

**REPORT OF THE WORLD STARTS WITH ME (WSWM)
NATIONAL WSWM STUDENTS' CAMP 1
HELD (24TH - 28TH) AUGUST 2009
AT GAYAZA HIGH SCHOOL**



Fig 1: Participants and facilitators of the National WSWM Student Camp 1

INTRODUCTION

The World Starts With Me (WSWM) is a Sexual Reproductive Health and Rights (SRHR) program implemented by SchoolNet Uganda in partnership with the Dutch World Population Foundation (WPF) and the Ministry of Education & Sports currently implemented in 150 secondary schools in 39 districts across the country.

Two 5-day residential National WSWM Student camps were organized and conducted by SchoolNet Uganda and WPF in partnership with the participating schools. Each of the participating schools was responsible for setting the selection criteria for the student who represented the school but the criteria included among other things, a student who has a passion for WSWM, knowledgeable about the WSWM curriculum, having good interpersonal and communication skills and practices what WSWM stands for. In addition, the schools were also responsible for transporting the student to and from the camp.

SchoolNet Uganda and WPF were responsible for the accommodation, feeding and training costs (materials and facilitators) for one student from each of the invited schools. When a school sent two students, the school was responsible for the additional cost of accommodation and meals (125,000/= UGX) for the second student.

Participants of the National WSWM Students' camp 1 reported on the afternoon of Sun 23rd August 2009 and departed on the morning of Sat 29th August 2009.

The trained WSWM Student Peer Educators will be responsible for mobilizing students for WSWM activities and lessons, assisting the WSWM teachers in conducting some of the WSWM lessons under the teachers' guidance and for mobilizing students for the WSWM exhibition – Lesson 14

Schools in attendance

Thirty two (32) out of the 50 invited schools sent students to be trained as School-based WSWM Student Peer Educators. The schools that attended the National WSWM Student Camp 1 included Ndejje Secondary School (Luwero), Jinja Secondary School (Jinja), Entebbe Secondary School (Wakiso), Kyeizooba Girls Secondary School (Busenyi), Lumino High School (Busia) , Busia Secondary School (Busia), Pope John Paul II College (Gulu), St. Henry's College Kitovu (Masaka), Muntyera High School Kitunga (Ntungamu), St. Mary's Ediofe Girls School (Arua), Dr. Obote College (Lira), Stella Maris College Nsuube (Mukono), Gayaza High School (Wakiso), Pilkington College Muguluka (Jinja), St. Peter's College Tororo (Tororo), Bukomero Secondary School (Kiboga), Fatima Aloji Girls School, Bwikya Secondary School (Hoima), Kiira College Butiiki (Jinja), Luwero Secondary School(Luwero), Moroto High School (Moroto), Aggrey Memorial Secondary School(Wakiso), Bukooli College School (Bugiri), Buhobe Secondary School, Bwera Secondary School, Lubiri Secondary School (Kampala), Mbarara Army School (Mbarara), Mt. Rwenzori Girls Secondary School (Kasese), Lira Town Council (Lira), Kitara Secondary School, St. James High School.

Details of the students' names, school and email addresses are shown in Appendix 1.

Workshop facilitators

The National WSWM Student Peer Educators camp 1 was conducted by twelve facilitators namely: Kakinda Daniel (Overall lead facilitator), Kenneth Lukwago (co-facilitator - communication, speeches and poems), Bright Kigozi (lead facilitator -WSWM curriculum), Akeso Winnifred (co-facilitator – SRHR), Christopher Ssebunnya (co-facilitator –Skit production), Ronald Kasendwa (co-facilitator – video filming) , Nathan Zaake (co-facilitator –Skit production), Abbey Ntambi (co-facilitator –Skit production), Allan Kakinda (co-facilitator – video filming), Namazzi Vivian(co-facilitator – night prep), Nannozi Joyce (co-facilitator – night prep), Kuteesa Elizabeth (co-facilitator – Art works) and Nalubega Sylvia (co-facilitator – report making) and Ronald Ddungu (local coordination).

National WSWM Student Camp Objectives:

The camp was conducted in such a way as to achieve the following objectives:

1. To provide the WSWM students from different schools across the country an opportunity to interact both formally and informally for the purpose of networking and knowledge sharing.
2. To provide WSWM students an opportunity to brainstorm some of the SRHR faced by the youth in schools and out of schools, share possible consequences and possible solutions to the SRHR issues with purpose of building their capacity to avoid risk behavior and situations, make independent but informed healthy decisions about their lives.
3. To provide students with an in-depth knowledge of some of the Sexual Reproductive Health and Rights (SRHR) issues covered within the WSWM curriculum in particular Sexuality and Love, pregnancy and Sexually Transmitted Infections (STIs).
4. To clarify the myths and misconceptions regarding youth Sexual Reproductive Health particularly with regard to pregnancy, STI and HIV/AIDS prevention.
5. To develop and enhance students' ICT skills and capacity to use Internet as a learning resource and a resource for health information.
6. To introduce the WSWM student peer educators to the WSWM online support centre (<http://www.schoolnetuganda.sc.ug/wswmonlinesupport/>).
7. To build students' knowledge and skills in communication, public speech, script writing, skit acting, video filming and editing.
8. To involve students in developing and producing multimedia youth friendly Sexual Reproductive Health and Rights (SRHR) materials.

9. To provide career guidance to the students and build their self-esteem through the use of role models and inspirational talk by young people.
10. To provide answers to students SRHR questions and provide counseling on a need basis.
11. To get students' suggestions and ideas of how to improve the WSWM program in schools both quantitatively and qualitatively.
12. To create a national network of WSWM students who will continue collaborating using ICT even after the camp.
13. To do a rehearsal of a WSWM exhibition.
14. To collect WSWM student voices and testimonies.

REPORTING DAY – SUN 23RD AUG 2009 PROGRAMME

TIME	ACTIVITY	BY WHOM
4:00 –4:30 PM	EVENING TEA	
5:00–7:00 PM	Hands-On Activity: ICT training in the computer lab. <ul style="list-style-type: none"> • Using Internet as a learning • Using email as a communication tool. 	Young Women In IT (YWIIT)
7:00-8:00PM	SUPPER	
8:00-10:00PM	Hands-On Activity: Using the Internet for research and acquiring email addresses	Young Women In IT (YWIIT)
END OF REPORTING DAY		

(5:00 -7:00)PM: Session 1: Basic ICT Training

(Session was facilitated by members of The Young Women In IT (YWIIT) project)

The Young Women In IT (YWIIT) project is aimed at increasing the number of young women participating in ICT and opting to pursue ICT related professions.

The basic ICT skills training for the participants included:

- Signing for an email address, sending an email, attaching and downloading an email attachment.
- Using Internet search engines for academic research.



Figure 2: Participants using email for communication and Internet for Academic Research

(8:00-10:00) PM: Session 2: Using Internet for research and revision

(Session was facilitated by Namazzi Vivian and Nannozi Joyce)

Participants were divided into groups of 2-3 students. Participants were taught how to open email addresses, how to use Internet research for learning and revision and how to save their work.

Students who had never touched a computer were taught the basic computer skills.

Challenges:

- Some people were not cooperative especially those that had some knowledge on computer skills.
- Internet was so slow.
- Some students were over dominating the computers and not allowing those who didn't know to have hands on despite the fact that we had told them not to.

DAY 1 – MON 24TH AUG 2009 PROGRAMME

TIME	ACTIVITY	BY WHOM
8:00 – 9:00 AM	Camp opening: Collaborative introductions of participants: <ul style="list-style-type: none"> • Participants name, school, likes about the WSWM, expectations and fears for the workshop. • Setting ground rules 	Ronald Kasendwa
9:00 – 10:40 AM	Discussion & Presentation: What to expect during the week <ul style="list-style-type: none"> • Reactions to participants' expectations and concerns. • WSWM camp purpose. • Expectations from trained school-based WSWM student peer educators by SNU, WPF and the schools. • WSWM camp objectives and programme. • Training Methodology- Experiential learning • Collecting students SRHR questions. 	Daniel Kakinda
10:40 – 11:00 AM	HEALTH BREAK & TEA	
11:00 – 1:00 PM	Minds-On Activity: Brainstorming Sexual Reproductive Health and Rights (SRHR) challenges faced by young people.	Bright Kigozi
1:00 – 2:00 PM	LUNCH	
2:00 – 4:00 PM	Presentation & Minds-On Activity: Skit Production <ul style="list-style-type: none"> • What is a skit? • Classification of skits. • Making a skit story. • Important elements in a skit. • Dramatic techniques, style and language. • Scripting a skit. • Roles and responsibilities in skit production. • Challenges and resolving them. • Task in the camp days. • Viewing a skit and responding to it. 	Christopher Ssebunnya
4:00 – 4:20 PM	HEALTH BREAK & TEA	
4:20 – 5:40 PM	Viewing of the skits, poems, art pieces and speeches made by participants of the 2008 National WSWM camp.	Kakinda Daniel

5:40-6:40 PM	Team building and trust-building games and exercises	
7:00 – 8:00 PM	SUPPER	
8:00-10:00 PM	Private work: Using the Internet for research and revision	Participants
END OF DAY 1		

(8:00 – 9:00)AM: Session 1 – Collaborative Introductions of participants and ground rules.

(Session was facilitated by Ronald Kasendwa)

Participants were asked to pair with a new friend (someone they had never met before and preferably of the opposite sex) of their own choice. Each participant was required to interview the newly found friend and find the friend’s names, school, what the friend likes most about the WSWM program, expectations and fears for the workshop.

Thereafter each participant was required to introduce the new friend to the rest of the participants at a plenary session.

What participants like about the WSWM program

The following were some of the things the participants liked about the The World Starts With Me (WSWM) program:

- It’s educative and interactive.
- Students are given chance to share their experiences.
- It gives an opportunity to students to become student peer educators.
- It gives students an opportunity to get friends from the other schools.
- It provides knowledge and skills.
- It introduces the students to ICT.
- It gives knowledge on how the young people can stay safe.
- It teaches students about their lives and shapes their character.
- It teaches students about the problems and challenges faced by the youth and how to overcome them.
- It speaks out what life is really about and improves students’ lifestyle.
- It teaches students how to be good peer educator.
- Students become confident through the WSWM.
- It involves many activities e.g. it teaches about health and how to be open.
- WSWM club members are free.

Participants’ expectation for the workshop

Participants’ expectation for the workshop included:

- To acquire knowledge on counseling.
- To acquire more information about the WSWM program so as to pass on the right information to the other students at school.
- To get knowledge about the young people and how to stay safe.
- To get more knowledge and skills about Sexual Reproduction Health and Rights (SRHR).
- To make new friends.
- To be more empowered in the WSWM.
- To acquire more knowledge and skills from the workshop.
- To get a Certificate of participation at the end of the workshop.
- To become a good student peer educator.
- To have a role to play during the workshop.

Participants' fears/concerns for the workshop

Participants' fears for the workshop included:

- The use computers.
- The environment is so big and confusing.
- They might not be given transport to go back home.
- The money might get finished.
- Missing and losing the friends made during the camp.
- Being harassed
- The school has many mosquitoes.
- Missing meals.
- They might be given wrong information in the workshop.
- Lack of enough bathrooms.
- Getting sick.

Participants were asked what they thought was the purpose of the collaborative introduction session and their responses were:

- To acquire the skill of expression.
- To acquire communication skills.
- To identify who is around and the age groups of the participants.
- To enhance collaboration among participants.
- To learn how to handle a public speech.

Ground Rules for the Workshop

The participants agreed on the following ground rules for the workshop.

- Respect other people, their ideas and property.
- Phones should be switched off or kept in silent mode.
- The day should start and end with a prayer.
- Participants should keep time and to task.
- Participants should laugh with and not at.

(9:00 -10:40) AM: Session 2: Discussion & Presentation: What to expect during the week

(Session was facilitated by Daniel Kakinda)

Daniel gave an outline of what his presentation was to cover which included:

- Objectives of the session.
- Reactions to participants' expectations and concerns.
- National WSWM student camp purpose.
- Expectations from trained school-based WSWM student peer educators by SchoolNet Uganda (SNU), World Population Foundation (WPF) and the schools.
- National WSWM camp objectives and programme.
- Training Methodology- Experiential learning.
- Collecting students SRHR questions.

Session Objectives:

This session was aimed at enabling the participants to:

- Know the purpose of the National WSWM student camp, camp objectives and to have an overview of the WSWM camp program.
- Know the camp facilitators, their roles and whom to consult or report to in case of a problem.
- Know how to use the WSWM online support centre.
- Know what to expect and what not to expect from the workshop.
- Hand-in SRHR questions they would like the facilitators to answer during the course of the workshop.

Reactions to participants' expectations and concerns

- On the issue of transport for the participants, participants were reminded that it was clearly stated in the invitation letters that transport to and from the workshop venue as a responsibility of the schools.
- On the issue of the mosquitoes, participants were reminded that in the invitation letters, it was stated that Gayaza High School has many mosquitoes and participants were requested to come with mosquito nets in addition to other personal effects.
- In case of sickness, the sickness should be reported as soon as possible to any of the facilitators and participants will be provided with the sickbay opening hours.
- Regarding the fear of using computers, participants were advised to use the opportunity provided by the workshop to learn how to use computers and the Internet for learning. The computer lab would remain open up to 10:30 pm to allow for private work and for peer-peer teaching and learning.
- As far as missing meals is concerned, there is time for everything and listen to the bell.

- The students will get used to the environment after sometime and will be guided by coordinators and nametags will be given for identification.
- More bathrooms will be opened.
- Regarding the fear of getting wrong information from the workshop, participants were informed that the facilitators had experience working with the young people and are professionals in their fields, so participants should rest assured that they will be given the right information.
- Certificates of completion will be awarded to the participants.
- Participants will be empowered with skills and knowledge in the WSWM.

National WSWM student camp purpose and expected outcome

Daniel informed the participants that:

- The WSWM student camps were organized by SchoolNet Uganda in partnership with the World Population Foundation and Schools with the purpose of training school-based WSWM student peer educators.
- Two camps were to be held at Gayaza High School with the 1st camp running from (Mon 24th – Frid 28th) August 2009 and the 2nd camp running from (Mon 31st Aug – Frid 4th Sept) 2009.
- The expected outcome of the National WSWM student camps is the development of confident, competent and knowledgeable school-based WSWM student peer educators with the right attitude and required skills to design and implement peer education at their schools and to assist the WSWM teachers in the implementation of the WSWM at school level.

Expectations from trained school-based WSWM student peer educators by SchoolNet Uganda (SNU), World Population Foundation (WPF) and the schools

Daniel reminded the participants that the WSWM camp organizers and the school had put a lot of resources (human, money and time) to put together the student peer educators' training workshop, had put a lot of trust in them and had a lot of expectations from them.

SchoolNet Uganda (SNU), World Population Foundation (WPF) and the schools expected the trained WSWM student peer educators to:

- Assist the WSWM teachers in mobilizing the students to join the WSWM and to attend the WSWM lessons regularly.
- Assist in conducting some of the WSWM lessons under the supervision of the WSWM teachers.
- Mobilize students to produce WSWM exhibition materials.
- Organize end of project cycle exhibitions under the supervision of the WSWM teachers.
- Design and lead the implementation of student peer activities which may include:

- Interactive student sessions like quizzes, role plays, debates, skits.
- Educational role plays or skits followed with group discussions.
- Presentation/talks at assembly, class days, open days and Annual General Meetings.
- Informal interactions with peers.
- Organize in the schools and inter-school WSWM seminars.
- To be role models i.e. should be academically sound, living exemplary lives, shouldn't engage in risky sexual behavior, should not conflict with the school prefects, students' council, teachers or school administration. They must "**walk the talk**" of what WSWM stands for.

Workshop Objectives

Daniel took participants through the workshop objectives. He cautioned the workshop participants that the workshop objectives were quite ambitious and can only be achieved with the hard work of both the facilitators and the participants.

Training Methodologies

Daniel explained that throughout the workshop, the facilitators were to use experiential learning methods. Experiential learning is a method which uses active participation of learners and is "learning by doing". The learners utilize their own experience to construct knowledge and to reflect on their learning experience.

"Tell me and I will forget. Show me and I may remember. Involve me and I will understand."

..... Confucius

The workshop would consist of brainstorming sessions, hands-on activities, reflective sessions, and participants' speeches, participants' artifacts (poems, testimonies, art pieces and skits).

Daniel cautioned the participants that in order to gain genuine knowledge from experiential learning, they must:

- Be willing to be actively involved in all the workshop activities.
- Be able and willing to reflect on their experiences.
- Possess and use analytical skills to conceptualize the experience.
- Possess decision making and problem solving skills in order to use the new ideas gained from the experience.
- Keep to task and work as a team to achieve the workshop outputs.

Workshop Programme

Daniel went through the entire workshop program for the whole week and thereafter asked participants to write down SRHR questions or issues they wanted the facilitators

to answer or address during the workshop.

(11:00 AM– 1:00 PM): Session 3: Brainstorming Sexual Reproductive Health and Rights (SRHR) challenges faced by young people in secondary schools.

(Session was facilitated by Bright Kigozi)

Bright outlined the objectives of the session which included:

- Creating awareness among participants of the SRHR challenges faced by the young people in secondary schools.
- Enabling participants to appreciate the relevancy of the WSWM in addressing these SRHR issues.
- Demonstrating the ability of young people to cope with these SRHR challenges.
- Highlighting the role of the student peer educators.

