

# *Faithfulness for Youth*



**Number 6:**  
**CRS Series on Participatory Health Learning and Action**

**Mayling Simpson-Hebert**



# **Faithfulness for Youth**

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2010**

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ISBN 0-945356-57-9

Date of Publication: May 2010

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Researchers and program staff in other organizations who wish to use this tool in their work should contact :

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# Welcome

Faithfulness for Youth is a participatory methodology that promotes youth learning about the importance of faithfulness in a relationship, both for a happy family life and for reducing risk of HIV infection. It is intended to help youth form values of faithfulness long before they form permanent relationships.

This facilitator's guide helps you to become a "Faithfulness for Youth" facilitator. You will not need to do a lot of additional reading, but you may need training on how to facilitate the five activities.

We would very much like to hear about your experience in using this guide. Send your comments to [HIVUnit@crs.org](mailto:HIVUnit@crs.org).

Good luck!

David Orth-Moore  
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# Acknowledgments

Inspiration: The idea for this module comes from Dr. Dorothy Brewster-Lee. Through her experience with the CRS Abstinence and Be Faithful for Youth program and programs for Orphans and Vulnerable Children, she saw the need for introducing youth to the idea of partner faithfulness from an early age. As there was no such curriculum available from other sources, Dr. Brewster-Lee requested in 2009 the author to create an appropriate document. This new module is meant to be a supplement to the already popular *In Charge! Action Learning on HIV and AIDS for Youth (2005)*<sup>1</sup>, and ideally, would be used after *In Charge!*

Ideas for activities in this module, especially for Activity 3 and Activity 4, were drawn from the USAID-funded sourcebook *Tools Together Now: 100 participatory tools to mobilize communities for HIV/AIDS (2006)*<sup>2</sup>. For Activity 3 the inspiration came from Gender Boxes (Tool 25), and for Activity 4 the idea came from Graffiti Wall (Tool 43).

Pre-test: The CRS Kenya country office staff, especially Timon Mainga, Katherine Kimenia, and Anne Githirua, played a key role in setting up the pre-test. The Diocese of Homa Bay, Kenya, carried out the pre-test with three classes of youth (25 pupils in each class), aged 13 to 16, at a primary school in Homa Bay. We wish to acknowledge the skills of the facilitators who participated in the pre-test and provided valuable feedback to finalize the module. They are:

Joshua Muma, Nurse Counselor

Boss Otieno, Social Worker

Francisca Ogola, Social Worker

George Awiti Oyareh, Social Worker

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1 Simpson-Hebert, Mayling (2007) *In Charge!: Action Learning on HIV and AIDS for Youth*. Catholic Relief Services, Ethiopia Country Office, Addis Ababa, ISBN 0-045356-23-4. As of 2009, already over 40,000 youth had been reached using these materials.

2 *Tools Together Now*, International AIDS Alliance, Frontiers Prevention Project (2006), [www.aidsalliance.org](http://www.aidsalliance.org).

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Review: Catholic Relief Services professional staff in HIV and AIDS reviewed this module internally. Special thanks go to Carl Stecker, Tina Monique James, Daphyne Williams, Ana Maria Ferraz de Campos, Jackson Thoya, Anne Nganda, Marilyn Chottah, Malone Miller, Misgina Suba, Dorothy Brewster-Lee and Caroline Bishop.

Illustrations: Bonaventure Nyotumba ([nyotsz@yahoo.com](mailto:nyotsz@yahoo.com)) provided the illustrations for this manual.

USAID support: USAID supported thre pre-test training and printing of this module.



# Introduction

In the first decade of this millennium, there has been a great deal of emphasis on educating youth about HIV and AIDS and encouraging abstinence from sex as the primary HIV prevention method. However, closer to 2009, educators began to think that perhaps “faithfulness” to one partner should be introduced at an early age so that the skills to live a life of mutual fidelity or faithfulness to one’s spouse/partner becomes a part of the culture of future generations.

