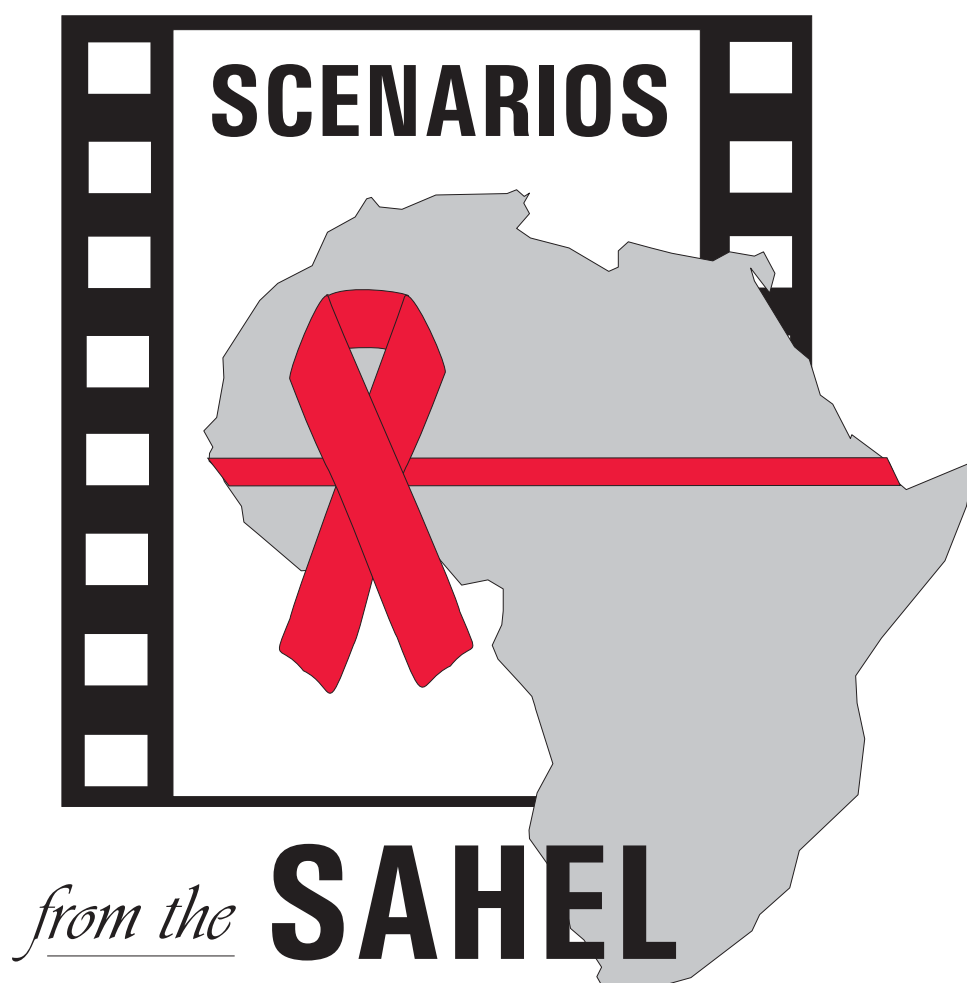


# SCENARIOS FROM THE SAHEL

*Young people against AIDS!*



a collection of short films on HIV/AIDS

## USERS' GUIDE

First Edition

The Global Dialogues Trust  
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## **A. Introducing *Scenarios from the Sahel***

### **1. What is *Scenarios from the Sahel*?**

*Scenarios from the Sahel* is a community mobilisation, education and media project designed to improve the lives of those affected by HIV/AIDS, reduce the spread of the virus, and help organisations develop their capacity for effective HIV/AIDS education. The project was launched in 1997 and expanded to become *Scenarios from Africa* in 2002.

Over 100 NGOs and CBOs in Africa work in partnership to organise *Scenarios* contests inviting young people to put forward ideas for short films on HIV/AIDS. The winning ideas are selected by juries and transformed into top-quality short films by leading African directors. The films are dubbed into African and European languages and are broadcast on television across the continent and beyond. The *Scenarios* films are provided on VHS cassette and on CD-ROM to organisations working at community level.

For more information on *Scenarios*, please visit [www.globaldialogues.org](http://www.globaldialogues.org)  
Please direct enquiries to [info@globaldialogues.org](mailto:info@globaldialogues.org)

### **2. The *Scenarios from the Sahel* films**

*Scenarios from the Sahel* is a collection of 13 short fiction films about HIV/AIDS by internationally acclaimed African directors. The films are based on ideas thought up by talented young Africans.

Some of the films are extremely funny; others are profoundly touching. Their message is one of hope, optimism and empowerment. A wide variety of topics relevant to HIV/AIDS is covered in the films.

The *Scenarios* films are a collection of autonomous films, as opposed to a series. Each film stands on its own and can be used individually. The films vary in length from 2 to 9 minutes.

Evaluative studies of *Scenarios from the Sahel* show that the films are highly effective at achieving the following objectives:

- Foster personal reflection on HIV/AIDS in relation to one's own life
- Increase dialogue on HIV/AIDS; develop an environment more open to discussion on these issues
- Increase levels of HIV-related knowledge
- Improve attitudes on HIV/AIDS, above all attitudes relating to people living with the virus

*"The impact of the films on reported behaviour change is highly impressive and demonstrates very clearly the benefits of the films as catalysts of behaviour change."*  
**Susan Gannon, external evaluator**

## **B. Introducing the Users' Guide**

### **1. Who might want to use this Guide?**

The present Guide is designed above all for:

- people who do not have a great deal of experience in facilitating film screenings followed by group discussion, or
- people who are not sure that they would be able to identify and develop key HIV-related topics in each of the films, or
- people who feel that they might not be in a position to answer certain fundamental questions about HIV/AIDS that might come up in the course of a discussion.

### **2. What's in the Guide?**

The Guide is designed to help people get the most out of the *Scenarios from the Sahel* films by preparing well and by facilitating a fruitful screening and discussion.

The Guide contains three main sections:

- How to prepare a *Scenarios* film screening + discussion

This section presents some simple steps that can be taken to prepare film screenings followed by discussion sessions, as well as some special steps to take before using the *Scenarios from the Sahel* films. Thorough preparation, which includes some practical research, is crucial to ensure that you get the most out of the films.

- How to carry out a *Scenarios* film screening + discussion

In this part of the Guide you will find general tips on facilitating film screenings and group discussions, as well as specific ideas for showing and discussing *Scenarios from the Sahel* films. This section draws heavily on lessons learned from people who have already made use of the *Scenarios* films in the field.

- Discussion points for each individual *Scenarios* film

For each *Scenarios from the Sahel* film, there is a special section that contains:

- 1) the name of the author, the director, and the place where the film was shot;
- 2) the duration of the film and the precise point where it begins on the VHS cassette;
- 3) a summary of the film;
- 4) a series of 4 suggested discussion topics relevant to that particular film, along with facts and background information relating to some of those topics.

For each discussion topic, a couple of relevant questions have been formulated: one which pertains directly to the content of a particular film, and one that focuses attention on real-life situations. Many of those questions are designed to encourage members of the group to reflect on and discuss how HIV relates to them personally and to their

community. Emphasis is placed on the active role that each group member can play in ensuring their own prevention, in helping those living with HIV today, and becoming more involved in HIV-related efforts in their community.

The discussion topics and questions for each film that you will find in this Guide are, of course, far from exhaustive. For each film, it is possible to develop many topics that are not included in the Guide.

Certain discussion topics listed are in reality relevant to more than one *Scenarios* film. However, each topic has been included in this Guide only once, i.e., it is suggested as a topic of discussion for only one film. This has been done in the interest of producing a concise Guide, but also in the knowledge that some people will want to use the Guide as the basis for discussing multiple *Scenarios* films. We wanted to ensure that those people did not find themselves covering the same topics, and asking the same questions, twice.

In the case of certain discussion topics, the proposed questions are supplemented by some basic facts and background information. Such information is provided above all if the topic under consideration centres on matters of universal scientific fact (for example, the ways in which HIV can be transmitted from one person to another). Less information, or none at all, is provided if the topic is one for which opinions or realities differ greatly from one culture or society to another (e.g., "When you are on a trip away from home, what special things do you do to protect yourself from HIV?")

## **C. How to prepare a *Scenarios* film screening + discussion**

### **1. Familiarise yourself with the participants: know their needs**

Before screening and discussing films on HIV/AIDS with a given group, it is important to know the make-up of the group. Find out how big the group will be, the age and gender of the participants, and so on. Determine which language version of the *Scenarios* films would be most appropriate with those participants.

Try to identify the group members' specific needs in the area of HIV-related information. You might find out, for example, that you will be showing and discussing the films:

- in an area where people do not yet have a good grip on the basic facts of HIV transmission and prevention, or
- at a school with an alarming number of unplanned pregnancies, or
- in an area where alcohol abuse is widespread, or
- in a context where people are concerned about the link between certain traditional practices and HIV transmission.

If you know the special needs of a given group, you can tailor the screening + discussion to fit those needs.

You should always assume that somebody in the group has been personally affected by HIV, and you should be sensitive to that person's feelings throughout the screening and discussion.

### **2. Formulate your objectives for the screening + discussion**

Once you are familiar with the group's needs, you are in a position to formulate your objectives for the session. Determine what it is you wish to achieve with regard to:

- HIV-related knowledge. How might you increase relevant knowledge levels among group members? Are there specific facts that you would like to get across?
- Attitudes relevant to HIV/AIDS. Are there certain attitudes that you would like to address with a view to fostering a change among group members?
- Behaviours in a world with AIDS. For the group in question, might it be important to address certain risky or otherwise harmful behaviours relevant to HIV/AIDS? How might the film screening + discussion contribute to a healthy change?

### **3. Identify local resources**

At this point, there is some important research to be done.

One of the most useful things you can provide a group of people during a discussion on HIV/AIDS is concrete, specific advice on:

- where to go to ask follow-up questions or to get more detailed information on HIV/AIDS, and

- where to get an HIV test and relevant counselling.

Depending on your objectives and on the make-up and real prevention needs of your participants, you might also want to be able to tell people:

- where specifically to go to purchase quality condoms.

