pop
Outro vox pop
Music transition

Music transition & jingle
Intro audio commentary
Audio commentary
Outro commentary

Intro audio profile
Audio profile
Outro audio profile

Music transition & jingle
Music end
General outro

ETHICS AND CONSENT

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space. It is also a good idea to have local referral services you can share on air for people suffering trauma and stress from violence and loss. Repeat these a few times during your broadcast.

OUTREACH OUTLINE FLOW

When you create your outreach outline, be aware of the flow and the energy that certain activities generate. You don’t want to start with a bang and end on a whisper.
**COMMENTARY**

**Different ways to talk about: “a Gun Free Zone”**

- What type of Gun Free Zone is best for our community?
- In what ways can we advocate for a Gun Free Zone or multiple GFZs in our community?
- Which places or areas in our community should be declared Gun Free Zones and how do we decide together?

**Gun violence can be a sensitive and triggering topic. The resource sheet can be used to help refer affected people to hotlines, supportive services and more information.**

You can also find the contact information of professional support services such as a social worker or counsellor in your community and share these details at the outreach with their permission.

Remember to repeat support service information throughout your event and to post this on social media.

**WHAT TO SHARE**

**Gun free zones**

Start your event with the following:

- Ask a panel to discuss different scenarios of gun free zones in their community
- Ask a guest speaker to talk about the impact of gun violence and how they decided to declare their community gun free.
- Ask a TV presenter to present a jingle about gun control.

**REMINDER**

- What type of Gun Free Zone is best for our community?
- In what ways can we advocate for a Gun Free Zone or multiple GFZs in our community?
- Which places or areas in our community should be declared Gun Free Zones and how do we decide together?

**green**

- What type of Gun Free Zone is best for our community?
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**REMINDER**

- What type of Gun Free Zone is best for our community?
- In what ways can we advocate for a Gun Free Zone or multiple GFZs in our community?
- Which places or areas in our community should be declared Gun Free Zones and how do we decide together?

**GUEST SPEAKER**

- A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

**IMPACT JINGLE**

- A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

**PANEL DISCUSSION**

- A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

**Examples of opening questions for the panel**

- In what ways can a Gun Free Zone contribute to community safety?
- Can a Gun Free Zone on its own and without proper enforcement help reduce gun violence?
- How does a community decide which areas they should declare Gun Free Zones?
- Can establishing a Gun Free Zone help build community relationships and networks?

**Who is on the panel**

Gun Free SA, community policing forum, youth activist, social worker, teacher, ordinary community aunty/uncle/youth with experience of gun violence.
## HOW TO PRESENT YOUR OUTREACH

Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

### [INTRO:]

**Host 1:** It’s just gone [TIME] and my name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Thank you all for being here at the [NAME OF VENUE] today.

**Host 2:** And my name is [NAME OF HOST 2], and today’s event is all about Gun Free Zones.

**Host 1:** This is a very interesting topic. I’ve heard about these Gun Free Zones and even seen the no-gun sign. But I am still not so sure how they actually work.

**Host 2:** And that’s exactly what we, together with our guests, are going to discuss today. Let’s get the ball rolling and hear from our guest speaker about a Gun Free Zone and what it can do for us as a community.

**Host 1:** Wow! That was so very interesting and taught me so much about Gun Free Zones. I hope it helped you guys listening too!

**Host 2:** Next up it’s the final performance of the day. [INTRO PERFORMERS]. Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We’ll be talking all about [TOPIC FOR NEXT SHOW].

**Host 1:** Thank you once again for joining us and we hope to see you next time! Until then, it’s bye from us!

### SHOW OUTLINE

An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an event that is one hour long.

![Outreach Event Outline Diagram]

- **Music/Performance**
  - Intro to show
  - Impact Jingle
  - Intro to guest speaker
  - Guest speaker
  - Outro guest speaker
  - Impact Jingle

- **Intro Music**
  - Music
  - Outro music

- **Intro Panel Discussion**
  - Panel discussion
  - Outro panel discussion

- **Impact Jingle**

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!

**SOURCE:** Gun Free South Africa
Mexico: Amnesty for children’s toy weapons

Children in a violence-scarred province of Mexico are turning in toy weapons for non-violent types of toys. In a government campaign, a few thousand children exchanged toy swords, rifles and even real knives for football and basketball equipment. The News website reports that a local official in the state of Neuvo Leon, Patricia Salazar Marroquin, says this campaign will help promote a culture of peace and teach kids about the negative symbolism of violent toys. “These actions remove the incentive for the use of violent games and promote family time,” Salazar Marroquin says. Yo-yos, jacks, spinning tops and Lego are being given out to promote learning.

South Africa has its own experience of gun hand-ins. When GFSA launched its national gun hand-in campaign in August 1994, many children called to ask if they could hand in their toy guns. One of the results was a partnership between GFSA and READ, a national literacy organisation, in which children in both pre-schools and primary schools in Soweto were given books in exchange for their toy guns. The OK Bazaars also made an enormous contribution to the toy-gun campaign by removing all toy guns from their shelves just weeks before Christmas, and publicly destroying all its stocks with a bulldozer in front of the Johannesburg City Hall.

This sowed the seed for ongoing projects on toy guns which has included toy-gun destructions, making schools gun free zones and educating children on the risks of having a gun in the home.

University of KwaZulu-Natal Press
CHILDREN AND TOY GUNS

GUN CONTROL

TO GET YOU THINKING

Randfontein man dies after being shot – allegedly by granddaughter (8 year old)

A Randfontein man has died in hospital a week after his eight-year-old granddaughter accidentally shot him.

“The man died yesterday in the Chris Hani Baragwanath Hospital in Soweto due to his critical injuries,” David Masedi of the SAPD told YOU.

Last week YOU reported that the eight-year-old girl had thought the firearm was a toy gun when she shot her grandfather in the forehead, just above the eye, on Tuesday (3 April).

YOU magazine visited the family at their brown face-brick home in Helikon Park where a member of the family, who asked not to be named, confirmed the heart-breaking news.

The source was overcome with emotion twice and told us that it was an incredibly difficult time for the family, several of whom have already undergone trauma counselling. Because the case is so sensitive, the family member didn’t want to elaborate any further on how the incident occurred.

The grandfather’s wife and grandchildren were reportedly all in the bedroom at the time of the incident. Shortly after the shot was fired at around 7:10 am, the paramedics and police were called to the house in Helikon Park in Randfontein.

“On their arrival at the scene paramedics rushed to the bedside of the man, where they found the man in his bed,” ER24’s Russel Meiring said in a media statement on 3 April.

A Randfontein man has died in hospital a week after his eight-year-old granddaughter accidentally shot him.

The grandfather suffered a critical head injury and was taken to the hospital in a serious condition, where he died of his injuries a week later.

Masedi confirms that the charge of attempted murder would now be changed to murder. “The case is still being investigated,” he says.

Dr Llewelyn Curlewis, a legal expert from Pretoria, says that if the eight-year-old girl did pull the trigger, she won’t face charges of murder.