The predecessor to this module, *In Charge!: Action Learning on HIV and AIDS for Youth*, introduced youth to the concepts of abstinence and faithfulness, and educated them on the causes and prevention of HIV, the stigma and discrimination linked to (a positive) HIV status, and the importance of resisting unwanted or unplanned sex.

With growing recognition in the scientific community of the links between concurrent partners and the rapid transmission of HIV, it was felt that a second module exclusively devoted to faithfulness would fill a gap in HIV and AIDS education. Thus this module, *Faithfulness for Youth*, was developed.

## Target Group

The target group for *Faithfulness for Youth* is youth aged between 14 to 24 years. The module may be used with younger ages such as 9 to 13 years, if suitable to the local culture. However, CRS recommends using this module with youth who have already experienced *In Charge!* CRS and partner organizations that have used *In Charge!*, report that they have experienced that youth can learn and understand from a very early age the importance of lifelong faithfulness for a happy and harmonious family life and for protection from HIV infection. It allows them to learn how easily HIV can spread through multiple and concurrent partners, and they are encouraged to think deeply about the qualities of their ideal partner so that they may have a faithful relationship when that time comes.

## Participatory Methods

The module follows the spirit of *In Charge!* by using participatory learning methods.

*In Charge!* used predesigned drawings to stimulate discussion among youth with a lot of success. This module, however, does not make use of drawings but rather asks youth to carry out an activity or have a discussion and then to create posters using catchwords and phrases that capture what they have experienced or discussed.

## Use with Non-literate Participants

Activities could be adapted for illiterate youth by not including the writing of posters. For the last activity where youth make a “*Wall of Messages*”, the catchwords and phrases may be replaced by drawings of pictures and symbols.



# Overview of the Guide

The guide is intended for training facilitators, as well as for use as a continued source of reference for facilitators after their training. It contains descriptions of four learning activities and one “*Visitors Walk*” to see what the youth have accomplished. The activities have been designed so that not more than one school day needs to be set aside for implementing all of them. Carrying out all activities will take three to four hours to complete.

Activity	Name	Tool	Time
1.	The Unfaithful Couple	Role play	30-45 minutes
2.	Multiple and Concurrent Partners	Connecting Threads	30-45 minutes
3.	Ideal Wife/Ideal Husband	Ideal Images	30-45 minutes
4.	How to Have a Faithful Relationship	“Wall of Messages”	30-45 minutes
5.	Visitor’s Walk	Display of learning	30 minutes
<b>Total time:</b>			<b>3 to 4 hours</b>

Each activity has a set of typical characteristics:

- A “tool” ( a participatory method)
- A purpose
- A recommended duration
- A list of materials needed
- Instructions on how to facilitate the activity and hold a discussion

# Learning Objectives

The module has four main learning objectives:

- 1) To examine the causes and consequences of relationship unfaithfulness for one's life;
- 2) To understand how multiple and concurrent partners lead to a rapid spread of HIV;
- 3) To identify the characteristics that are most desirable in a lifelong partner, and why;
- 4) To consolidate messages to oneself and others on how to have a faithful relationship; and
- 5) To share what one has learned with others.

One can counsel “faithfulness” to youth, but in order for them to personalize it for their own lives, they need to assess their current behavior, consider the adult behavior they see around them, and determine what outcome they want for their lives. These activities are designed to encourage youth to think and discuss in some depth about their sexual behavior when married or with a permanent partner. They will learn to value faithfulness for promoting peace, harmony and happiness in the household and for protecting themselves against HIV infection. They will also learn that in order to have a faithful relationship it is valuable to think about the kind of person one would like to marry, and about the character of that person, so that the relationship is more likely to succeed. Finally, the module encourages youth to share what they thought about and discovered during the activities in order to reinforce their commitment to the learning process. This module does not address all types of situations for all cultures. In-depth discussions about cultural pressures to marry at an early age, to accept an arranged marriage, or to trade sex for money or favors, may require other types of curricula, such as *In Charge!*

# Training of Facilitators

Facilitators for this module will need to have a basic knowledge of HIV transmission and the role of faithfulness in preventing the spread of the disease. It would be best to ensure that they have received sufficient training on HIV and AIDS before embarking on this module.

