

TOPIC 1: PERSONAL DEVELOPMENT

SELF AWARENESS

- ❖ It is the knowledge of oneself
- ❖ It can also mean an extent to which one knows himself or herself.
- ❖ Is the ability to recognize ones personality or identifying ones likes and dislikes
- ❖ It involves knowing and understanding ones abilities, feelings, emotions, habits or tendencies.
- ❖ Self-awareness also means knowing ones strengths and weaknesses and position in life and society.

Things that a person needs to know about oneself

- ❖ ones weaknesses
- ❖ ones strengths
- ❖ ones likes
- ❖ ones dislikes
- ❖ ones emotions
- ❖ ones physical features

IMPORTANCE OF SELF AWARENESS OR IMPORTANT TO RECOGNIZE ONES WEAKNESSES AND STRENGTHS

- a) **Helps to understand and accept oneself.** This encourages one to resist negative influence by others
 - b) **Helps to appreciate oneself as an individual.** A person is able to analyse the likes and dislikes. This helps a person to live a positive life.
 - c) **Helps to asses oneself.** This helps one to decide on what one should do or should not get involved in.
 - d) **Helps one to avoid social and health problems.** A person as a social being should be able to control ones feelings. This is only possible if a person has got knowledge of oneself.
 - e) **It helps a person to make informed choices** regarding what to do with what you have
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- ❖ Self awareness involves knowing ones emotional and intellectual characteristics. Give any two examples of the following
- a) **Emotional characteristics**
 - ❖ Feeling joyous, peaceful, exited, relaxed and passionate (positive emotional characteristics)
 - ❖ Feeling sorrowful, angry, guilty, fearful, confused and doubtful
 - b) **Intellectual characteristics**

- These are abilities and talents such as ability to make furniture (stools/tables), ability to understand complex things, ability to write poems or compose songs and ability to offer first aid services

SELF ESTEEM

- Self-esteem** refers to the way a person feels about oneself.
- It is the belief and confidence that one has in their own ability and the value one puts on oneself.
- It is what an individual feels about his or her worth.

TYPES OF SELF-ESTEEM

- High/health/positive self-esteem:** It's when a person has self-confidence and is able to face challenges
- Low/negative self-esteem:** It means lack of trust in one's abilities

CHARACTERISTICS/SIGNS OF HIGH SELF ESTEEM OR HEALTHY SELF ESTEEM

- Enthusiasm** - being interested in what a person is doing.
- Optimism** – people with healthy self-esteem always expect good things to happen . they are always hopeful
- Cooperation** – People with healthy self-esteem work with others to achieve a common purpose
- Responsibility** – people with high self-esteem are able to make rational decisions. They are answerable for their actions
- Ambition** – People with healthy self-esteem have the desire to achieve something in life
- Good performance of tasks:** People with high self-esteem will excel in whatever tasks they engage in as they aspire for success.
- Self-confidence:** People with high self-esteem are usually self-confident.
- Self-discipline:** An individual that is self-disciplined tends to have high self-esteem.
- Good interpersonal relations:** People with high self-esteem relate well with others at home, school and in the society.
- Self-appreciation:** High self-esteem enhances self-appreciation among people.
- Self-motivation:** People with high self-esteem are motivated by themselves and perform tasks without being pushed by teachers or parents.
- Self-care:** People with high self-esteem tend to take good care of themselves since they know that they are living for a purpose

CHARACTERISTICS/SIGNS OF LOW /NEGATIVE SELF ESTEEM

- Pessimism** – always expect bad things to happen

- b) **Laziness** – not willing to take part or do anything profitable – they do not work hard
- c) **Aggressiveness** – being ready to quarrel or attack
- d) **Rudeness** – not being polite
- e) **Boredom** – not being interested in doing things
- f) **Irresponsibility** – recklessness behavior – uncaring
- g) **Isolation** - People with low self-esteem tend to isolate themselves and do not work or socialize with others.
- h) **Self-doubt** - People with low self-esteem don't trust themselves; they have self-doubts.
- i) **Self-neglect** - Low self-esteem makes people not to take care of themselves.
- j) **Low self-motivation** - When one has low self-esteem, he or she lacks self-drive
- k) **Dependency syndrome** - People with low self-esteem do not perform well in whatever they involve themselves. They rely on others to do things for them.
- l) **Low performance of tasks** - Low self-esteem hinders one from performing well in given tasks.