“That would only happen if it was proven that she shot him intentionally, which is unlikely.”

He also added that it’s highly likely that the case will be changed to one of negligent possession of a firearm.

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Twitter has followed Apple’s lead by changing its pistol emoji to a harmless, bright green water gun. This change effectively communicates that a gun doesn’t have a place in the pictorial language people commonly use when messaging on mobile devices.

QUESTION: DO YOU THINK TWITTER’S CHANGE OF EMOJIS FROM A REAL LOOKING GUN TO A GREEN WATER PISTOL WILL CHANGE OUR CULTURE OF COMMUNICATION?

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**Children and Toy Guns: Mythbusters**

**Myth**

It’s a toy gun. It can’t really harm anyone!

**Fact**

Every toy we give our children carries the message that we approve of that toy. Children’s play is a rehearsal for real life as they try out roles and practice being an adult by using tools that adults use. Do we want them to practice violence?

**Myth**

My children will play with guns whatever I do, I can’t stop them!

**Fact**

As parents and caregivers we are still able to teach children about what is and isn’t acceptable in society. When our children try out swearing, hitting or spitting we let them know this behaviour won’t be tolerated. In the same way, we can guide them in their approaches towards guns and gun violence.

**Myth**

Play is play, violence is violence. I teach my kids the difference between a toy and a real gun.

**Fact**

Studies show that adults often overestimate a child’s capacity to know the difference between a real and a toy gun and that four and five year olds cannot distinguish real and toy guns at all. Even six and seven year olds can only make the distinction if they pick up the gun to determine its weight.

**Resources**

The videos below are mainly from the United States, a country with one of the highest rates of gun violence in the world. The videos show how toy guns were mistaken for real guns, resulting in the deaths of children and young people.

They also show how children have been seriously injured by ‘toy’ pellet guns. These videos may show tragedies in other countries, but they are not unheard of in South Africa.

- https://www.youtube.com/watch?v=s_depoZYRdw
- https://www.youtube.com/watch?v=MyGBASFLq8
- https://www.youtube.com/watch?v=U5AIsPe60
- https://www.youtube.com/watch?v=m-wb-gb_kEw

**Different Ways to Talk About Children and Toy Guns**

These questions can help guide your radio shows and outreach.

They are angles to the bigger topic of children and toy guns.

**You have many examples of how to develop your outreachs and radio shows from previous guides. Use them to expand on some of the angles below.**

- How do toy guns and toy weapons encourage violent behaviour?
- What are the ways we can make parents and caregivers understand the role of toy guns in a child’s development?
- What are the ways we can talk about conflict resolution techniques and peace in our homes, schools and the rest of our community?
- What are the ways we can encourage our children to play in ways that teach important social interaction skills and which promote their safety?

**Source:** Gun Free South Africa
What is a gang?

- Gangs have many different levels of involvement and types of participation, which makes defining them somewhat complicated.
- Countries across the world define gangs differently, but there are a few general characteristics of a gang that include:
  - A group larger than three people
  - A common identity, name and/or other identifier
  - Being engaged in illegal activity which includes the use of violence

Who is a member of a criminal gang?

According to the Prevention of Organised Crime Act, No. 121 of 1998 of South Africa, when deciding if a person is a member of a criminal gang, a court must take the following into account:

- whether the person admits to being a member of the gang;
- if the person is identified as a gang member by a parent or guardian;
- whether the person lives in the gang’s territory and adopts their style of dress and other mannerisms;
- if the person has been arrested more than once with other gang members for crimes typically committed by the gang; and
- whether the person is identified as a member of the gang by physical evidence such as photographs and other documentation.

There are some general things we can say about gangs:

- Generally speaking, gangs are found in most cities across the world, especially in overcrowded and low income urban areas
- mostly exist within particular urban structures, like blocks of flats, low-cost neighbourhoods and informal dwellings
- generally exist in areas of relative (not absolute) poverty
- mainly involve young men
- have to do with identity
- often formed to replace poor parental attachments, they become a surrogate family
- almost always have connections to drugs
- involve people who often have either mental and/or physical health challenges
- involve people who often have education issues
- often, but not always, have links to a criminal economy
- often have a bad/dangerous reputation and use it

Source: Safer Spaces

Source: What the law says
The daily lives of many young people in South African communities do not reflect the promises of democracy. As a result, street gangs provide material benefits and support structures, including a network of relationships and a sense of identity - this is especially true for young men.

Power and poverty are at the heart of organised criminal gangs in South Africa. As people living in poverty seek access to resources, they become vulnerable to exploitation by powerful gangs. Gangs gain control of communities by providing for community members and become powerful role models by showing off their wealth. Vulnerable youth from at-risk family backgrounds are often attracted to this kind of power. Some of the features of at-risk families include, absent father figures, poor access to education and other opportunities, and family members involved in crime or being in prison.

Young people’s needs are not being met by their family and other institutions such as churches, schools and the state. Factors such as low economic status, broken social bonds and social structures, coupled with inequality and frustration about their status in society, all contribute to youth joining gangs.

Where do gangs get their guns?

Because illegal guns are outside of any control, they are highly prized by gang members who cannot access them through legal channels. All illegal guns were once legal before they leaked from the legal to illegal pool. The loss and theft of legally owned guns is by far the most significant way in which legal guns are leaked into the illegal market. It’s a myth that only police guns arm criminals: The biggest source of illegal guns in South Africa come from civilian gun owners. For the 2016-17 financial year, civilians reported that 8,948 guns were lost or stolen – an average of 25 guns a day. Police members reported 760 guns being lost or stolen – an average of 2 guns a day. The first step to stopping legal guns leaking into the illegal pool is to make sure that all licensed gun owners are “fit and proper” to own a lethal weapon, so that they store the gun properly when it is not in use thereby reducing the chance that it will get lost or stolen.

Every year almost a quarter of a million people under the age of 30 are murdered globally. For every young person killed by violence, 20 to 40 more become victims of violence and require hospitalisation. There is no single reason that explains why some youth resort to violence. It is the exposure to a variety of risk factors – ranging from the experience of violence to dysfunctional family structures or drug abuse – that can draw a young person into violence and crime. This experience is made worse by social marginalisation, poverty or a lack of future prospects.

Did you know?

Evidence of organised crime in SA dates back to early mining communities in the 1800’s. This is when gangs of robbers regularly committed crimes in large groups.

DID YOU KNOW?

Gangs are different throughout the world, even within a country or province. In the case of the Western Cape, the type of gangs change dramatically from one neighbourhood to the next.

Discuss the adapted article above

What are the non-punitive ways that young people can be discouraged from joining a gang? Non-punitive means something that does not involve punishment.

What does “broken social bonds” mean? Can you think of any real-life examples?

What are the needs of young people that are not being met? How can we begin to address those needs?

What are your networks of relationships that build you as a person and make it less likely that you are vulnerable to the influence of gangs?
BEING EXPOSED TO VIOLENCE AFFECTS PEOPLE DIFFERENTLY. IF CHILDREN AND YOUTH ARE EXPOSED TO OR BECOME VICTIMS OF VIOLENCE, THERE IS A HIGH RISK THAT THEY WILL SHOW VIOLENT BEHAVIOUR THEMSELVES AT A LATER STAGE.