Facilitators should also be acquainted with participatory methods. Information on the advantages of participatory learning methods, and on how to be a good facilitator, is available in the module *In Charge!: Action Learning on HIV and AIDS for Youth*.

Ideally, facilitators should model faithfulness in their own relationships.

For training, it is recommended that aspiring facilitators first also undertake all the activities described in a group of peer members to get firsthand experience. This can be done in one day by dividing the training group into four smaller groups, assigning them one activity each, and letting them lead the activity in front of the entire group. In this way, prospective facilitators will become immediately involved in preparing materials and being a facilitator.

## Materials and Advance Preparation

One of the advantages of this module is that the materials involved are simple, cheap and easily available. The number of materials you need depends upon the size of the group. Ideally, you will work with about 24 to 30 youth. Larger groups become more challenging to handle and they do not allow an effective exchange and dialogue between the youth. Below is a list of materials for meeting with a group of up to 30 participants.

## Materials needed for the four activities with 30 youth:

- Flipchart paper – a minimum of 30 sheets, but having extra sheets ready is recommended.
- Four (4) pairs of scissors.
- A roll of string at least 60 meters long. Before the start of the session, cut the string into 60 one-meter pieces. Optional: tie loops at the end of each piece of string.
- Provide at least 15 flipchart marker pens in different colors.
- Two rolls of wide masking tape.
- For Activity 2, provide two identical red objects. These could be, for example, two balls of crumpled paper, two pairs of scissors, or two color marker pens (same color).

The first three activities require that the facilitator prepares some flipchart headings beforehand. In addition, string or thread for Activity 2 needs to be cut in advance, to save time.

## Climate Setting

It is important to remember that as a facilitator, you are not a teacher. Your job is to facilitate youth to participate fully in, think deeply about, and discuss the activities in this module. You are helping them to empower themselves with self-confidence and clear knowledge.

In this module, youth will be exploring concepts that are not normally discussed in the school setting. These involve issues such as: unfaithful partners, what leads to a happy or unhappy relationship and to a harmonious family life, what kind of person they would like to spend their life with (values and characteristics), and how quickly HIV can travel from one person to another when the society is composed of unfaithful couples. Youth may already know a great deal from other classes and curricula about HIV and AIDS, but it is unlikely that they have discussed the topics in this module.

You might want to begin the module by asking youth what they already know about HIV and AIDS. You may discover that they know a great deal. Then you can ask them what they know about faithfulness and HIV. After that, you can say that with the activities they will now participate in, they will be able to discuss better the impact of faithfulness for family life in general and protection from HIV infection in particular.

It is very important to establish a friendly and relaxed atmosphere, so that the youth feel they can openly express their opinions, whatever they are.

Youth should sit in circles for discussion, and when possible, you should change the composition of the groups. *Let the youth do most of the talking.*

A main output of this module is a “*Wall of Messages*” where they will share what they have learned with others, in addition to all the flipcharts that are made during the activities. Be sure to encourage participants to write large and clearly, and remind them that their flipcharts will be on display for the last activity.

## Supervision of Facilitators

For this module to be a successful learning tool, facilitators must be skilled in participatory methods. New facilitators should be observed and mentored until they reach the skill level required. Some skills to look for in new facilitators are provided in the Facilitator’s Quality Improvement Checklist (see page 8):

It is best to give new facilitators feedback on their skills immediately after observing their sessions.

## Facilitators' Quality Improvement Checklist (Peer, Supervisor)

Instruction: Complete one of these forms for each activity you observe.