What is Sexual Reproductive Health and Rights (SRHR)?

Participants were asked what they understood by Sexual Reproductive Health and Rights (SRHR) and below were some of their responses:

- Protection
- Sexual reproduction organs, their health, how to use them and how to protect them from STDs / HIV and abuse.
- Sexual changes experienced by young people e.g. body changes, emotional changes and sexual feelings and how to cope with them.
- The rights for protecting the sexual and reproduction organs e.g. the right to medication.
- Creation of a healthy environment for a healthy living.

Participants were then asked what a Right is and their responses included:

- An opportunity to have something.
- An opportunity given to someone to do something that doesn't affect others and these rights include: the right to abstain, the right to protect ones' self.

As a way of harmonizing, Bright defined Sexual Reproductive Health and Rights (SRHR) as a state of social, emotional, physical and mental well being with the ability to reproduce and free from disease.

He explained a right as an entitlement and gave examples of rights which included: right to healthcare, right to information, right to protection, right to decision involvement, right to be ones' self and the right to share information.

Participants were asked to give the reasons as to why some students get involved in sexual intercourse and their responses were:

- To prove their manhood.
- To test whether their reproductive organs are functional.

- To have fun and pleasure.
- Some students are raped.
- Peer pressure.
- To fulfill God's commandment.
- Some parents force their children.
- Some girls want to please their boyfriends.
- Watching pornography.
- Some people want to fulfill their sexual desires.
- It's a culture for some people to have sex at an early stage.
- Some people lose control.
- As a payback for gifts.

Bright told the participants that the WSWM aims at equipping the young people with skills and knowledge to abstain from sex activities that may affect their reproductive organs and those who are sexually active to stop and have secondary abstinence.

Sexual Reproductive Health and Rights (SRHR) issues faced by young people

Participants were asked to mention some of the SRHR challenges faced by the young people in secondary schools and some of their responses were:

- Abortion: expulsion of the fetus from the mother's womb exposing them to the risk of death, barrenness, arrest for the person who carried out the abortion, complications, parental neglect and loss of respect. .
- Sexually Transmitted Infections (STIs) e.g. Syphilis, candidacies some of which were inherited from their parents, sexual intercourse, dirty urinals usage.
- Sexual harassment and sexual abuse: young people are harassed by the teachers, uncles, head teachers, relatives, parents and Boda-Boda men.
- Denial to the right information e.g. sometimes students take medical tests and are not told the correct results, parents fear telling their children and hence students live with unanswered questions.
- Homosexuality: Having sex with a person of the same sex and this can lead to deformed private parts, change of movements and behavior, acquisition of STIs.
- Unwanted pregnancies and consequences include dangerous abortions, school dropouts.
- Negative peer pressure

Questions and Answers

Below are some of the questions participants asked and their responses:

Q1: Can some with an open wound with blood get infected with HIV if his blood gets into contact with the blood of someone who is HIV positive?

Response: When body fluids like saliva and blood of an infected person get into contact with blood of someone who isn't infected, the risks of acquiring HIV are very high and in such an instance, one should go to a medical center to be given a Post

Exposure Prophylaxis (PEP).

Q2: What is the difference between sexual harassment and sexual abuse?

Responses:

- Sexual harassment is any unpleasant gesture and sexual comment that makes one uncomfortable like touching someone's breasts.
- Sexual abuse is any type of unwanted sexual touch or involvement in any of the sexual activities against one's will.

Participants were asked to give the effects of sexual harassment and sexual abuse and their responses were:

- Unwanted pregnancy
- Low self esteem
- Psychological torture
- Sexually Transmitted Infections (STIs).

(2:00 – 4:00) PM: Session 4: Presentation: Skit Production

(Session was facilitated by Christopher Ssebunnya)

Christopher outlined what his presentation was to cover which included:

- What is a skit?
- Classification of skits.
- Making a skit story.
- Important elements.
- Dramatic techniques, style and language.
- Scripting a skit.
- Roles and responsibilities in skit production.
- Challenges and resolving them.
- Participants' task in the next days.
- Watch a skit and reflecting on it.

What is a skit?

A skit as a short piece of humorous writing or a performance that makes fun of somebody or something by copying them and is a mode or type of drama.

Skits are mainly meant for correcting wrongs in society in a humorous but 'biting' way however, they can be purely educative without really making fun of any situation.

Classification of skits

Being a type of drama, skits take the classifications of drama as well i.e. a skit can be a comedy, tragedy, tragicomedy, farce, melodrama or an opera.

- *Comedy*: It is a light and amusing skit that ends up in happiness.
- *Tragedy*: It is a skit characterized by a lot of great suffering and always ends in sadness.
- *Tragicomedy*: this is a combination of both tragedy and comedy.
- *Farce*: It is a humorous skit where the characters become involved in unlikely situations.
- *Melodrama*: It is a skit where characters show strong emotions and behave in a more noticeable way than real people usually do.
- *Opera*: It is a skit set to music. Most words are sung by the performers.
- *Skits for educational purposes*: These are skits set to communicate an educative/developmental message in an entertaining manner. They mirror out the society i.e. the evils, ills, exemplary behaviors among others

Participants were informed that whatever the type of skit one may choose, the skits in the camp should aim at communicating an educative, developmental and informative message in an entertaining way and hence should be skits for educational purposes.

Making a skit story

There are quite a number of sources for skit stories which may include:

- Societal issues like school fires, riots, religious hypocrisy, robberies, domestic violence, political wrangles.
- Personal experience (past, present or future).
- Reading (novels, plays, newspapers, ...)
- WSWM lessons.

Steps in developing a skit story

There are three critical steps involved in developing a skit

Step 1: *Situational analysis*: - Members of a group identify and discuss in details one or more SRHR issues affecting young people.

Step 2: *Creation of a Story*: - A realistic story similar to what is experienced by young people is created and this helps the audience to know that the issue raised is actually their problem seeking a solution and not a mere show.

Step 3: *Conflict development*: - A conflict in a play creates sufficient curiosity and emotional attachment among the audience to the issues discussed/ raised and the two sides i.e. good (protagonist) and bad (antagonist) should be clashed. The conflict should be resolved by giving the audience a way forward which is the learning point for the audience.

Important elements of the skit story

The important elements of the skit story which is the basis for the plot and a good plotted skit include:

- *Exposition* to introduce characters, setting and mood.
- *Rising action* to introduce the conflict.
- *Conflict* to introduce the main character's problem which may be internal e.g. guilt, greed or external e.g. poverty, an accident.
- *Climax*: The moment of greatest emotion; the turning point of the story when the conflict begins to be solved.
- *Falling action and resolve*: what the character decides to do. Bear in mind the lessons to be learnt from the skit.
- A summary of the story should be written down and this is called a **plot synopsis** and is the most immediate explanation of any skit story form which the actual script is developed.

Important elements of the whole skit

The whole skit has four important elements namely:

- Plotting
- Setting
- Time
- Character and Characterization

(i) Plotting:

Plotting is the sequencing of events in scenes and sub-scenes each of them contributing and developing the theme to the climax i.e. the logical growth of the story from beginning to the end hence involves sequencing the interrelated events, arranging them to form a logical pattern so as to achieve an intended effect.

The plot synopsis is broken and given a shape or the events are rearranged in sequences that one wants them to take. A plot may move chronologically or otherwise depending on how best the one thinks one will have an effect on the audience.

(ii) Setting

Setting is the surrounding or area where a particular scene is to take place and the things one should consider include:

- Nature of the skit determines the general setting.
- Type of Activity e.g. abortion, dancing, an outing.
- Available facilities (props).
- Time when the events take place (period and specific hours of the day).
- People around (social setting).

(iii) **Time (duration)**

The total time for the skit determines:

- The number of issues (in this case SRHR issues) to be raised. The fewer the issues, the easier to handle.
- The number of scenes.
- The number of characters. Each character must have sufficient reason for appearance in a scene.

The duration of the skits of the camp must be 5-10 minutes in duration.

(iv) **Character and Characterization**

A character is a person that takes on the action as specified on the script while characterization is a process of making the character possess the desired traits to bring out the message effectively through what they say, what they do and what is said of them by other characters e.g. How would you make someone acting rapist, drunkard or drug addict appear real?

Clear characters that are similar to the people in the community should be developed and this helps the audience to identify themselves with the people on stage

In particular there should be:-

- Good characters: Those that the audience would like to emulate or copy.
- Bad characters whose actions and character the community should avoid.
- Transitional characters: For an educative skit, these should move from bad to good.
- Supportive characters. These help the good and transitional ones to sustain the good or positive behavior.

Dramatic Techniques, Style and Language

(i) **Dramatic techniques** mean the ways used in the skit to bring out the message. Some of the dramatic techniques include:

- *Dialogue*: It is a conversation between two or more characters and the choice of words should be selected in such way that they are all useful, meaningful and educative as well as entertaining.
- *Asides*: Here words are said on stage by an actor/actress intended to be heard by the audience and not the other characters on stage.
- *Sound effects (music and dance)*: sounds like music, drums beats, screams are used in a skit to create mood, emphasis, relief, humor etc in the skit.
- *Monologue*: Here a long speech is made by a person in a conversation however in Drama it means a long speech in a skit, spoken by one actor/actress, especially when alone.
- *Soliloquy*: This is a technique where an actor speaks out his thoughts aloud

when other characters are off stage.

- *Mime*: Here an actor/actress communicates without using words but through expressions and gestures.
- *Chorus*: Here a group of characters utter/comment certain words in unison to emphasize a message.
- *Flash back*: It is a part that shows a scene earlier in time than the main story.

(ii) **Style** is the way an author chooses words, arranges them in sentences or in lines of dialogue or verse, and develops ideas and actions with description, imagery, and other literary techniques.

(iii) **Language** refers to the way the writer chooses to use the language in the skit e.g. there are many words used in schools that only students understand, another case is that used by the ghetto people and therefore one should take note of the kind of language used in skit and why because language communicates and needs to be used appropriately.

Others dramatic techniques include: understatement, overstatement, irony, foreshadowing, metaphors, similes est.

Scripting a skit

A script is a written document that shows the actual words that characters are supposed to or say on stage. A script, besides the words of characters, explains the setting and stage directions to be followed by the actors of the drama there written. For example; Instead of , *Mary then asks Diana to get out...* on the script, we write **Mary: Diana, please get out...** we show the actual words that Mary says to Diana and show that it is Mary saying them by using a colon after the name Mary.

In a script, words are created that characters have to say. We make the characters say those words rather than explain what we want them to say.

We also decide on the scenes; divisions on the script that show change of setting, idea, characters e.t.c. These are very important in making the action develop and eliminating monotony.

It is also very important for all skits to have titles where a title is a statement, sentence, word or phrase that names the skit.

Roles and Responsibilities of People in Skit Production

A number of roles are usually available to be taken by the people in the group. These include:

- The Director
- The Actors and Actresses
- The Costume Designer

- The Location Manager
 - A working committee
- (i) **Script Writer:** This is the person who puts the pen on paper to write a script which is a written document that shows the actual words and actions that the characters are supposed to say or act on stage.
- (ii) **The Director:** This is the person who supervises and instructs the performers and his roles include:
- Interpreting the entire script, situations and characters.
 - Blocking the skit into a meaningful sequence of acts and scenes according to the plot.
 - Proper castings and role definition for each character.
 - Guiding the characters in interpretation of their roles through hot sitting.
 - Harmonizing the different dramatic technique to suit on skit.
 - Interpreting and harmonizing the different aspects of the skit e.g. music, dance, entries, exits, costuming.
 - Determining the props and costumes to be used with assistance of the costume designer and location manager
 - Guiding actors/actresses to achieve their roles in the skit, the appropriate setting and spectacle.
- (iii) **The actors and actresses:** The role of an actor/actress is to take up a particular character in the skit.
The qualities of a good actor/actress include:-
- Ability to memorize lines in a skit.
 - Understanding and interpreting the character to act.
 - Ability to interpret the different situations and internalize the story.
 - Ability to interpret different characters and how they relate to one another.
 - Ability to use body language to effectively communicate.
 - Ability to learn stage movements effectively.
 - Ability to use eye contact effectively.
 - Good communication skills (one self, other people on stage-team work, audience).
 - Ability to create and find solutions in case one has forgotten lines or something.
 - Skills in voice. (Projection, Varying voices, articulation and emphasis).
- (iv) **The Costume Designer:** This is the person in charge of all costumes and works with the Director to decide on who should put on what and makes sure it is available when needed.
- (v) **The Location Manager:** This is the person who helps the Director to identify the different settings as specified by the scripts and sees to it that they are appropriate for the action e.g. If the script specifies a bar, let it be a bar. He

also sees to it that the props are available, and are appropriately set.

- (vi) The **Production Manager**: The roles of the production manager include:
- Seeing that the group has everything that it needs and carries out assessment at the end of every session to demand accountability through finding out if everyone has carried out their responsibility well.
 - Solving any wrangles that may arise.
 - Facilitating the process of script development.
 - Overlooking the flow of events.
- (vii) **A working committee**: The committee sees to it that the group has everything that it needs and carries out assessment at the end of every session to demand accountability through finding out if everyone has carried out their responsibility well. It is also very important in solving any wrangles that may arise.

Possible Challenges or Problems and Possible Solutions

Skit production can be a very challenging activity as many other activities in life. The challenges that come with it can take up different forms:

- General challenges
 - Personal problems
 - Technical problems
- (i) The general challenges include:
- Poor time management.
 - Weather
 - Health
 - Lack of some resources- props in particular.
- (ii) The Personal problems include:
- Attitude- unwillingness to work with others.
 - Thinking that you know more than others hence minimizing others.
 - Misuse or poor use of available resources.
 - Selfishness
 - Gossip
- (iii) The technical problems include:
- Failure to agree on a story and other issues.
 - Failure to beat deadlines.
 - Failure to do as assigned responsibilities specify.

The possible solutions to the above challenges include:

- Being responsible i.e. being in the right place at the right time and doing the right thing.
- Respecting each other and everyone's views.
- Avoiding making other people uncomfortable in anyway. Treat them as you would like them to treat you.
- Working as a group.
- Keeping to task.
- Seeking and asking for guidance from the facilitators.
- Observing the workshop ground rules.

Task for the Week

Christopher told the participants that they were going to be randomly divided into three groups each with an average of 10 participants. The members of each group were to develop a 5-10 minute educational skit based on any SRHR issues faced by young people which was to be captured on camera by Friday.

Some of the SRHR issues faced by the young people on which the participants could base their skits included:

- Bad peer influence
- Multiple sex partners
- Sexual harassment and abuse.
- Sex for gifts or favors.
- Teenage pregnancy.
- Unsafe abortions.
- Myths and lack of correct information.
- Alcohol and drug abuse.
- Stigmatization of people affected or infected with HIV/AIDS.
- STIs and HIV/AIDS
- Cross generational sex.
- Poverty and living beyond one's means

The participants were also expected to come up with the WSWM anthem by the end of the camp.

Watching a Skit and Reflecting on it

The participants watched **MY BROTHER**, a short film (8min 13 sec) from Scenarios from Africa. Written by Justin Corr ea, aged 23, from Mbour, Senegal, directed by Cheick Oumar Sissoko of Mali and shot in 2001 in Senegal.

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....

After viewing **MY BROTHER**, participants were asked some reflective questions. Below are some of the questions and the responses they gave.

Q1. What is the title of the skit? Is it appropriate?

Answers:

- The title of the skit is My brother
- The title is appropriate because the boy couldn't believe that his own brother was also suffering from AIDS.

Q2. Summarize the story?

Answer: A boy who victimizes an HIV infected student later changes his attitude when he find out his own brother was also infected with HIV.

Q3. Would you classify the film as a skit? Why?

Answer: It is a skit because it is short and direct.

Q4. Mention or explain the characters you've seen?

Answers:

- Teacher
- Teenage boy
- Grand mother
- Students
- Counselor

Q5. What do the costumes communicate about the characters?

Answer: The costume of Mamadou, the teenage boy shows that he is a teenager who is outgoing.

Q6. What is the setting in the skit?

Answers:

- Classroom
- Resource centre
- Road

Q7. Identify any dramatic techniques in the skit?

Answers:

- Sound effect
- Dialogue

- Soliloquy

Q8. Do you think the group that produced the skit encountered any problems and Why?

Answers: Yes and some of the problems they might have encountered include:

- It could have been hard for the director to get the person to act as an AIDS victim.
- Getting the students to sit in the class might have been hard.

Q9. Can you give a list of the roles and responsibilities that different people took in making this skit?

Answers:

- Actors and actresses
- Costume designer
- Director
- Location manager

Q10. What makes the skit interesting or not interesting?

Answers:

- It is so direct.
- It has a resolution i.e. the boy who victimizes the other student makes up with the student.

(4:20- 5:40) PM: Session 5- Review of the skits, poems, art pieces and speeches made by participants of the 2008 National WSWM Camp.

(Session was facilitated by Daniel Kakinda)

Participants watched some of the materials which student peer educators produced during the 2008 WSWM National Students' camp which was held at Nabisunsa Girls School.

- Poems on AIDS, relationships, and Abortion.
- Art pieces on pregnancy for both girls and boys, Love shouldn't hurt, Fight HIV/AIDS in communities, body changes and early pregnancy, sexuality and relationships i.e. the River Zambezi illustration.
- Speeches on drug abuse and virginity.
- Photo story: Pregnancy for both Girls and Boys
- Skits: Ruins of Life

(8:00-10:00) PM: Session 6: Using Internet for research and revision

(Session was facilitated by Namazzi Vivian and Nannozi Joyce)

Participants were taught how to use email as a communication tool i.e. writing a new mail and sending it, reading mail etc. Those still without email addresses were guided on how to open up email addresses and were urged to write their email addresses, usernames, and passwords in their books for purposes of easy recall when required. Thereafter participants continued using Internet for academic research.