Evaluative studies show that the *Scenarios* films often fuel a desire to proactively learn more about HIV/AIDS. In addition, data demonstrate that the films can generate a great deal of interest in getting tested for HIV.

Some *Scenarios* films focus on abstinence or fidelity as ways to prevent sexual transmission of the virus; others present condom use as an alternative. Evaluative results demonstrate that those latter *Scenarios* films can make people more likely to insist on condom use, creating demand for condoms among some viewers.

If you take the time to identify the relevant resources in your area, you will subsequently be able to provide that contact information to the participants. You will also be able to give the following excellent response to questions raised during the discussion session:

"I don't know the answer to your question, but here is the name and contact information of somebody who probably does."

Finally, as you go about identifying local resources, you will enter into contact with people who can help you prepare your session effectively.

**EXAMPLE:** This Guide was drafted in Ouagadougou, Burkina Faso. Useful contact information that could be provided to people participating in a *Scenarios* screening + discussion in this city might include:

1. Contact for information on HIV/AIDS:

Structure: CIC Doc (Centre d'informations, de conseil  
et de documentation sur le SIDA et la tuberculose  
Address: Route de l'hôpital, 01 BP 1788 Ouagadougou  
Phone number: (0226) 31 41 59 or 31 10 26  
E-mail: cicdoc.assoc@cenatrin.bf

2. Contact for information on getting an anonymous HIV test and relevant counselling:

Structure: AAS/Oasis  
Address: En face du Collège des jeunes filles de Kologh-Naba,  
01 BP 2831 Ouagadougou  
Phone number: (0226) 31 01 47  
E-mail: aas@fasonet.bf

3. Prudence brand condoms, if stored correctly and not expired, are quality condoms. They are available at hundreds of sites across the city, including many small shops and at the "Café Santé" kiosks. A packet of 4 condoms costs 50 fcfa.

Important: The information provided above is not exhaustive.

You might want to prepare a written list of useful contact information and distribute it to the participants at your film screening.

#### **4. Familiarise yourself with the *Scenarios from the Sahel* materials**

The *Scenarios* collection of films is designed to be a highly flexible tool; the films can be used in countless different ways and in a great many combinations.

People who know the *Scenarios* collection well are able to select specific films for specific audiences. They know which films work best with a given group, and they know when certain films might not be appropriate. Their knowledge of the films also allows them to change their screening plan to adapt to participants' unanticipated needs or interests, and to make effective use of the time available.

It will take just about an hour to watch all 13 *Scenarios* films. Enjoy!

If you do not find a *Scenarios* film that could help you achieve one or more of the objectives you have set for a given session, remember that there are a number of excellent audio-visual tools on HIV in Africa available today. Ask yourself whether or not the *Scenarios* films really are the best alternative for the situation at hand. You might want to use different films altogether, or combine *Scenarios* films with other audio-visual materials.

After watching the *Scenarios* films, please also take time to familiarise yourself with the content of this Guide. Like the films, the Guide is intended to be a flexible tool to be utilised as you wish. You can make optimal use of the Guide if you are familiar with the information and questions it contains. By all means, add ideas, questions and information to this Guide as you see fit. Adapt it to your specific needs.

If the Guide does not contain information that you anticipate needing during your screening + discussion, you might want to get back in touch with the local resources you have identified.

#### **5. Familiarise yourself with the room or space where the films will be shown<sup>i</sup>**

Be sure to check out the room or space where you plan to show the films well before the day of the actual screening. You might be able to combine your exploration of the projection site with a visit to familiarise yourself with your participants.

Here are some of the things that you should look for when you are checking out the place where the films will be shown:

- **Availability:** Is the room or space really available at the time when you plan to show the films? Has that been confirmed by a person empowered to make a definitive decision on the matter?
- **Lighting:** Will sunlight make it hard for people to see the images on the screen? Can you make the room dark enough to show the films, but also light enough to carry out a discussion? Might the room get so dark that you will need a torch (flashlight) to be able to operate the VCR?

- Electricity: Is there a functional outlet where you would like to plug in your equipment? If not, is there one you could reach with an extension cord? If there is no electricity at all at the site, you will have to bring your own generator (and make sure you have extra fuel).
- Sound: Will it be easy to hear the films and follow the discussion? Might you encounter moments when the projection and discussion could be seriously interrupted by noise? What could you do to prevent such problems?
- Size and lay-out of the room: Will the entire group fit into a given room or space? If not, is another place available, or might you have to consider more than one session? Will it be possible for everybody to see the screen, or are there obstacles (pillars, corners...)?
- Furniture: Are there enough chairs for everybody? Is there a table for your equipment?
- Equipment: Does the site have all the necessary equipment (TV + VCR or video projector + screen; possibly also a microphone and/or loudspeakers in the case of a larger group), and does it all work well? Is the TV big enough? Will it be available the day of the screening? OR: Will you have to bring your own equipment?

Take a good look at the equipment. Make sure all the necessary cables are there, and see if there is a remote control for the VCR. Make sure your cassette, the TV and the VCR are compatible with one another (system PAL, SECAM, NTSC). Give the equipment a good test run. Do all the buttons on the VCR or the remote control work OK (play, stop, fast-forward, rewind)? Do the VCR heads need cleaning? While the system is playing, walk around the room or space and make sure that you can see and hear from everywhere.

## **6. Inform participants of the date and place of the screening + discussion**

You might want to send out announcements or put up small posters to announce the event.

## **7. Select the *Scenarios* films you intend to use; identify discussion points and questions for each film**

Select the *Scenarios* films you would like to use (potentially in combination with other audio-visual materials), as well as the discussion points and questions on which you intend to focus. Your decision should be based on:

- the make-up of the group and needs of the participants,
- the objectives you have formulated as a function of the participants' needs, and
- the amount of time you will have available for your screening + discussion.

Here's an example: Let's say that you will be showing the films to a group of 18-year-old young women at a school in an urban setting. You have determined that it would be most beneficial to the group if you were to focus on ways in which young women can

ensure their own protection against HIV. You have one hour for the screening plus discussion.

Given those elements, you have selected three *Scenarios* films to show and discuss:

1. *Advice from an Aunt* (2 minutes 26 seconds), which highlights the dignity and empowerment of young women in their intimate lives,
2. *A Ring on her Finger* (4'12"), which focuses on abstinence, and
3. *The Shop* (2'21"), which includes an assertive young woman insisting that her partner use a condom.

You intend to show the films in that order.

The discussion points included in the Guide that you would like to emphasise are:

1. *Advice from an Aunt:*  
Discussion topic 3: Girls and women in our society: are they "objects"?
2. *A Ring on her Finger*  
Discussion topic 1: Recognising ploys designed to get somebody into bed  
Discussion topic 2: Saying "NO" to sex: the right timing  
Discussion topic 3: Saying "NO" to sex: how to do it
3. *The Shop*  
Discussion topic 2: Negotiating condom use

On the compilation cassette, those are films number 3, 8 and 9. In order to avoid wasting time during the screening, be sure to take note of precise spot on the cassette where each film starts, and be ready to fast-forward at the appropriate moment.

## **8. Know your limits**

While you prepare to screen and discuss the films, take a moment to reflect on your own, personal perspectives and limits:

- Are there topics relative to HIV/AIDS that make you uncomfortable or that you would not like to discuss with other people?
- Try to understand why those topics make you uncomfortable.
- Take note of your own relevant values and preconceptions before you facilitate the discussion. This will allow you to listen with greater openness and to respond to participants' questions with greater tolerance and understanding.<sup>ii</sup>

## **9. Formulate a Plan B in the event that there is a technical problem on the day of the session (such as a power cut)**

You never know what might go wrong and make it impossible to screen the films as you had intended. Be sure to have a constructive Plan B ready so that you can make effective use of your time with the group even if you cannot show the films.

## **10. Final preparations: the day before the screening**

The day before the screening takes place, be sure to:

- reconfirm that the room or space selected will indeed be available.
- double-check all of your equipment and resources. Do you have everything? Does it all work?
- make sure that you have arranged for transportation to get you to the screening location well before the session starts.

You might also want to prepare handouts containing contact information for local HIV-related resources to give to the participants.

## **11. The day of the screening**

On the day of the screening:

- Be sure to arrive at the screening site very early -- at least an hour before the start of the session. You might need that time to solve an unexpected problem or two.
- Set up room. Make sure that there are enough chairs for everybody, and that everyone will be able to see, hear and be heard. Allow chairs for unexpected guests.
- Set up and test all of your equipment, including your cassette.
- Have the cassette forwarded to the point where your first film starts.

## **D. How to carry out a *Scenarios* film screening + discussion<sup>iii</sup>**

### ***Before showing the first film:***

#### **1. Greet the participants.**

Part of your job as facilitator is to put people at ease. You can take a huge stride toward achieving that objective by greeting people appropriately.

#### **2. In general terms, explain to the participants the importance of this session for each of them personally, for their families, their community and their country.**

#### **3. Introduce very briefly the films you intend to show.**

Start by explaining that the *Scenarios* films were written by young Africans and shot by African directors. Then, let the participants know how many films you intend to show, as well as a few words on their content. You can provide more specific information on the films just before you show each one.

*"The films are very, very effective, because they speak directly to us. As they are films written by Africans and directed by Africans, they reflect our own perspectives."*

**Broadcaster, Sierra Leone**

#### **4. State your objectives for the session.**

You might want to write them on a chalkboard or distribute a pre-prepared document.

#### **5. Let the participants know how long the session will last and how you intend to make use of that time.**

Give the participants a sense of structure for the session.

For example, you might explain that you have an hour available and intend to show and discuss three films. After each film is shown, you would like to discuss that film before moving on and screening the next one. At the end of the session, you would like to take a look back at the session in general and verify whether or not the objectives have been met.

#### **6. Set forth the rules of the game**

Encourage the participants to be respectful and patient toward one another.

Explain the importance of confidentiality. It might happen that some individuals will want to share personal experiences. It is important that they feel free to do so, without fearing that their comments will subsequently become public information.

#### **7. Help the participants feel at ease**

Take a moment to state clearly that the subject of HIV/AIDS, often linked with sexuality, is a sensitive one. Nobody will be judged, whatever his or her comment or question might be. All questions are valid and important. Encourage participants to

ask questions to clarify words or concepts that they do not understand. The goal of the discussion is to identify and understand the issues and the means at our disposal to deal with those issues.