In South Africa, we have a law that can be used to prosecute gangs. It is called the Prevention of Organised Crime Act (POCA). The purpose of this Act is to prevent organised crime and gang activities, with a special focus on money-laundering and racketeering or illegal business activities. Crimes related to gangs, money-laundering or racketeering can be prosecuted in terms of this Act, even if the crime was committed before the Act was enacted, or if it was committed by a South African in another country.

Source: Safetylab
2. Organized crime

REMEMBER

Loving attachment is essential in forming resilient children. Resilience is what helps young people succeed in life and avoid gangs, drugs and early parenthood.

Source: Safer Spaces

MYTHBUSTERS: IF YOU ARE IN A GANG...

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>You'll be able to protect your family from a gang.</td>
<td>Other gangsters don’t care where you are or who you are with when they decide to target you. It could be in broad daylight while you’re with your family or at your home. Gangs and gang violence put everyone, including your loved ones, at risk too.</td>
</tr>
<tr>
<td>You’ll make lots of money, have expensive cars, lots of stuff and be powerful.</td>
<td>You’ll either be arrested, injured or killed. Your cars, property, drugs and money will most likely all be taken away by other gang members or seized by the police when you’re caught.</td>
</tr>
<tr>
<td>You can always get out whenever you want.</td>
<td>It is very difficult to leave a gang once you’ve joined. You’ll need help from the police, your family and friends, and others. Your gang’s leaders will usually make your debts to the gang so high, with the threat of violence if you don’t pay, that it makes it seem impossible to leave. If you do manage to get out, you’ll have to remove or cover up your gang tattoo(s) and any scars or marks from the gang initiation.</td>
</tr>
</tbody>
</table>

Gangs are a police problem. Gangs are everyone’s problem. Communities, government, police, educators and even families and friends of gang members need to commit to work together to end gang crime and the devastating effects gangs have on our communities. Everyone must work towards a common goal and take a stand against gangs and gang crime for gang prevention to work.

Source: Gang life myths

RESOURCES

- Teenage Gangs in Cape Town: [https://www.youtube.com/watch?v=lmNHcRusc_w](https://www.youtube.com/watch?v=lmNHcRusc_w)
- Gangs in South African townships: [https://www.youtube.com/watch?v=kGBXnqOluw](https://www.youtube.com/watch?v=kGBXnqOluw)
- Drugs and gangs and guns in South Africa: [https://www.youtube.com/watch?v=PU8PgJrSr70](https://www.youtube.com/watch?v=PU8PgJrSr70)
- Interview with a gang hitman in Cape Town: [https://www.youtube.com/watch?v=GPQCb1lGkgY](https://www.youtube.com/watch?v=GPQCb1lGkgY)
- Former gang member: [https://www.youtube.com/watch?v=RMd0XxI7EpM](https://www.youtube.com/watch?v=RMd0XxI7EpM)
DIFFERENT WAYS TO TALK ABOUT GUNS AND GANGS

These questions can help guide your radio shows and outreach.

They are angles to the bigger topic of guns and gangs.

You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

¿What are the ways to we can prevent gangsterism as a community?

¿What are the ways we can prevent gangs from accessing guns?

¿What are the ways we can make communities more resilient against accepting support from gangsters?

¿Is more policing the answer to addressing gang problems?

¿Is there gang activity in your community? How does it affect life for everyone?
Hunt on for father of boy, 7, who took gun to school
Tebogo Morama, The Star, 29 September 2017

Johannesburg - Police are looking for the father of a Brakpan Grade 2 child who shocked teachers and pupils by bringing a loaded gun to school to shoot a “bully” he claimed to have been tormenting him.

Brakpan police spokesperson Captain Pearl van Staa said the seven-year-old boy had taken his father’s loaded gun to school and showed it to the teacher. “He told the teacher that he was going to shoot a schoolmate who bullies him,” she said.

When the police arrived at the boy’s home after confiscating the gun, the father – the owner of the weapon - had fled, said Van Staa. “We now have a search warrant and need to find the father,” she said.

Van Staa said he had not placed his gun in a safe bolted to the wall, as per safety regulations. “His safe was not bolted to the wall and it was open,” she said.

Van Staa said if a gun owner was found to have contravened the Firearms Control Act, they could be charged with failure to lock their safe, failure to have the keys to the safe and failure to have their firearm in possession when not in a locked safe. The Gauteng Education Department confirmed the incident.

Spokesperson Steve Mabona said that when the pupil was taken to the police station, he had been released after counselling. “The school governing body has already met with the parents to reinforce their understanding of the school’s code of conduct and the seriousness of their child’s conduct. The meeting resolved that the pupil be taken for further psychological intervention”. This meeting took place before the police were called in to investigate the incident. Mabona urged parents to encourage their children to follow school rules.

DA Gauteng community safety spokesperson Michele Clark said schools had been turned into “crime scenes” and accused Education MEC Panyaza Lesufi and his Community Safety counterpart, Sizakele Nkosi-Malobane, of not doing enough to secure them. Earlier this week, a deputy principal in Duduzwa was shot and killed in his office when three men walked in claiming they were there to fix an electrical fault. In 2012, Grade 11 pupil Tsunduzikani Mthombeni from Phineas Xulu Secondary School in Vosloorus, on the East Rand, took his police officer mother’s gun to school and shot and killed a bully in class. He had been bullied by Grade 10 pupil Nkuleuko Ndlou and two other boys.

Mthombeni was sentenced to seven years in prison, suspended for five years, on a count of culpable homicide. On the firearm charge, he was sentenced to two years’ imprisonment, also suspended for five years.

Clark said, “The Department of Community Safety’s patrollers placed at various schools are not trained to deal with the severity of bullying, fighting, drugs and various other crimes that take place daily on the school grounds”. She said school infrastructure was poor and there was no proper fencing, making it easy for criminals to gain access to the schools. “Some schools don’t have panic buttons, alarms and electric fences. Many schools in the province do not have security guards due to a lack of financial resources”. SOURCE: Boy Takes Gun To School

WHAT THE LAW SAYS

The South African Schools Act, 1996

The Regulations for Safety Measures at Schools in the South African Schools Act (page B65) were amended in 2006. Important points to note from the 2006 amendments are:

- The definition of a dangerous object: “dangerous object” means - any firearm or gas weapon.
- Section 4, under which all public schools are declared “Violence and drug free”.