Challenges:

- Internet was so slow.
- Some computers were down so some of the planned activities could not be done effectively.
- Students that already had email addresses were more interested in opening to read their mail instead of carrying on the activity at hand.

DAY 2 – TUE 25TH AUG 2009 PROGRAMME

TIME	ACTIVITY	BY WHOM
8:00 – 8:30 AM	Evaluation of day one activities	Kakinda Daniel
8:30- 9:00 AM	Presentations: Speeches by participants (3 min each) on any of the SRHR challenges	Participants
9:00 -10:40 AM	Brainstorming: Minds-On Activity- Sexuality and Love <ul style="list-style-type: none"> • Learning own sexuality. • The progressive steps of intimacy. • The physical, intellectual, social and spiritual risks of sexual activity. • Practical steps for forming healthy boundaries and respectful healthy relationships. • Ways to say “NO” to sexual activity • Skills of abstinence and how to return to abstinence once sexually active. 	Kigozi Bright
10:40–11:00AM	HEALTH BREAK & TEA	
11:00- 1:00 AM	Brainstorming: Minds-On Activity -Developing communication skills for Peer Educators on SRHR issues. <ul style="list-style-type: none"> • Likes and dislikes of young people • Social characteristics of young people • Issues to consider when communicating to young people. • Important components of good public speaking 	Kenneth Lukwago
1:00 -2:00 PM	LUNCH	
2:00- 3:45 PM	Hands-on Activity: Skit stories <ul style="list-style-type: none"> • SRHR themes for the skits • Formation of student groups to come up with stories • Skit plotting and writing 15 min scripts for the skits. • Assigning roles and responsibilities within the group. 	Christopher Ssebunya
3:45 –4:00 PM	HEALTH BREAK & TEA	
4:00 –5:10 PM	Inspirational talks by Young people	SchoolNet Student Alumni

5:10- 6:00 PM	Music show by a Young Music Artist	Zaake Nathan
7:00 – 8:00 PM	SUPPER	
8:00-10:00 PM	Watching the Movie -'Mom at sixteen'	
	END OF DAY 2	

(8:00 -8:30) AM: Session 1- Evaluation of Day 1 Activities

Participants were asked to evaluate the Day one activities based on the questions below:

1. What was the most important thing that you learned?
2. What impressed you most?
3. What did you dislike most?
4. What suggestions do you have for the improvement of the camp?

The following were some the important things that were learnt by the participants on Day 1:

- Opening up email addresses.
- The challenges faced by the young people like abortion, STIs, homosexuality and how to cope up with them.
- How to prevent oneself from the risks of STDs, STIs and pregnancy.
- Sexuality and reproductive health.
- Problems faced by the adolescents.
- The rights young people are entitled to.
- Coming up with a skit
- Dangers of early pregnancy
- How to abstain.
- The causes and control of STIs.
- The dangers of abortion and effects of drug abuse.

The following were some of the things that most impressed the participants on Day 1:

- The songs that were sang as icebreakers.
- The tour around the school.
- The many good meals which were provided
- Participant's active participation and jokes.
- The exercises
- The session about reproductive health and rights.
- Brainstorming sessions by Bright and Ssebunnya.
- Interactions with the facilitators and the students.
- The caring nature of the facilitators.
- Viewing the previous skits, poems and speeches.
- The poems that we viewed about AIDs.
- The way the characters in the skits acted.

- Working as a team.

The following were some of the things that the participants disliked about Day 1:

- The afternoon session was too long.
- No health activities.
- The weather of the environment.
- Some students weren't allowing others to use the computers to get email addresses.
- The sports master refused to give them balls.
- Some computers jammed at night.
- Chasing the students from the computer lab before finishing their Internet research.
- Internet was slow.
- Too much eating.
- Failing to get my email address.
- Over brainstorming us.
- The darkness at night.
- The way the computers take long to give information.
- Some students were too talkative.

The participants made the following suggestions for the camp:

- All computers should be connected to the Internet to avoid selfishness.
- We should get a tag for the project and an anthem.
- More training for the youths should be conducted.
- Student peers should also be involved in facilitating the fellow students during the camp.
- Students should be advised not to discourage the others.
- All students should keep to task.
- We should be helped by some facilitators in skit, poem and speech production.
- We should have health activities such the food eaten can become active in the body.
- Time management should be observed.
- More books teaching about the WSWM books should be given.
- Ideas should be shared among the schools.
- Health facilities should be improved.
- We should be given a lot of time to create email addresses.
- Female facilitators should also teach us.
- Torches should be provided when moving back to dormitories.

(8:30 – 9:00) PM: Session 2 – Speeches on Sexual Reproductive Health and Rights (SRHR) Issues.

(Session facilitated by the Student Peer Educators)

This session was aimed at building the participants' self-esteem, confidence and communication skills, all of which they would need as student peer educators.

(i) Speech on Relationships by Akoko Emily

“It is bad for students to engage themselves in girl-boy relationships because relationship among students can lead to poor performance and even most parents don’t support them. The appropriate age for relationships is 19 years because that is when the people involved can control themselves. Most students engage in girl-boy relationships because of peer pressure, poverty and in order to have fun. She urged parents to support their children in relationships by giving them advice to abstain”.

(ii) Speech on Early Pregnancy by Lemukol Simon Peter

“Early pregnancy is a problem that is affecting most of the youth today. Babies are wonderful but should be produced at the right time. Most of the girls in Uganda today get pregnant at an early age and over 43% of the pregnancies today are teenage pregnancies. Early Pregnancy causes physical and social problems for example death, parental neglect, the pelvic bone of the young person is still narrow and small and the girl’s uterus was tear during birth”.

(iii) Speech on Sexual Abuse by Joakim Mbusa

Sexual abuse is any kind of conduct against one’s will or well being. Sexual abuse can lead to STDs and pregnancy and incase of rape students should report to the police. In order to avoid sexual abuse, students should avoid bad peer groups and join clubs like the WSWM”.

(iv) Speech on Relationships by Apio Barbra

“Relationships are very rampant in schools especially in the mixed schools and the youth get involved in relationships because they are pressured by the girls or boys and are shy to say NO. The School administration is doing little about relationships and this is the reason as to why they are becoming rampant.

Relationships aren’t bad as long as they can be controlled and when students engage in relationships, they become addicted and this affects their academic performance.

When one engages in a relationship, you should know why, how the relationship is helping you and the effects”.

(v) Speech on Abortion and Pregnancy by Anyango Angella

“Abortion is the termination of the fetus before it is born and the causes of abortion include fear of responsibility, fear of what the parents will say. One of the ways of abortion includes salt abortion whereby concentrated salt solution is injected into the alumina sac and eventually kills the unborn baby. Abortion causes urinal rapture, tremor and bareness in future. The causes of unwanted pregnancies include lack of money or poverty, proving love to the boyfriend and peer influence. The effects of abortion and unwanted pregnancy include school dropout and parental negligence therefore students should join the WSWM club to avoid such problems”.

(vi) Speech on Early pregnancies by Tibagayanga Saliminah

“People have different perceptions about sex and there are different myths regarding sex and pregnancy for example when one has sex when standing, you can’t get pregnant. The causes of unwanted pregnancies include the way you dress and lack of life skills and the effects of unwanted pregnancies include delayed labor and social rejection especially by parents.

The advice I would like to give to the young people is that they should refer to God and depend on him. The girl and boy responsible should seek for genuine apology from the parents and girls should concentrate on their studies”.

(vii) Speech on Homosexuality by Nsereko Joseph

“Homosexuality is sex between people of the same gender i.e. man and man and woman and woman. For the boys, it is referred to as homosexuality while for the girls it is referred to as lesbianism. The causes of homosexuality include use of drugs, lack of counselors, peer pressure and single schools. The effects of homosexuality include deformation of private parts, HIV/STIs infections, unsettled marriages and school dropout. Homosexuality can be overcome by examining the peer groups you join and joining educative peer groups like WSWM”.

(viii) Speech on Sexually Transmitted Infections by Akampa Tambull

“STIs are sexually transmitted Infections while STDs are sexually transmitted diseases and STIs and HIV are interrelated. STDs and STIs are acquired through sexual intercourse, kissing an infected person and the examples of STIs include Syphilis, genital warts and Gonorrhoea. The best way to avoid STDs and STIs is through abstinence”

(9:00 – 10:40) AM: Session3 - Presentation: Sexuality and Love.

(Session was facilitated by Kigozi Bright)

Bright outlined that his presentation would include:

- Definition of love and sexuality and their difference.
- The physical, intellectual, social and spiritual risks of early sexual activity.
- Physical and emotional personal boundaries.
- Need for healthy personal boundaries.
- Practical ways of saying NO to sexual activities.
- Delaying and abstaining from sexual activities.

Sexuality and Love

Participants were asked what they understood by sexuality and love and their responses were:

- Love is the liking of someone.
- Love is having a good feeling towards someone.
- Love is the deep feeling about someone.
- Love is an affectionate feeling about someone.
- Sexuality is feeling good when touched.



Fig. 3: Bright Kigozi leading a session on Sexuality and Love

Bright told participants that most young people think that love is an emotion, but really love is devotion. The basis of love is friendship and a genuine care for a person and it entails the ability to honestly put that person above you and be able to work through difficult times together with the relationship intact.

Love goes beyond friendship and it is the readiness to commit oneself to the other, commit as in “no other dating possibilities or even thoughts.

The behaviours associated with love are what give it its power and often love is confused with infatuation, which behaves much differently. Infatuation rarely puts the other person first but instead, it focuses on wants, physical attraction, or sex.

Sexuality on the other hand are behaviors of human beings with regard to any activity that causes or is otherwise associated with sexual arousal and sexuality covers gender identity and actual practices, as well as one's acceptance of these aspects of one's personality, which may be more important than their specifics.

The physical, intellectual, social and spiritual risks of early sexual activity

Early sexual intercourse is when young people engage in sexual activities including sexual intercourse. It is always done in the hiding in bushes, grass, shrubs. It is always done in a rush for fear of being found by authority, it is unsafe with many regrets after a short while.

There are many risks and consequences that young people may not be ready for. Such consequences include:

- Early unwanted pregnancies.
- Dropping out of school to look after the family.
- Loss of virginity.
- Imprisonment for the boy who may have made the girl pregnant.
- Health risks like STIS including HIV/AIDS.
- Loss of parental love.
- Loss of social respect.
- Lack of concentration in class because of guilt.

Forming healthy personal boundaries

Personal boundaries are limits or borders that define where one ends and others begin. One's personal boundary is defined by the amount of physical and emotional space one allows between oneself and others. One's personal boundaries protect the inner core of one's identity and one's right to choices.

Personal boundaries also help one to decide what types of communication, behavior and interaction one accepts from others and the type of boundaries one sets defines whether one has a healthy or unhealthy relationship.

Bright told the participants that there are two types of boundaries; physical boundaries and emotional/ intellectual boundaries.

- (i) **Physical boundaries:** Physical boundaries include your body, your sense of personal space, sexual orientation and privacy. Other physical boundaries involve clothes, shelter, safety, money, space, noise, etc. Your physical boundaries need to be strong in order to protect you from harm.

Examples of physical boundary invasions include:

- Standing too close to others and invading their personal space.
- Inappropriate touching such as making unwanted sexual advances.
- Looking through others personal files, letters, documents, etc.
- Not allowing others their personal space. An example would be barging into your boss's office without knocking.

Emotional and intellectual boundaries

Emotional boundaries include beliefs, behaviors, choices, relationships, responsibilities and one's ability to be intimate with others.

Emotional boundaries are important because they protect one's sense of self-esteem and ability to separate one's feelings from the feelings of others. Having weak emotional boundaries exposes oneself to being greatly affected by others feelings with the possibility of ending up feeling bruised, wounded and battered.

The examples of emotional and intellectual boundary invasions include:

- Taking responsibility for another's feelings. Not knowing how to separate your feelings from your partner's and allowing their moods to dictate your level of happiness, sadness, etc.
- Sacrificing your plans, dreams, and goals in order to please others.
- Not taking responsibility for yourself and blaming others for your problems.
- Telling others what to think, behave, etc.

Need for Healthy Personal Boundaries

Healthy personal boundaries allow one to:

- Be assertive by stating opinions, thoughts, feelings and needs in a respectful manner; ability to say yes or no, and are okay when others say no.
- Separate needs, thoughts, feelings and desires from others.
- Have high self-esteem and self respect.
- Share personal information gradually, in a mutually sharing/trusting relationship.
- Protect physical and emotional space from invasion or intrusion.
- Take care of own needs

Ways of saying NO to sexual activities

Ways of saying "NO" to sexual activity include:

- Setting a clear physical intimacy boundary before going on the date.
- Drawing definitive lines in the physical/sexual area of your relationship. Remember your body belongs to you.
- Taking ownership of one's thoughts - keep them pure.
- Taking responsibility for one's own actions - don't try to change someone.
- Boys and girls should jointly be responsible for setting and maintaining limits.
- Having self-control.
- Considering the manner of dressing and staying sober.
- Using non-verbal and verbal refusal skills if needed.
- Avoiding dangerous or tempting situations like being alone in an empty house

Advantages of WAITING and abstaining from sexual activities

- Abstaining gives freedom i.e. not having sex allows one the freedom not to worry about disease, pregnancy, or emotional issues. This will leave you time to dream about your future.
- Abstaining is fun i.e. not having sex allows one to have fun and develop relationships with a lot of different people. One doesn't have to worry about the up and downs associated with dating one person.
- Abstaining gives one confidence i.e. one is in control of his or her life and this empowers one to determine his or her destiny. It also allows you to make your dreams a reality, without living with the regret of a poor choice.
- One has self-respect i.e. it is you, not the person you date that determines your value. By not having sex, you aren't looking to someone else for approval.

Ways to help young people to abstain from sex

There are a number of ways through which young people can abstain from sex and these include:

- Talk to your parents about your decision to abstain from sex until marriage.
- Make a pledge, studies show that pledges help teens delay sex.
- Be accountable to a mentor, teacher, parent or community leader.
- Take responsibility for your body by setting boundaries, dressing appropriately and avoiding compromising situations.
- Stay in control by avoiding drugs and alcohol.
- Hang with friends who share and support your decision.
- Spend time in groups, rather than alone
- Get involved in something you love.

Questions and Answers

Participants had the following questions

Q1: What other things can one do in a relationship apart from having sexual intercourse?

Responses:

- Shaking hands
- Sending love messages.
- Chatting
- Caring for them when they are sick.

Q2: What is the difference between love and lust?

Response: The primary difference between a lustful and a loving relationship is that while in a loving relationship the partners place a high value on the happiness of their partner, a lustful relationship is one in which the partners are concerned by their own desires. Once the personal desire is achieved, there is nothing else to drive the relationship, the lustful relationship begins to wane and the couple separates.

Q3: What would you do in case a girl threatens to do something bad when you refuse to

have sex with her?

Response: Calm the girl down and tell her the consequences of having sex.

(11:00 – 1:00)PM: Session 4: Presentation- Developing Communication Skills in SRHR Issues for Peer Educators

(Session was facilitated by Kenneth Lukwago)

Kenneth outlined what his presentation was to cover which included:

- Learning objectives and competencies for the session
- Social and learning characteristics of young people.
- Issues to consider when communicating to young people.
- Important components of public speaking.

Learning objectives and competencies

The Learning objective of this session was to enhance student peer educators' communication skills by:

- (i) Guiding them in identifying appropriate effective skills in view of young people's preferences.
- (ii) Developing an appropriate and adequate "youth to youth" communication model in SRHR issues.

Participants' self-appraisal on likes and dislikes

Participants were told to appraise themselves by writing down their dislikes and likes.

Some of the likes of the participants included:

- Reciting the Quran.
- Interacting with others.
- Watching movies.
- Reading novels.
- Hanging out
- Singing and dancing.
- Sports.

Some of the participants dislikes included:

- Backbiting
- Fighting
- Patronizing
- Humiliations
- Liars
- Selfishness

Kenneth asked the participants reflective questions on their likes and dislikes.

Q1: What are the general similarities that you have with other young people in this group?

Responses:

- Watching movies
- Interactions with others.
- Singing
- Sports.

Q2: Do you think the likes and dislikes given are representatives of other young people elsewhere?

Response: Yes, because the likes and the dislikes of the young people are similar.

Q3: Do you think that knowing the social characteristics of young people (their likes and dislikes) would help us to communicate to them better?

Response: Yes, because it helps you know how to deal with the young people.

Q4: What ways do we use to communicate SRHR issues to young people in schools?

Responses:

- Drama and skits
- Poems
- Music
- Debates
- Assembly
- Posters
- Charitable works like helping people infected with HIV.
- Career guidance

Q5: How do we address a school assembly?

Responses:

- Through Poems
- Making Presentations
- Giving Speeches

Participants were told to formulate a short compound message on SHRH issues for the student community in your school.

Some of the messages that the participants formulated were:

- Relationships are not merely about Sex.
- Enjoy your dancing but be careful.
- Join games and sports to build your life skills.