## ***Showing and discussing individual films***

### **1. Introduce the film**

- a) Provide some quick background information on the film.
  - \*the name, age and nationality of the author
  - \*the name and nationality of the director
  - \*the country where the film was made.
- b) In a few sentences, give a summary of the film.
- c) Briefly present a few of the discussion points you would like to address, all the while explaining how the group might benefit from the film. This will help the participants to have a few ideas about important things to look out for while watching the film.

### **2. Show the film**

### **3. Facilitate a discussion on the film**

After the film is shown, your job is to facilitate the discussion. People tend to learn more easily and to remember what they have learned better if they are given the opportunity to discuss what they have seen and heard. You should seek to create a relaxed atmosphere in which participants can learn, reflect and discuss facts, attitudes and behaviours relative to HIV/AIDS.

Note that it is important to distinguish between the role of an instructor and that of a facilitator. As facilitator, your job is to create an atmosphere conducive to discussion and to encourage and incite people to speak out.

Provide clarification during the discussion as necessary. Correct any misleading or false information that is presented, but be sure to do so in a way that does not embarrass anybody.

A facilitator must avoid giving her or his own point of view about the film at the outset of the discussion. However, the facilitator can give her or his opinion *at the end* of the discussion. In that latter case, the facilitators' comments can serve to highlight key points or to reinforce crucial factors that could bring about a healthy change in attitudes or behaviours.

Here is a suggested procedure for facilitating a discussion after having shown a *Scenarios* film:

- a) Ask a general question, such as:

"What are your reactions to this film?"

Allow the members of the group to express themselves freely. Take note of their reactions and concerns.

b) Ask a question about emotions, such as:

"What scene touched you the most? What did you feel? Why?"

c) Now, go back and ask questions about the discussion topics that you, the facilitator, had selected and that have not yet been discussed by the group.

You can ask questions contained in this Guide or questions that you have formulated. You can also ask follow-up questions that pertain to comments made by participants in the course of the discussion.

For some discussion topics, this Guide contains useful relevant information. You might choose to present or comment on some of that information during the discussion on a given topic.

d) As the discussion on a given film draws to a close, briefly summarise the discussion, recalling key messages. This will help people to remember what they have learned.

### ***At the end of the session***

At the end of the session, go back to your list of objectives and, in dialogue with the participants, verify if your objectives were met.

If you have not already done so, let the participants know where they can turn to seek out additional information on HIV, where they can get an HIV test and counselling, and, if appropriate, where they can buy quality condoms.

# MY BROTHER

**Written by Justin Corr ea, aged 23, from Mbour, Senegal.  
Directed by Cheick Oumar Sissoko of Mali.  
Shot in 2001 in Senegal.**

**Duration:** 8 minutes 13 seconds.

Film starts at 0:00:00 on the VHS compilation cassette. (0:00:00 = the moment when the *Scenarios from the Sahel* logo first appears on the screen before the film *My Brother*.)

## Summary:

Mamadou, aged 13, thinks he's pretty cool. He has all the latest clothes and a big brother with a motorbike. But he also thinks it's cool to treat people badly. At school, he refuses to sit next to Bokary, a boy who has become an orphan due to AIDS, because, he says, "prevention is better than cure". His teacher, enraged, sends Mamadou to an information centre to prepare an essay on AIDS....

## Key topics for discussion:

- Difficulties encountered by children orphaned by AIDS
  - The effects of discrimination and stigmatisation on a person affected by HIV/AIDS
  - Forms and causes of such discrimination and stigmatisation
  - Ways to overcome that discrimination and stigmatisation
- 

Every 14 seconds, another child becomes an orphan because of AIDS.

*Orphans and Children in a World of AIDS*, a UNAIDS Fact Sheet prepared for the United Nations Special Session on HIV/AIDS, held June 25-27, 2001.

## Discussion topic 1: Difficulties encountered by children orphaned by AIDS

- *IN THE FILM:* At the beginning of the film, Mamadou refuses to sit next to a boy named Bokary. How has HIV/AIDS affected Bokary's life?
- *IN REAL LIFE:* What kinds of difficulties are encountered by children orphaned by AIDS?

Here are some of the many difficulties that young people orphaned by AIDS might encounter:

- HIV/AIDS has forced millions of children into precarious situations, making them vulnerable to exploitation and abuse, and putting them at risk of becoming infected with HIV themselves.
- Orphans living with extended families or in foster care often suffer many forms of discrimination.
- Children in households where there is a family member living with HIV suffer the trauma of that person's suffering and death.
- Many children who have become orphans due to HIV/AIDS end up in households run by other children. Many wind up on the streets. As a result, there are more and more young people who are vulnerable, poorly socialised and under-educated.<sup>iv</sup>

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### **Discussion topic 2: The effects of discrimination and stigmatisation on a person affected by HIV/AIDS**

- *IN THE FILM: How does Bokary react when Mamadou refuses to sit next to him? How does Bokary feel at that moment?*
- *IN REAL LIFE: What effects does rejection have on a person affected by HIV/AIDS?*

Rejection, discrimination and stigmatisation can be expressed in many different ways and can be extremely painful. People affected by AIDS, including people living with HIV, sometimes say that rejection is even more difficult to deal with than the virus itself.

If a community allows for the creation of an atmosphere of rejection and discrimination toward people affected by HIV, the community will have put up a regrettable barrier to healthy, open discussion about HIV/AIDS -- to the detriment of all, but especially those affected by HIV. Those who live with the virus and know it might be less inclined to disclose their status to friends and family, including their spouse. For fear that their status might become known publicly, they might also be less inclined to seek out counselling and other forms of support, including the solidarity of their friends.

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### **Discussion topic 3: Forms and causes of discrimination and stigmatisation of people affected by HIV/AIDS**

- *IN THE FILM: Why is it that Mamadou treats Bokary so badly at the beginning of the film?*
- *IN REAL LIFE: What are some of the most common forms of discrimination suffered by people affected by HIV? What causes some people to reject those affected by HIV/AIDS?*

People affected by HIV can suffer what one might call "institutional" or "hard" discrimination in areas such as housing, education, employment, access to medical care, or fair legal process. Their rights in those areas might be denied to them simply because their lives have been -- or are presumed to have been -- affected by HIV.

There is also "individual" or "soft" discrimination. This is discrimination that can be carried out by practically anybody, including children and young people (like Mamadou in the film *Mon Frère*). All of us can do something about this kind of discrimination.

"Individual" discrimination can strike right at the heart of a person affected by HIV. It might take the form of suspicious or disdainful looks, harsh words and ill-chosen terms, people turning their backs when one walks by.... "Soft" discrimination can also be expressed by the incorrect presumption that a given person affected by HIV is "sick" and fragile. A particularly hurtful expression of "individual" discrimination is when it is maintained that a person's HIV-positive status is a "divine punishment".

Among the main causes of discrimination and rejection of those affected by HIV/AIDS is ignorance. People who do not understand HIV/AIDS and how it can and cannot be spread are often afraid, and their fear is expressed in the form of discrimination.

There is often a link between the discrimination of people living with HIV/AIDS and other, pre-existing forms of discrimination in a given community: against women, against people of a given sexual orientation, or against people of a given race or nationality.

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#### **Discussion topic 4: Ways to overcome the discrimination and stigmatisation of people affected by HIV/AIDS**

- *IN THE FILM: Mamadou ends up reconsidering his rejection of Bokary. Why? What is it exactly that brings about his change of attitude?*

Two factors play a key role in Mamadou's change of attitude:

1. He realises that HIV might be a whole lot closer to his personal life than he ever imagined. He understands that somebody he thinks the world of might be living with the virus.
2. He becomes better informed about HIV.

- *IN REAL LIFE: What can we do -- each one of us -- to overcome the discrimination of people affected by HIV/AIDS?*

When it comes to "institutional" discrimination, we must see to it that our lawmakers, those who enforce the laws, and those in other relevant positions of authority fulfil their responsibilities to protect people affected by HIV/AIDS from all forms of discrimination.

There are many things that each of us can do to prevent or put an end to "individual" or "soft" discrimination. For example:

- We should become informed about the basic facts of HIV/AIDS, including ways in which one can and cannot become infected, and share that information with our families and friends.

- By spending time with people affected by HIV, we can demonstrate to others that there is no need to fear infection through everyday contact.
- People affected by HIV should be treated with same respect as anyone else.
- Our communities must strive for inclusiveness of all people, regardless of HIV status.
- We should be sensitive to the fact that people affected by HIV often find certain terms offensive, and we should carefully avoid such terms. For example, the terms "AIDS victim" or "AIDS sufferer" are inappropriate and can be hurtful; a better way to refer to individuals who have been infected with HIV is "people living with HIV/AIDS".

# THE GENERAL ASSEMBLY OF DISEASES

**Written by Mamadou Macky Bah, aged 17, from Kayes, Mali.**

**Directed by Pierre Sauvalle of Cameroon.**

**Animated in 2000 at Pictoan Studios in Dakar, Senegal.**

**Duration:** 8 minutes 46 seconds.

Film starts at 0:08:17 on the VHS compilation cassette.

## **Summary:**

This is an animated tale, set in Contaminobo, home to germs like Tuberculosis, Polio, Hepatitis .... and "Microbe Diarrhea". The germs are angry and afraid because humanity has been making such great strides against them. They greet the arrival of "His Royal Heinous, Overlord AIDS" with joy, believing that his strategy of attacking the human body's defence system will save them. Unfortunately for them, we have been spying on their "General Assembly"! From the germs' own mouths, we have learned how we can outsmart AIDS and protect ourselves from him and his cronies.

## **Key topics for discussion:**

- How HIV is spread: How the virus can enter the human body
  - The relationship between HIV and STDs, or sexually transmitted diseases
  - What HIV does if it gets inside the human body
  - How to protect oneself from HIV infection
- 

## **Discussion topic 1: How HIV is spread: How the virus can enter the human body**

- *IN THE FILM: HIV/AIDS explains that there are three ways in which he can spread from one person to another. What are they?*

HIV/AIDS explains that he can spread, or be transmitted from one person to another, in the following ways:

- 1) The blood route: HIV can be spread if the blood of an HIV-infected person gets into another person's body.
- 2) From mother to child: A mother who lives with HIV can pass the virus on to her baby.