Date:	Partner:	Facilitator:
Location:		
Number of Females:	Number of Males:	Total Number of Participants:
Age Range:	Activity Observed:	Duration of the activity: _____ Hours _____ Minutes

#	Facilitator's skills to be observed	Yes	No
1	Did the facilitator introduce him/herself in a friendly way?		
2	Did the facilitator arrange the participants in the room for easy discussion?		
3	Did the facilitator introduce the faithfulness topic clearly?		
4	Did the facilitator give clear instructions for the task or activity?		
5	Did the facilitator prepare the materials in advance?		
6	Did the facilitator ensure participation of all youth?		
7	Did the facilitator guide the discussion toward its purpose?		
8	Did the facilitator use the activity's questions to stimulate and guide the discussions?		
9	Did the facilitator allow the group to reach its own conclusion?		
10	Did the facilitator conclude the session appropriately?		
	<b>Total responses</b>		
	<b>Score: (total responses "Yes" / 10) X 100</b>		%

Write your other observations on the back of this form. Remember to give positive feedback to the facilitator the same day.

Signed Supervisor: \_\_\_\_\_ Signed Facilitator: \_\_\_\_\_



## Pre-test, Post-test

Questions often arise within organizations and among funding agencies about what impact different learning curricula have on participants. It is difficult, if not impossible, to measure whether this module will result in life-long faithfulness or whether participants' HIV infection rates will be lower than that of the general population.

What we can measure, however, is the impact of this module on youth's knowledge, attitudes, and intentions on the day they have participated. We do this with a tool called a "pre-test and post-test." Youth are given a short list of questions to answer before facilitating the activities and again immediately after the completion of them. Yes/no questions are the easiest to tabulate. This would take ten minutes before the module begins and ten minutes at the end. Data from several groups should be pooled and analyzed. The larger the total sample, the more reliable the results will be. If funding is available, you can carry out a one-year follow up to assess whether knowledge and attitudes have been maintained.

Results from these tests can be reported in short papers and posters at conferences and within your organization.

### *Faithfulness for Youth: Pre- and Post-activity Questions*

Questions	Responses		
	Don't Know	Yes	No
Is faithfulness in a relationship important?			
Can you be happy with one partner for life?			
Does mutual faithfulness decrease your risk of infection with HIV?			
Are there behaviors that can help you to be faithful?			
Will mutual respect, trust, and commitment between partners promote faithfulness?			
Will you be faithful to your life partner?			
Circle you gender :	female	male	
Circle your age group:	Less than 15 years 19 - 24 years	15 - 18 years	

# The Activities

## Activity 1: The Unfaithful Couple

**Tool:** Role play

**Purpose:**

To help participants identify and explore deeply the causes and consequences of unfaithfulness in a relationship, as well as the advantages of faithfulness for couples and their children.

**Materials:**

- flipchart paper
- marker pens
- masking tape

**Time:** 45 minutes



## What to do:

- Introduce the activity by saying: “We are going to begin our session with some role plays around unfaithfulness in a relationship.”
- Divide the participants into three groups. Tell them that each group has ten minutes to make up a story of unfaithfulness. The story should imply the causes of the unfaithfulness and the consequences to the couple and the family. They should choose actors. They will have five minutes to present their role play in front of the larger group.
- Indicate where the “stage” will be, and remind the actors to face the group and speak loud enough so that everyone can hear and understand the role play.
- Tell the youth that you will discuss the plays after all role plays have been performed. Do not allow a discussion between role plays.
- After the 10-minute preparation let each group perform its role play in turn.

## Discussion:

- After watching all role plays, lead a discussion around the causes and consequences of unfaithfulness.