Participants were told to mention any person whose skills in public speaking have impressed them and give reasons why those people's speeches impress them:

The participants' responses were:

1. President Barrack Obama because he is free, confident, articulate and a good debater.
2. Nelson Mandela because he is precise, audible, confident, speaks reality and he is the voice of the people.
3. Our Head teacher because she is loud, articulate, a good listener, utilizes the stage and gives examples.
4. Our Champlain because he is audible, confident and has a sense of humor.
5. My Grandmother because she has a good accent, is presentable and uses idioms and proverbs.

Social and learning characteristics of young people and issues to consider when communicating to young people

The way young people learn is influenced by their social characteristics. Therefore, communication that is geared towards young people should be cognizant of these:

- Young people enjoy working with peers and learn better in group processes.
- Young people prefer to learn through practical experience.
- Young people prefer informal situations and find colloquial expressions and familiar jargon attractive.
- Young people have socialite tendencies therefore communication to young people should find ways of incorporating fashion, sports and entertainment in the messages.
- Young people's attention span on an activity is limited and therefore it is important to
 - Change activities rapidly
 - Use short and clear messages.
 - Repeat messages after certain intervals.
 - Use colorful and interesting graphics (e.g. cartoons etc).
- Young people need to be recognized for what they have done and should be rewarded with praise.

Important components of public speaking

Kenneth explained the important components of good public speaking as below:

- The person planning to give a speech/talk should do adequate research and preparation on the topic.
- A speech may be written or delivered spontaneously. The speaker who prefers spontaneous delivery can prepare short notes.
- The speaker should stand where he /she can be seen by his audience.
- The speaker should observe protocol especially if there are important figures.
- The speaker should project the voice.
- The speaker should use simple language that can be understood by everybody.
- The speaker should vary the tone so as not to sound monotonous.

- The speaker should use appropriate facial expressions and gestures.
- The speaker should not speak too fast and should pause where there is need for emphasis.
- The speaker should use appropriate audio-visual aids.
- The speaker should moderate movement.
- The speaker should repeat the key points as he/she concludes.
- The speaker should thank the audience for their time and attention.

Exercise

Participants were asked to prepare a speech or talk on any of the SRHR issues meant to be delivered at the beginning of term School Assembly:

Below are some of the speeches the participants made:

(i) Speech on pregnancy

“Fellow students, welcome back to school. During the holidays, I attended a National student camp where I was trained as a peer educator. So many things were talked about during the camp but I want to talk about pregnancy. You may be wondering why I have decided to talk about pregnancy this being a boys’ school but during the camp, I found out that pregnancy affects the boys too for example it causes mental torture, may lead to imprisonment and social neglect because no girl wants to be associated with a boy who made her friend pregnant. I therefore advise you fellow students to stay away from sex.”

(ii) Speech on Sexual Reproductive Health and rights:

“Good morning fellow students. Welcome back to school. During the holidays, I attended a National WSWM student camp where I was trained as a student peer educator. I learnt that everyone has a right to keep his/her private parts healthy by abstaining from sex and visiting health centers when they don’t feel well. I also learnt that practicing abortion causes complications such as urinal rapture and bareness. I also learnt that homosexuality can lead to the mismanagement of one’s private parts. I like to conclude by you to join the WSWM club in order to avoid such problems.”

(2:00 – 3:45) PM: Session 5: Formation of Student Groups to come up with Skit Stories on SRHR

(Session was facilitated by Christopher Ssebunnya)

Session objectives

The objectives of this session included:

- Formation of student groups to come up with stories
- Skit plotting and writing 15 min scripts for the skits.
- Assigning roles and responsibilities within the group.

- SRHR themes for the skits

Participants were divided into three groups and each of the groups was told to come up with a skit story and choose its producer, director and actors and actresses.

The skits were supposed to be on any of the SRHR issues below:

- Bad peer influence
- Multiple sex partners
- Sexual harassment and abuse.
- Sex for gifts or favors.
- Teenage pregnancy.
- Abortion.
- Myths and lack of correct information and myths.
- Alcohol and drug abuse.
- Stigmatization of people affected or infected with HIV/AIDS.
- STIs and HIV/AIDS
- Cross generational sex.
- Homosexuality

(4:00 – 5:40) PM: Session 6 – Inspirational Talks by Young People

(Session was facilitated by SchoolNet Uganda Alumni)

This session was aimed at using inspirational talks by young people to inspire the participants to have big dream and to put in place plans to achieve their dreams. The session was based on Lesson 12: Your Future, Dreams and Plans.

(i) Inspirational talk by Ronald Kasendwa

Personal Testimony - “A dream becomes true – My Journey to the Adobe Youth Voices (AYV) Summit”

Ronald said that his dream was to be part of a media production process at one time with his name scrolling through credits that appear at the end of motion picture films... even if it might cost him a fortune.

Ronald explained how his dream came true:

- From SchoolNet Uganda, he got to know that SchoolNet Uganda was going to start up a new project (**Adobe Youth Voices**), in which youths would be involved in producing media for social change.
- They were trained with other youths in a 5-day workshop at Gayaza High School in Jan 2009. At the workshop, they were introduced to the project, taught media production skills like photo and video editing, among the many others. The participants were then required to move back to their sites/schools to produce media about social issues in their communities of their interest.
- Their site produced a documentary on Gender Disparity in Science. In the

documentary, they unveiled the hidden causes of the low participation, retention, and performance of girls in science. In the team, he was so involved in video shooting, interviewing, and editing.

- His name scrolls through the credits of the documentary

Ronald shared the benefits he got from participating in the Adobe Youth Voices (AYV) project

- He acquired media production skills (photo and video editing) that he has even continued to use in life besides AYV project work.
- He achieved his dream of getting involved in a media production process and having his name scrolling through the credits.
- He developed inter-personal skills like self expression, self motivation, teamwork and collaboration, interviewing, to mention but a few.
- He got an opportunity to move to a number of places in the country e.g. He moved to Kasese to train students at Mt. Rwenzori Girls Schools where he first saw a mountain in my life.
- He was invited to the first annual AYV summit in California, U.S and all expenses where fully paid by Adobe. This was his first plane flight.

Ronald mentioned some of the pre-summit activities and these included:

- Communication and all communication were by e-mail. This meant that they were required to check their e-mails on a daily basis.
- Producing a 1-minute video.
- Acquiring a U.S Visa. Filling the Visa forms and booking appointments at the embassy was done online.
- Travel itinerary. We had to put in mind the different time zones.
- Flight schedules. Check-in was done online at all the major airports.

Ronald wondered how he would have done the pre-summit activities if he was computer illiterate! At this note he called upon the participants to take advantage of the ICT facilities at the camp to become ICT enabled.

Ronald mentioned shared with the participants some of the things which surprised him on his first plane flight.

A few hours before boarding his first plane, he had a number of ideas and expectations running through his mind. Some of which included;

- Meeting people dressed in suits but people in the plane were dressed casually.
- He had planned not to sleep but he slept no sooner the plane took off.
- He thought there were no toilets in the plane so took several short calls before boarding but found toilets in the plane.
- He had packed a number of magazines to read while bored in the plane but there were personalized video screens in the plane.

While at the Adobe Youth Voices Summit (AYV) in California USA, Ronald was involved

in a number of activities which included:

- He worked on media projects.
- He was trained in animation design using Flash CS4” by the software producers.
- He presented in the Adobe Conference Centre about their media production.
- He had an opportunity to meet some of the world’s best film makers who gave him a clear and detailed understanding of the whole media production process.
- He had an opportunity to meet David Nakabayashiki, the visual artist of Lucas Film Industry who was mainly involved in the production of movies like: *Transformers*; *Iron Man*; *Pirates of the Caribbean*; and *Harry Potter*, took them through the processes involved in developing the characters.
- He also visited *DreamWorks*, a famous movie production company that is known for producing animated movies like: *Madagascar*, and *Monsters vs. Aliens*. At DreamWorks, they were taught of how to transform a storyboard to the finished movie, story-telling, and the different roles involved in media production

Ronald concluded his testimony with a quote:

“It’s our decisions, not the conditions of our lives that determine our destiny”.
..... Anthony Robbins

Inspirational talk by Allan Kakinda

Personal Testimony – “How I have benefited from participating in International Tele-collaborative Projects”

Tele-collaboration is working together over a long distance using Information Communication Technology (ICT).

Allan told the participants that he has been involved in a number of tele-collaborative projects where he was working with students of other countries. He mentioned his involvement in iEARN projects (www.iearn.org), Mtandao Afrika and the Adobe Youth Voices (AYV). In particular, he shared what he benefited from participating in the Mtandao Afrika and Adobe Youth Voices (AYV).

Mtandao-Afrika (<http://www.mtandao-afrika.org>)

Mtandao Afrika (MAf) Internet Challenge is a website contest for Africa Youth in the age of 12-19. It empowers Africa Youth to play a role globally by producing African Educational content for use by fellow learners globally.

Allan said that his first opportunity to travel abroad came when he participated in the Mtandao Africa project his team (composed of Uganda and Egyptian youth) created a website on deforestation which was the best in the completion and won both a platinum award and the star award for 2006. He was invited to Cairo, Egypt for the Award Ceremony and Youth Camp with all costs of travel, accommodation and feeding

covered.

Adobe Youth Voices (AYV)

Adobe Youth Voices is a global project that empowers youth worldwide to comment on their world using multimedia and digital tools to communicate and share their ideas, demonstrate their potential, and take action in their communities. This year he participated in the Adobe Youth Voices and was invited to attend the AYV summit in USA.

Allan's motivation for attending the Adobe Youth Voices (AYV) summit included:

- Meeting, listening and interacting with professionals in the film making industry so as to learn from their experience.
- Meeting, interacting and sharing experiences and ideas with the other educators and students currently involved in AYV.
- Exploring possibilities of collaborating on a joint media production.
- Learning new film production techniques from professional film makers.
- Getting a face to face opportunity of meeting some of people he had been communicating with in the summit forum.
- Making new friends and interacting with the people and having fun.
- Travelling to U.S.A for the first time.

Allan said that during the AYV summit he met important people like David Nakabayashi, the Creative Arts Director of Lucas films from which he learned that:

- Technology will never replace our imagination because media production is more about one's imagination...not just having technology.
- Who is listening? Audience...give your media meaning. Do not be afraid to make someone cry or laugh.
- Failure is not an option...but will happen always. Collaborate and learn from your and other people's mistakes.
- Love it, hate it...but finish it. Give it your all. Give it 100%.
- Have fun.

What Allan Kakinda learnt from the AYV Summit

Allan told participants that he a lot both formally and informally from the AYV summit which was held in California, USA.

Formally, he learnt that:

- New film production techniques like animation, green screen technology, storyboarding, audio recording, combining live motion and animation and creativity.
- Teamwork and collaboration since no one knows it all and film making is not a one man's show.
- Technology should never replace one's imagination i.e. one's imagination is the key.

- Even when working with animations or creative art one must consider the basics of film making like setting, story boarding, script writing etc.
- One can make use of internet for a lot of research.
- Sharing with others is not a problem/bother.

Informally, he learnt that:

- The World is ahead i.e. fast Internet, nice roads, clean environment etc.
- Technology is applied everywhere e.g. he used a computer to get a boarding pass (21st century).
- Almost everything has copyright.
- People are very welcoming, interactive and interesting...though this depends on where you find them

Allan concluded his testimonies with three quotes:

“Inspiration is the beginning phase of both attitude and behavioural change”

“Keep dreaming...dream big...but remember that a dream without action is like a car without fuel because it goes nowhere”

“No one knows so little than s/he cannot teach others and no one knows so much that s/he cannot learn from others”

..... .. Daniel Reeyes

QUESTIONS AND ANSWERS

Participants had the following questions for Ronald and Allan:

Q1: Do the youth in other countries face the same SRHR problems as the ones in Uganda?

Response: Yes, the youth in the other countries face similar problems like those in Uganda e.g. low self esteem, discrimination.

Q2: How do you make your future dreams come true?

Response: Keep chasing your dreams and keep challenging yourself.

Q3: How do you move forward?

Responses:

- Be ICT illiterate
- Keep networking
- Share Knowledge i.e. students should continue to share knowledge even after the camp.

Q4: How did you cope up with the people from the different countries?

Response: There was online collaboration before the summit so we knew the people before the summit and the people were very friendly.

Q5: How did you get the opportunity of participating in the AYV summit?

Response: We trained with SchoolNet Uganda who is the AYV implementers in Uganda. We produced a documentary on gender disparity in science which we submitted for a competition involving a number of countries. Our media was one of the best and we qualified for the summit.

Q6: How do you acquire the AYV software?

Response: All the schools that attended the workshop were given the material but it is licensed.

(5:10-6:00) PM: Session 7- MUSIC SHOW

(Session was facilitated by Nathan Zaake)

Nathan Zaake (<http://www.zaake.org/>) is a young talented musician who plays folk and traditional music instruments and tells stories about the music he plays. Nathan has performed in Uganda, Rwanda, Kenya, Spain, France, Macedonia, Slovenia, USA, Trinidad and Tobago and Scotland.

Participants viewed some of Nathan's performances in Scotland and watched a music show that was performed by him.

After watching the music show, participants had a number of questions for Nathan.

Q1: For how long have you been playing the musical instruments?

Response: Since I was 7 years old.

Q2: Which people have helped you to reach that far?

Response: My parents, teachers and the music troupes; the Akadinda K'Africa Cultural troupe and the Ndere troupe of Uganda where I am currently working as Production Assistant.

Q3: Do you enjoy western music?

Response: Yes but not all the western music. I decided to play the Uganda instruments so as to provide something unique and different from what the whites can provide.

Q4: When you are going for music performances outside the country, do you move with the music instruments?

Response: Yes and I play them along with the whites i.e. we do collaborative performances.

Q5: How have you benefited from the music performances?

Response: I have traveled to the different places of the world like the USA and from this I have got to understand the different cultures.

Nathan concluded by advising the participants to discover themselves and to actively participate in SchoolNet Uganda activities because it through such participation that he developed his self-esteem and confidence.

(8:00-10:00) PM: Session 8 – Watching the Movie “MOM AT SIXTEEN”

In preparation to the session on Pregnancy on Day 3, participants were asked to watch a movie named ‘Mom at Sixteen’ whereby a girl named Jacey gets pregnant at the age of sixteen, gives birth to her baby and gives it up for adoption.

Post-viewing questions:

1. What were the underlying causes of teenage pregnancy revealed in the movie?
2. Are these causes applicable to the Uganda environment?
3. What options were available in terms of the solutions to the pregnancy?
4. If you were Jacey, what decision would you have made coming the baby?

DAY 3 – Wed 26th Aug 2009 Programme

TIME	ACTIVITY	BY WHOM
8:00 – 8:30 AM	Presentations: Speeches by participants (3 min each) on any of the SRHR challenges	Participants
8:30 – 9:00 AM	Recap of Day 2 activities and discussion of key learning points from day two activities	Kakinda Daniel
9:00 -10:40 AM	Presentation - Student Peer Educators. <ul style="list-style-type: none"> • Who is a Peer? • What is SRHR student peer education? • Why student peer education? • Challenges faced by student peer educators • SRHR education needed by young people. • Desirable qualities of a WSWM student peer educator • Roles, responsibilities and boundaries of a school-based WSWM student peer educator 	Kakinda Daniel
10:40 –11:00 AM	HEALTH BREAK & TEA	
11:00 -12:00 PM	Presentation & Brainstorming : Minds-On Activity- Pregnancy <ul style="list-style-type: none"> • Menstruation cycle • How pregnancy occurs and signs of pregnancy • Pregnancy test • Myths about pregnancy • Health and social consequences of unwanted 	Winnifred Akeso

	teen pregnancy.	
12:00- 1:00 PM	Presentation & Brainstorming: Minds-On Activity- Sexually Transmitted Infections (STIs) <ul style="list-style-type: none"> • Common STIs, their method of transmission, signs and symptoms. • Prevention and treatment • Health complications when not treated early 	Winnifred Akeso
1:00 -2:00 PM	LUNCH	
2:00- 3:45 PM	Hands-On Activity	
	Group 1: Rehearsing	Ssebunnya, Allan , Ronnie
	Group 2: Speeches & Poems	Lukwago
	Group 3: Art works(Paper or Computer based)	Elizabeth
3:45 –4:00 PM	HEALTH BREAK & TEA	
4:00 –5:10 PM	Hands-On Activity	
	Group 1: Rehearsing and Acting before camera	Ssebunnya, Allan , Ronnie
	Group 2: Speeches & Poems	Lukwago K
	Group 3: Art works (Paper or Computer based)	
7:00 – 8:00 PM	SUPPER	
8:00-10:00 PM	Private work: Using the Internet for research and revision	
END OF DAY 3		

(8:00 – 8:30) AM: Session 1- Participants’ Speeches on Sexual Reproductive Health and Rights (SRHR) Issues

(Session was facilitated by the participants)

This session was aimed at building the participants’ self-esteem, confidence and communication skills, all of which they would need as student peer educators



Fig. 4: Speeches by participants

(a) Speech on Denial of correct Information by Herbert Semyano

Herbert said that the young people today lack correct information because of lack of peer educators to guide them and the counselors don't tell the young people their HIV status and this has led to the high spread of HIV and STIs.

Because the young people are unaware of their status, their white blood cells are weakened and this exposes them to infections and death due to lack of medication.

Denial to information can be overcome by setting up youth voices and joining WSWM to sensitize the community the role of knowing one's status so that they can be able to take medication.