3) Through unprotected sex: An HIV-infected person can pass the virus on to his or her sexual partner unless they use appropriate protection correctly.

- *IN REAL LIFE: Of the three ways in which HIV is spread, which one is the most common?*

The overwhelming majority of people living with HIV in the world today became infected through unprotected sex with an HIV-infected person.

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## **Discussion topic 2: The relationship between HIV and STDs, the sexually transmitted diseases**

- *IN THE FILM: During his speech, HIV/AIDS asks one particular group of germs to serve as his assistants. He then says to that group of germs: "You and I will do terrible things together." Do you remember which group of germs that was?*

It was the STDs -- the sexually transmitted diseases.

- *IN REAL LIFE: How do HIV and STDs work together?*

They often work very closely together.

An STD, increasingly referred to as an STI, or sexually transmitted infection, is an infection that one can get through unprotected sex. There are lots of different STDs, for example syphilis and gonorrhea. They can have different symptoms, but all of them affect a person's sexual organs. Some STDs don't have any symptoms at all.

Germs can get into the body a lot easier if our skin has been damaged. Even the tiniest of cuts, sometimes too small to be seen, are big enough for a virus (like HIV) or other germs to get in.

STDs often damage the skin and cause cuts on a person's sexual organs. That means that HIV can get into a person's body much easier if that person has unprotected sex.

If a person has an STD, it is essential that he or she have it treated swiftly and correctly, because STDs can cause a lot of pain and might even cause sterility, that is to say that they can make it impossible for the person to have children. The good news is that most STDs can be completely cured.

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## **Discussion topic 3: What HIV does if it gets inside the human body**

- *IN THE FILM: In Contaminobo, this imaginary village of germs, HIV/AIDS' speech makes the other germs really happy. Why?*

HIV/AIDS explains that, once he gets inside the human body, he goes about damaging the body's defence system -- the immune system. Once HIV has succeeded in weakening the defence system, it becomes much easier for other germs to attack that person's body and to cause disease.

- *IN REAL LIFE: How does the human immune system work? What does HIV do to the immune system?*

Everyone's body is protected against infection and disease by what is called the immune system. The immune system fights bad germs that try to cause disease. It fights the germs in three ways:

- 1) The immune system tries to make it hard for bad germs to get into the body in the first place.
- 2) If bad germs do get into our bodies, the immune system tries to prevent them from causing disease.
- 3) If the bad germs do manage to start to cause disease, the immune system fights hard to solve the problem and stop the disease in our bodies.

HIV, the virus that causes AIDS, is a particularly bad germ, because it weakens and eventually destroys the body's defences. Once our defences are destroyed, other bad germs can get into our bodies and cause disease. That explains why people who are living with AIDS often have many different health problems all at the same time.

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#### **Discussion topic 4: How to protect oneself from HIV infection**

- *IN THE FILM: In his presentation, HIV/AIDS provides some vital information on how we can keep him from getting into our bodies. What did he say?*

The key is prevention.

One way we can prevent HIV from getting into our bodies is to avoid contact with other people's blood. We should never use instruments that cut or pierce the skin (needles and blades, for example) if they have been used by somebody else and not correctly sterilised afterwards.

HIV can also spread through sex. In his speech, HIV/AIDS said that a person can prevent sexual transmission of HIV by being faithful to one's partner or by using a condom every time one has sex.

- *IN REAL LIFE: Fidelity and condoms are two strategies to prevent sexual transmission of HIV. There is also a third possibility. Can you name it?*

The answer is abstinence, which means that a person does not have sexual relations at all. If a person never has sex with anybody, they have a 0% chance of becoming infected with HIV from sex. However, they must still be careful to avoid coming into contact with other people's blood.

## ADVICE FROM AN AUNT

**Written by Aram Dièye, aged 16, from St. Louis, Senegal.  
Directed by Idrissa Ouédraogo of Burkina Faso.  
Shot in 2001 in Burkina Faso.**

**Duration:** 2 minutes 26 seconds.

Film starts at 0:17:10 on the VHS compilation cassette.

### **Summary:**

Nina is about to go and meet up with her boyfriend, Adama. Nina's aunt, sensing that it might be a good time to talk with her niece about men and their predatory instincts, provides some matter-of-fact advice.

### **Key topics for discussion:**

- Talking to young people about sexuality and HIV/AIDS: how to go about it
- What kind of advice to provide a young person when it comes to sexuality and HIV/AIDS
- Girls and women in our society: are they "objects"?
- Factors that can influence a young person's thinking on sexuality and HIV/AIDS

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### **Discussion topic 1: Talking to young people about sexuality and HIV/AIDS: how to go about it**

- *IN THE FILM: What do you suppose motivated Nina's aunt to talk with her niece right then?*
- *IN REAL LIFE: Parents and other relatives often say that it isn't easy knowing how to start a discussion on sexuality and HIV/AIDS with a young person. Do you have any creative ideas?*

One idea is to watch a relevant film or TV show with the young person and then discuss the content of that film. In that way, you can address important issues without giving the young person the feeling that you are invading their privacy.

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## **Discussion topic 2: What kind of advice to provide when it comes to sexuality and HIV/AIDS**

- *IN THE FILM: What specific advice does the aunt provide Nina? What do you think about that advice?*
  - *IN REAL LIFE: In your opinion, what is the single most important bit of advice that a parent could give a young child or a teenager on sexuality and HIV/AIDS?*
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## **Discussion topic 3: Girls and women in our society: are they "objects"?**

- *IN THE FILM: What does the aunt mean when she tells Nina: "You're not an object"?*
  - *IN REAL LIFE: In our society, are girls/women ever considered to be "objects"? If so, what kind of link might there be between that attitude and the spread of HIV in our community?*
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## **Discussion topic 4: Factors that can influence a young person's thinking on sexuality and HIV/AIDS**

- *IN THE FILM: At the end of the discussion with her aunt, when Nina gets up to go, do you think that the aunt's words have influenced her thinking? What do you think will happen next?*
- *IN REAL LIFE: In addition to an older relative's advice, what other sources of information might influence a young person's thinking on sexuality and HIV/AIDS?*

Other important sources of information might include: television and other media sources, the young person's friends and peer group in general, the example of older siblings, teachers, health workers, religion....

# UNCLE ALI

**Written by Cheikh Birahim Ndao, aged 17, from Dakar, Senegal.**

**Directed by Cheick Oumar Sissoko of Mali.**

**Shot in 2000 in Senegal.**

**Duration:** 6 minutes 32 seconds.

Film starts at 0:19:43 on the VHS compilation cassette.

## **Summary:**

Cheikh's favourite uncle, Ali, is very ill and comes to live with him and his family. Ali is living with AIDS and has been thrown out of his home because his neighbours imagine that they catch HIV through everyday exchanges with him. But Cheikh learns that his own presence, respect and affection can help Ali fight his illness.

## **Key topics for discussion:**

- Ways in which HIV cannot be spread
- Where to turn for information on HIV/AIDS
- How you can help a friend or relative living with HIV/AIDS
- How a person living with HIV/AIDS can help his/her family and friends

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## **Discussion topic 1: Ways in which HIV cannot be spread**

- *IN THE FILM: According to Cheikh's Aunt Fatima, why did Uncle Ali and his family have to move out of their apartment in the centre of town?*
- *IN REAL LIFE: Can HIV be spread in the following ways?*
  - a) Hugging a person living with HIV: No risk.*
  - b) Coming in direct contact with the blood of somebody living with HIV: Very high level of risk.*
  - c) Drinking from the same cup as somebody living with HIV: No risk.*
  - d) Mosquito bites: No risk. No insect can transmit HIV to a human being.*
  - e) Having unprotected sex with a person living with HIV: Very high level of risk.*
  - f) Kissing somebody living with HIV: Small risk present if you come in contact with the person's blood.*
  - g) Coming in contact with the sweat or tears of a person living with HIV: No risk.*
  - h) Singing and laughing with a person living with HIV: No risk, massive mutual benefit.*

## Discussion topic 2: Where to turn for information on HIV/AIDS

- *IN THE FILM: Why does Cheikh turn to that particular person -- that doctor -- to ask his questions about HIV/AIDS?*
- *IN REAL LIFE: If you wanted to find reliable information on HIV/AIDS, where would you go? To whom would you turn?*

(Ideally, the facilitator will already have identified local or nearby sources of reliable information on HIV/AIDS, as well as the contact details of a structure providing HIV tests and related counselling. Good sources of information might include: reproductive health information centres, NGOs or associations with personnel trained in HIV, specialised clinics, educators who have received training in HIV, ....)

The internet contains a great deal of excellent information on HIV/AIDS, but some sites publish information that is dangerously incorrect. To find reliable information on HIV/AIDS on the web, a good place to start is the UNAIDS site ([www.unaids.org](http://www.unaids.org)), which also contains links to other reliable websites.

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## Discussion topic 3: How you can help a friend or relative living with HIV/AIDS

- *IN THE FILM: The doctor gives Cheikh a prescription for medicines to help his uncle. He says that those medicines are very strong and really effective. What exactly did the doctor prescribe? Why do you suppose the doctor prescribed those medicines?*
- *IN REAL LIFE: If you had no money, what could you do to help a friend or relative living with HIV/AIDS?*

The doctor's prescription of "presence, respect and affection" is sound advice for real-life situations as well!

Here are a few other things that you could do:

- Just like Ali's young nephew, you can seek out information on HIV/AIDS so that you understand more about the situation of your friend or relative. Share that information with other friends or family members. This will allow you to have a better sense of that person's needs and will put you in a position to help him or her more effectively. An enlightened family or group of friends is much more likely to provide the kind of support the person living with HIV really needs.
- People living with HIV/AIDS need to be sure that they take good care of themselves by getting enough sleep, avoiding stress, maintaining good hygiene.... Friends and, especially, family members can see to it that the person is able to do all of those essential things.
- Family and friends are key providers of emotional support and can help to ensure that a person living with HIV continues to have a fulfilling social life.