IMPORTANCE/BENEFITS OF A HIGH OR HEALTHY SELF ESTEEM

- a) **Social competence with peers**- it helps a person to fit into peer groups. This avoids isolation
- b) **Intellectual achievement** – it makes a person to aim high and not to be contented with what they have
- c) **Strong character/ability to resist peer pressure** – a person has strong values that he /she upholds in life.
- d) **Independency syndrome** – this is where one feels like they can make it on their own. A person with healthy self-esteem does not rely on the opinion of other unless it is necessary.
- e) **Self-drive** – people with healthy self-esteem are hardworking, committed and good performers in school and at home

STEPS IN DEVELOPING POSITIVE SELF – ESTEEM/WAYS OF DEVELOPING SELF ESTEEM

1. **Discovering oneself/recognizing ones abilities** – this involves finding out ones strengths, weaknesses, passions and aspirations.
2. **Understanding oneself/identifying ones unique strengths** – this involves analyzing ones feelings, abilities, limitations, beliefs and values. This helps to know ones behavior in different situations
3. **Examining and analyzing your appearance, thoughts and actions** – this involves maintaining a positive attitude towards others and oneself
4. **Accepting your sexual orientation** – this involves accepting who you are unconditionally. No gender is better than the other.

- 5. Defining your priorities** – this involves setting personal goals in life and doing important things first
- 6. Finding new goals** –this involves finding new goals since life is dynamic there is need for acceptance of change and new goals
- 7. Building ones life around ones strengths**

FACTORS CONTRIBUTING TO LOW/NEGATIVE SELF-ESTEEM

a) Lack of recognition by peers

- ☞ If a peer does not recognize a fellow peer as a friend, the one rejected may start underrating himself or herself thereby developing low self-esteem.

b) Lack of self confidence

- ☞ A belief that you are worthless. Lack of trust in ones abilities can contribute to low self – esteem.

c) Poor upbringing

- ☞ Some families do not motivate their children as a result the children cannot achieve more in life leading to low self-esteem.

d) Negative comments

- ☞ Negative comments make people to develop low self-esteem as they feel bad about their personality.

e) Lack of self-confidence

- ☞ A belief that you are worthless. Lack of trust in ones abilities can contribute to low self – esteem.
- ☞ People with no confidence feel that others are better and hence developing low self-esteem of themselves.

f) Discrimination

- ☞ Refers to selective treatment of people based on their characteristics such as religion and race among others.
- ☞ Discrimination lowers a persons' esteem as he or she feels being worthless.

g) Oppression

- ☞ Children who have been brought up in physically abused families tend to be shy and withdrawn which eventually lead to low self-esteem.

h) Physical appearance

- ☞ Some people think that they are unattractive or short than their peers and this lead to low self-esteem.

i) Previous traumatic experiences

- ☞ Some bad past experiences can lower someone's self-esteem. For example, a woman who had a traumatic experience such as rape will tend to be shy and withdraw thereby leading to low self-esteem.

j) Social class

- ☞ People who are brought up in an abject poverty tend to have low self-esteem because they think everybody knows about their humble background and so become withdrawn.

FACTORS THAT ENHANCE/INFLUENCE/CONTRIBUTE TO HIGH/HEALTH SELF ESTEEM

- Taking responsibility for ones actions** – this involves avoiding blaming others for the mistakes or bad things that happen
- Accomplishing ones goals or plans** – this involves implementing what one has planned to do in life. It makes the person feel motivated by what he or she has accomplished
- Awareness of one's rights** – being aware of social, cultural and economic rights makes one to enjoy the rights and to be assertive.
- Setting personal goals** – this helps to organize time and resources to live a purposeful life. A person works to achieve the set goals
- Breaking through gender stereotypes** – this involves redefining traditional gender roles so that they are fair to both sexes
- Guidance and counseling, emulating positive role models, building self-confidence, self-assessment and perseverance are other factors that enhance self esteem*

WAYS OF ASSISTING PEERS BUILDING OR REBUILD SELF-ESTEEM

1. Avoid concentrating on past mistakes

- ☞ People should have a positive attitude towards problems or challenges; they should be looking forward rather than wasting time on past mistakes.