(b) Speech on Friendships and relationships by Ruth Busingye:

Ruth described friendship as the relationship between friends and relationships aren't merely about boy-girl relationships.

Adolescents need friends to talk to them because they fear telling the adults certain things and friends can help the young people develop their self esteem, develop themselves and discuss the challenges that adolescents face.

Relationships with parents are poor because students don't understand their parents they think their parents are old fashioned.

(c) Speech on Abortion by Stella Nyadoi

Stella described Abortion as the removal of the unborn baby from the mother's womb and the causes of abortion include fear to be pregnant and to be seen by the other young people, and fear to be answerable to the parents.

The problems of abortion include bareness, the victim might be denied by the boy responsible and school dropout
Young people should be careful when making decisions by abstaining from sex.

(c) Speech on Early pregnancy by Isaa Yakubu

Isaa noted that early pregnancy is one of SRHR challenges and it occurs when a male sperm fertilizes a girl's egg. The causes of early pregnancy include pressure from the parents whereby they marry off their daughters to rich men and poverty which drives the girls into sexual acts so as to acquire what they don't have. The consequences of early pregnancies include school dropout, forced marriages i.e. the boy may be forced to marry the girl.

The way of avoiding early pregnancies is that parents should provide the young people with basic counseling and guidance.

(d) Speech on Sexually Transmitted Infections by Muteesi Joy

Joy said that STIs are Sexually Transmitted Infections and are got by playing sex. The examples of STIs include Genital warts, syphilis, Gonorrhoea, Candida. STIs cause one to have sores on the private parts and under such circumstances the person should seek medical treatment. The best way to avoid STIs is to abstain from sex and keep proper hygiene for our private parts.

(d) My Top Tips Peer book by Biira Jovia

In her Top Tips Peer book, Biira explained the following:

- HIV is transmitted through playing sex with an infected person, blood transfusion, kissing an infected person and rape.
- HIV can't be transmitted through hugging and eating with an infected person.
- The advice to the young people is to Abstain from sex.

(e) Speech on Drug abuse by Busingye Jennifer

Jennifer described Drug abuse as the misuse of drugs like cocaine, alcohol and cigarettes and the causes of drug abuse include peer pressure, parental neglect and watching bad movies.

Drug abuse makes the youth vulnerable to rape, pregnancy and diseases especially STDs and HIV like syphilis, Gonorrhoea.

The youth can overcome drug abuse by joining good peer groups, watching good movies and saying NO to drugs.

(f) Speech on Negative peer pressure by Atim Loy

Loy said that Negative peer pressure is being influenced by your peers to do bad activities like smoking, drinking alcohol e.t.c. The adolescents join bad peer group because they want to be confident and belong to a certain social group. Negative peer

pressure can be avoided by joining helpful peer groups.

(8:30 - 9:00) AM: Session 2 –Recap of Day 2 Activities and Key Learning Points from Day 2 Activities.

(Session facilitated by Daniel Kakinda)

Participants were asked the key learning points from Day 2.

The following were some of the important key points participants mentioned:

- The use of computers.
- Team work
- Communication skills
- Ways of abstinence
- Dangers of abortion
- Sending of emails
- Sharing ideas with the different people.
- The ways through which the young people learn.
- Public speeches.
- Having a safe relationship
- Developing a skit.
- Pregnancy is for both boys and girls.
- Having a dream and working hard to achieve it.
- Young people have similar interests.

Daniel outlined the key learning points that the facilitators wanted the participants to get from Day 2 activities and these included:

- Students need to set their personal boundaries both physical and emotional boundaries.
- The characteristics of good communicator and of a good audience because the school based trained peer educators will be responsible for mobilizing the students for the exhibition.
- School based trained peer educators are expected to aspire to inspire before they expire by giving inspirational talks.
- Good communicators use visual aids therefore school based trained peer educators need to develop capacity to produce visual aids to be used especially during inspirational talks.
- School based trained peer educators must be multi-skilled.
- School based trained peer educators need to be ICT literate.
- Skit stories should be written before acting out the skit.

As a way of demonstrating the key learning points covered on Day 2, participants were shown a number of audio-visual aids.

- (a) As a way of demonstrating setting and emphasizing personal physical and emotional boundaries, participants were shown a 4min 12 sec skit from Scenarios from Africa – **A RING ON HER FINGER**

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.

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. When Nancy puts on her new dress, Aliou sits her onto the bed and gives her a necklace. Aliou starts to caress Nancy slowly to put her in the moods for sex but Nancy becomes furious and gives back the dress and the necklace insisting on abstinence till marriage.

Based on the skit, participants were asked to mention some on the aspects which had been covered on Day 2, they had noted and some of their responses were:

- Nancy was physically close to the boy but emotionally far from him.
- Abstaining before marriage and being faithful thereafter.
- Nancy was assertive and refused to be bought by gifts.
- Nancy refused to take the gifts for sex.
- There is an aspect of self acceptance i.e. Nancy accepted that she is poor.
- Nancy values her body.
- Nancy made her choice and didn't allow to be influenced by the boy.
- The boy respected both Nancy's physical and emotional boundaries.

Daniel urged the participants to always be assertive, set and insist on their physical and emotional boundaries but also respect other people's boundaries.

(b) As a way of demonstrating good communication skills for Student Peer educators, participants were shown a video clip of a speech on **ABSTAINANCE** from one of the WSWM exhibitions of 2008.

Participants noted the following aspects from the speech:

- Abstinence is the safest way of avoiding STIs and HIV/AIDs and unwanted pregnancy.
- Condoms shouldn't be trusted 100% because they can burst and lead to pregnancies and STIs.
- Having sexual intercourse believing in the withdrawal method as a way of preventing unwanted pregnancy doesn't work.

When asked to comment on the speaker, participants had the following responses:

- Her communications skills were very good.
- Her speech was precise and yet she covered a lot.
- She planned her speech as evidenced by the logical flow of her communication.

- She was audible and controlled her audience.
- She was confident.
- She used examples in her speech.

(c) As a way of showing a typical personal testimony from a student peer educator, participants were shown a video clip of a personal testimony of how a WSWM student escaped from rape.

Participants made the following comments on the testimony:

- The girl was very knowledgeable about rape.
- The girl was audible.
- The girl mentioned the ways of escaping rape.
- The girl used her time very well when giving the testimony.
- The girl mentioned the advantages of the WSWM club i.e. from the WSWM club; she got the tips to handle the rapist.

(9:00 – 10:40) AM: Session 3 - Presentation & Minds –On-Activity: Student Peer Educators

(Session was facilitated by Daniel Kakinda)

Session outline

Daniel gave an outline of his presentation which included:

- Who is a Peer?
- What is SRHR student peer education?
- Why student peer education?
- Challenges faced by student peer educators
- SRHR education needed by young people.
- Desirable qualities of a WSWM student peer educator.
- Roles, responsibilities and boundaries of a school-based WSWM student peer educator.
- Handling complex SRHR questions or issues from students.
- Identity for school-based WSWM student peer educators

(a) Who is a Peer?

A peer is a person who belongs to the same social group as another person or group. A social group may be based on age, sex, occupation, profession, social-economic and/or health status.

(b) What is SRHR Student Peer Education?

Sexual Reproductive Health and Rights (SRHR) student peer education is a process whereby well-trained and motivated students undertake informal and/or organized educational activities with peers over a period of time and it is aimed at developing

skills, knowledge and attitude aimed at enabling them to be responsible for and to protect their own health.

Examples of student peer activities:

- Organised sessions with students in a school using interactive techniques e.g. quizzes, role plays.
- Educational plays followed by group discussions.
- Presentations/talks at assembly, class days etc.
- Informal conversations with young people talking about different types of behaviour that can put their health at risk and where they can find more information and practical help.

(c) Why Student Peer Education?

There are a number of reasons why student peer education is an effective way of providing Sexual Reproductive Health and Rights (SRHR) education to students which include:

- A young person's peer group has a great influence on the way he or she behaves and this is true for both risky & safe behavior. Peer education takes advantage of peer influence in a positive way.
- Information is transmitted easily because the educator and the audience have a shared background and interests in areas such as taste in music and popular celebrities, use of language, family themes (brother and sister issues, struggle for independence etc) and societal pressures role demands (student, team member etc).
- Young peer educators are less likely to be seen as authority figures "preaching" about how others should behave from a judgmental position.
- Peer education is perceived more like receiving advice from a friend "in the know" who has similar concerns and understanding of what it's like to be a young person.
- It is a way of getting a great deal of information on issues that are especially sensitive or culturally taboo.
- It empowers young people by offering them the opportunity to participate in activities that affect them and to access information and services they need to protect their health.

(d) Challenges faced by Student Peer Educators

SRHR student peer educators face a number of challenges including:

- Over expectation from them by other students.
- Complex questions due to imaginations from peers that they know a lot.
- Conflicting with teachers and the school administration on SRHR messages to students.
- Need to balance peer education with books.

- Lack of enough support from teachers & school administration.
- Need to live exemplary life as role models.
- Lack of relevant information and skills due to insufficient training.
- Not knowing how to carry out the peer education

(e) What SRHR education would young people need from SRHR student peer educators?

Young people need information and skills to be able to take responsibility for their sexuality and avoid risky behaviour that could lead to unwanted pregnancy, STIs and HIV/AIDS. Young people need to learn:

- How their bodies, minds and feelings are changing as they enter and go through adolescence.
- About the reproductive system, menstruation and how pregnancy occurs.
- How to communicate about sexuality.
- How to handle societal and peer pressures.
- How to handle parental mid-life crisis – feeling unloved, finding love through sex, fitting in peer groups.
- How to go through this period of intense sexual feeling – how to relate to the opposite sex.
- How to react to a sexual advance from an adult etc.

(f) Desirable qualities of a WSWM student Peer Educator

The desired qualities of the WSWM student peer educator include:

- A demonstrated interest in WSWM and in working with peers.
- Ability to be respectful, non-judgemental and to maintain confidentiality.
- Acceptability among the young people.
- Ability to establish good relations with individuals & a given group.
- A commitment to positive reproductive health practices.
- Good communication skills.
- Self-esteem and self-confidence.
- Knowledgeable about the WSWM program and its content.
- He/She should have been changed positively by the WSWM program (knowledge, skills and attitudes).
- He/She should have life skills (self-awareness, self-esteem, assertiveness, decision-making, etc).
- Ability to produce educative materials (art pieces, poems, speeches, skits) depicting Sexual Reproductive Health and Rights issues.

(g) Expectations from the trained School-based Student Peer Educators by the SNU, WPF and the schools.

SchoolNet Uganda, WPF and the schools have a lot of expectations from the school-based WSWM Student peer educators which include:

- Assisting the WSWM teachers in mobilizing students to:
 - Join WSWM.
 - Attend WSWM lessons regularly
 - Conduct some of the WSWM lessons.
 - Produce WSWM exhibition materials
 - Organize the end of project cycle exhibitions (Lesson 14).
- Designing and leading the implementation of student peer activities e.g.
 - Interactive student sessions like quizzes, role plays, debates, skits.
 - Educational role plays or skits followed group discussions.
 - Presentations/talks at assembly, class days, open days and AGM.
 - Informal interactions with peers.
 - Organize in-school and inter-school WSWM seminars
- To be role models (academically sound and leading exemplary lives). WSWM student peer educators should not engage in risky sexual behavior, conflict with the school prefects, students' council, teachers or school administration. They must "walk the talk" of what WSWM stands for.

(h) Handling complex SRHR questions or issues from students:

Participants were cautioned that in case of complex SRHR questions or issues beyond their knowledge, they should not pretend to know but instead refer the students to:

- The school nurse, the school counselor, the WSWM teachers.
- Submit the question into the WSWM suggested box or on the WSWM online support centre (www.schoolnetuganda.sc.ug/wswmonlinesupport/)
- Advise the concerned students to visit a health centre or a youth friendly centre near the school.

(i) Identity for school-based WSWM student peer educators

Participants were told that they had been given T-Shirts to identify them as School-based Student Peer Educators. The T-shirts were not for normal casual wear but to be put on when they are to participate in official WSWM activities like addressing school assembly on SRHR issues, invitation to give personal testimonies at other schools and at exhibitions.

Most importantly, their identification will be their behaviour. WSWM Student peer educators should never betray or let down the trust and responsibility which SchoolNet Uganda, World Population Foundation and the schools have entrusted in them.

(11:00AM - 12:00 Noon): Session 4- Presentation & Brainstorming: Minds-On Activity- Pregnancy

(Session was facilitated by Akeso Winnifred)



Fig. 5: Winnifred Akeso leading a session on pregnancy

Winnifred gave the session outline which included:

- Learning objectives:
- Myths related to pregnancy
- Menstruation cycle
- Stages of pregnancy
- Environmental influences on prenatal development that could cause risks with teenage pregnancy.

(a) Learning objectives

This session was aimed at achieving the following objectives:

- To identify culture myths associated with pregnancy.
- To educate peer educators about prenatal development and other facts concerning pregnancy.
- To identify underlying factors that increase teenage pregnancies and how they can be overcome.
- To identify and recognize the consequences of teenage pregnancies.

(b) Cultural myths and misconceptions related to pregnancy

Myths and misconceptions are things people believe in but which are objectively false. Due to lack of correct information, young people have a lot of misconceptions associated with pregnancy.

Participants were asked some of myths and misconceptions that are associated with getting pregnant and they mentioned the following.

- A girl can't become pregnant the first time she has sex.
- A girl can't get pregnant when she has sex while standing or sitting.
- A girl can't get pregnant before her 1st periods.
- A girl can't get pregnant when the boy withdraws the penis before he comes or ejaculates.
- A girl can't get pregnant if she forgets to take her pill for one day.
- A girl can't get pregnant if she washes her vagina with Coca-Cola or takes a bath immediately after sex.

(c) Menstruation

Menstruation as a periodic vaginal bleeding from adolescent girls and women consisting of blood and other tissues shed from the lining of the uterus. Once a month, an egg is released from the ovary and the uterine wall is thickened to prepare for the fertilized egg to settle in it. If fertilization does not occur, then for 3-6 days the uterine lining (endometrium) sheds with discharge of blood through the vagina. A woman's menstrual cycle is said to begin on the first day of her bleeding. A woman's menstrual cycle only occurs if she is not pregnant.

Stages of the Menstruation cycle

The stages of the menstruation cycle include:

- 1st day menstrual bleeding begins
- Between the 6th and 11th day, the follicle (ovum) matures, the lining begins to develop and there is a possibility of fertility at this stage.
- Ovulation (release of the egg from the ovary) takes place around 12th and 17th days which days are the peak of fertility.
- In between the 18th and 22nd day, there is a possibility of fertility as the lining continues to thicken when the egg journeys down to the Uterus.
- In between the 23rd and 28th day, the egg dies in case there is no fertilization.
- The uterine lining disintegrates and discharges to begin a new menstrual period and cycle.

Stages of pregnancy

Pregnancy is the carrying of one or more offspring, known as a fetus or embryo inside the uterus of a female.

Pregnancy is usually divided into stages of three months or trimester (trimester = three months).

First trimester: This is between 0 and 12 months after conception and at this stage, there is development of the baby into an embryo and later called the fetus, the major organs of the fetus like the heart develop, the mother gets nausea and vomits in the

morning, and her breasts may enlarge and become tender and the weight increases.

Second trimester: This is between 12 and 24 months after conception and at this stage the fetus is recognized as it grows quickly, the mother's pregnancy is noticeable both internally and externally, and the mother's heart rate and blood pressure increases as it accommodates the needs of the fetus.

Third trimester: This is between 25 and 40 months after conception, the fetus organs mature and most babies that are born prematurely at the beginning of the third trimester survive and their chances increase dramatically within each week in the womb. The pregnant woman tends to feel hot and uncomfortable and at this point sleeping may be difficult though it is most important.

Stages of Prenatal Development of pregnancy

The stages of prenatal development of pregnancy include:

The period of the Zygote: It is 8-14 days, the zygote is fertilized and the ovum is implanted on the uterine wall.

The period of the embryo: It is the period from the implantation of the zygote through the 8th week of the pregnancy when major changes happen from cells to a recognizable human infant. The bodily structures start to develop and internal system organs are laid down.

The period of the fetus: This takes about 7 months. It is the longest stage that lasts till the end of pregnancy and it involves the refinement of bodily organs and several internal organs are operational. The fetus gets a life support system i.e. the umbilical cord, the placenta, the uterus and the maternal circulatory system.

Environmental influences on prenatal development that could cause risks with teenage pregnancy

Winnifred explained that the environment influences prenatal development that could cause risks with teenage pregnancy which included:

- Mother's / maternal characteristics:- Age; Nutrition; Diseases like HIV/AIDS, Syphilis and Emotional state of the mother
- Others include:-Prescribed and non-prescribed drugs; Cigarette smoking; Alcohol; Chemicals and pollutants.

Pregnancy Minds-On Activity

Participants were asked a number of questions related to pregnancy.

Q1: Who would be the first person you would tell about your pregnancy in case you got pregnant?

Responses:

- The person responsible for the pregnancy.
- My best friend
- Mother
- Aunt
- Counselor
- Dad
- Brother

Q2: Who are the last people you would tell about your pregnancy?

Answers:

- School administration
- Father
- Friends
- Mother

Q3: What would be your sources of guidance in case of a pregnancy?

Answers:

- Teachers
- Parents
- Peer educators
- School counselors
- Religious leaders
- Community health workers or counselors.

