

# WALL ACTIVITY: CONDOM WALL / VACCINATION WALL / ABSTINENCE WALL / VMMC WALL / HIV TESTING WALL

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## Objectives

- To identify objections and reasons why participants may not adopt or maintain a particular health behaviour (e.g. condom use / getting vaccinated / VMMC / delaying sexual debut / HIV testing)
- To develop skills and convincing reasons which overcome these objections.

## Summary

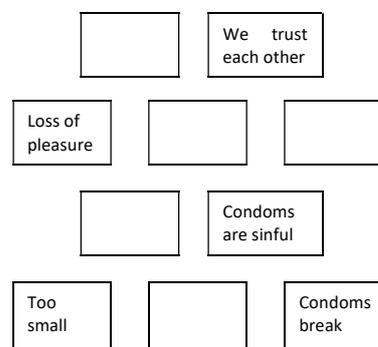
Participants state objections they have or have heard to a particular health seeking behaviour (e.g. condom use.) The facilitator writes each objection on a piece of paper or card representing a brick in the wall of objections. The facilitator then adopts the objections given by participants, one at a time, and gets participants (in teams) to develop persuasive arguments to overcome the objections and convince someone to adopt the health seeking behaviour.

The instructions for this activity use condom use as an illustrative example, followed by notes on how to adapt it for other issues.

**Time:** 20-30 minutes

## Materials

- About 10 pieces of A5 card or paper
- A flip chart pen
- Masking tape or sticky stuff



## How to run this activity – Condom Wall

### Step 1. Build the wall of objections to condom use

Explain that we are going to build a wall of objections to condom use, and then dismantle the wall again.

Ask participants to tell you why people decide not to use condoms, for example: “Loss of pleasure”, “We trust each other, so no need”, “They can burst”, “Condoms are sinful” or “Condoms are too small for me.” Write the first objection on an A5 sheet of paper or card (a ‘brick’), using the words given by participants, and stick it on a flip chart, board or on a wall, or put it on the floor in front of the group.

Add about 10 other ‘bricks’ with different objections next to and above the first one, so that you build the ‘wall of objections’, as shown here.



## **Step 2. Dismantle the wall by getting participants to overcome the objections**

Divide the group into two teams. Explain that you, as facilitator, will take the role of someone who has these objections to using a condom. The participants have to persuade you to use a condom nevertheless. Teams take turns, and the first team to convincingly overcome a particular objection wins that brick for their team. For example, pick one of the objections and say to one team:

*“Condoms take away all the pleasure. It’s like eating the sweet with the wrapper on. It is much nicer without, don’t you agree?”*

The team members should try to persuade you that it is worth using a condom rather than risking HIV/STI infection or unintended pregnancy. If their arguments are convincing, take the ‘Loss of pleasure’ brick off the wall and give it to them. If not, give the other team a chance to persuade you on this issue.

Continue until all the bricks are removed and the wall dismantled.

## **Notes for adapting this activity – VMMC Wall**

### **Step 1. Build the wall of reasons why some men and teenage boys do not want to get circumcised**

Ask participants for reasons why some men and teenage boys do not want to get circumcised. Write each reason on a card, to form part of the wall.

### **Step 2. Dismantle the wall by getting participants to overcome the objections**

Divide the group into two teams. Explain that you, as facilitator, will take the role of a teenage boy or man who does not want to get circumcised, for the reason on one of the bricks. The two teams take it in turns to try and convince you that you should in fact get circumcised. If they succeed, give that team the brick. Continue until all the bricks are removed and the wall dismantled.

## **Notes for adapting this activity – Abstinence Wall**

(Suitable for young teenage groups)

### **Step 1. Build the wall of reasons why some young people have sex at an early age**

Ask participants for reasons why some young people start having sex at an early age. Write each reason on a card, in the words given by participants, to form part of the wall (e.g. “Peer pressure”, “Want to experiment”, “Feels nice.”)

### **Step 2. Dismantle the wall by getting participants to overcome the objections**

Divide the group into two teams. Explain that you, as facilitator, will take the role of a young person who is thinking about having sex for the first time, for the reason on one of the bricks. For example, for ‘peer pressure’ say “All my friends say they are doing it, why should I be left out?” The two teams take it in turns to try and convince you that you should in fact delay sexual debut. If they succeed, give that team the brick. Continue until all the bricks are removed and the wall dismantled.

## **Notes for adapting this activity – Vaccination Wall**

### **Step 1. Build the wall of reasons why some people do not get vaccinated**

Ask participants for reasons why some some people do not get vaccinated. Write each reason on a card, to form part of the wall.

### **Step 2. Dismantle the wall by getting participants to overcome the objections**

Divide the group into two teams. Explain that you, as facilitator, will take the role of a someone who does not want to get vaccinated (for Covid-19 or other vaccine), for the reason on one of the bricks. The two teams take it in turns to try and convince you that you should in fact get vaccinated. If they succeed, give that team the brick. Continue until all the bricks are removed and the wall dismantled.

## **Notes for adapting this activity – HIV Testing Wall**

### **Step 1. Build the wall of reasons why some people do not get tested for HIV**

Ask participants for reasons why some some people do not get tested for HIV. Write each reason on a card, to form part of the wall.

### **Step 2. Dismantle the wall by getting participants to overcome the objections**

Divide the group into two teams. Explain that you, as facilitator, will take the role of a someone who does not want to get tested for HIV, for the reason on one of the bricks. The two teams take it in turns to try and convince you that you should in fact get tested. If they succeed, give that team the brick. Continue until all the bricks are removed and the wall dismantled.