2. Developing positive thinking

- ☞ Some people think that if they have failed once they cannot do better in life. This is a mistake; there is always a second chance for everything. Having a positive mind with hope can help to build one's self-esteem.

3. Feeling of belonging to a family or community

- ☞ Anyone who feels that he/she belongs to a family or community has a feeling of being successful in all activities.

4. Standing for one's rights and responsibilities

- ☞ It is crucial for human beings to know their rights and responsibilities and defend them. For example, any person with high self-esteem should be able to report to the school authorities when other learners are planning to vandalize school's property, because after the vandalism, you may find yourself sitting on the floor, yet it is your right to sit on a chair and write while on a desk.

5. Having a sense of individual worthiness

- ☞ Individuals should value themselves; they should feel proud towards their contributions to various issues affecting their lives.

6. Positive comments

- ☞ It is important to give a positive comment to friends when they have done well; this will help them to build their self-esteem as they will feel valued when praised.

7. Discovering one's strengths and weaknesses

- ☞ Discovering ones 'strength and weaknesses helps one to understand and control himself/herself in what they do. For example, if you know that you are good at science subjects and weak in languages, you can allocate more time of study on languages for a balanced performance. This can help to avoid stress when the examinations are out thereby building one's self-esteem.

8. Turning failures into successes

- ☞ This involves identifying the causes of the failure and eliminating those causes.

9. Reading widely and acquiring more knowledge.

- ☞ An individual should always strive to know more about an issue through internet and other sources of information as this helps to remove self-doubts in an individual.

10. Resisting negative peer pressure

- ☞ This involves standing for what you believe in regardless of what others say.

SKILLS OF OVERCOMING NEGATIVE/LOW SELF ESTEEM

1. Associating with people who are stable, supportive and positive
2. Keeping oneself in good shape by doing exercises regularly such as running and dancing
3. Spending some time every day, setting in silence at an open space
4. Taking care of one's appearance. This will help to develop positive self-image

FACTORS THAT AFFECT SELF ESTEEM OR FACTORS THAT LOWER SELF ESTEEM

- | | |
|---|---|
| <ul style="list-style-type: none"> ☞ Poor upbringing by parents and guardians ☞ Physical changes may make teenagers confused, frustrated and embarrassed ☞ Failure to achieve goals ☞ Rejection by others ☞ Previous traumatic experience ☞ Lack of self confidence | <ul style="list-style-type: none"> ☞ Lack of recognition ☞ Negative peer pressure ☞ Negative comment ☞ Frequent failure ☞ Gender inequality ☞ Poverty ☞ Loss of close family members or friends ☞ Abuse |
|---|---|

- ☛ Ignorance
- ☛ Loneliness

- ☛ Discrimination

WAYS OF ASSISTING PEERS TO BUILD AND REBUILD THEIR POSITIVE/HEALTH/HIGH SELF ESTEEM

- ☛ Learning from one's mistakes
- ☛ Avoid thinking negative thoughts/thinking positively/avoid concentrating on past mistakes
- ☛ Setting realistic goals
- ☛ Avoiding negative peer pressure
- ☛ Observing personal hygiene
- ☛ Seeking guidance and counseling/asking for help
- ☛ Doing physical exercises
- ☛ Positive comments

PLANNING FOR DAILY ACTIVITIES

Define planning?

- ☛ Planning refers to the process of thinking about and organizing the activities that one requires to do in order to achieve a desired goal.

Activities or Elements of planning

1. Setting goals and deciding when to achieve it
2. Identifying each and every task that will help you achieve the grades/goals
3. Identifying resources that are needed in order to achieve the identified task/goal
4. Implementing ones plans. Start working out your plan as spelt out.
5. Review your plan regularly to establish whether you are on track.

ACTIVITIES THAT REQUIRE PLANNING

1. Studying
2. Meetings
3. Group work
4. Wedding
5. Business

What are personal goals?

- ☛ A personal goal is a desired result that one decides to achieve within a specifies period of time
- ☛ A goal can mean desired outcome

- ☞ Goal setting is a process of naming your goals and finding ways of achieving them.