Ways of preventing unwanted pregnancies

Students can prevent unwanted pregnancies through a number of ways including:

- Developing or engaging in small time projects using the natural talents that they have or the skills they have developed from the training to overcome poverty.
- Developing and using life skills to avoid bad peer pressure.
- Being focused in life, setting their goals straight and working towards achieving them.
- Abstaining from sex and concentrating on their studies..

Reflection on the movie “Mum at Sixteen”**The movie – ‘Mom at sixteen’****The Plot:**

A brilliant student gets pregnant by sixteen and is overwhelmed with living with the “secret baby” in a new community they have to move to where young people engage in unhealthy sexual behavior. Despite the support offered from her mother, she is haunted by the challenge of parenting the child and living a child free student life at school. With limited options she has to make a decision concerning the already born child.

Below were some of the participants' responses to the reflective questions.

Q1: What were the underlying causes of teenage pregnancy revealed in the movie?

Responses:

- Peer pressure
- Desire to prove love
- Unprotected sex
- Thinking we are protected

Q2: Are these causes applicable to the Ugandan environment?

Response:

Yes and in addition, causes of teenage pregnancy in Uganda include rape, indecent dressing, defilement, pornography and lack of life skills.

Q3: What options were available in terms of solutions to the pregnancy?

Responses:

- Parental guidance
- Education of fellow peers
- Taking the baby to the parents to look after it.

Q4: If you were in Jacey's position, what decision would you have made concerning the baby?

Responses:

- I would take it up for adoption.
- I would give it away without looking at it.
- I would convince my mother to look after it

Winnifred pointed it out that none of the students had said she would look after baby. She cautioned them to always be responsible and avoid getting pregnant in the first place when still in school.

(12:00-1:00) PM: Session 5- Presentation & Brainstorming: Minds-On Activity- Sexually Transmitted Infections (STIs)

(Session was facilitated by Akeso Winnifred)

Winnifred gave an outline of the session:

- Session learning objectives
- Common STIs
- Methods of transmission
- Signs and symptoms
- Prevention and treatment
- Health complications when not treated early

(a) Session learning objectives

- To educate participants on sexually transmitted Infections (STIs) and their characteristics.
- To educate the participants on the methods or process of infection.
- To empower participants with the skills to prevent infection with STI s and stay safe
- To stress the need for early detection and treatment for STIs.
- To inform and guide participants on treatment methods available and which centers treatment can be sought.
- To identify risk sexual behaviors that could increase chances of infection.
- To encourage an attitude of positive living among the already infected young people.
- To encourage a positive attitude toward testing for STIs by describing and explaining what happens when one visits the health clinic for testing.

(b) Common Sexually Transmitted Infections (STIs)

Participants were asked to give examples of STIs and their responses were:

- Syphilis
- Candida
- Genital warts
- HIV/AIDS
- Gonorrhea
- Chlamydia

Participants were asked to give the ways through which STIs can be contracted and their answers were:

- Through sexual intercourse
- Sharing un-sterilized instruments.
- Using unhygienic bathrooms and toilets
- Sharing under garments
- Mother to child infection

(c) Common STIs – Signs and Symptoms

Candida:

Candida is common yeast that is found on the skin and genitals of most people. It's usually suppressed by the immune system and the natural bacteria found in the body.

The symptoms are:

- In women - irritation, itching, thick white discharge, redness, soreness and swelling of the vagina and vulva.
- In men - irritation, discharge from the penis, difficulty pulling back the foreskin usually caused by the swelling of the head of the penis (balanitis). Thrush occurs a lot less frequently in men.

Causes of Candida

- In women, wearing nylon or Lycra clothes that are too tight (the lack of air circulation can cause Candida to proliferate).
- Certain antibiotics or contraceptive pills that alter the pH balance of the vagina.
- A change in the hormonal balance in pregnant women, causing a change in the level of normal bacteria.
- Spermicides (found on some condoms) or perfumed toiletries that irritate the vagina or penis.
- Douching (washing out the vagina) or using tampons.
- Sexual contact (either genital or oral) with someone who carries the Candida yeast.

Genital warts

- Genital warts are caused by some sub-types of Human Papilloma Virus [HPV]
- They can appear on the skin anywhere in the genital area as small whitish or flesh-colored bumps, or larger, fleshy, cauliflower-like lumps.
- They are unlikely to cause pain but may itch and can be difficult to spot.
- If a woman has a wart on her cervix she may experience slight bleeding

Syphilis

Symptoms

- One or more painless ulcers on the penis, vagina, vulva, cervix, anus or mouth.
- Small lumps in the groin due to swollen glands.
- A non-itchy rash.
- Fever or flu-like symptoms.

Gonorrhea:

Symptoms

- An STI that can infect the urethra, cervix, rectum, anus and throat.
- Symptoms usually appear between 1 and 14 days after exposure, but it is possible to have no symptoms.
- Causes a burning sensation when urinating.
- A white/yellow discharge from the penis.
- A change in vaginal discharge.
- Irritation or discharge from the anus (if the rectum is infected).

(d) Prevention and treatment:

- The best way to prevent any STI is to practice abstinence, or not having any type of sex including vaginal or oral sex.
- Be faithful to your partners and get tested to encourage you both to wait faithfully.
- Know that some methods of birth control, like birth control pills, birth control injections, implants, or diaphragms, will not protect you from contracting a sexually transmitted disease.
- Use condom protection – appropriately and consistently when having sex.
- Openly talk to health care professionals and your sex partner(s) about any STIs.

- Learn the symptoms of the STIs or STDs and always get tested first or early enough in case of any worries
- Make sure your friends have heard about STIs and their characteristics

Participants were shown some photos of how the four diseases affect the different private parts if they aren't treated in time and thereafter told that it is their role as young people to protect themselves and their from the STIs by providing the correct information and avoiding risky sexual behaviours.

Participants were shown how a pregnancy test, an HIV test and a test for Syphilis are carried out.

Questions and Answers

Participants had the questions below:

Q1: Can someone get pregnant without penetrative sex?

Response: Yes, one can get pregnant as long as the sperms find their way inside the Vagina.

Q2: Who is a virgin?

Response: A virgin is someone who has never had penetrative sex because some of the girls are born without a hymen; others break their hymen during sports.

Q3: Do safe days exist?

Response: Safe days may not exist because the menstrual cycle of the young girls is not therefore one might think she is safe and yet her cycle has already started.

Q4: How can a girl in her periods get pregnant for what will the sperm fertilize?

Response: The menstrual cycle isn't steady; one might be finishing her periods as another egg is realized.

Q5: Where does the sperm of the man go in case he has sex with a girl has never menstruated?

Response: In case the sperm does not fertilize any egg, it dies and later comes out.

Q6: Do barren women menstruate?

Response: Yes, they menstruate the reason as to why some of the women don't give birth is because the uterus environment isn't favorable for the baby.

Q7: Are sperm sources of human protein because some people say that sex makes women fat because sperms have a high content of proteins?

Response: Women don't need sperm to get fat. Depositing of fats in some body parts of women like in hips has something to do with the different hormones in the woman rather than playing sex.

Q8: Why are some menstruations so painful?

Response: They are painful because of the contractions of the uterus lining and some people have complications.

Q9: Why do some people take long to give birth and yet they are married?

Response: Some people get married to enjoy themselves and use control pills which cause temporary infertility.

(2:00 – 3:45) PM: Session 6: Skits, Poems, Speeches & Artwork production

Participants were divided into three groups; Skits group, Poems & Speeches group and Art Work Group.

Group 1: The skits group was to do rehearsals for the skit ready for the first video shooting later on in the evening. This group worked under the guidance of Ssebunnya Christopher, Nathan Zaake and Abbey Ntambi.

.The Skits group came up with three skit stories:

THE BITTER FRUIT: Michelle is taken to school and she is influenced by her peer group to go into a relationship. Michelle falls in love with Eric who impregnates her. When Michelle informs Eric about the pregnancy, he decides that she should abort. While she is aborting she dies at the clinic and her mother regrets why she could not tell her to save her life.

THE RISK: A girl had a boyfriend in the same class with him, one day she comes late and finds the teacher in class and she is given a punishment by a teacher to take books to his home and reaching the teacher's house she is convinced to enter inside and finally the teacher impregnates her and gives her the virus which girl will soon pass the virus to the boy, then they find themselves positive.

THE PRICE: Hannah and Barbra are best friends at school; they always bribe a gate keeper to escape to meet their boyfriends at Gucchi Bar. Angela is a student and a roommate but reserved and on track/task. Angela is always despised and seen as a villager by the room mates. When the school makes a medical check done by the school Nurse, Hannah is found pregnant and Barbara HIV positive. The two girls are reported to the Head teacher and Hannah is expelled from school.

Group 2: The Art work group had to come up with art pieces on SRHR issues under the guidance of Elizabeth Kuteesa.

Group 3: The Poems & Speeches group had to come up with poems and speeches on any of the SRHR issues under the guidance of Kenneth Lukwago

Presentation: Use of poetry and speech to communicate SRHR issues
(*Session was facilitated by Kenneth Lukwago*)

Kenneth outlined that his presentation was to cover:

- Concept on poetry and general definitions
- Typical characteristics of poems
- Essential elements in poetry.
- Why poetry can be an effective tool in communicating SRHR issues to young people.
- Re-capitulate the art of public speaking.

A Poem is a piece of writing that uses an arrangement of lines. Poems usually express deeply felt ideas or experiences.

General elements of Poetry

The general elements of Poetry that help someone to understand how poems achieve effect on the listeners or readers include:

- **CONTENT:** This is what the poem is about and it considers the subject matter and the themes or ideas that the poet wants to express.
- **POETIC VOICE:** This is sometimes called the “speaking voice”: The owner of this voice is called the persona and the poetic voice is not necessarily the poet’s.
- **TONE AND MOOD:** A poem contains “a voice” and this voice carries a certain tone. The tone of the poem can be happy, sad, angry etc and it is this tone that helps us to understand the mood of the poem.
- **IMAGERY:** An image is the “picture” used to help us to see, hear, taste or feel more strongly what the poet wants to communicate. There are several kinds of images in poetry and here are a few of them.
 - **THE SIMILE:** A simile makes a direct comparison between one item and another e.g. “sugar daddies are as cruel as death”. Here the poet uses “as...as” or “like” etc.
 - **THE METAPHOR:** The metaphor like the similes stresses magnitude by using an image. However its comparison is less direct, instead, I express one idea in terms of another e.g.: Sugar daddies are death”
- **PERSONIFICATION:** This is when a poet gives the qualities of a human being to a non-living thing e.g.
“Uganda, may God uphold thee
We lay our future in thy hand”

RHYME: This is when the lines in a poem end in a similar sound e.g.

“The love we thought would never stop
Now cools in a congealing chop
The Kisses that were as hot as curry

Are bird-pecks taken in a hurry”

Poetry and music are very closely related and rhyme adds to the musicality of the poem.

- **RHYTHM:** This is the beat of the poem. It can be slow and gentle or fast and rapid, depending on what the poet wants it to be :

Try to “listen” to the beat in these lines.

Someone came knocking
At my very small door
Someone came knocking
I am sure-sure-sure
I listened, I opened
I looked to left and right
But there was not a -stirring in the still dark night.

- **FORM AND STRUCTURE:** This is the way in which a poem is structured i.e. the way in which the lines are organized or grouped. A group of lines in a poem is called a stanza.
- **FREE VERSE:** This form of a poem does not have lines that are equal in length. it usually lacks rhyme and a regular beat. This style is flexible and gives the poet liberty to write his lines as his thoughts flow.
- **DICTION:** This is the poet’s choice of words Poets use their words selectively to achieve the best results. A poet who wants to talk about a snake may merely call it a snake or a reptile or a serpent, depending on which word he /she feels will achieve the best effect.
- **ONOMAETOPIA:** Sometimes poets choose words that sound very much like the action or object they are describing.

Can you explain the effect of the repeated word “break” in these lines?

Break, break, and break
On your cold grey stones O sea!
And I wish that my tongue could utter
The thoughts that arise in me.

In conclusion, Kenneth told the participants to always remember that no poem can fulfill all the above specifications and good poets hardly ever think about these specifications as they write the poems therefore it is up to the reader or listeners to identify the characteristics of a poem.

Participants were told to compose a poem or speech or talk on any of the SRHR issues. The video recording of the speeches, poems was to be done on the afternoon of the

next day –Thur 27th Aug 2009.

(4:00 -6:00) PM: Session 7: Rehearsing and Acting before camera

The participants of the Skit Group rehearsed their skis while acting before the camera. The video recording was done by Allan Kakinda and Ronald Kasendwa.

(8:00 -10:00)PM: Email Exercise and Private Internet Research

(Session was facilitated by Vivian Namazzi and Joyce Nanozzi)

As a way of checking that all participants had email addresses and could use, all participants were asked to send an email to the lead facilitator – Kakinda Daniel.

The students email addresses are to be used to set up a mailing list: studentpeereducators@schoolnetuganda.sc.ug to be used to continue communicating with them even after the camp.

The students continued use Internet for their private academic research.

DAY 4 – THUR 27TH AUG 2009 PROGRAMME

TIME	ACTIVITY	BY WHOM
8:00 -9:00 AM	Presentations: Speeches by participants (3 min each) on any of the SRHR challenges -Reactions to participants' speeches	Participants
9:00 -10:40 AM	Presentation & Discussions: Overview of the WSWM Curriculum	Bright Kigozi
10:40-11:00 AM	HEALTH BREAK & TEA	
11:00 -12:10 PM	Minds-On Activity: Reviewing filmed footage of skits • Discussing strengths and weaknesses. • Improving the skits -	Ssebunya and Nathan Zaake
12:10 – 1:00 PM	Presentation: Drawing a story board	Ronald Kasendwa
1:00 –2:00 PM	LUNCH	
2:00 – 6:00 PM	Hands-On Activity	
	Group 1: Rehearsing	Ssebunya
	Group 2: Filming the speeches & poems	Allan Kakinda
	Group 3: Filming the Art works	Ronald Kasendwa
6:00 -7:00	Games	
7:00 -8:00 PM	SUPPER	
8:00 -10:00 PM	Private work: Using the WSWM online support centre(http://www.schoolnetuganda.sc.ug/wswmonlinesupport)	Participants

(8:00-9:00)AM: Session 1: Speeches on SRHR Issues by participants

1) Speech on Abstinence by Ahumuza Owen

“Abstinence is allowing oneself to remain moral, religious and avoiding sex until marriage. The adolescents today find it hard to abstain from sex because of their sexual feelings and believe that having sex is the only way of proving love. There are myths regarding abstinence and these include abstinence causes bareness, impotence and complications when giving birth in the future. Abstinence is the best way of avoiding STIs/HIV. Students should join the WSWM club to equip them with skills on how to abstain because it is easy”.

2) Speech on Early pregnancy by Nazziwa Hannah

“Early pregnancy is getting pregnant between the age of 13 years and 17 years. The causes of early pregnancy include lack of enough support from the parents, early relationships, lack of enough knowledge on how to sustain a relationship with sex and the desire to have what you can't afford. The results of early pregnancy include unwanted marriages, school dropouts, loss of respect, and misunderstandings with the parents. The solution to early pregnancies is avoiding early relationships”.

3) Speech ON STIs by Obonyo Daniel

“STIs as sexually transmitted Infections and are spread by having sexual intercourse with an infected person, kissing an infected person and sharing sharp objects with an infected person. STIs are caused by bacteria, fungus and virus and examples of STIs include Candida, syphilis, Gonorrhoea and genital warts. Young people acquire STIs because they put themselves in situations that lead them into having sexual intercourse e.g. they accept gifts in exchange for sex. The best way to avoid STIs is by abstaining from sex”

4) Poem: AIDS by Ssenfuka Ismael

AIDS, AIDS, AIDS
Am growing stronger everyday
I have killed a number of people
Kids, adults and the youth but am not yet satisfied
I can be got by playing sex with an infected person and
By sharing sharp objects with an infected person
The way of preventing me is by ABC
My worst enemy is Abstinence.
Married couples should be faithful to each other because when they are not I infect them.
Some people run away from home by using condoms but I still infect them
Young people if you don't want me to infect you
Abstain from Sex

5) Poem: “Two Things will happen” by Emily Akoko

My friend when you are walking, seated or watching football.
Two things will happen
You will either see a boy or a girl. If you see a boy you are lucky but if you see girl,
Two things will again happen
You will either con the girl or not. If don't con the girl you are lucky but if you con the girl, I
promise you
Two things will again happen
She may either accept or refuse. If she refuses you are again lucky but if the girl accepts
Two things will again happen
You may either have sex or not. If you don't have sex with her you are again lucky but if you
have sex with the girl,
Two things will again happen
She may either get pregnant or not. If the girl doesn't get pregnant you are again lucky but if she
gets pregnant,
This time three things will happen
She might drop out of school or die during delivery or the boy may be imprisoned.
To avoid these two things to happen to you.
You need to have self respect.

6) Speech on drug abuse by Nsereko Joseph

“Drug abuse is the misuse of drugs. The causes of drug abuse include peer influence, lack of proper guidance, myths about drug e.g. one can't read at night without taking drugs, the desire to feel strong and poor selection of role models. The outcomes of drug abuse include brain damage, the girls lose control and this exposes them to rape and it is addictive”.

7) Speech on friendships and relationships by Kyaligoza Edward

“There are two types of friends: bad friends and good friends. Good friends are those friends with whom you share with secrets and encourage you while the bad friends are those friends who to you about engaging in bad activities like having sex, smoking, taking drugs. The outcomes of having bad friends include pregnancy, drug addiction and school dropout.