1. All public schools are hereby declared drug free and dangerous object free zones.

2. No person may:
   (a) allow any dangerous object on public school premises
   (b) carry any dangerous object on public school premises
   (c) store any dangerous object on public school premises

3. A police official or in his absence, the principal or delegate may, without warrant:
   (a) search any public school premises if he or she has a reasonable suspicion that a dangerous object or illegal drugs may be present on public school premises in contravention of the regulations
   (b) search any person present on the public school premises; and
   (c) seize any dangerous object or illegal drugs present on public school premises or on the person in contravention of these regulations

4. No educator, parent or learner, and no other person, may possess or use:
   (a) alcohol
   (b) illegal drugs
   (c) any illegal substance or
   (d) dangerous objects during any school activity

Source: School Violence In South Africa
THE NATIONAL STRATEGY FOR THE PREVENTION AND MANAGEMENT OF ALCOHOL AND DRUG USE AMONGST LEARNERS IN SCHOOLS

The Department of Basic Education has developed a National Strategy for the Prevention and Management of Alcohol and Drug Use Amongst Learners in Schools. The Strategy hopes to achieve safer communities by first making schools safe: Since schools mirror the communities that they are located in, curbing drug use in schools will in turn prevent drug use within the broader community, making this space safer for all residents, including children.

Source: Safety in Schools

ENDING SCHOOL VIOLENCE CAN MAKE A BIG CONTRIBUTION TO THE DEVELOPMENT POTENTIAL OF COUNTRIES. GETTING YOUNG PEOPLE (PARTICULARLY GIRLS) INTO SCHOOL, AND KEEPING THEM THERE SAFELY, IS ESPECIALLY IMPORTANT FOR NATIONAL DEVELOPMENT.

School violence violates the basic rights of children. Violence at school can have a negative impact on learners’ ability to be educated and can increase a young person’s isolation or feelings of loneliness. In addition, it may place both their mental and physical health at risk. School violence can also result in secondary victimisation. In other words, it can have a negative impact on young people who may not have directly experienced violence, but may have seen friends or their peers affected.

VIOLENCE-FREE SCHOOLS, CAN HAVE A POSITIVE IMPACT on the environments where the school is located. In other words, violence-free schools, can promote violence prevention and social cohesion in communities. Social cohesion generally refers to the well-being and unity of people living in a community.

A SCHOOL IS BIGGER THAN ITS GROUNDS – THERE IS A FLOW FROM SCHOOLS TO THE WIDER COMMUNITY. ONCE THE GUN FREE MESSAGE IS ESTABLISHED AT A SCHOOL, IT IS EASIER TO ROLL OUT THE CONCEPT TO NEARBY FACILITIES, SUCH AS SPAZA SHOPS AND SHEBEENS.

Source 1: Tackling Violence In Schools: A Global Perspective
Source 2: Safer Spaces

GUNS ARE THE PRIMARY CAUSE OF NON-NATURAL DEATH FOR YOUNG PEOPLE 15 YEARS AND OLDER. IN ADDITION TO BEING THE MAIN VICTIMS OF GUN VIOLENCE, YOUNG PEOPLE ARE VERY OFTEN THE PERPETRATORS OF GUN VIOLENCE. GUN OWNERSHIP, MASCULINE IDENTITY AND POWER ARE LINKED, ESPECIALLY AMONG YOUNG MEN. MASCULINE IDENTITY REFERS TO HOW SOCIETY EXPECTS MEN TO BEHAVE.

There is easy access to weapons in schools. The 2012 National School Violence Study conducted by the Centre for Justice and Crime Prevention found almost a quarter of learners knew people who had brought weapons to school. Weapon carrying and violence at school makes young people feel unsafe, which has a negative effect on education. It can promote truancy (i.e. where learners bunk school), as learners are afraid to go to school, and it makes it difficult for them to concentrate on their studies.

Most schools have infrastructure to support a gun free programme. Schools are meant to keep an incident book to record incidents of violence. This makes it easier to monitor and evaluate the effectiveness of the GFZ. The Safe Schools Programme in the Western Cape includes strategies such as installing security systems and a call centre where learners can report violence or abuse.

Source 1: Tackling Violence In Schools: A Global Perspective
Source 2: Safer Spaces
Section 140 of the Firearms Control Act (2000) gives the Minister of Police the power to declare spaces as Firearm Free Zones (FFZ). These differ from Gun Free Zones in that anyone carrying, storing or using a gun in a Section 140 Firearm Free Zone has committed a criminal offence, and can be imprisoned for between 5 to 25 years for breaking the law.

Recognising that schools are often the site of violence, the South African Police Service (SAPS) put out a tender in 2000 for a pilot project to develop, implement and maintain schools as Firearm Free Zones.

The tender was awarded to Gun Free South Africa and the pilot was undertaken in 27 primary and secondary schools in the Western Cape (Khayelitsha and Manenburg); KwaZulu-Natal (Kwa Masha, Inanda and Phoenix); Eastern Cape (Motherwell); North West (Rustenburg); and Gauteng (Sebokeng). The pilot identified five steps to develop and establish a Firearm Free Zone as a Firearm Free Zone:

1. **IMPLEMENTATION:**
   - ADOPT SCHOOL POLICY: Once finalised, the school formally adopts the policy and applies to the Minister of Police to be declared a Firearm Free Zone under Section 140 of the FCA.
   - DEVELOP SCHOOL POLICY: Through consultation, stakeholders develop the policy through problem mapping, visioning and identifying the implications of a fire free school.
   - TALK: Involves consulting school stakeholders (educators, learners, parents, the school governing body, police, etc.) and electing a school safety working group to lead the project.
   - IMPLEMENTATION: This would include putting up signs, training safety teams, educators and learners.
   - ONGOING MAINTENANCE: To ensure the school remains a Firearm Free Zone.

The CSIR Crime Prevention Centre was appointed to evaluate the pilot project. The CSIR’s overall finding was that learners support Firearm Free Zones at schools. Their expectations of the project included that schools would be crime free and that teaching and learning could take place without interruptions and fear. Overall, 75% of primary school learners and 73% of secondary school learners reported that since the Firearm Free Zone project was launched at their school they felt safer.

The 27 schools in the pilot project applied to the Minister of Police to be declared as Firearm Free Zones under Section 140 of the FCA in order to secure added protection (i.e. anyone found guilty of allowing, carrying, storing or using a gun in a school declared as a Firearm Free Zone would face criminal charges). Although all 27 schools applied to the Minister of Police, to date, not a single school, or any other space, has been declared a Firearm Free Zone under the FCA. Yet many spaces have been declared as Gun Free Zones as people take a stand against guns in their space.


### MYTHBUSTERS ABOUT GUNS IN SCHOOLS

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators are allowed to carry guns at school</td>
<td>Anyone can declare the space they own or manage as a Gun Free Zone. Under the South African Schools Act (1996) and Regulations for Safety Measures at Public Schools (2006), all public schools are dangerous object free zones; with guns listed as a dangerous object. As such, nobody - no educator, learner or parent - is allowed to carry a gun onto school premises.</td>
</tr>
<tr>
<td>Gun Free Zones and Firearm Free Zones are the same thing</td>
<td>These questions can help guide your radio shows and outreach. They are angles to the bigger topic of guns in schools. You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.</td>
</tr>
</tbody>
</table>

- **What are the ways we can make schools safer spaces?**
- **What are the different ways we can reduce gun violence in schools and our communities as a whole?**
- **What are the ways we can promote safety and security without guns?**
- **How does easy access to guns, alcohol and drugs in a community affect gun violence in the local schools? - OR - What is the relationship between gun violence in a community and gun violence in the schools of that same community?**
- **What are some of the long-term effects of a student feeling unsafe at school on their attitude toward education?**
**FACT SHEET**

**HOW TO RESPONSIBLY COVER GUN VIOLENCE SURVIVOR STORIES**

**GUN CONTROL**

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**WHO ARE SURVIVORS OF GUN VIOLENCE?**

**Gun violence survivor:**
Someone who has been threatened or shot by someone they know or a stranger using a gun.

**Family and friends of someone threatened, injured or killed as survivors:**
Friends and family will suffer psychological trauma as a result of the threat, injury or loss of a loved one.