STAGES OF SETTING PERSONAL GOALS

- Identifying the goal you desire to achieve
- Understanding the reasons for wanting to achieve the goal
- Identifying the resources (human, material and financial) that are required to achieve the goal
- Getting into action
- Evaluating the results
- If the goal has not been achieved one can re-plan to obtain desired results.
If it is achieved then one can monitor the progress

FACTORS TO CONSIDER WHEN SETTING PERSONAL GOALS

1. A goal should be achievable

Create a goal that is realistic. For example one cannot be the president of American if he / she is Malawian

2. A goal should be specific

A person should know exactly what he / she wants. For example if one wants to buy a car. This is specific than the one who wants to become rich. This is because indicators of riches differ

3. It should involve clear steps.

A goal and steps to achieve a goal should be easy to see and emulate. For example if a person wants to go to the university in 2 years from now

4. It should involve flexible options

It involves creating several ways through which to achieve the goal

5. It should be motivating to you

A goal should not be something that is imposed on you but it should be created by you

IMPORTANCE/REASONS OF SETTING GOALS BASED ON ONES STRENGTH

- The goals become easy to achieve
- A person is able to do what he / she is interested in
- There is perfection in the work that a person is doing
- A person can train other who admire the work / goal

TIME MANAGEMENT

- ☞ It means fixing of priorities according to time.
- ☞ It can also be defined as effective utilization of time to achieve one's goals.

COMPONENTS OF TIME MANAGEMENT

- 1.** Allocating time against activities
- 2.** What should be done first and what should be done later
- 3.** How much time should be given to a task according to its importance or nature?
- 4.** What is the right time for a task?
- 5.** What tasks should be avoided in order to save time or to identify the activities which can lead to time wastage of time.

IMPORTANCE OF TIME MANAGEMENT

1. It enables one to achieve their goals

- ☞ Time is never enough; with good time management, one can have more time for all the activities scheduled thereby achieving one's goal.

2. Time management helps a student or anyone to set priorities.

- ☞ With time management students are able to know what to do first and what to do last.

3. It helps a person to benefit from the 24 hours available everyday because it is a limited resource.

4. Time management helps one to make conscious choices

- ☞ An individual with good time management skills will spend his or her time on activities that are valuable on his or her life.

5. A person can become more productive

- ☞ With good time management skills as one can accomplish more with less effort and time.

6. It helps one to save money

- ☞ Time management can help to save money that would have been used to solve the problems in future which may come because of not managing time effectively.

WAYS OF MANAGING TIME EFFECTIVELY

1. Planning daily activities by coming up with a to-do-list

- ☞ Successful people always plan activities on daily basis.

2. Following our plans

- ☞ This involves implementation of planned activities.
- ☞ Planning without implementation is a waste of time and resources.

3. Do important things first

- ☞ This involves prioritizing things. For example, if you have 30minutes before you go to bed and you have two activities to do on that day; to read a newspaper and writing Geography assignment which you need to hand the following morning. The most important activity would be writing Geography assignment first...**why?**

4. Do one thing at a time

- ☞ It is important for everyone to do one thing at a time. For example, it is awkward to see a student solving mathematics while listening to music; this is bad as one can lose concentration on the task (solving mathematics) at hand.

SKILLS REQUIRED FOR EFFECTIVE TIME MANAGEMENT

- a) Setting clear goals
- b) Prioritizing: focus on urgent and important tasks rather than those that are not important or do not move you towards your goals.
- c) Organizing work schedule
- d) Reviewing the progress.

CHOOSING A SUBJECT

After completing the studies and passing Junior Certificate Education course a person will go to form 3 where he / she will be asked to choose a minimum of 7 subjects.

FACTORS TO CONSIDER WHEN CHOOSING SUBJECTS

1. Ones abilities
2. What one wants to do in future
3. Resources which are available at ones school
4. What is marketable in the society

PERSONAL STUDY TIMETABLE

- ☞ A personal study time table is a study guide drawn by a student.
- ☞ It contains details of how to read, revise and do assignments in the subjects taught in the school curriculum.