Relationships among the young people aren't good because they lead to loss of future dreams e.g. in case a girl gets pregnant and drops out of school therefore boy girl relationships should be avoided so as to achieve future dreams and plans”.

8) Speech on HIV/AIDS by Mwebaze Emmanuel

“HIV/AIDS is unavoidable one way or another you will either be infected or affected by it. Some people acquire HIV/AIDS when they misuse their rights by sleeping with many women and men.

HIV/AIDS can be obtained by having sex with an infected person and sharing un-sterilized sharp objects with a person who is infected. The way to prevent HIV/AIDS is by abstaining from sex and being faithful to your partner”.

Reaction to participants’ speeches

The facilitators made the following comments on the participants’ speeches (including those which had been made on Tues and Wed):

- There was limited scope of the curriculum coverage i.e. most of the participants’ speeches were about pregnancy and HIV and this gives an impression that the WSWM is all about STIs and pregnancy.
- There was lack of empathy in a number of speeches e.g. in case of pregnancy, most of the speakers said that the parents don’t provide for their children and this forces them to involve themselves in relationships hence getting pregnant. They need also to put themselves in the shoes of the parents.
- The rights and responsibilities didn’t come out i.e. the students should come up with speeches telling the youth their rights and responsibilities.
- In the speeches, peer educators should get a way of advising the young people what to do in case of pregnancy for example they should apologize to their parents so that they can get an opportunity to go back to school.
- Some of the poems and speeches about HIV were stigmatizing; the peer educators should know that most of the young positives in schools today were born with HIV hence they should come up with messages that take care of the prenatally HIV infected youths in schools i.e. messages that give them hope that they can live.

Personal testimony on the life of prenatally HIV infected youth

To enlighten participants on problem of denial of information about one’s HIV status and the stigmatization faced by the young positives, participants were shown a video recording of a testimony of a young girl who was born with HIV.

The participants were then asked what they had learned from the testimony and their responses were:

- Being HIV positive is not the end of the world i.e. one can still achieve his or her dreams.
- Young people have a right to know their HIV status.
- Young positives need support and shouldn’t be neglected.
- Young positives should not be stigmatized.
- Young positives have a right to proper medication and counselling.

Participants were shown a skit known as **Shared Hope on HIV/AIDS**.

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.

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?*

Annie asks Miriam to swear that she won't force her out of the house because she had tested positive but surprisingly Miriam tells Annie that she also tested positive two years back and that she was living happily with the virus. This changed Annie's attitude knowing that she can also live positively like her friend Miriam.

Participants were asked what kind of support they would give to students in their school who are HIV positive and their responses were:

- They would give them social support by being friends with them.
- They would encourage them to continue with their medication.
- They would encourage them to abstain to avoid being re-infected.
- They would encourage them to eat well.
- They would avoid stigmatizing them.

(9:00 – 10:40) AM: Session 2: Presentation & Discussion - Overview of The WSWM Curriculum

(Session was facilitated by Bright Kigozi)

Bright gave the participants an overview of some of the lessons in the WSWM curriculum:

Lesson 2: Emotional ups and Downs:

This lesson addresses mood swings i.e. the emotions of the young people are not steady and some of the causes include stress, jealousy. As young people grow up, the hormones cause emotional imbalance and this lesson helps young people cope up with their emotional changes.

Lesson 3: Is your body changing too:

As young people grow up, they go through many changes i.e. emotional, psychological and physical changes which include for the boys: growth of body hair, broadening of the chest, enlargement of the penis, wet dreams etc. Girls: growth of pubic hair, softening of voice, enlargement of breasts and hips, menstruation periods etc.

The growth and development of an individual is so rapid during adolescence and some changes stop after adolescence. All individuals grow at different rates.

This lesson is important because when many young people go through the body changes, they don't understand what they are going through hence young people need

to have a positive attitude towards body changes.

Lesson 4: Friendships and relationships:

This lesson is about the social environment and how young people choose friends i.e. friends who help them when they have a problem.

Relationships are not merely about boy-girl relationships but it is beyond that and examples of relationships that the young people have include relationships with their parents, teachers, non-teaching staff at school, religious leaders and people of the same sex.

The importance of this lesson is to help the young people build good friendships and relationships that are constructive and healthy.

This lesson also helps the young people to handle conflicting expectations from the different people they relate with e.g. their parents expect them to do something, the church expect them to do something else and their peers expect you to do something else.

Lesson 5: Boys and Girls, Men and women

This lesson mainly talks about the gender roles i.e. the roles and responsibilities that are played by the men and women in society.

People normally confuse sex and gender but sex is biological i.e. female and male while gender (masculine or feminine) is socially constructed and depends on the society or culture you come from. This lesson addresses how gender roles affect the young people i.e. society expectations from someone e.g. the man makes the decisions in a home. The message in this lesson is that we can all play the same roles in society.

Lesson 6: Fight for your rights

Rights are entitlements and these include the right to protection, the right to correct information. This lesson empowers the young people to know what their rights are and know how to use them well. The young people's rights are mainly to protect them from Sexual Health problems. However young people should know that rights go with responsibilities.

Lesson 10: HIV/AIDS: You have a Role to play

Young people have a role to play by helping the young positives live positively and also help the young positives to avoid getting re-infected and affecting others.

Young people also have a role to keep themselves from being infected and also help those who aren't infected to keep themselves from being infected.

Lesson 11: Love shouldn't hurt

This lesson addresses the issue that relationships should be healthy with no rape, defilement and young people should avoid situations that can lead them in forced sex. The lesson equips young people with skills of how to protect themselves from sexual abuse and sexual harassment and what they can do in case there are sexually abused.

Lesson 12: Your Future, Dreams and Plans

This lesson teaches young people how to plan and achieve their dreams and the most important strategy for the young people to achieve their dreams is by abstaining to avoid pregnancy, STIs.

Lesson 13: My Top Tips Peer Book

This lesson, young people compile a book containing the important tips from all the lessons they want to give to their peers e.g. Menstruation is normal, accept your body changes, love don't mean sex, Have a responsibility for your life.

Questions & Answers

Participants asked Bright the questions and he responded to them as below:

Q1: What is something for something love?

Response: This is where someone gives you gifts and expects sex in return.

Q2: How do you handle a broken relationship with someone who knows all your secrets?

Response: In every relationship, you should create boundaries and you should not share all your secrets i.e. never share things you know will annoy you in case someone told them to someone else.

(11:00 -12:30) PM: Session 3: Reviewing filmed footage of a skit – The Bitter Fruit.
(Session facilitated by Christopher Ssebunnya and Nathan Zaake)

Participants viewed one of the footages of a filmed skit by the participants named the "***The Bitter Fruit***" and thereafter asked to comment on the skit giving its strengths and weaknesses. The purpose of this activity was to give participants an opportunity to give constructive criticism to the group which produced the skit so that they could improve on it.

Summary of the Skit

A girl gets pregnant and opts for an abortion but instead dies during the abortion.

Participants pointed out the following weaknesses in the skit footage:

- Most of characters were not audible.

- There was no life in the acting.
- Choice of location was poor.
- Some people were in and out of character.
- The reactions were not appropriate
- The actors and actresses were in the same costumes throughout.
- There was no body language.
- The lighting was terrible.
- There were no signs of pregnancy though she talked about that she had missed her pregnancy; they should include signs like vomiting.
- The girl would have cried during the abortion
- The nurses should introduce what they are doing i.e. abortion.
- The nurses encouraged something wrong.
- The skit was too obvious; they should make it more realistic.
- The choice of the words i.e. some words were inappropriate.
- The skit left the participants in suspense.
- The impact of the pregnancy on the boy wasn't shown.
- The story is too long for the skit.

Participants pointed out the following strengths in the skit footage:

- The mother and the boyfriend were good.
- The message was there, it was a good start.
- The nurses who carried out the abortion were good actors.

Nathan Zaake suggested the following areas of improvement:

- Audibility: The characters should focus on the audience and not on the camera and should act in a way that suits their society.
- Background sounds: The type of sound depends on the situation at hand and choice of location e.g. if you are acting in a discothèque then there should be music.
- No life in acting: The characters didn't understand their character and therefore they need to get into the characters they are acting e.g. if you are acting as a mother, act as a mother and not as a young girl of 13.
- Costume designer should change costumes in the scenes.
- Poor lighting: The lighting was o.k. according to the situation e.g. the abortion had to be done at night.
- No signs of pregnancy: The character should show signs of pregnancy like vomiting and not to assume that the audience knows them.
- The skit being too long: Some scenes of the skit should be removed and unnecessary lines should be removed.
- The characters should be aware of the range of the camera such that they can fit it.
- The skit should cover the subject matter.

(12:30 – 1:00) PM: Session 4: Presentation: Story Boarding
(Session was facilitated by Ronald Kasendwa)

(a) Drawing a Story Board

Ronald explained the steps of drawing a story board and these included:

- Ask yourself whom the story is about, what will happen to your characters, how and when the action will be unfolded and why the story is being told.
- Select the main characters for your story. You should have a protagonist (*the hero*) and an antagonist (*the villain*).
- Write a brief script i.e. Before drawing out the action, one needs to know what each character will say.
- Draw a frame on your first piece of paper. The frame size and shape can vary, depending on how much action must take place in the frame.
- Determine the positions the characters in the frame will take. Remember to leave room in the frame for the dialogue that accompanies the action.
- Write a brief description of the plot point you are illustrating in the scene. These notes will help you keep your place in the narrative as you move forward.
- Keep your drawings simple at this stage. Storyboards are only a mid-process guide to help you as you develop your story.
- Create one frame for each segment of action or plot point in your script.
- Review the entire storyboard of frames once you finish. Ask yourself whether this storyboard would explain your story to someone else.

(b) Making a storyboard for a skit

Ronald explained the four steps involved in making a storyboard for a skit and these included:

Step one: Analyze your script.

This involves

- Storyboarding key moments of the skit, a few shots per scene, or every single camera motion. Any of these is fine and varies widely from Director to Director.
- Sitting down with the script and finding the scenes that are most important to you and to the story.
- Focusing on the important scenes first and using them as your jumping-off point.
- Drawing notes in the margins or keeping notes separately on a pad, noting scene and page numbers.

Step two: Picture the shots.

Before taking any further steps, one should make sure that he/she has a clear vision of what each shot will look like. This will help you communicate it clearly. Think of how you would explain the shot to someone else, how it will look through the camera, how it will look to the audience and how it will look to you, watching it from the outside. This is part of the pre-visualization process, or "*previz*," which determines how the film will look. The process often also includes production design, lighting design and costuming.

Step three: Create your storyboards

The most important thing is to make sure that your storyboards require no explanation at all. This will take some practice, but by using the basic principles of comics, speech bubbles and movement lines, you should be able to tell the story of your film just with your storyboards. Others involved in the film should be able to immediately understand what is going on and what their jobs will be.

Step four: Share your storyboards.

Film is a collaborative medium, and storyboards are one of the great ways to make sure everyone involved understands your vision. Take the time before you shoot to make sure that everyone is on the same page and understands what you want. Make any necessary adjustments to your storyboards before shooting.

(2:00 – 6:00) PM: Session 5: Skit Rehearsals and final filming of speeches, poems & Art pieces

Participants continued rehearsals for the skits. Ronald Kasendwa and Allan Kakinda filmed participants' speeches, poems and Art pieces on SRHR issues.

(8:00 -10:00)PM: Introduction to the WSWM Online Support Centre *(Session was facilitated by Namazzi Vivian and Joyce Nannozi)*

Participants were introduced to the WSWM Online support centre (<http://www.schoolnetuganda.sc.ug/wswmonlinesupport>) and were guided through how to submit questions. Participants were encouraged to continue reading answers to SRHR questions posted on the WSWM Online support centre and to introduce their peers to the online support centre.

Some of the questions which were submitted by the participants are attached as Appendix 2.

DAY 5 – FRID 28TH AUG 2009 PROGRAMME

TIME	ACTIVITY	BY WHOM
8:00 -8:45 AM	Hands-On Activity: WSWM Online Support	Alumni Peer Educators
8:45 -9:00 AM	Presentation: Self Discovery	Luyera Francis.
9:15 –10:20 AM	Presentation & Discussion : Life Coping Skills	Winnifred Akeso
10:20–11:00 AM	Workshop Evaluation	Kakinda Daniel
11:00 -11:20 AM	HEALTH BREAK & TEA	

11:20 –1:00 PM	Presentation: Lesson 14: Sharing best & worst practices at the WSWM Exhibitions	Kakinda Daniel
1:00 -2:00 PM	LUNCH	
2:00 – 7:00 PM	Hands-On Activity :Skit filming	
7:00 – 8:00 PM	SUPPER	
8:00 – 10:30 PM	Closing Ceremony: <ul style="list-style-type: none"> • Viewing of the filmed skits. • Closing remarks. • Award of certificates 	Kigozi Bright Kakinda Daniel Belo Linette
END OF DAY 5 AND WSWM CAMP		

(8:00 -8:45)AM: Session 1: Hands-On Activity: WSWM Online Support

Participants continued using the WSWM Online Support Centre.

(8:45 – 9:00)AM: Session 2: Presentation- Self Discovery
(Session was facilitated by Luyera Francis Xavier)

Francis noted that Self discovery is personal and it is for everyone and most people go out to look for things and admire others before admiring themselves. Self discovery helps one to attach meaning to his or her life and therefore we should be proud of who we are. People should make their names shine within people’s hearts and everyone has something special that makes him different. Lastly Francis said that the answers to our questions and the solutions to our problems are within us.

(8:15 – 10:30) AM: Session 3: Presentation: Life Coping Skills
(Session was facilitated by Akeso Winnifred)

Life coping skills are those skills that allow individuals to deal with the demands and challenges of everyday life.

The categories of life coping skills include:

- Skill of knowing and living with oneself.
- Skill of knowing and living with others.
- Skill of effective decision making.

9) Skill of knowing and living with oneself

This skill involves:

- Self awareness: This is the ability to think about your thoughts thus one is able to think about oneself and describe the mood he or she is in and at the same time tell the mood one is thinking.

- **Self Esteem:** This is a person's conscience self portrait of authenticity i.e. realism, validity and the factors that influence self esteem include:
 - Level aspiration i.e. the goals and success
 - Approval from the rest of the world e.g. encouragement and discouragements.
 - Responsibility.
 - Lifestyle: the general wellbeing, good care, recreational centers and adequate dressing.
- **Assertiveness:** This is the attitude of the mind that involves both self awareness and self esteem.

In the skill of knowing and living with oneself, one should not be passive and aggressive as described below:

- **Aggressiveness** is the attitude that gives a person the desire to invade one's space and even exercise power on them.
- **Passiveness** is an attitude that involves the willingness to allow others invade one's space and even control them.

(ii) The skill of knowing and living with others

The skill involves the aspects below:

- Interpersonal relationships
- Friendship formation
- Negotiation
- Peer resistance
- Non-violent conflict resolution
- Effective communication

(iii) The skill of effective decision making

The skill involves 3 aspects and these include:

- 1) **Critical thinking:** The problem one uses to reflect asses and judge the assumption underlying the situation and developing new skills that are unique and useful.
- 2) **Creative thinking** involves having interest in a wide range of related and divergent fields, taking multiple perceptions, try and fail, have self confidence and trust yourself.
- 3) **Problem solving:** It is the mental and other times the practical way of creating a solution and requires more than knowledge and thinking but an initiation. One should look at a problem as a challenge, an opportunity or an improvable solution.

The tools of problem solving include:

- Appreciating the situation
- Breaking down problems into manageable facets.
- Identifying likely causes of the problem.

- Understanding how factors relate to one another.
- Using the SWOT analysis
- Analyzing the risks involved and how it can be managed.

(10:30 – 11:30) AM: Session 4: WORKSHOP EVALUATION
(Session was facilitated by Kakinda Daniel)

Participants were requested evaluate how the workshop objectives had been achieved on a scale of 1-10 with (1 = Not achieved at all, 10 = very well achieved)

The number of students who gave each mark for any given objective as shown in the table below:

Objective	Marks (1-10)									
	1	2	3	4	5	6	7	8	9	10
Networking & Knowledge sharing.	0	0	0	0	1	2	2	6	4	19
Brainstorming SRHR issues	0	0	0	0	0	2	4	9	13	7
In-depth knowledge of sexuality and love, pregnancy and STIs	0	0	0	0	1	2	5	8	8	11
Clarification of myths about SRH	0	0	0	0	0	1	4	5	8	15
Developing ICT Skills and Internet research	0	0	0	0	3	10	1	3	5	13
Introduction to WSWM Online Support centre	0	0	0	0	1	1	1	3	10	19
Developing communication, public speech and skit acting skills	0	0	2	0	4	4	5	8	2	10
Producing youth-friendly SRHR multimedia materials	0	0	0	0	5	2	5	9	9	5
Providing Career guidance	0	0	0	1	0	1	4	9	11	9
Answering SRHR questions & counseling	0	0	0	0	1	1	4	6	9	14
Suggestions of ideas of how to improve WSWM	0	0	0	0	0	6	3	12	10	4
Creating a national network of WSWM students.	0	0	0	1	0	3	4	9	6	12
Doing a WSWM Exhibition Rehearsal	2	0	0	0	6	2	4	6	7	8
Collecting Students' voices and testimonies	1	0	0	0	5	2	1	5	4	17

(11:00 – 1:00) PM: Session 5: Sharing best and worst practice at the WSWM exhibitions-Lesson 14
(Session was facilitated by Daniel Kakinda)

Participants were asked why the WSWM exhibition was also called a lesson. Below were some of the reasons they gave:

- It is a summary of all lessons of the WSWM program.
- It is a lesson because students of different schools come up with materials and summarize all the lessons.
- It is a summary of the whole curriculum.
- It is when the members of the WSWM reach out to other people and teach them what they know.
- It is a lesson because members outside the WSWM come and learn about the lessons in the club.
- Students display the lessons that they have learnt.