- Have at least four pieces of flipchart paper prepared with the following titles written on the top:
  - “CAUSES of unfaithfulness”
  - “CONSEQUENCES of unfaithfulness”
  - “ADVANTAGES of faithfulness”
  - “SUPPORT to faithfulness”
- Ask participants what the CAUSES of unfaithfulness were in the three plays. Write the causes in a few words on the “causes” flipchart. Have a thorough discussion of causes, bringing in particular forces in their own community or expectations in their culture and society that could lead to unfaithfulness.
- Now ask the participants what the CONSEQUENCES of unfaithfulness were for the couple and family. You might quiz the group whether they see any advantages to unfaithfulness and whether those advantages are lasting and worthwhile. Write the consequences in a few words on the “consequences” flipchart. Have a thorough discussion of the consequences for the couple, the children and perhaps even the larger community.
- Inquire whether any of them have seen faithful relationships and observed advantages of such behavior. Write the responses in a few words on the “ADVANTAGES” flipchart.
- Ask participants who or what in their community can SUPPORT a faithful relationship, such as the church or mosque. On the fourth flipchart, write the information generated from this discussion.
- Add flipchart pages as needed. Write the words clearly and neatly, so that visitors will be able to read them at the end of the session. Tape the flipchart pages to a wall.

## Activity 2: Multiple and Concurrent Partners

### Tool: Connecting threads

#### Purpose:

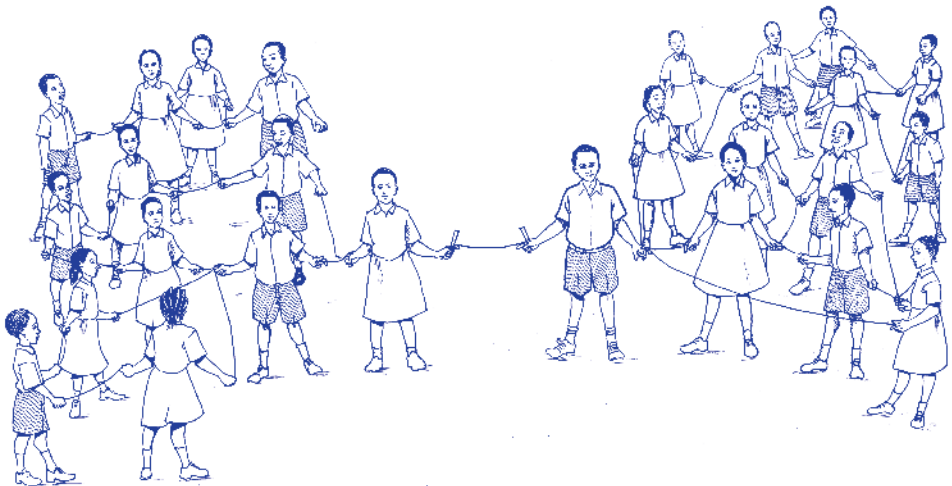
To help participants understand how HIV can easily travel through a network of multiple and concurrent partners who are connected to each other.

#### Materials:

- Sixty (60) meters of string or thread cut into one-meter pieces
- Two red balls made from paper and painted with markers, or two other identical red objects
- Two pieces of flipchart paper
- Masking tape

**Time:** 45 minutes

**Note:** If the group has a greatly uneven mix of boys and girls, or consists of either all boys or all girls, tell them just to pretend that half are girls and half are boys.