TIPS THAT CAN HELP A PERSON TO MAKE A GOOD PERSONAL STUDY TIMETABLE

- a) Make study duration to be 40 minutes with breaks in between
- b) Allocate subjects that require more concentration in the morning when one is mentally alert and most active.
- c) Assign more time to the difficult and complicated subjects as compared to the ones that you are already good at.
- d) When you make your time table, paste it on your desk or where you can easily see it
- e) Have a balanced timetable to allow time for group discussions, physical exercises and rest (sleep)

- f) Avoid copying other student's personal habits. You should identify what works best for you.

IMPORTANCE OF DEVELOPING A PERSONAL STUDY TIMETABLE

- a) It gives you a sense of direction as you are able to plan to study all the subjects. This helps to limit confusion
- b) It enables you to utilize your time more effectively.
- c) It enables a person to plan for leisure activities which help to refresh the mind while achieving ones goals
- d) It enables a person to avoid panic and last minute revision during examinations
- e) It increases ones concentration hence cultivating a sense of discipline and responsibility.

ASSERTIVENESS

- ☞ This is the ability to express ones feelings, opinions, values and beliefs clearly without threatening or harming others

Define values

- ☞ These are principles, standards or desirable qualities that one believes in.

EXAMPLES OF VALUES IN LIFE

- a) **Love** – everyone deserves to be loved regardless of who they are
- b) **Integrity** – speaking the truth at all times
- c) **Patriotism** – love for one's country
- d) **Discipline** – distinguishing between good and bad
- e) **Teamwork** – working with others
- f) **Determination** – having strength of mind
- g) **Responsibility** – being accountable for one's action
- h) **Excellence** – working for the best results possible
- i) **Passion** – doing things with energy and great self-drive

IMPORTANCE OF VALUES

1. They help a person to focus on his or her goals in life – if one aspires to become a doctor one need to be honest, confident, passion and hard work
2. They help a person to choose the right friends or peers – bad company corrupt good morals
3. They give meaning and purpose of ones life – desirable qualities earn a person confidence in life.

4. They direct ones actions towards the right things. Values will enable a person to do the right thing in the right way at the right place and with the right people.
5. They make other people respect and trust you. People trust people who are principled and uphold good values

VALUING ONE'S ROLE IN SOCIETY

- ☞ As individuals, we perform different roles in the society such as taking part in choosing leaders through voting, paying taxes, taking care of public properties among others.
- ☞ It is therefore important to value one's role in society.

IMPORTANCE OF VALUING ONES' ROLE IN A SOCIETY

- a) Every member feels obliged to do his or her part in the development of the country
- b) Every member feels that he / she is part of the society
- c) It helps to value society as a home for everyone
- d) One becomes a role model to others in society
- e) One enhances chances of being elevated to a leader

PEER PRESSURE

- ☞ Refers to the influence that a person gets from close associates.
- ☞ It can also be defined as a situation whereby adolescents in their daily undertakings influence their counter parts of the same age.

FORMS OF PEER PRESSURE

- a) **Positive peer pressure:** It is when friends push you to do great things and excel such as forcing someone to solve mathematics.
- b) **Negative peer pressure:** It is when friends negatively influence each other such as encouraging friends to smoke and take alcohol

FORMS OF NEGATIVE PEER PRESSURE

- ☞ **Direct negative peer pressure:** It is when friends directly ask someone to do something. For example encouraging someone to smoke Indian-hemp. This is a powerful form of negative peer pressure
- ☞ **Indirect negative peer pressure:** This is when a person is forced indirectly to do something for the sake of solidarity and keeping company. For example, if your friends always talk about their sexual intercourse when you are chatting, you may think of having sexual intercourse so that you should have something to talk about before your friends.

CONSEQUENCES OF POSITIVE PEER PRESSURE

- 1.** Better school grades
- 2.** Avoiding destructive behaviors such as premarital sex and drug abuse
- 3.** Nurturing of values that can aid in the achievement of one's academic and life goals
- 4.** Enhancement of personal discipline
- 5.** Self confidence

CONSEQUENCES OF NEGATIVE PEER PRESSURE

- 1.** Decline in one's academic performance leading to failure
- 2.** Constant conflicts with school, other students and the society due to indiscipline
- 3.** Engaging in destructive habits such as crime, premarital sex and laziness
- 4.** Mental anguish and poor health
- 5.** Longer time in school where one may be forced to repeat classes
- 6.** Suspension from school or even expulsion due to bad behavior