Participants were informed that the facilitators of the exhibition are the WSWM students, Student Peer Educators (SPE) and Guest of honour while the learners are:

- Students of the hosting school and visiting schools, other schools including primary schools.
- WSWM teachers of hosting and visiting schools.
- Teachers of hosting school and other invited schools.
- Head teachers and school management.
- Parents, religious leaders, invited head teachers.
- Ministry of Education officials & District officials.
- SNU staff and WSWM core team members (TSS and SRH).
- Other SRHR initiatives in the area like the Youth Alive Club, Straight Talk etc

(a) Bad practices at the exhibition

Participants mentioned some of the practices that they wouldn't like to see at an exhibition which included:

- Miming all the time.
- Stigmatizing messages.
- Producing materials about the same Issue e.g. AIDS.
- Failure of the school to provide the basic needs.
- Gender imbalance and school imbalance whereby the hosting school monopolises the exhibition.

Daniel made the following reactions:

- Miming: The miming can be done as an icebreaker and it should be relevant to the purpose of the Exhibition.
- Stigmatizing messages: The exhibitors should be sensitive of the audience.
- Producing materials about a few of the WSWM lessons: students should avoid producing materials about a few SRHR issues because the audience will think that the WSWM is only about those few issues. Past experience, shows that students produce materials about a few issues like HIV/AIDS, body changes and early pregnancies.
- The exhibition shouldn't be turned into a party or a social. Entertainment should only

be after the exhibition.

- Each exhibition involves about three schools. There is need to provide an equal opportunity to all schools to present their materials.

Participants were informed of some of the worst practices which had been noted in some of the previous exhibitions which should be avoided. These included:

- Changing the exhibition dates and venues without consulting SchoolNet Uganda staff. The exhibition scheduling should be left to the WSWM desk officer. Changing exhibition dates with the knowledge of the WSWM desk officer gives an impression of a disorganized SchoolNet and leads to a lot of confusion.
- Arriving late at the exhibition venue.
- Failure to guide students regarding the purpose, quality and program for the exhibition: students tend to talk to themselves during the exhibition and yet the exhibition is a time to reach out to the school management, parents and the nearby schools.
- Having the exhibition high jacked by other students, teachers or other clubs.
- Failure to ask for clarification from SNU when not sure of what to do.
- Failure to provide enough sits or exhibition space to all the students.

(b) Best practice at the exhibition

In order to have a successful exhibition, participants were advised to do the following:

- Put together an exhibition programme in consultation with the WSWM teachers in the exhibiting schools.
- Invite the relevant audience like the students, teachers, parents, PTA members, Ministry of Education, Board of Governors and religious leaders.
- Arrive before the exhibition begins so as to have enough time to set up the displays.
- Provide enough outdoor/indoor exhibition space for the Art pieces. Ensure each school has enough exhibition space. Encourage the teachers to guide the students in setting up their work.
- Ensure enough sits and good aeration for indoor activities. Avail a public address system with cordless microphones for the indoor exhibition (poems, skits, speeches, songs, testimonies, etc).
- Ensure there is a strategic Guest of Honour. Provide a project brief and talking points. Ensure the Guest of Honour goes around the exhibition before addressing the students.
- The Art piece exhibition should be in the morning immediately after the opening remarks.
- A typical programme could be:
 - Brief introduction of participating schools (Mention schools present).
 - Welcome remarks from host teacher.
 - Programme overview
 - Brief presentation to give the context of the Exhibition.

- Art piece exhibition
- -----
- -----
- Provide conducive environment to the exhibiting students.

(2:00 – 7:00)PM: Session 6: Skit Filming

(Skit filming was done by Allan Kakinda and Ronald Kasendwa)

The participants produced three skits: “*The Bitter Fruit*”, “*The Price*” and “*The Risk*”. Copies of the skits can be made for interested schools at the SchoolNet Uganda office at Embassy House, Floor 2, Room 13, Ministry of Education and Sports Building, Parliamentary Avenue Kampala but one has to come with DVD empties.

(8:00- 10:30)PM: Closing Ceremony

Viewing the filmed skits

Participants viewed some of the unedited footage of the filmed skits and were given DVDs containing the speeches, poems and art pieces they had produced during the camp.

Closing remarks by World Population Foundation (WPF)

The closing ceremony was blessed by the presence of Belo Linette from WPF. In her closing remarks, Linette informed the participants that:

- World Population Foundation (WPF), the organization which funds the program is located in the Netherlands.
- The WSWM is an important SRHR program for young people and the trained Student peer educators should carry out their roles in the program so as to make it more effective in the schools.
- Because of the WSWM effectiveness in Uganda, other countries got interested in the program and it is now implemented in countries like Indonesia, Kenya, and Thailand etc.
- The World Population Foundation is now working with Save the Children in Kasese to pilot the program in primary schools and with TASO so as to cater for the children who were born with HIV and in Indonesia the program caters for children who are blind and deaf.

Lastly, Linette told the participants that their involvement in the WSWM makes the program successful and that they should pass on the skills and knowledge that they acquired from the camp to the other students in their schools.

Closing remarks from the facilitators

Bright Kigozi on behalf of all the WSWM Student camp facilitators thanked the participants for being active during the 5 day camp and told them that:

- They are representatives of WPF and SchoolNet Uganda among their peers and hence should pass on the right information to their peers and create a positive change at their schools.
- All the activities of the workshop were aimed at equipping the peer educators with the necessary knowledge and skills and attitude about the WSWM.
- The main message in the camp was for the young people to abstain from sex and for those who are already sexually active to practice secondary abstinence.

Closing remarks by SchoolNet Uganda

Daniel Kakinda, on behalf of SchoolNet Uganda thanked WPF, the facilitators, the schools, the participants, the schools and the parents for their different contributions and efforts which made it possible for the objectives of the workshop to be achieved.

Kakinda noted as a way forward:

- The Head teachers and teachers and parents who sent the participants to be trained as student peer educators are expecting a lot from them in terms of their own behaviour and positive influence on the behaviour of their peers. Therefore as trained Student peer educators they should work hard to meet their expectations.
- SchoolNet Uganda will set up a mailing list for the student peer educators so that they continue communicating among themselves and with SchoolNet.
- SchoolNet Uganda will compile a detailed report to be shared with the student peer educators, the WSWM teachers and the WSWM head teachers and WPF. The report will be distributed by email but will also be made available on the SchoolNet website (www.schoolnetuganda.sc.ug) for download.
- The skits and other workshop materials produced by the students at the camp will be available for distribution to the schools after the editing.
- The peer educators should take the skills learnt and apply them especially at the WSWM exhibition.

Award of certificates

Participants were awarded certificates of completion and facilitators were awarded certificates of facilitation. The camp was then officially closed with a prayer.

Report produced by:

- 1) Sylvia Nalubega
- 2) Kakinda Daniel

Appendix 1: List of participants and their contact information (names, school, class and email addresses).

	NAME	SCHOOL	CLASS
1.	Bugaba Clinton	Ndejje SSS	S1
2.	Kagoya Sharon	Jinja Senior Secondary School	S5
3.	Yakubu Issah	Lumino High School	S3
4.	Apio Barbra	Entebbe SS	S5
5.	Busingye Jennipher	Kyeizooba Girls S.S	S5
6.	Ahumuza Martin Owen	St. Henry's College Kitovu	S2
7.	Nakwanga Shamina	Pilkington College	S3
8.	Nyadoi Stella Regina	Stella Maris College	S3
9.	Ayoo Dorcus	Fatima Aloji Girls	S3
10	Namulema Lillian	Luweero S.S	S5
11	Busingye Ruth	Gayaza high School	S3
12	Obonyo Daniel	Dr.Obote College	S2
13	Akoko Emily	Pope John Paul II College	S2
14	Serunkuma Bruno Nicholas	Our Lady of good Counsel	S2
15	Anyango Angella Tadie	Pope John Paul II College	S3
16	Lemukol Simon Peter	Moroto High School	S3
17	Akampa Tanbull	Muntuyera High School	S5
18	Nalima Brenda	St. Marys Ediofe Girls S.S	S3
19	Mwebaze Emmanuel Rukundo	Luweero S.S	S5
20	Mbusa Joackim	Bweba S.S	S3
21	Ssenfuka Ismael	Aggrey Memorial School	S3
22	Nazziwa Hannah	St. James High School Nansana	S3
23	Thembo Butimba	Lira Town College	S3
24	Tibagayaga Saliminah	Bukooli College Bugiri	S3

25	Taaka Brenda Egessa	Buhoobe Secondary School	S3
26	Busoobozi Hannah	Lubiri Secondary School	S5
27	Biira Jovia	Mt. Rwenzori Girls School	S2
28	Kabugho Agnes	Mt. Rwenzori Girls School	S2
29	Semyano Herbet	Mbarara Army School	S3
30	Muteesi Joy	Bukomero secondary School	S2
31	Kyaligooza Edison	Bwikya Secondary School	S3
32	Nsereko Joseph	St. Peters College Tororo	S4
33	Ssevume Jerry.K	Kiira College Butiiki	S3
34	Amoding Mwajuma Yahya	Busia Secondary School	S5
35	Atim Loy	Kitaara secondary School	S2
36	Kenneth Mulindwa	St. Savio Kisubi	P5
	NAME	SCHOOL	CLASS
1.	Allen Nansubuga	SchoolNet Uganda (WSWM Desk Officer)	
2.	Daniel Kakinda	SchoolNet Uganda (Training Director)	
3.	Kigozi Bright	WPF Consultant	
4.	Winnifred Akeso	SRHR Consultant	
5.	Sylvia Nalubega	SchoolNet Uganda	
6.	Kenneth Lukwago	Makerere College School	
7.	Carol Namatovu	Young Women In IT (YWIIT)	
8.	Allan Kakinda	Makerere University (B.STAT III)	
9.	Joyce Nannozi	Makerere University (Dentistry – Mulago)	
10	Vivian Namazzi	Makerere University Business School (B.BA II)	
11	Ronald Ddungu	Gayaza High School	
12	Kasendwa Ronald		
13	Ssebunya	Luwero SS	

	Christopher		
14	Nathan Zaake	Ndere Troupe (Production Assistant)	
15	Ntambi Abbey	Crane Performers (Assistant Director)	
16	Namwabira Aminah	Young Women In IT(YWIIT) Makerere University (B.Veterinary I)	
17	Kuteesa Elizabeth	Gayaza High School	
18	Nambasa Esther	Young Women In IT(YWIIT) Makerere University (B.STAT III)	
19	Najuna Sandra	Young Women In IT(YWIIT) Makerere University (B.STAT III)	

Appendix 2: SRHR questions submitted by participants to the WSWM Online support centre.

1. Dear counselor, I believe as peer educators, we too can educate the society in which we live in. So, many do say that "when a woman is pregnant and continues to have sex, on delivery the baby's body is covered with a thick yellow substance" and others say, "it's advisable to play sex so that the vagina can enlarge for easy passage of the baby". Help me to understand well and teach them.
2. Dear counselor, is it true that if a girl eats the sperms of a boy that they are sources of proteins?
3. Dear counselor, could you please explain to me the difference between STDs and STIs?
4. Dear counselor, is Candida only for women?
5. Dear counselor, what is vaginitis as an STI?
6. Dear counselor, what is the protein content of sperms to a woman?
7. Dear counselor, I want to know, how do I get rid of bad peer pressure yet they are the only friends am having around me?
8. Dear counselor, will I get AIDS if I kissed an infected person?
9. Dear counselor, why is it that girls are at a very high risk of getting HIV/AIDS and unwanted pregnancy?

10. Dear counselor, how come that it is only girls who are mostly sexually harassed?
11. Dear counselor, is it true that when young girls wash their private parts with soda after sex they don't get pregnant?
12. Dear counselor, why is it that babies born with HIV have different periods of showing signs and symptoms of AIDS?
13. Dear Counselor, could you please explain for me the difference between LOVE and FRIENDSHIP.
14. Dear counselor, what is the difference between homosexuality and lesbianism?
15. Dear counselor, why is that some people are said to be resistant to HIV/AIDS and what are they called?
16. Dear counselor, what is the maturing age of HIV/AIDS virus to be tested positive?
17. Dear counselor, how can you help a person to get healed emotionally after a broken relationship?
18. Dear counselor, can I really help out a person suffering from domestic violation? If yes, how can I do it?
19. Dear counselor, why is it that girls are at a very high risk of getting HIV/AIDS and pregnancy?
20. Dear counselor, how can I tell that I am in love?
21. Dear counselor, I would like to know why whenever I am alone, I always keep thinking about sex?
22. Dear counselor, why do some women feel pain during their periods.
23. Dear counselor, I can I know that I have Candida before I get signs?
24. Dear counselor, can a girl get pregnant when she plays sex in the first two weeks after menstruation?
25. Dear counselor, can girls who take pills get pregnant when they play sex?
26. Dear counselor, can a girl get pregnant if she plays sex with a boy who takes tabs?
27. Dear counselor, what can I do when I am attacked by a rapper and I am alone in the room at night?

28. Dear counselor, what causes the pain around the testis in men when they have had sex the day before?
29. Dear counselor, I get too much attracted to girls, I want to know what the problem is?
30. Dear counselor, how can I get more information about WSWM when I am at school?
31. Dear counselor, why do women who are barren menstruate?
32. Dear counselor, is true that symptoms of Syphilis are the same as those of Candida?
33. Dear counselor, is it true that when a boy touches a girl's breast they grow bigger?
34. Dear counselor, why is it that when a baby is delivered by an HIV positive mother and tested it will be negative then if tested again at 2 yrs it will be positive?
35. Dear counselor, are the student peer educators to be got every year?
36. Dear counselor, is it possible for a girl to prove that she is pregnant in the first three weeks of pregnancy and how?
37. Dear counselor, why is it that when a baby produced by HIV positive parents when tested will be negative while when tested when the baby is big and tested will be positive?
38. Dear counselor, can please explain to me what petting is?
39. Dear counselor, that when you squat where an HIV positive person has urinated you acquire it too?
40. Dear counselor, how can one control hysteria?
41. Dear counselor, is HIV virus found in the menstrual blood?
42. Dear counselor, what is virginity and how do boys lose their virginity?
43. Dear counselor, how effective is P.E.P in the prevention of STDs and early pregnancy?
44. Dear counselor, how do you approach students as a peer educator on homosexuality?
45. Dear counselor, it is said that sex begins from the person's secret agent i.e. the mind, and so to avoid this one has to have pure thoughts, but then how can one

avoid this when one is going to be raped since it is believed to be an emotional boundary in protecting one's self?

46. Dear counselor, I am 16 years old. I would like to know if I have any abnormalities because I menstruate for only two days. My friends even tell me that I won't produce in future. Is it true?
47. Dear counselor, if a woman is 18 and has not had any menstruation, is she normal?
48. Dear counselor, why do I sometimes as a youth wake up and find I am annoyed? Why do I feel depressed always?
49. Dear counselor, is it true that a person infected with HIV/AIDS can have a baby who does not have the virus when one of the parent is HIV negative?
50. Dear counselor, can HIV virus be passed through sharing ear rings?
51. Dear counselor, recently a boy pecked me and he is my friend. What I should do? He has not told me he loves me or anything. He sees me as a friend. I am confused.
52. Dear counselor, if a dog bites a person with HIV/AIDS and take in blood and then bites someone else, can he/she get the virus?
53. Dear counselor, if a boy takes the pills a woman is supposed to take; can the woman still get pregnant?
54. Dear counselor, how can I continue my peer education if I go back to school and my peers cannot listen to me on SRHR issues?
55. Dear counselor, what can one do if one is about to be raped and is in the room, door closed, the man is strong and it is at night?
56. Dear counselor, what causes bad smell in the private parts?
57. Dear counselor, can boys also lose their virginity?
58. Dear counselor, can a girl get pregnant without having sex?
59. Dear counselor, I hear some people say when a boy grows beards it shows he is old. Is this true?
60. Dear counselor, why do some girls get pains during periods?
61. What are the chances of getting HIV/AIDS when a boy and a girl have sex intercourse?

62. Dear counselor, is a pregnant woman allowed to have sex when she is approaching labour days?
63. Dear counselor, is it true that kissing is not a high risk way of getting HIV? Why?
64. Dear counselor, is it true that if a girl does not pull her inner parts of the vagina that she will face that she will face difficult when producing what will happen if she does not?
65. Dear counselor, what are the major causes of pregnancy among young people?
66. Dear counselor, can a girl get pregnant with a boy who has not yet seen his wet dreams?
67. Dear counselor, what is the difference between dating and love?
68. Dear counselor, is it true that brown pills are not taken?
69. Dear counselor, is it true that if you have Group O blood, you cannot be infected with HIV/AIDS?
70. Dear counselor, what is the expected life span of an HIV infected persons?
71. Dear counselor, what is the deference between unhealthy relationships and healthy relationships. Why are unhealthy relationships bad?
72. Dear counselor, I would like to know whether it is good for someone to abstain for ever ?