- Family and friends can help protect the rights of a person living with HIV/AIDS, shield him or her from abandonment and abuse, and defend that person from discrimination.
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#### **Discussion topic 4: How a person living with HIV/AIDS can help his/her family and friends**

- *IN THE FILM: Uncle Ali's illness is tough on his nephew, but Ali has found ways to help his nephew keep his own spirits up through the difficult times. How does Ali help his nephew?*
- *IN REAL LIFE: Usually, we think about ways a family can help a person living with HIV/AIDS. But what about the reverse: What "medicines" can a person living with HIV/AIDS give his or her family to help make things easier?*

Here are a few of the things that a person living with HIV/AIDS can do to help his or her family cope:

- First and foremost, he or she can communicate with the family about the situation so that they understand what is going on and how they might best help out. Such communication establishes an atmosphere of trust. It can allow the family to unleash tremendously positive forces of solidarity.
- The person living with HIV can continue to care for his or her family members for as long as possible.
- People living with HIV can make plans for their future and that of their dependants. "This may include making a will and making decisions about the care of their dependants after they die. Property grabbing occurs in some countries in sub-Saharan Africa. It is the practice of relatives of the deceased seizing his or her property at death. This often results in women and orphans being left destitute following a death. Making a legally binding will may ensure that loved ones and dependants are provided for."<sup>v</sup>
- If one member of a couple receives a positive test result and shares the result with his or her partner, that partner can in turn get tested, and the couple can take steps to avoid mother-to-child transmission of HIV.

# IRON WILL

**Written by Malick Diop Yade, aged 18, from Pikine, Senegal.  
Directed by Fanta Régina Nacro of Burkina Faso.  
Shot in 2001 in Burkina Faso.**

**Duration:** 5 minutes 9 seconds.

Film starts at 0:26:23 on the VHS compilation cassette.

## **Summary:**

Moussah is a young man who has a hard time keeping his interest in women in check. His male friends tell him about the prevention strategy they've chosen as an alternative to condoms. But poor Moussah doesn't realise that the expression that they are using is their way of talking about "mind over matter" in the sexual realm. As a result, he gets himself into a hilarious mess!

## **Key topics for discussion:**

- Peer pressure in a world with AIDS
- Mind over matter and sexual temptation
- Factors that can strengthen or weaken one's iron will
- Abstinence? OK. But does that mean forever?

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## **Discussion topic 1: Peer pressure in a world with AIDS**

- *IN THE FILM: Within a group of friends, peer pressure is sometimes harmful, sometimes beneficial. How would you describe the peer pressure you saw in this film?*
- *IN REAL LIFE: When it comes to the dangers of HIV/AIDS, can you think of common examples of negative peer pressure -- things that friends do or say to each other that might pressure them into taking risks in the face of AIDS?*

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## **Discussion topic 2: Mind over matter and sexual desire**

- *IN THE FILM: Aziz says that his iron underpants are in his head. What does he mean?*

- *IN REAL LIFE: Some people maintain that abstinence is physically impossible -- that mind over matter is just an illusion. Others go so far as to say that it can be dangerous to your health to go without sex for an extended period of time. What do you think?*

Millions and millions of healthy adults can attest to the fact that abstinence is physically possible.

Best of luck to those who think they can find any scientific evidence at all to support the notion that a lack of sex can be dangerous to your health. However, there is abundant, irrefutable evidence that unprotected sex with a person living with HIV is an extremely dangerous practice.

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### **Discussion topic 3: Factors that can strengthen or weaken one's iron will**

- *IN THE FILM: Rather than getting himself some iron underpants, what could Moussah have done if he wanted to strengthen his will to resist the temptation of beautiful women?*
- *IN REAL LIFE: What kinds of things make it difficult to stick to a strategy of abstinence? What can cause your iron underpants to rust?*

Some of the things that can make abstinence difficult are: peer pressure to have sex, the influence of alcohol or drugs, economic hardship, or being away from one's partner for an extended period of time (migrant workers, lorry drivers...).

Identifying in advance possible challenges to one's strategy of abstinence, and formulating ways to deal with those challenges before they arise, is a good way to help ensure that one's iron will remains unbroken.

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### **Discussion topic 4: Abstinence? OK. But does that mean forever?**

- *IN THE FILM: Poor Moussah! What do you suppose has happened to the key to those iron underpants he has on?*
- *IN REAL LIFE: If you choose abstinence as your HIV prevention strategy, does that mean that you have to keep with it your whole life? Under what conditions might you switch to another strategy?*

Abstinence need not be forever. Depending on a person's beliefs and situation in life, he or she can always switch to another effective strategy to prevent sexual transmission of HIV, namely condom use or being faithful to his or her partner.<sup>vi</sup>

Abstinence is often portrayed in negative terms -- as something that is difficult, burdensome, restrictive and uncool. However, abstinence is actually an effective, empowering tool that a strong, resourceful person can utilise for as long as he or she feels appropriate in order to stay free of HIV infection. Iron underpants are stylish.

# THE VOICE OF REASON

**Written by Haby Fall, aged 20, from Tambacounda, Senegal.  
Directed by Fanta Régina Nacro of Burkina Faso.  
Shot in 2001 in Burkina Faso.**

**Duration:** 4 minutes 50 seconds.

Film starts at 0:31:33 on the VHS compilation cassette.

## **Summary:**

When wealthy Babacar asks Arouna for his daughter's hand in marriage, Arouna is delighted. But later, alone with his conscience, Arouna remembers some worrying facts about Babacar: his many mistresses, the fact that he doesn't take AIDS seriously.... Can Arouna's concern for his daughter's welfare hold out against the attraction of the material things that Babacar offers...?

## **Key topics for discussion:**

- Money and HIV: taking risks for material gain
- Forced marriage in a world with AIDS
- Mother-to-child transmission of HIV
- Why get tested for HIV?

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An idea for the facilitator: Stop the film right after Arouna has listened to the two voices -- the voice of HIV/AIDS, and the voice of Babacar. Ask the group to guess what Arouna will choose to do. After the group has discussed the possible outcomes, show the rest of the film.

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## **Discussion topic 1: Money and HIV: taking risks for material gain**

- *IN THE FILM:* Arouna knew that Babacar had many mistresses and that he didn't take HIV seriously. Why then did he decide to give his daughter to Babacar in marriage?
  - *IN REAL LIFE:* In our community, do people take risks related to HIV -- with their own lives, or with somebody else's -- for material gain? Under what circumstances?
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## Discussion topic 2: Forced marriage in a world with AIDS

- *IN THE FILM: What does Fatou think about the idea of marrying Arouna? Does her point of view matter?*
  - *IN REAL LIFE: In a world with HIV, why might forced marriage be a particularly dangerous idea?*
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## Discussion topic 3: Mother-to-child transmission of HIV

- *IN THE FILM: Fatou tells her father that she is HIV-positive. How is it that the baby is also living with the virus?*
- *IN REAL LIFE: How is HIV passed from a mother to her child? What can be done to reduce the likelihood that a mother passes HIV on to her baby?*

HIV can be passed from an HIV-positive mother to her baby during pregnancy, during labour and delivery, and from breastfeeding.

The chance that an HIV-positive mother will pass the virus on to her baby is between 15% and 30% if she does not breastfeed. Breastfeeding increases the risk of transmission by 10-15%.<sup>vii</sup>

Here are some things that can be done to prevent mother-to-child transmission of HIV:

- Women must be protected against infection in the first place.
  - There are now medicines available that can dramatically reduce the likelihood that the virus will be passed from an HIV-positive mother to her baby. These medicines are relatively inexpensive and are more and more widely available in Africa.
  - Voluntary testing and counselling must be made more available. If a mother-to-be does not know whether or not she is living with HIV, it is unlikely that she will benefit from certain highly effective strategies that can reduce the risk that the virus will be passed on to her baby.
  - Unwanted pregnancies should be avoided among women living with HIV and women at risk of HIV infection.
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## Discussion topic 4: Why get tested for HIV?

- *IN THE FILM: Why do you suppose Fatou was tested for HIV at that particular time? Why wasn't she tested before she got married?*
- *IN REAL LIFE: Why should a person consider getting an HIV test?*

Many people are scared of getting an HIV test. Many say that they would simply prefer not to know whether they are HIV-positive or not. Some are afraid of finding out that they

are living with the virus; others take the fatalistic attitude that, "Well, everybody's got to die of something, anyway!"

However, there are a number of very good reasons why one should consider getting tested for HIV:

- If you find out that you are HIV-positive, you can take extra care not to infect anybody else. You can protect your sexual partner. You can protect those around you by making sure that they never come in contact with your blood. Imagine how you would feel if you ever came to the realisation that you had infected somebody you love, simply because you were too afraid to get tested for HIV.
- If you are thinking about getting married, both you and your spouse-to-be should consider getting tested for HIV. The results of those tests will allow you to plan your future on solid ground.
- If you are considering having children, it is important to be tested for HIV. It is possible that HIV can be passed from a mother to her child. An HIV-positive mother might be able to benefit from treatments that could reduce the chance that the baby becomes infected.
- Some couples who have opted for condoms as their prevention strategy start to grow tired of using condoms. Those couples can get tested for HIV (and other sexually transmitted diseases) and, if the results are negative, they will no longer need to use condoms to protect themselves from HIV -- as long as they stay faithful to one another.
- If you do find out that you are living with HIV, there are a lot of things that you can do to protect your immune system and to continue to lead a fulfilling life. In a growing number of places in Africa, people living with HIV are gaining access to quality counselling, support groups, and even modern HIV therapies. Those therapies tend to be much more effective if they are started before an HIV-positive person starts falling ill because of AIDS.

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An idea for the facilitator: After viewing the film and discussing the points you and the group wish to address, ask the group to imagine how the story will continue. How does the story of Fatou, her baby, Arouna and Babacar go on from here? What will they do next?

# SHARED HOPE

**Written by** Andréa Ouédraogo, aged 21, from Koudougou, Burkina Faso.  
**Directed by** Cheick Oumar Sissoko of Mali.  
**Shot in 2001 in Senegal.**

**Duration:** 5 minutes 53 seconds.

Film starts at 0:36:27 on the VHS compilation cassette.