**Witnesses of gun violence as survivors:**
When gun violence happens there may be people who witness it and are directly or indirectly linked to the situation. Their witness accounts are important for making sure perpetrators of violence are held responsible for their actions.

**Perpetrators of gun violence as survivors:**
Someone who acknowledges their role as a perpetrator of gun violence and wants to give an account of how they reformed or got caught. To give an account is the same as telling their own story. Their account can inspire others to give up a violent life.

---

**DID YOU KNOW?**

**As a survivor**

**YOU ALWAYS HAVE A CHOICE** about whether to speak to the media or not. If you choose to speak to a reporter, it is important to understand that you will have little control over what is actually reported and how it is presented to the public.

**NEVER SPEAK “OFF THE RECORD”**.
Everything you say during an interview is on the record.

**TAKE TIME TO PREPARE FOR AN INTERVIEW** and consider having a support person with you. You may also wish to appoint a spokesperson to deliver consistent messages to the media. A spokesperson is someone who speaks on your behalf.

**If a police investigation is ongoing or criminal proceedings are underway, MEDIA COVERAGE CAN AFFECT THE PROCESS AND POTENTIALLY IMPACT THE CRIMINAL CASE.** It is important to discuss what you can and cannot say with the police, the court, lawyers or victim services before speaking with reporters.

**BE CAUTIOUS ABOUT WHAT YOU POST IN SOCIAL MEDIA SPACES.** Journalists can seek and publish this information.

**Media outlets often fight for access to private information restricted by the courts because it is “in the public interest”**.
As a survivor

YOUR PRIVACY MAY BE DIFFICULT TO GUARD. Expect the media to potentially report the nature and details of your case.

Remember that the MEDIA CAN REPORT ON A CRIME, the investigation and criminal proceedings AT ANY TIME, including after the trial concludes. Such reports may take survivors by surprise months or years later.

As a youth reporter

1. When interviewing trauma survivors, proceed with caution and compassion
   - When approaching a survivor, identify yourself as politely as possible before asking questions. Tell them the material could be published.
   - Treat each person with dignity and respect.
   - During the introduction, simply say, “I am so sorry for what you’re going through” or “I am sorry for what happened”. Let them see that you care.
   - Give survivors a sense of control. Ask them where they would like to do the interview or if there is someone they would like to have with them.
   - Never say, “I understand how you feel,” because you don’t, even if you have experienced a tragedy yourself. That is the biggest mistake a reporter (interviewing trauma survivors) can make. A better approach is, “I would like to tell your story”. Saying this signals that it’s their story and they have control.

2. Never assume they will say yes
   - Tell the survivor you would like to tell her/his story. Remember it is their story. When she/he says yes, respect that she/he has honoured you to tell her/his story accurately and ethically. If she/he says no, respect that decision and offer to tell it at a later date if she/he wants to.

3. Ask about them, not just about what happened to them
   - Ask about the person’s life, not just to make small talk, but to get an understanding and provide context for the story. Often it is the survivor who steers the interview toward the trauma, when she/he is ready and you, as the reporter, have the context.

4. Use third parties
   - Some survivors won’t respond directly to your request for an interview. But you might be able to reach a family member, pastor, funeral director, neighbour or co-worker to help you contact the survivor and ask for an interview.

5. Before the interview: Prepare
   - Is the survivor’s experience a good fit for your show? Can they provide the insight you need?
   - Is the survivor a minor? Find out what restrictions there are in telling their story in terms of the law and existing child rights.
   - Are there broader legal considerations? Does the survivor have any restrictions due to a pending criminal or civil trial? Will telling their story have an impact on legal proceedings relating to the survivor’s attack?
   - Can the survivor remain anonymous? Many survivors are comfortable using their real name, while others may prefer to use a pseudonym (i.e. a made-up name) or first name only. Ask the survivor if they have a preference and check with your newsroom’s policies on citing sources and anonymity.

6. At the start of the interview: Set expectations
   - Explain how the interview fits into the larger story, Explain to the survivor their role in telling their story. Are they the main focus, or do you just need a brief soundbite?
   - Set a time frame. Give the survivor a realistic expectation of how long the interview will last. Is this an in-depth interview, or do you just need five minutes on the phone? Let the survivor know that they can take a break at any time, for any reason.
   - Provide an overview. Are you focusing on a specific aspect of the survivor’s experience? If possible, provide a few examples of the questions you may ask.
   - Be upfront about editorial control. Does someone else from your team have editorial control? If someone else could cut or take out parts of the interview, inform the survivor. If possible, offer to share the edited and recorded interview with the survivor before it is aired.
   - Talk about fact checking. Are there any steps in your editorial or review process that involve verification or fact checking? For instance, will you need to speak with the perpetrator, law enforcement officials, or other individuals who may be involved with their story? If so, let the survivor know before you start the interview.

7. During the interview: Be respectful
   - If you’re not sure how to address a particular aspect of the interview, ask for help.
   - Avoid generalising. Some survivors may be hesitant to discuss certain aspects of their experience, while others may be more willing to share. Let the survivor share their story in their own words. While paraphrasing (or rewording what was said, especially to achieve greater clarity) may be a helpful technique to understand the interviewee, it runs the risk of generalising their experience.
   - Try not to make assumptions. Recognise that every survivor has had a different experience, and may be at different points in their healing process. Try not to assume something has already taken place, such as that the survivor has confided in friends or family, has reported the incident to the police, or that the survivor feels a certain way.
   - “Victim” or “Survivor”? Ask your interviewee if they have a preference. For some, “victim” may be applicable to a recent assault, while “survivor” may be more appropriate after a period of healing. Ultimately, it’s an individual preference, though this guide refers to survivors rather than victims.
   - Be mindful and respect boundaries. Ask if there is anything the survivor would prefer not to discuss. Let the survivor know that it’s OK if they don’t want to answer every question you ask.

MEMORY

• Tell the survivor you would like to tell her/his story.
• Never assume they will say yes.
• Never say, “I understand how you feel,” be‑concerned.
• Give survivors a sense of control. Ask them where they would like to do the interview or if there is someone they would like to have with them.
• Never say, “I understand how you feel,” because you don’t, even if you have experienced a tragedy yourself. That is the biggest mistake a reporter [interviewing trauma survivors] can make.
• “Victim” or “Survivor”? Ask your interviewee if they have a preference.
• Be mindful and respect boundaries. Ask if there is anything the survivor would prefer not to discuss. Let the survivor know that it’s OK if they don’t want to answer every question you ask.