## What to do:

- Keep the nature of this activity a secret until the end. (Experience shows, however, that many students discover the meaning of the activity before the end.)
- Tell participants to stand up. This activity is performed standing.
- Give each participant two pieces of thread or string one-meter long.
- Make each person tie a loop or “ring” to each end of the string or thread. (Or you can do this in advance, saving time).
- Each person will hold his or her strings by slipping a finger through this ring.
- Request for one volunteer girl and one volunteer boy to stand in the middle of the room and ask them to hold one end of thread or string that is strung between their hands. They become the “married couple” or “stable relationship partners.”
- Have half of the remaining participants stand on the side of the room with the “husband” and the other half on the side of the room with the “wife.”
- Now ask the married couple or partners, to be “unfaithful” by connecting their remaining strings to other partners.
- Next, ask all participants to connect their strings with two or three other partners, (“find a girlfriend or boyfriend”), until all participants are connected in some way to each other, either on the “husband’s” side or the “wife’s” side. Don’t leave any strings hanging. Request participants to connect all their strings.
- The facilitator now hands an object (such as a red ball) to one participant on the “husband’s” side who is far from the husband, and one participant on the “wife’s” side who is far from the wife.
- Ask participants to hand the objects to one of their partners and then to keep passing the object until it reaches either the “husband” or the “wife” in the middle.
- When the objects reach the “husband” and “wife,” request all participants to disconnect their strings and hold them but to stay standing where they are.
- Then ask participants who ever touched the ball to raise their hands.
- Tell them that the red object represented an HIV infection.

## Discussion:

- Hold a discussion on what this activity means for the spread of HIV.
- Introduce the term “multiple and concurrent partners” and ask someone in the group to define what this means. (Having multiple and concurrent partners, means that a person has more than one sexual partner at the same time.) Alternatively, you can use the term “one or more sexual partners at the same time.”
- Find out from the group what they feel faithfulness means.
- Inquire what they think they have learned from this activity.

## Visual presentation of results:

- Now the participants will draw on flipchart paper what they have just done.
- The flipchart paper should be prepared in advance. One paper at one side will have a circle that says “husband,” and the other paper will have a circle at one end that says “wife.”



- Have the participants form two groups: the “wife’s” side and the “husband’s” side.
- Put the flipchart papers on a wall and have the “husband” and “wife” circles placed together. Now make each person draw his/her position, using a circle, in relation to the husband and wife and each other, just as they stood.
- Tell them to draw a circle to represent each person, and to put a symbol for man or woman inside each circle.
- Then tell them to connect the circles where the string or thread connected them in the activity.
- Finally, have them indicate where the first HIV infected person was located by drawing a circle with a red marker around that circle.
- When they are finished, ask the two groups to tape the flipcharts on the wall next to the flipcharts from Activity 1.



## Activity 3: Ideal Wife/Ideal Husband

### Tool: Ideal images

#### Purpose:

To help participants think about the characteristics of the person they would like to spend their life with.

#### Materials:

- Four pieces of flipchart paper
- Four marker pens
- Masking tape

**Time:** 45 minutes

#### What to do:

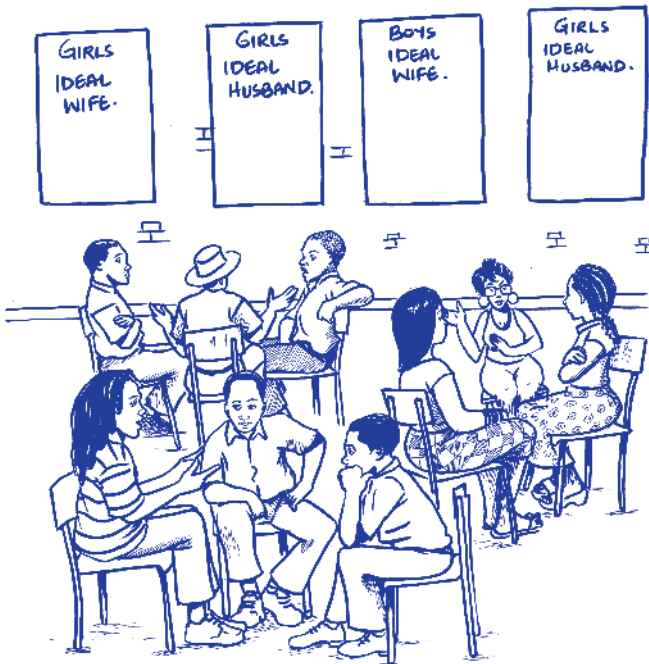
- Prepare in advance four pieces of flipchart paper with the following headings written at the top – one heading for each flipchart paper:
  - Girls – Ideal Wife
  - Girls – Ideal Husband
  - Boys – Ideal Wife
  - Boys – Ideal Husband
- Divide participants into four groups; ideally, two groups of girls and two groups of boys. (Sometimes groups are not half boys and half girls, and in some cases, you may have all boys or all girls. Adjust your small groups according to the composition of your large group, such as two groups of boys and one group of girls, or four groups of girls.)
- It is important to have youth of the same sex working together as a group.
- Give the flipchart marked “Ideal Wife” to one boys’ group, and the flipchart marked “Ideal Husband” to the other boys’ group. Do the same for the two girls’ groups..