## **Summary:**

Annie is in despair. She confides her painful secret in her friend Myriam: Annie has just discovered she is HIV+. Myriam offers words of reassurance and hope. But Annie, still in a state of shock and panic, reacts violently. How could Myriam have any idea what she's going through?

## **Key topics for discussion:**

- Seeking a friend's support in a time of need
  - Living positively with HIV: attitude
  - Living positively with HIV: taking care of yourself
  - People living with HIV: their crucial role in a community's response to AIDS
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## **Discussion topic 1: Seeking a friend's support in a time of need**

- *IN THE FILM:* Why do you suppose Annie chose to visit Myriam at that moment of despair? Why didn't she just keep the news to herself?
  - *IN REAL LIFE:* If a close friend of yours were to come knock at your door this evening and tell you that he or she just got a positive HIV test result, what would you do? What would you say? How could you help your friend? Would you be able to tell them about good sources of support in your area?
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## **Discussion topic 2: Living positively with HIV: attitude**

- *IN THE FILM:* How would you describe Myriam's attitude toward living with HIV?
- *IN REAL LIFE:* Can positive attitude be beneficial to your health?

Psychologists who work with people living with HIV, as well as support groups of people living with the virus, can provide countless examples of the healing powers of positive attitude. They can relate story after story of people living with HIV who have gone from feeling frail and ill to being strong and vibrant without ever taking a single pill, simply by adapting a positive attitude.

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### **Discussion topic 3: Living positively with HIV: taking care of yourself**

- *IN THE FILM: How does Myriam look to you? She says that she takes good care of herself -- what do you suppose she means by that?*
- *IN REAL LIFE: What simple things can a person living with HIV do to protect his or her health?*

Here are some of the things that a person living with HIV can do take good care of themselves:

- Keep a positive outlook on life; have plans and projects and dreams; don't stop loving life.
  - Maintain an active social life.
  - Pay special attention to basic rules of good hygiene.
  - Get enough sleep.
  - Avoid stress.
  - Eat well:
    - ✓ Avoid alcohol, tobacco, foods that have been improperly preserved, potentially contaminated water, and food sold by street vendors and exposed to contamination.
    - ✓ Make sure that fruits and vegetables are thoroughly washed.
    - ✓ Eat a balanced diet.
  - Avoid reinfection with HIV.
  - Stay in close touch with your doctor and HIV advisor/counsellor.
  - Stay well-informed about scientific advances in HIV/AIDS and about new local resources available to you.
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### **Discussion topic 4: People living with HIV: their crucial role in a community's response to AIDS**

- *IN THE FILM: Myriam tells Annie that there are ways in which they can play an important role in the community's response to AIDS. What exactly did she say?*

"There are other people like us who are going to need our support and understanding, and maybe our advice."

➤ *IN REAL LIFE: How can people living with HIV contribute to a community's response to HIV/AIDS?*

Since the beginning of the AIDS epidemic, the world has come to understand that people living with HIV play many invaluable roles in efforts to stop the spread of the virus and to improve the lives of others who are HIV-positive. People living with HIV can contribute to the community's response to the epidemic in many ways. Here are a few examples:

- They can make sure that they do not spread the virus to anyone else.
- If they would like, they can make themselves available to provide comfort and advice to others who have received positive HIV test results.
- Some people who live with HIV, after careful preparation, decide to speak publicly about the fact that they are HIV-positive. Such public testimonials can be an invaluable part of a community's prevention efforts; they are a good way to convince sceptical people about the existence and dangers of HIV.
- People living with HIV are essential advisors in projects that aim to create educational materials (leaflets, books, theatre pieces, radio shows, films...) on HIV/AIDS. People living with HIV have played a central, vital role in the creation of the *Scenarios from the Sahel* films and this *Users' Guide*.

# A RING ON HER FINGER

**Written by El Hadji Malick Seck, aged 20, from Pikine, Senegal.  
Directed by Fanta Régina Nacro of Burkina Faso.  
Shot in 2001 in Burkina Faso.**

**Duration:** 4 minutes 12 seconds.

Film starts at 0:42:26 on the VHS compilation cassette.

## **Summary:**

Aliou has bought his girlfriend Nancy a new dress, which she eagerly tries on. Meanwhile, thinking that Nancy will reward his generosity, he surreptitiously arms himself with a condom. But Aliou hasn't reckoned with Nancy's reaction ... or her resolve to stick to her own AIDS prevention strategy.

## **Key topics for discussion:**

- Recognising ploys designed to get somebody into bed
  - Saying "NO" to sex: the right timing
  - Saying "NO" to sex: how to do it
  - Asking for sex: accepting "NO" as an answer
- 

## **Discussion topic 1: Recognising ploys designed to get somebody into bed**

- *IN THE FILM: What is Aliou's action plan to get Nancy to have sex with him?*
  - *IN REAL LIFE: Have you seen Aliou's gifts-for-sex strategy used before? What other manoeuvres and ploys do people use to get somebody into bed with them? What kinds of clever arguments do people use as part of their ploys?*
- 

## **Discussion topic 2: Saying "NO" to sex: the right timing**

- *IN THE FILM: At what point does Nancy make it clear that she doesn't want to make love? Is that good timing?*
- *IN REAL LIFE: Imagine that you are going on a date this evening with somebody you like a lot, and that you firmly intend not to have sex. At what*

*moment should you make that clear to your partner? When is it too soon to make that point clear? Is it ever too late?*

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**Discussion topic 3: Saying "NO" to sex: how to do it**

- *IN THE FILM: How exactly does Nancy go about saying "NO" to Aliou's idea of making love?*
  - *IN REAL LIFE: If you were in a similar situation as Nancy, and if you wanted to say "NO", how would you go about it? What would you do? What factors might make it difficult to say "NO"?*
- 

**Discussion topic 4: Asking for sex: accepting "NO" as an answer**

- *IN THE FILM: How does Aliou react when Nancy says "NO"?*
  - *IN REAL LIFE: Boys and men: Would you accept a girl or a woman talking to you like that? Why (not)?*
- 

An idea for the facilitator: Have two people play out a scene similar to that of Aliou and Nancy in the bedroom, but switch the gender roles: The girl or woman is on the prowl, and the man or boy insists on abstinence. Other members of the group can offer advice to the actors while the scene is being played out.

# THE SHOP

**Written by Olga Ouédraogo, aged 20, from Ouagadougou, Burkina Faso.  
Directed by Idrissa Ouédraogo of Burkina Faso.  
Shot in 1997 in Burkina Faso.**

**Duration:** 2 minutes 21 seconds.

Film starts at 0:46:43 on the VHS compilation cassette.

## **Summary:**

Adama wants to make love to Kady. She insists on a condom and sends him to the shop. But he hadn't realised how embarrassed he would feel buying condoms in front of other people...

## **Key topics for discussion:**

- Buying condoms and sheer embarrassment
  - Negotiating condom use
  - Planning in advance: having condoms ready when you need them
  - HIV and polygamy
- 

## **Discussion topic 1: Buying condoms and sheer embarrassment**

- *IN THE FILM: Can you relate to Adama's embarrassment in the shop? What is it that helps Adama to finally overcome his embarrassment and to buy condoms?*
  - *IN REAL LIFE: If certain people are too shy to go and buy condoms themselves, what can they do to make sure that they have condoms on hand when they need them?*
- 

## **Discussion topic 2: Negotiating condom use**

- *IN THE FILM: What is Adama's reaction when Kady tells him to go get condoms? Does his reaction surprise you?*

- *IN REAL LIFE: In our society, what kind of challenges might a woman face if she insists on using a condom with her partner? What kind of arguments could she present to support her case?*

**Discussion topic 3: Planning in advance: having condoms ready when you need them**

- *IN THE FILM: What lessons do you think Adama might learn from this episode?*
- *IN REAL LIFE: Do you know where to find condoms in your area? If you were to buy condoms, where exactly would you keep them before using them?*

(Ideally, the facilitator will already have identified local places where quality condoms can be found. It would be extra helpful if he or she could also tell people exactly how much condoms cost at each of those places.)

How should you store condoms before you use them?

- Condoms should be stored in a place where they are safe from direct sunlight, heat and humidity. The best place is a cool, dry one.
- It is not a good idea to keep condoms in the pocket of your trousers or in a storage compartment in a car. Heat quickly damages rubber.
- Make sure that you don't put anything heavy on top of condoms.<sup>viii</sup>

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**Discussion topic 4: HIV and polygamy**

- *IN THE FILM: What do you suppose motivated the elderly man to buy condoms for his fourth wife?*
- *IN REAL LIFE: What might happen if HIV were to make its way into a polygamous relationship -- or into any situation in which a person has multiple partners simultaneously?*

# TO THE RESCUE

**Written by Olga Ouédraogo, aged 22, from Ouagadougou, Burkina Faso.  
Directed by Cheick Oumar Sissoko of Mali.  
Shot in 2001 in Senegal.**

**Duration:** 4 minutes 21 seconds.

Film starts at 0:49:08 on the VHS compilation cassette.

## **Summary:**

In a hotel lift, a businessman's composure is ruffled when a stunning young professional woman walks in. As he is leaving the lift, a string of condoms falls from his pocket. The young woman discovers the condoms and imagines with horror the potential consequences for the young man and his lady friend if he discovers his loss too late. She resolves to overcome her embarrassment and go to his rescue....