TECHNIQUES FOR RESISTING NEGATIVE PEER PRESSURE

- 1.** Identifying a set of personal values that you hold dear and refer to constantly
- 2.** Avoiding bad company or negative peer pressure
- 3.** Identifying a mentor who can be a guide in life
- 4.** Avoiding being idle by always looking for something meaningful to do
- 5.** Being assertive and learning to say no when you have to
- 6.** Thinking first before acting to avoid making wrong decisions
- 7.** Gaining knowledge from all subjects by being in school.
- 8.** Having clear set goals that help one to be focused.
- 9.** By believing in oneself

WAYS OF COPING WITH PEER PRESSURE

- a) Acquire skills of assertiveness:** Assertiveness is an act of showing strength and confidence in oneself. Assertiveness skills equip adolescents to stand by their principles because they are convinced that they are good and correct.
- b) Be fully aware of natural development in their bodies:** If boys and girls are well informed about their development in their bodies well in advance, they do not bother to go to their peers and seek information about sex, sexuality and reproductive health and thus making informed decisions.
- c) Be mindful of the negative effects of peer pressure:** When adolescents are aware of the bad effects of peer pressure, they can easily resist it.
- d) Self-confidence:** self-confidence creates respect from peers. Their behavior can change without hurting them.

- e) **Ambition:** In order to resist peer pressure, an individual need to set achievable goals and therefore he or she may have no time in doing wrong things as an individual will aim at achieving the set goals.
- f) **Negotiation skills:** It involves a clear explanation on why you do not agree with the other person's position or view. In this way, an individual can resist negative peer pressure.

CAREER PLANNING

Is a process of determining and accessing ones interest, decisions and training to pursue a particular career choice?

- ☞ This helps one to have a direction on what needs to be done when choosing career.

FACTORS TO CONSIDER WHEN PLANNING FOR A CAREER

1. **Interests:** people choose a career because of the passion they have
 - ☞ An interest is something that attracts one's attention.
2. **Aptitude:** this is the natural ability to do something for example one may possess the skill of cook food but wants to perfect it by going to collage to gain more experience.
3. **Available opportunities and openings for future development:** one should also focus on the future of the career one chooses.
4. **Good pay:** identify the careers that pay well in Malawi and also outside Malawi.
5. **Family values:** the career has to be line with the values of the family.
6. **Cultural and religious beliefs:** one should choose career that are in line with their cultural religious beliefs.
7. **To serve the community.** Others pursue careers such as nursing, teaching or policing because they want to serve the community.

VOCATIONAL GUIDANCE AND COUNSELLING

☞ Vocational guidance and counselling

Is the process of helping an individual to make the right choices and decisions with regard to one's career.

☞ Many students are ignorant about what they really want to do and do not have necessary information concerning career choices.

IMPORTANCE OF SEEKING VOCATIONAL GUIDANCE AND COUNSELING.

- 1.** It helps students to be aware of the requirements of different careers.
- 2.** It enables students to be aware of the career they would like to pursue and the available colleges that offer these careers.
- 3.** Students get to know the institutions of higher learning and the assistance they can get in form of scholarships.
- 4.** It motivates students to work hard and have dreams about their career choices.
- 5.** It helps students to identify their potential skills that can help them to make informed choices about their careers.
- 6.** It helps students to be aware of the consequences of the choice they make when choosing their careers.

SOURCES OF INFORMATION ABOUT CAREER AND VOCATIONS

- a.** From professionals such as teachers, lawyers and doctors.
- b.** From the internet.
- c.** From libraries.
- d.** From school career teachers.
- e.** From newspapers, Journals.
- f.** Community agencies such as Red Cross.

WAYS OF PREPARING FOR INTERVIEWS.

- 1.** Prepare your curriculum vitae (CV). It should be organized and contain relevant information that will help during the interview.
☞ Carry the invitation letters to the interviews as it will be used for reification purposes.
- 2.** Get as much information on organization and subject area which you will be interviewed.
- 3.** Do a research and be informed about the title and its responsibilities as you go for interviews.
- 4.** Think of the questions that one may be asked during the interviews.

5. Decide on what to wear. This depends on the job interview otherwise it must be plan day of the interview. Get the direction to the place to avoid arriving late.