Girls’ group 1 – Ideal Wife	Boys’ group 1 – Ideal Wife
Girls’ group 2 – Ideal Husband	Boys’ group 2 – Ideal Husband

- Ask them to brainstorm what they think makes an ideal wife and an ideal husband.
- Request them to select the top five to ten characteristics of an ideal husband or ideal wife and to write these in large letters on the flipchart in a few words.

### Discussion:

- Have each group present its flipchart.
- Ask participants whether they agree with the traits written on these flipcharts from groups they were not in.
- Request participants to compare what girls wrote for “Ideal Husband” and what boys wrote. Do the same for the “Ideal Wife” flipcharts.
- Draw the discussion around values that lead to lifelong partnerships, such as mutual respect, and being supportive of each other’s interests.
- Inquire what participants find that they learned from this activity.



## Activity 4: How to Have a Faithful Marriage

### Tool: Wall of Messages

#### Purpose:

To let participants:

- Summarize what they have learned
- Share with “visitors” what they have learned

#### Materials:

- Flipchart paper: a half-sheet or more for each participant
- Colorful markers – at least one marker for two participants; or finger paints
- Masking tape

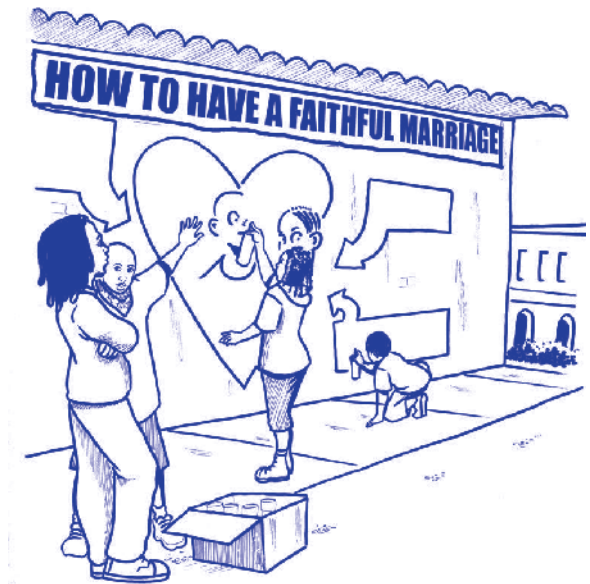
**Time:** 45 minutes

#### What to do:

- Prepare in advance a banner heading in large lettering that says “**How to Have a Faithful Marriage.**” This banner will be displayed at the top of a new “*Wall of Messages*” that participants will make.
- Tell participants that they are going to make a “*Wall of Messages*” on *How to Have a Faithful Marriage*. These are messages to share with others. Tell them they will use both symbols and words.
- Show the participants the banner you prepared and put it at the top of the wall in the place where the “*Wall of Messages*” will go.
- Give participants the materials they will need to make the messages. This might include flipchart paper, markers, or finger paints. If possible, they could use house paint in different colors and paint directly on a wall of the school, if the school would welcome this approach. Discuss in advance with the school director how the “*Wall of Messages*” should be created.
- Have a brief discussion with participants on what this “*Wall of Messages*” should look like. They need to visualize the end product.