## **Key topics for discussion:**

- Is HIV a matter of individual concern only?
- Fidelity as a prevention strategy
- Risky situations when away from home
- Risky behaviours when away from home

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### **Discussion topic 1: Is HIV a matter of individual concern only?**

- *IN THE FILM: Why in the world did that young lady go to so much trouble? She doesn't even know the man!*
- *IN REAL LIFE: Why should anybody get involved in HIV awareness-raising activities? Is it any of your business?*

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### **Discussion topic 2: Fidelity as a prevention strategy**

- *IN THE FILM: In what ways did the young woman make it clear that she wasn't interested in spending an intimate moment with the man?*

- *IN REAL LIFE: Fidelity is often presented as a good way to prevent sexual transmission of HIV. However, fidelity can fail as a prevention strategy if certain rules aren't respected. Can you name them?*
- It is essential that both partners be HIV-negative at the moment when they opt for fidelity as their prevention strategy.
  - Both partners must remain faithful. If one partner has unprotected sex outside the relationship, the other partner's fidelity might prove futile. A great many faithful people have been infected with HIV because of their partner's infidelity.
  - Both partners must always be faithful to one another -- not just usually.
  - Both partners must continue to avoid catching HIV from the blood of an infected person.
- 

### **Discussion topic 3: Risky situations when away from home**

- *IN THE FILM: In what way might the hotel you see in this film be considered a risky environment when it comes to HIV?*
- *IN REAL LIFE: When you are away from home -- on a business trip, on vacation, visiting a weekly market ... -- do you encounter situations that might put people at risk of contracting HIV? How can one avoid those situations?*
- 

### **Discussion topic 4: Risky behaviours when away from home**

- *IN THE FILM: How would you describe the behaviour of the young woman and of the businessman in this film when it comes to HIV: risky or safe?*
- *IN REAL LIFE: When you are on a trip away from home, what special things do you do to protect yourself from HIV?*

# JUST ONCE

**Written by Diarra Diakhaté, aged 17, from Dakar, Senegal.  
Directed by Idrissa Ouédraogo of Burkina Faso.  
Shot in 1997 in Burkina Faso.**

**Duration:** 2 minutes 17 seconds.

Film starts at 0:53:32 on the VHS compilation cassette.

## **Summary:**

A man returns from the fields, eager to make love to his wife. She lives with HIV and insists that they use a condom. He has to travel far and wide on his bike to find condoms. Finally, he succeeds, and races home ... only to discover that his wife has a surprise for him.

## **Key topics for discussion:**

- The search for quality condoms
- How to use condoms effectively
- Do condoms really prevent HIV infection?
- The power of your smile, the magic in your eyes

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## **Discussion topic 1: The search for quality condoms**

- *IN THE FILM: The husband encounters one obstacle after another in his pursuit of condoms. At each obstacle, how does he react?*
- *IN REAL LIFE: Once you do locate a place to buy condoms, would you know how to identify a quality condom?*

How can you tell if a condom is a good one?

- The best condoms are those that are made out of latex rubber.
- If you have a choice, choose a condom that already has lubrication on it.
- Verify that the package is completely intact -- that it hasn't become ripped or torn.
- Check the colour of the package. If it has become yellowish, that might mean that the condom has been damaged and made ineffective.
- Make sure that there is some air in the package. That air protects the condom.
- Verify the date that is printed on the condom package. The date given might be the date when the condom will no longer be good ("expiration" or "exp.") Or, it might be the date when the condom was manufactured ("manuf.", "made"). If that is the case, add exactly 5 years to the date of manufacture to find out if the condom is still good.

## Discussion topic 2: How to use condoms effectively

- *IN THE FILM: At the beginning of the film, the husband says to his wife: "It will do no harm to do without [a condom] just this once." What does his wife say in response?*

She says: "Just once is enough for you to become HIV-positive like me. You know what the doctor said."

- *IN REAL LIFE: If you have chosen condoms as your prevention strategy, what should you do to be sure that your strategy succeeds?*

You must use a quality condom correctly every time you have sex.

(To learn how to identify a quality condom, please refer back to the discussion on the film *The Shop*.)

To use a condom correctly, here are a few important things to remember:

(At this point, the facilitator might consider showing people how to use a condom correctly.)

- When opening the package, be very careful not to damage the condom. Open the package with your hands, but be careful with your fingernails. Don't use sharp objects like scissors or a knife. Don't use your teeth. If the condom does get torn, throw it away and get a new one.
- The condom must be put on before you start to have sex, not part way through.
- Place the condom over the end of the penis. Press the end of the condom between your thumb and first finger to drive out the air. This leaves room for the semen to collect after ejaculation. Then, holding onto the tip of the condom, unroll it over the entire penis in erection.
- If the condom is not lubricated enough, you might want to add some lubrication. Use water-based gels specially adapted for use with a condom. Saliva also works well for this. Do not use oil-based lubricants such as petroleum jelly (like Vaseline), cooking oil, shea butter and baby oil, which damage the condom.
- The condom must be kept on until you have finished. Directly after sexual intercourse (i.e., after ejaculation) and before the end of the erection, withdraw while holding the base of the condom.
- A condom should only be used once. Never re-use a condom.

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## Discussion topic 3: Do condoms really prevent HIV infection?

- *IN THE FILM: The husband knows that his wife is living with HIV, but he still intends to make love to her. What do you think about that?*

- *IN REAL LIFE: Are condoms really effective in preventing HIV transmission?*

If a quality condom is used correctly every time a person has sex, condoms are indeed an extremely effective way to prevent HIV infection.

Some of the best evidence of that fact comes from studies of condom use in couples where one person is HIV-positive and the other HIV-negative. In one multi-country

study, a total of 256 such couples were followed for an average of 20 months. Those couples used condoms every time they had sex, and cumulatively they had sex thousands and thousands of times. The result: not even one single HIV infection.<sup>ix</sup>

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#### **Discussion topic 4: The power of your smile, the magic in your eyes**

(The facilitator might want to rewind the film back to the point near the beginning when the husband is looking into his wife's eyes.)

- *IN THE FILM: Remember the close-up images of the husband looking into his wife's eyes near the beginning of the film? How would you describe the feelings he has for his wife?*
- *IN REAL LIFE: What do you suppose it means to people living with HIV when those they love look at them like the husband looks at his wife in this film?*

# FOR AICHA

**Written by Dieudonné Ouédraogo, aged 16, from Ouagadougou, Burkina Faso.**

**Directed by Cheick Oumar Sissoko of Mali.**

**Shot in 2000 in Senegal.**

**Duration:** 4 minutes 12 seconds.

Film starts at 0:55:58 on the VHS compilation cassette.

## **Summary:**

On a business trip, Moctar gets very drunk and heads for his hotel room with Coumba, a sex worker. His friend Timothy puts a condom in Moctar's jacket pocket so he can protect himself and his wife. The next morning, at breakfast, Timothy discovers the condom, still unopened, in Moctar's pocket. Moctar has forgotten everything that happened the night before.

## **Key topics for discussion:**

- Watching out for your friends in a world with AIDS
  - The close friendship between alcohol and HIV
  - The HIV test: how long one must wait after possible infection
  - Women's vulnerability in the face of HIV
- 

## **Discussion topic 1: Watching out for your friends in a world with AIDS**

- *IN THE FILM: In what ways does Timothy try to help his friend Moctar avoid taking risks with HIV?*
    - Timothy tries to discourage Moctar's infidelity.
    - He gives Moctar a condom so that he'll protect himself and his wife.
    - Timothy gives his friend advice about the HIV test and about the need to protect his wife in the meantime.
    - He makes it clear to Moctar that he'll support him if his HIV test were to turn out to be positive.
  - *IN REAL LIFE: Do you have good friends who take risks with regard to HIV? Is there anything you could say or do to help them avoid taking risks?*
-

## Discussion topic 2: The close friendship between alcohol and HIV

- *IN THE FILM: What role does alcohol play in this story?*
  - *IN REAL LIFE: In real life, what is the relationship between alcohol and HIV?*
    - If people drink too much alcohol, their judgement can be seriously impaired, and they might become much more inclined to take risks relative to HIV than if they had not been drinking.
    - Many sexual encounters develop from contacts made in places where alcohol is available.
    - Alcohol can reduce inhibitions, possibly increasing the risk of violent behaviour such as rape.
    - Alcohol abuse is bad for health in general. It's a particularly bad idea for people who live with HIV, as even moderate use of alcohol can interfere with functions of the immune system, leaving the person more susceptible to infections.
    - If a person is taking modern HIV medications, he or she must pay special attention to take the right medications at the right time. If he or she does not stick to the prescribed regimen, the effectiveness of the medicines might be seriously impaired, and it might be easier for strains of HIV resistant to existing medications to develop.<sup>x</sup>
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## Discussion topic 3: The HIV test: how long one must wait after possible infection

- *IN THE FILM: In the hotel the morning after, Moctar thinks that he is infected with HIV, but Timothy explains that his friend can't be sure. What exactly does Timothy say about the HIV test?*

"Listen, it's not definite she was infected, or that you are. Only an HIV test in three months' time can determine that."

- *IN REAL LIFE: After possible infection, how long must a person wait before getting tested? Why the wait?*

The only way a person can know for sure if he or she is living with HIV is to get tested for HIV.

Suppose a person has unprotected sex tonight with somebody who might be HIV-positive. Before getting tested for HIV, that person must wait 3 months.

Why the wait? Why shouldn't that person be tested immediately?

The answer is simple. The tests most commonly used to detect HIV infection are actually not looking for the virus in a person's body, but rather the antibodies produced by the body to fight HIV. Most people develop detectable antibodies within 3 months after infection.

If a person does *not* wait three months after possible infection to get a test, there is a chance that the test result will be negative for HIV antibodies, even if the person does indeed have the virus that causes AIDS in his or her body. That person might mistakenly believe that he or she is not living with HIV.

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#### **Discussion topic 4: Women's vulnerability in the face of HIV**

- *IN THE FILM: How would you describe Aïcha's situation at the end of the film?*
- *IN REAL LIFE: In our society, what factors make women particularly vulnerable to becoming infected with HIV?*

Women are particularly vulnerable to becoming infected with HIV because of a number of biological and socio-economic factors:

##### **Biological vulnerability:**

- Women are 2 to 4 times as likely as men to become infected through unprotected vaginal intercourse. Women are also more vulnerable to other sexually transmitted infections (STIs). Women have a larger surface area of mucosa exposed to their partner's secretions during sexual intercourse. In addition, semen infected with HIV generally has a higher concentration of HIV than does a woman's sexual secretions.
- Younger women are at even greater biological risk, because the cervix is not yet physiologically mature, and they have less vaginal secretions to serve as a barrier to HIV.
- Tearing and bleeding during intercourse, whether due to "rough sex", rape or prior genital mutilation, multiply the risk of HIV infection.
- An untreated sexually transmitted infection (STI) in either partner can increase the risk of HIV infection up to 10-fold. Between 50% and 80% of STIs in women go unrecognised because the signs are absent or hard to see. Furthermore, monogamous women might tend to believe that they are not at risk for STIs.