TOPIC 2: GROWTH AND DEVELOPMENT

- ☞ Development means the pattern of change over time. It can also mean what the youth encounter as they grow.
- ☞ Development begins at conception and continues throughout life. Growth means increase in size for example height.
- ☞ Development can be in different areas of ones life. The areas may include the following:

PHYSICAL DEVELOPMENT

- ☞ Refers to an increase in size of a person as well as the development of the qualitative functions.
- ☞ Physical development makes a person to grow in height, weight and surface area.

PHYSICAL CHANGES

- ☞ These are changes that are observable.

PHYSICAL CHANGES THAT OCCUR IN BOYS:

- ☞ Broadening of shoulders
- ☞ They become muscular
- ☞ They develop hoarse voice
- ☞ Growth of hair in the private parts, arm pits, chin
- ☞ Enlargement of sex organs
- ☞ Pimples
- ☞ Increase in body height
- ☞ Penis and testes grow bigger
- ☞ Sperm production and wet dreams

PHYSICAL CHANGES THAT OCCUR IN GIRLS:

- a) Increase in body height
- b) Development of hair in private parts, armpits, chin
- c) Breasts and hips become large
- d) Development of pimples on the face
- e) Menstrual flow starts
- f) Enlargement of labia, clitoris and ovaries
- g) Ova develop in the ovaries

PHYSICAL CHANGES THAT OCCUR IN BOTH BOYS AND GIRLS

- a)** Increase in body height
- b)** Development of pimples on the face
- c)** Growth of hair in the private parts, chin and armpits
- d)** Enlargement of sex organs

EMOTIONAL AND MENTAL CHANGES THAT OCCUR IN BOYS AND GIRLS

- a)** Emotional changes are the reactions to the situations that happen to young people at puberty stage.
- b)** A mental change is when young people use their reasoning skills to the situation.
- c)** The following are examples of emotional and mental changes:
- d)** Attraction to the opposite sex
- e)** Sexual curiosity (desire to have sex)
- f)** Keen on reading books which talk about sex
- g)** Resentment to authority
- h)** Feeling of hate and love
- i)** Demand for independence or personal freedom
- j)** Demand for recognition from adults and others
- k)** Rebellious attitude such as rudeness, short temperedness and quarrelsome
- l)** Choice of companions
- m)** Development of consciousness

PROBLEMS ASSOCIATED WITH PHYSICAL DEVELOPMENT IN ADOLESCENTS

1. Girls may experience pain in growing breasts
2. The strong – smelling sweat produced by both boys and girls can be very offensive to others
3. Development of muscles/spurt may make some feel out of proportion. Some become too tall or too big
4. Girls with small hips may feel uncomfortable walking with their curvy age-mates
5. Early or late onset of puberty may make one feel like the odd one out
6. Development of pimples makes some adolescents feel ugly and shy
7. Boys who break their voice after others may be teased as being feminine

WAYS OF DEALING WITH PROBLEMS ASSOCIATED WITH PHYSICAL DEVELOPMENT

1. Knowing that everyone is unique and that development will be at different pace and time

2. Seeking medical attention if the physical changes take too long to come. For example those who are 18 but have not yet experienced menstruation
3. Doing physical exercises every day to burn off excess energy positively
4. Drinking a lot of water. This will help to reduce strong smell from sweat
5. Observing personal hygiene, for example shaving the hair in the armpits
6. Using natural methods or available creams to clear pimples

SOCIAL DEVELOPMENT

- ☞ Refers to a process of learning and exercising the skills that enable people to interact with each other in a meaningful way.

EXAMPLES OF SOCIAL DEVELOPMENT THAT TAKE PLACE IN ADOLESCENTS

1. Demand for independence from parents
2. They want to make their own decisions
3. They develop their own ideas and values which challenge those of their parents.
4. They enjoy testing the limits of authority.
5. They prefer the company of peers than that of parents.
6. They seek recognition of peers in their activities.
7. They get attracted to opposite sex
8. They want to be accepted and liked

PROBLEMS ASSOCIATED WITH SOCIAL DEVELOPMENT

1. Conflict with authority due to independent thoughts
2. The feelings of wanting to be loved may lead to early sex, early marriage and wrong relationships
3. Their self-examination may make others concentrate on what they don't like about themselves
4. Some adolescents suffer social disorder that affect their socialization such as bipolar disorder or hyperactivity
5. Some adolescents are shy and totally unable to mix freely with others leading to isolation and loneliness
6. Adolescents with disabilities may suffer socially