- If we want other people to read the “*Wall of Messages*” from a distance, how large should the drawings and words be written?
  - If we want to get people’s attention, what kinds of symbols and words should we use?
  - What colors will attract people’s attention?
  - Is anyone interested in drawing people and putting messages coming out of their mouths in “bubbles”?
  - What kinds of symbols might be good to draw?
  - What should the whole wall look like when it is put together?
- 
- Tell participants that this “*Wall of Messages*” will be shared with “visitors” such as parents, friends, and teachers who are invited at the end of this session to view the Wall and all the other flipcharts on display.
  - If there is time, allow participants to spend some time discussing how they would like to prepare their Wall.
  - If using paper, tape all flipcharts together to make one large “*Wall of Messages*”.
  - This “*Wall of Messages*” will be displayed in a public place as the final activity.

Alternative way to do it: The facilitator tapes several large sheets of blank flipchart paper into one “paper wall”. This wall of paper is taped to a room wall under the banner. The participants are given markers and invited to come up to the “paper wall” to draw their message.



## Activity 5: Visitor's Walk

### Tool: Display of Learning

#### Purpose:

To let participants share with others (friends, parents, teachers) what they have accomplished during the day.

#### Materials:

- Have all of the activities of the day nicely displayed in order from Activity 1 to Activity 4.
- The participants should make an activity name sign to place above each activity.

**Time:** 45 minutes

#### What to do:

- The “*Visitor's Walk*” can be planned in advance, especially if it is done at a school or with an HIV/ AIDS club. The school or club could be told that a “*Visitors Walk*” will be held after the youth have completed all four activities.
- Have participants prepare the room by arranging the flipcharts nicely and preparing signs for each activity.
- There are several different ways, explained below, to acquaint the visitors with *Faithfulness for Youth*.
  1. One participant could stand next to each activity and explain it to the visitors, who would move from one activity to the next, getting a description at each station.
  2. One participant or a facilitator could explain to the visitors at the beginning that the participants have gone through four activities, which

are displayed on the wall, and made a “Wall of Messages”. Without telling the results of the activities, the speaker could invite the visitors to view the activities. Again, a participant could be standing next to each activity to answer questions.

3. As visitors arrive, they could be taken on a “walk” by one of the participants around the room. Visitors can ask questions and participants can share what they have learned. It is important to maintain a casual and relaxed attitude, with visitors moving around the room as they wish.

- The flipcharts and “Wall of Messages” can be left on the walls for future visitors over the next few days.



## **CRS Series on Participatory Health Learning and Action**

1. We Stop AIDS
2. In Charge!
3. We Control Malaria
4. We Have Healthy Newborns
5. We Have Healthy Children
6. Faithfulness for Youth

*Faithfulness for Youth* is a facilitator’s guide to five highly participatory learning activities that emphasize fidelity as a way to prevent HIV. The target group for the activities is youth aged 14 to 24, but they may be used with younger children (9 to 13 years), if suitable to the local culture.

Youth can learn and understand from a very early age the positive effects of lifelong faithfulness between partners on family life and HIV prevention. They learn how easily HIV can spread through multiple and concurrent partners. In addition, they think deeply about the qualities of their ideal partner so that they can choose wisely and have a better chance at a successful and therefore faithful relationship when that time comes.



*Kenyan youth in Homa Bay doing Activity 2: Multiple and Concurrent Partners  
“Who got infected? All of us!”  
Photo by Mayling Simpson-Hebert 2009*

In the last two activities, youth prepare a “Wall of Messages” and invite visitors, such as teachers, parents, family members and community leaders, to come see what they have learned.

The *Faithfulness for Youth* training features fast-moving activities that encourage deep reflection. It includes role plays, small group discussions and, finally, art. Facilitators launch the activities, but it is the participants who engage in dialogue and sharing. The entire set of activities can be completed in four hours or less.

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