BOTTOM LINE: DO NO HARM!

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   - Can the survivor remain anonymous? Many survivors are comfortable using their real name, while others may prefer to use a pseudonym (i.e. a made-up name) or first name only. Ask the survivor if they have a preference and check with your newsroom’s policies on citing sources and anonymity.

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   - Try not to make assumptions. Recognise that every survivor has had a different experience, and may be at different points in their healing process. Try not to assume something has already taken place, such as that the survivor has confided in friends or family, has reported the incident to the police, or that the survivor feels a certain way.
   - “Victim” or “Survivor”? Ask your interviewee if they have a preference. For some, “victim” may be applicable to a recent assault, while “survivor” may be more appropriate after a period of healing. Ultimately, it’s an individual preference, though this guide refers to survivors rather than victims.
   - Be mindful and respect boundaries. Ask if there is anything the survivor would prefer not to discuss. Let the survivor know that it’s OK if they don’t want to answer every question you ask.
FACT SHEET HOW TO RESPONSIBLY COVER GUN VIOLENCE SURVIVOR STORIES GUN CONTROL

8. At the end of the interview: Show appreciation

• Thank the survivor for sharing their story. Phrases like “Thank you for sharing this with me — I can only imagine how difficult that must have been for you,” or “I’m sorry this happened to you,” can go a long way.

• Avoid giving advice. It’s normal to try to give people solutions, especially if you have dealt with a similar situation. Keep in mind that survivors may have already taken action, or may not be looking for another solution. Instead of saying, “You should report,” or “You should find a therapist,” take a more supportive approach by asking, “Would you be interested in resources that may help with healing and recovery?”

• Ask for additional input. Ask the survivor if there is anything else they would like to share with you. Some aspects of their experience might not have been addressed as a direct answer to your questions. Give the survivor the opportunity to share any additional information.

• Discuss next steps. Follow up with the survivor to let them know when the story will run. Email a link, if possible.

9. Keep in mind

Stories about violence have the potential to trigger difficult memories for someone affected by these crimes, or cause intense emotions for anyone listening to or reading about the crime.

• Provide resources. Connect your audience with the help they deserve. It could be as simple as broadcasting the number or adding it to your WhatsApp group.

• Notify your audience. Before airing the show or interview, you can let your audience know that this show will be covering issues related to gun violence that may be triggering or stressful for some listeners.

• Take care of yourself. It can be difficult to listen to survivor stories and to help those in need. Practising self-care can help ease the stress that may come with helping others. Spend time with your own support system, such as loved ones or pets. Take time for the things you enjoy, such as photography, watching a funny movie, or running.

Source 1: Information drawn from blog written by Sherry Richardi | November 07, 2016: Interviewing trauma survivors.
Source 2: Adapted from: RAINN (Rape, Abuse & Incest National Network): Interviewing survivors.

REMEMBER

Informed, sensitive and professional journalism is key to the promotion and protection of children’s rights.

EXTRA RESOURCES

- Children’s rights and the media: A resource for South African journalists
- A guide for crime victims and survivors: If the media calls
- More tips from Steve Buttry, director of student media at Louisiana State University’s Manship School of Mass Communication, can be found here.
- The Dart Center for Journalism and Trauma is an excellent resource. Highly recommended: A video titled “Getting it right – ethical reporting on people affected by trauma”. Victims and survivors tell in their own words how the media treated them.
- MediaWise for better journalism has a range of resources see http://www.mediaswise.org.uk/

How to Do Survivor Stories: Myths and Facts

<table>
<thead>
<tr>
<th>MYTHS</th>
<th>FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A victim and survivor of gun crime is the same thing.</td>
<td>Only the person who experienced the trauma determines whether they are a victim or survivor.</td>
</tr>
<tr>
<td>Criminals don’t bother with gun control - what we need is crime control to stop gun violence.</td>
<td>Strong controls over legal guns reduce the chance of them being used illegally. Licensing gun owners and registering firearms reduces the chance that guns will fall into the hands of people who commit acts of violence.</td>
</tr>
<tr>
<td>Gun control doesn’t reduce crime.</td>
<td>Empirical evidence from South Africa and across the globe shows that stronger gun control laws have helped reduce gun violence, including gun-related suicide, murder and crime, such as armed robbery.</td>
</tr>
<tr>
<td>A survivor’s experience is key to a good story, even if this means lying to get an interview with a trauma survivor.</td>
<td>While a survivor’s experience will enhance your show, avoid getting interviews on false pretences. It is an unethical journalistic practice to lie to your interviewees, and also insensitive to the survivor. Use your creativity to make your show interesting if you aren’t able to find a survivor to interview.</td>
</tr>
<tr>
<td>Telling a survivor you understand how they feel may come across as insensitive to them, especially if you haven’t experienced what they have been through. Stick to listening and asking questions instead of trying to convince them you understand. Not understanding can make for interesting conversation.</td>
<td></td>
</tr>
<tr>
<td>It is better to find a survivor who is willing to be interviewed than to pressure someone who is not ready to talk about it. It will make your interview process much easier to conduct and listen to. If you cannot find a willing survivor to talk to, find someone else! e.g. a lecturer or counsellor or someone from Gun Free SA.</td>
<td></td>
</tr>
<tr>
<td>It’s OK to use a survivor’s full name in a story.</td>
<td>It is only OK to use a survivor’s full name in a story if they have given you permission to do so. If they request to remain anonymous then you must respect that wish. Remember that someone can change their mind and that consent can change.</td>
</tr>
</tbody>
</table>
As a radio reporter your job is to tell other people’s stories, which means you should not get affected by what they tell you; if you are affected, then you are not a good reporter.

It is normal for you to feel various emotions and to empathise with a survivor or victim. This doesn’t make you a bad reporter, it just makes you human! It is also important that you take care of yourself: Talk to your friends, family, supervisor and co-workers about difficult stories, make sure you have enough time to do what you enjoy and contact a support service for help if you feel you are not coping.

If a survivor agrees to tell their experience to a reporter, it shows that they have fully recovered and can talk about their experience easily and objectively (this means with no emotions).

Always remain sensitive in your language and approach to a survivor’s story. Try not to assume to know how they feel about their experience and take your cues from them. It may take a survivor their whole life to overcome their experience/s. So always remain sensitive and respectful when asking questions. If you can tell that a certain story is still difficult to talk about, move on to something else.

As a radio reporter your job is to tell other people’s stories, which means you should not get affected by what they tell you; if you are affected, then you are not a good reporter.