##### **Social and economic vulnerability:**

- Many young girls are never taught the basic facts about their own reproductive system and about HIV/AIDS. Girls' relatively limited access to school-based education further reduces their access to crucial knowledge.

"According to UNICEF, more than 70% of adolescent girls (aged 15–19) in Somalia and more than 40% in Guinea Bissau and Sierra Leone, for instance, have never heard of AIDS."

*AIDS Epidemic Update: December 2001, UNAIDS/WHO, p.17.*

- Girls are often taught to leave the initiative and decision-making regarding sex up to males.

- Women often find themselves in a situation of economic dependence on men, which can make it difficult or impossible to assert one's rights when it comes to reproductive health and HIV prevention.
- Schoolgirls are often forced to have sex with a teacher in return for a passing grade.
- Prostitution is another setting in which women have little power to protect themselves from HIV. For many women, prostitution is the alternative to dire economic poverty, the only apparent means to ensure their own survival and that of their children.

"A vulnerable woman is one who is lacking in power or control over her risk of HIV infection. The remedy is empowerment."

*Women and AIDS: UNAIDS Point of View*, UNAIDS Best Practice Collection: Point of View, Geneva, UNAIDS, October 1997.

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(Idea for the facilitator: Ask two members of the group to play the roles of Moctar and Aïcha at the end of the film, and ask them to portray what might happen next. Will Moctar find the courage to talk to his wife? If so, what will he say, and how will she react?)

# THE WARRIOR

**Written by Ami Badiane, aged 14, from Tambacounda, Senegal.  
Directed by Idrissa Ouédraogo of Burkina Faso.  
Shot in 1997 in Burkina Faso.**

**Duration:** 2 minutes 39 seconds.

Film starts at 1:00:17 on the VHS compilation cassette.

## **Summary:**

A young warrior hears that AIDS is devastating his beloved country. Believing that AIDS is a human enemy, the warrior sets off to find "him". He encounters a beautiful woman who informs him about the epidemic ... and demonstrates a truly effective way of fighting it!

## **Key topics for discussion:**

- Consequences of the HIV epidemic
- Factors that contribute to the spread of HIV
- Warriors in the effort to stop AIDS
- Personal commitment in the face of HIV/AIDS

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## **Discussion topic 1: Consequences of the HIV epidemic**

- *IN THE FILM: Why is the warrior so angry at the beginning of the film? Why has he decided to take action?*
- *IN REAL LIFE: What are some of the consequences of the HIV epidemic*
  - *in our community*
  - *in our country*
  - *on our continent*

"This disease is all around us. Within our community, our families, our houses, and it will defeat our best efforts at peace and development unless we defeat it first."

UN Secretary-General Kofi Annan - *Annan: AIDS Threatens Africa's Goals*, Newsday, New York, October 7, 2001.

"AIDS has become the biggest threat to the continent's development and its quest to bring about an African Renaissance."

*AIDS Epidemic Update: December 2001*, UNAIDS/WHO, p. 18.

Here are just a few examples of the devastation being caused by HIV/AIDS:

- **Causing death:**

HIV/AIDS is now the leading cause of death in sub-Saharan Africa.

"Were it not for HIV/AIDS, average life expectancy in sub-Saharan Africa would be approximately 62 years; instead, it is about 47 years."<sup>xi</sup>

In South Africa, the overall death rate of women in their 20's is now higher than that of women in their 60's. "There is no precedent for this in our history. You have a situation where the younger females who are supposed to be healthy and productive are dying in greater numbers than their mothers."<sup>xii</sup>

- **Impact on children:**

In Zimbabwe, it is estimated that some 70% of deaths among children under the age of five are due to AIDS.<sup>xiii</sup>

"Before the onset of AIDS, about 2% of all children in developing countries were orphans. By 1999, 10% and more were orphans in some African countries."<sup>xiv</sup>

- **Impact on education:**

"In the Central African Republic, AIDS was the cause of 85% of the 300 teacher deaths that occurred in 2000. Already, by the late 1990s, the toll had forced the closure of more than 100 educational establishments in that country."<sup>xv</sup>

"Families often remove girls from school to care for sick relatives or assume other family responsibilities, jeopardizing the girls' education and future prospects. In Swaziland, school enrolment is reported to have fallen by 36% due to AIDS, with girls most affected."<sup>xvi</sup>

- **Impact on the economy:**

"Poverty will explode as a result of the epidemic." (Trevor Manuel, South African Finance Minister)<sup>xvii</sup>

AIDS could kill up to 26 percent of the labor force in the hardest-hit African countries by 2020.<sup>xviii</sup>

"Some 20% of rural families in Burkina Faso are estimated to have reduced their agricultural work or even abandoned their farms because of AIDS."<sup>xix</sup>

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## **Discussion topic 2: Factors that contribute to the spread of HIV**

- *IN THE FILM: Of course, the warrior didn't find AIDS by looking around like that. However, in the film there are things that call to mind some factors that can contribute to the spread of HIV. Did you see any?*
- *IN REAL LIFE: What are some of the factors that fuel the epidemic in our community? In our country?*

The list of possible factors is very long indeed. Here are just a few that you might want to consider:

- The vulnerability of women
  - Ignorance
  - Poverty
  - Armed conflict
  - Drug and alcohol abuse
  - Dangerous traditional practices
  - Insufficient commitment by leaders
  - Insufficient involvement by individuals at community level
- 

### Discussion topic 3: Warriors in the effort to stop AIDS

"From this moment on," the world's response to the disease "must be no less comprehensive, no less relentless and no less swift than the pandemic itself." ... "No war on the face of the world is more destructive than the AIDS pandemic. I was a soldier, but I know of no enemy in war more insidious or vicious than AIDS, an enemy that poses a clear and present danger to the world."

United States Secretary of State Colin Powell - *Before U.N., Powell Renews Call for Global War on AIDS*, Wren, C. S., *The New York Times*, June 25, 2001.

- *IN THE FILM: When it comes to stopping AIDS, who's the more effective warrior: the horseman, or the girl in the yellow shirt? Why?*
  - *IN REAL LIFE: Do you personally know somebody that you would consider an effective warrior with regard to HIV/AIDS? Who? What makes that person so effective against HIV/AIDS?*
- 

### Discussion topic 4: Personal commitment in the face of HIV/AIDS

- *IN THE FILM: Now that the warrior understands the situation a bit better, what do you suppose he'll do now?*
- *IN REAL LIFE: And you? Beginning today, what do you intend to do:*
  - *to protect yourself and others from HIV infection, and*
  - *to help improve the lives of those living with HIV?*

## F. Acknowledgements

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## G. Endnotes

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- <sup>i</sup> This section includes information from *Notes à l'intention des animateurs/séance de projection de film*, a document developed by the Dakar-based NGO Africa Consultants International (ACI).
- <sup>ii</sup> Knight, N., *MOYTU MUCC: Guide de l'Animateur*, Peace Corps/Senegal, 2000, p. 10.
- <sup>iii</sup> The section on "How to carry out a *Scenarios* film screening + discussion" contains ideas and information drawn from three different resources:
- a) ACI's *Notes à l'intention des animateurs/séance de projection de film* (see above),
  - b) Nakeshia Knight's *MOYTU MUCC: Guide de l'Animateur* (see above), and
  - c) *Guide de Discussion Vidéo: Les Infections Sexuellement Transmissibles (IST)*. Ministère de la Santé du Sénégal, Programme National de Planification Familiale, Africa Consultants International, September 1998.
- <sup>iv</sup> *Orphans and Children in a World of AIDS*, a UNAIDS Fact Sheet prepared for the United Nations General Assembly Special Session on HIV/AIDS, held June 25-7, 2001.
- <sup>v</sup> Baggaley, R. *The Impact of Voluntary Counselling and Testing: A global review of the benefits and challenges*. UNAIDS, Geneva, June 2001, p. 44.
- <sup>vi</sup> An excellent model for discussing the interplay between abstinence, fidelity and condoms as HIV-prevention strategies is the Three Boats model developed by Bernard Joinet and Theodore Mugulola in *Surviving AIDS in Africa*, Karthala Editions, Paris 1994.
- <sup>vii</sup> *Mother-to-Child Transmission of HIV*, a UNAIDS Fact Sheet prepared for the United Nations Special Session on HIV/AIDS, held June 25-27, 2001.
- <sup>viii</sup> This contains information from the *Fiche sur l'utilisation correcte du préservatif*, a document used by Africa Consultants International in training programmes on HIV and Development.
- <sup>ix</sup> De Vincenzi, I. *A longitudinal study of Human Immunodeficiency Virus transmission by heterosexual partners*. *New England Journal of Medicine* 331(6): pp. 341-346, August 11, 1994.
- <sup>x</sup> Miguez, M.J., Burbano, X., Morales, G., and Shor-Posner, G. *Alcohol use and HIV infection in the HAART era*, *American Clinical Laboratory*, July 2001, pp. 21-23.
- <sup>xi</sup> *AIDS Epidemic Update: December 2001*, UNAIDS/WHO, p. 9.
- <sup>xii</sup> Dr. Malegaparu Makgoba, President of the Medical Research Council in Johannesburg, quoted in: Swarnz, R. L., *Study Says AIDS is Now Chief Cause of Death in South Africa*, *The New York Times*, July 17, 2001.
- <sup>xiii</sup> *AIDS Epidemic Update: December 2001*, UNAIDS/WHO, p. 9.
- <sup>xiv</sup> *Orphans and Children in a World of AIDS*, a UNAIDS Fact Sheet prepared for the United Nations Special Session on HIV/AIDS, held June 25-27, 2001.
- <sup>xv</sup> *AIDS Epidemic Update: December 2001*, UNAIDS/WHO, p. 8.
- <sup>xvi</sup> *Ibid.*, p. 8.
- <sup>xvii</sup> *AIDS May Hurt South African Economy, Says Minister*, Reuters, January 11, 2001.
- <sup>xviii</sup> *UN Agency Says AIDS Will Dramatically Cut African Labor*, [reference to FAO], Associated Press, May 10, 2001.
- <sup>xix</sup> *AIDS Epidemic Update: December 2001*, UNAIDS/WHO, p. 8.