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Source: gun control myths and facts

TRAUMA SUPPORT SOUTH AFRICA: ALL HOURS NUMBER
+27 061 156 7938
WhatsApp: 081 5030 330

LIFELINE NATIONAL HOTLINE:
24 HOUR COUNSELLING
011 422 4242 OR 0861 322 322

LIFELINE JHB: http://www.lifelinejhb.org.za/contact-us.ashx

ADCOK INGRAM DEPRESSION AND ANXIETY HELPLINE
0800 70 80 90

SUICIDE CRISIS LINE
0800 567 567 or SMS 31393

PHARMADYNAMICS POLICE & TRAUMA LINE
0800 20 50 26

DESTINY HELPLINE FOR YOUTH & STUDENTS
0800 41 42 43

SADAG MENTAL HEALTH LINE
011 234 4837

AKESO PSYCHIATRIC RESPONSE UNIT 24 HOUR
0861 435 787

FIND A SUPPORT GROUP IN YOUR AREA
0800 21 22 23

EXTRA RESOURCES

FACT SHEET: HOW TO RESPONSIBLY COVER GUN VIOLENCE SURVIVOR STORIES

GUN CONTROL

VOX POP

AIM
To get many opinions on one topic.

WHO DO YOU TALK TO?
Anyone in the community.

QUESTION
Can you describe the meaning of a trauma “survivor” versus a trauma “victim”?  

AUDIO COMMENTARY

AIM
To get people’s opinion about a topic that they care deeply about.

WHO DO YOU TALK TO?
A community activist, or a youth activist campaigning for the rights of survivors of trauma.

QUESTIONS
• How can responsible and ethical reporting about trauma contribute to how we think about traumatic events?
• Does the way in which we speak about trauma survivors affect how our audience sees and how much they support survivors?
• How can we help support survivors when we report their stories?
• What are the ways trauma survivors can ensure they are safe and stories are not abused when they agree to speak to the media?
HOW TO PRESENT YOUR SHOW

Use your produced radio formats, your research and the suggested script and questions to write your own script.

Suggested questions for the interview with a community leader or a representative from an organisation campaigning for the protection and dignity of survivors of trauma:
• What are key tips for media to report responsibly on survivors of violence?
• How does responsible reporting of survivors’ stories contribute to changing perceptions?
• In what ways can a survivor’s story be empowering?

[INTRO VOX POP]
Vox pop
[Intro vox pop]
[OUTRO VOX POP]

Host 1: MMMM! Some interesting descriptions there! Let’s hear more on this topic from someone who knows more about how the media should be reporting on survivors of trauma.

[IntRO INTERVIEW]
[INTERVIEW]
[OUTRO INTERVIEW]

[OUTRO:] Host 1: Today, we’ve learnt so much about how to do “survivor stories”.
Host 2: That’s right! Before we discussed this topic, I never really thought about the responsibilities we have as the media in telling survivor stories responsibly and ethically.
Host 1: True story. I have a lot more information about how best to approach survivor stories. Thank you all for staying tuned! Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

Suggested questions for the interview with a community leader or a representative from an organisation campaigning for the protection and dignity of survivors of trauma:
• What are key tips for media to report responsibly on survivors of violence?
• How does responsible reporting of survivors’ stories contribute to changing perceptions?
• In what ways can a survivor’s story be empowering?

INTRO:

Host 1: It’s just gone [TIME] and you’re in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...
Host 2: And my name is [NAME], and today’s show is all about, how to do “survivor stories”.
Host 1: That’s right. Did you know that we youth reporters have so much responsibility when it comes to reporting on survivors’ stories?
Host 2: First off, we must respect the survivor. That one is a priority.
Host 1: That’s right. And we must also come prepared for the interview and take into consideration that this person has been through a very, very difficult time. We can’t just rush things. We must be patient. We must also be honest. And tell them about any editorial decisions when it comes to their story.
Host 2: Okay, it sounds like we must tread carefully and uphold the survivor’s dignity at all times, during the interview and even after the interview.
Host 1: Exactly right! Now let’s hear from the people on the streets about what they think about survivors of traumatic events.

OUTREACH OUTLINE

FLOW

When you create your outreach outline, be aware of the flow and the energy that certain activities generate. You don’t want to start with a bang and end on a whisper.
OUTREACH GUIDE
HOW TO RESPONSIBLY COVER GUN VIOLENCE SURVIVOR STORIES

DIFFERENT WAYS TO TALK ABOUT: “HOW TO RESPONSIBLY COVER GUN VIOLENCE SURVIVOR STORIES”

- What are the ways we can help people understand the terms “survivor” and “victim”, including how they get used and by whom?
- In what ways can we advocate responsible and ethical reporting for survivors of traumatic events?
- How can we empower trauma survivors and the media to tell these stories in ways that can help create understanding and awareness?

FORMATS

GUEST SPEAKER

A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

Some questions for the guest speaker to think about ahead of time

- What are some of the steps journalists and youth reporters should follow when interviewing a survivor of a traumatic event?
- What should a survivor of a traumatic event be aware of when agreeing to tell her/his story to the media?
- In what ways can a survivor’s story help raise awareness in the community?

PANEL DISCUSSION

A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Examples of opening questions for the panel

- What can we learn from survivors’ stories?
- Can the media be an ally to survivors?
- How can we as a community communicate and show support to survivors?
- In what ways can survivors protect themselves from their stories being misused by the media?

Who is on the panel

Gun Free SA, community policing forum representative, youth activist, social worker, teacher, ordinary community aunty/uncle/youth with experience of gun violence.

IMPACT JINGLE

A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

HOST 1: It’s just gone [TIME] and my name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Thank you all for being here at the [NAME OF VENUE] today.

HOST 2: And my name is [NAME OF HOST 2], and today’s event is all about, how to do “survivor stories”.

HOST 1: This is a very interesting topic. I’ve heard about how we, as the media, can actually make things worse for survivors when we tell their stories.

HOST 2: And that’s exactly what we, together with our guests, are going to discuss today. Let’s get the ball rolling and hear from our guest speaker about how to do “survivor stories” and what responsible reporting can do for us in our community.

[INTRO GUEST SPEAKER]

[HOST 1: Wow! That was so very interesting and taught me so much about how to do “survivor stories”. I hoped it helped you guys listening too!]

[IMPACT JINGLE]

[HOST 1: Great stuff! This day has been amazing so far. I love learning new things! What about you?]

[HOST 2: For sure! I learned about how to do survivor stories and how it can really be powerful in changing our perceptions about trauma and the survivors who live among us.]

[HOST 1: Thank you guys for attending today, for listening and just being awesome!]

[HOST 2: Next up, it’s the final performance of the day. [INTRO PERFORMERS]. Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We’ll be talking all about [TOPIC FOR NEXT SHOW].]

[HOST 1: Thank you once again for joining us and we hope to see you next time! Until then, it’s bye from us!]

[IMPACT JINGLE]
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.

Below is an example of an event that is one hour long.

<table>
<thead>
<tr>
<th>Music/Performance</th>
<th>Intro to show</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Jingle</td>
<td>Intro to guest speaker Guest speaker Outro guest speaker</td>
</tr>
<tr>
<td>Intro music</td>
<td>Intro panel discussion Panel discussion Outro panel discussion</td>
</tr>
<tr>
<td>Music</td>
<td>Impact Jingle</td>
</tr>
<tr>
<td>Outro music</td>
<td>Music/Performance</td>
</tr>
<tr>
<td></td>
<td>Outro show</td>
</tr>
</tbody>
</table>

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!

Source: Gun Free South Africa
WHAT IS A COMMUNITY POLICING FORUM?

WHAT IS A COMMUNITY POLICE FORUM?
• A Community Policing Forum or a Community Police Forum (CPF) is a legal community structure that:
  • Ensures effective communication and partnership between the police and communities.
  • Allows the community to voice its concerns and needs with regards to policing and other relevant safety issues.
  • Ensures that the South African Police Service (SAPS) remains accountable to the community.
  • Members of each CPF are elected during formal election processes. The CPF gets its mandate from the community, which informs its legal powers and functions.
  • Each CPF and board is allowed to determine its own procedure, but The Police Services Act requires that minutes are kept of its proceedings.

WHY ESTABLISH A COMMUNITY POLICE FORUM?
There are many good reasons to establish a CPF, including to:
• Help the police and the local community work together
• Promote respect for human rights
• Find ways to make the police service transparent and accountable to the community
• Identify and solve problems to do with crime, public disorder, fear and poor service by the police
• Make the police and the community partners against crime
• Mobilise community-based campaigns, activities and the resources to sustain them.

WHAT ARE THE ADVANTAGES OF COMMUNITY POLICE FORUMS?
• Community policing teaches citizens to take a stand against crime.
• CPFs give communities a chance to take control of crime in their neighbourhoods and to do something about it.
• The adoption of a CPF in communities has generally led to a turnaround in the community’s crime situation and it also usually changes the way that the SAPS addresses crime.
• CPFs and local government can also work together. This is how:
  • Identify flashpoints, crime patterns and anti-crime priorities and communicate these to the SAPS;
  • Jointly set crime prevention priorities and agree on strategies; and
  • Mobilise community-based campaigns, activities and the resources to sustain them.

WHY SHOULDN’T YOU ESTABLISH A COMMUNITY POLICE FORUM?
• Each CPF and board is allowed to determine its own procedure, but The Police Services Act requires that minutes are kept of its proceedings.
• CPFs are for everybody living in an area. Anybody who has ideas about how to fight crime or who has noticed criminal trends should attend so that the police are fully informed.

HOW IS A COMMUNITY POLICE FORUM RUN?
• A CPF is like an organisation and needs a certain amount of work. Somebody must organise meetings and inform members of the community about when and where they will be held.
• Meetings form the backbone of the CPF, so it is important to ensure that there is a common goal and the ability to resolve conflict.
• The executive committee takes charge of the day-to-day running of the CPF, and can form sub-forums to attend to any particular problems and promote community policing projects in the area. They also elect suitable persons to take on the roles of chairperson, deputy chairperson, secretary and treasurer.

WHO SHOULD BE INVOLVED IN COMMUNITY POLICE FORUMS?
• The short answer is anybody who has an interest in uplifting and protecting their community.
• When setting up a CPF, the station commander should target powerful organisations, institutions and community leaders. Local councillors, NGO and welfare organisations, churches, business and farming representatives, hospital staff, local chiefs and indunas, security companies, local press members, police reservists and volunteers are all potentially valuable voices in CPFs.
• CPFs are for everybody living in an area. Anybody who has ideas about how to fight crime or who has noticed criminal trends should attend so that the police are fully informed.

WHAT IS A COMMUNITY POLICING FORUM?

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HOW IS A COMMUNITY POLICE FORUM ESTABLISHED?
• The police station commander is responsible for setting up a CPF at their station, but because it is a joint effort, they need help from the community.

WHO SHOULD BE INVOLVED IN COMMUNITY POLICE FORUMS?

• The first step is to get people together by organising a public meeting and setting up a steering committee.
• The steering committee prepares for the launch of the CPF by writing a draft constitution and finding out how the community wants the Forum to work.
• At the launch, the CPF adopts an official CPF constitution and elects an executive committee to replace the steering committee.

DID YOU KNOW?

Some of the elements of community policing include:

MORE PEACE THAN POLICE. IN COMMUNITY POLICING, POLICE OFFICERS ARE PEACE OFFICERS. THEY STILL MAKE SURE PEOPLE OBEY THE LAW, BUT THEY ALSO HELP TO PREVENT CRIME AND END CONFLICT.

MORE PROACTIVE THAN REACTIVE. COMMUNITY POLICING TEACHES US NOT TO SIT AND WAIT FOR CRIMES TO HAPPEN BEFORE WE DO SOMETHING. INSTEAD, WE FIND OUT WHY PEOPLE COMMIT CRIME IN THE FIRST PLACE, THEN WE WORK TOGETHER TO SOLVE THE PROBLEMS THAT CAUSE CRIME.

Deputy Chairperson
The deputy chairperson must also be a member of the community and must stand in for the chairperson if they are absent.

The Secretary
It is preferable for the secretary to be a member of the SAPS. The secretary arranges meetings, takes minutes and manages the CPF’s correspondence and official documents (except for financial records).

The Treasurer
The treasurer can be a member of the SAPS or the community and handles the finances of the CPF. The treasurer operates a bank account for the CPF and should be reliable and systematic with money.

Source: Gun Free South Africa
COMMUNITY POLICING FORUM
GUN CONTROL

**MYTHBUSTERS**

**FACT**

CPF members are the eyes and ears of the community and are an incredible help to police. However, CPF members do not hold any additional powers within the law. While a police officer has wide powers to make an arrest without a warrant, you, as a private individual, or member of a CPF, may only arrest a person who commits or attempts to commit a crime in your presence, or whom you reasonably suspect of having committed an offence specified in Schedule 1 of the Criminal Procedure Act.

The CPF is a free security service.

The CPF is a non-profitable forum and does not receive financial support from the government.

CPF work is voluntarily and no one gets paid.

You should build a relationship with your neighbour and discuss these kinds of matters with him/her yourself.

It is important that you do report all crime, no matter how small it seems (e.g. trespassers might be linked to other crimes). If the crime statistics are low, police officers are withdrawn from the area and sent to communities where the crime statistics are higher.

CPF members are working community members and spend their days earning their daily bread.

Source: What does a CPF do?
The Community Police Forum Toolkit is a useful guide to help you set up a CPF in your community.

The formation and functioning of Community Police Forums is governed by a number of policies – many of which have been amended over time, the most directly relevant are:

- The South African Police Service Act (number 68) of 1995: Chapter 7 of the Act deals with Community Police Forums and Boards.
- Community Safety Forums Policy, 2011.

DIFFERENT WAYS TO TALK ABOUT COMMUNITY POLICE FORUMS

These questions can help guide your radio shows and outreach. You have many examples of how to develop your outreaches and radio shows from previous guides. Use them to expand on some of the angles below.

1. Do we need community policing to make our communities safe?
2. In what ways can a Community Police Forum effectively deal with the serious crime problems in our community?
3. In what ways can community members contribute to the success of Community Police Forums?
THANK YOU TO OUR FUNDERS

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