WAYS OF DEALING WITH PROBLEMS ASSOCIATED WITH SOCIAL DEVELOPMENT

1. Adolescents should make sure they do not lose their good relationship with their parents and teachers
2. Parents and teachers should give honest answers about sex and guidance to their children

3. Parents should give adolescents their space and respect it
4. Parents should set rules and boundaries to prevent adolescents from becoming wild and uncontrollable
5. Adolescents should be involved in community activities so that they develop strong peer groups
6. Adolescents with special needs should seek medical attention

MENTAL DEVELOPMENT

- ☞ Refers to changes that occur in activities of the mind of a person
- ☞ Mental changes include changes in memory, thought process, problem solving, decision making skills and intellectual abilities.

EXAMPLES OF MENTAL DEVELOPMENT IN ADOLESCENTS

1. Change in thinking from simple to complex thinking. They start thinking ahead
2. They become inquisitive. They seek information from many sources about issues that affect them
3. They become more creative and are able to realize their potential
4. Adolescents develop the ability to remember issues that have affected them positively and negatively

PROBLEMS ASSOCIATED WITH MENTAL DEVELOPMENT IN ADOLESCENTS

1. Disorders such as autism(self-centeredness) and bipolar (brain disorder) that are hereditary
2. In some cases the physical changes may affect adolescents mentally exposing them to stress and depression
3. Consumption of alcohol or taking drugs such as heroin and cocaine can affect memory and learning ability of adolescents
4. A low IQ may result in slow learning and failure

WAYS OD DEALING WITH PROBLEMS ASSOCIATED WITH MENTAL DEVELOPMENT

1. Adolescents should be encouraged by mentors not to think too much about their future. They may not have a spouse now but this does not mean they will not get married
2. Some problems should be left to adults to solve them while adolescents concentrate on their studies
3. Adolescents should be allowed to discuss their issues openly with parents, teachers and mentors
4. Teachers should give fast thinkers a lot of challenging work to prevent them from being idle and bored in class

5. Slow learners should be counseled to better understand their condition
6. Parents who notice extreme disorders in their adolescents such as autism should seek medical guidance
7. Teaching about the effects of drugs and consumption of alcohol in schools and at home

INTERPERSONAL RELATIONSHIP

Refers to interaction between individuals regardless of age, race, religion and status in life or political affiliation

TYPES OF INTERPERSONAL RELATIONSHIPS

1. Family

A family is a basic unit of the society. In a family people are related by blood, marriage or adoption

2. Peers

The type of relationship that exist between people of the same age group

3. Junior -senior relationship

This relationship exist between people of different age sharing similar interest

4. Boy girl relationship

The relationship between a boy and a girl at puberty after getting attracted to each other

5. Kinship

The relationship by blood

6. Professional grouping

The relationship of members who belong to the same profession such as teaching, security and nursing

7. Ethnic allegiance

This is relationship by blood

8. Cultural ties

Relationship of people of the same cultural background such as customs and traditions

9. Public relations

Challenges associated with interpersonal relationship and their suggested solution

INTERPERSONAL RELATIONSHIP	CHALLENGES	SUGESTED SOLUTION
Family	<ul style="list-style-type: none"> 1. Children who are related by blood may hate those who are related by adoption 2. Some women ill-treat children who are members of the family by adoption 3. If both parents are working they may manage their finances without involving the other 4. 5. If one is not faithful he / she may contract HIV and AIDS and transmit to the other 	<ul style="list-style-type: none"> 1. Hatred and ill-treatment can be solved by praying as a family and teaching each other love 2. Issues of finances needs transparency and accountability 3. Issues of unfaithfulness partners needs to be faithful to their partners
Peers	Some members may be forced to indulge in bad behaviours such as drug and substance abuse due to peer pressure	Equipping the youth with life skills such as prudence and fortitude to resist peer pressure
Junior – senior relationship	Senior members may ask for sexual favours from juniors	Such relationships should have limitations
Kinship	If one member is rich others may think of killing him/her to take over the property	Developing hard working spirit among relatives Rich people should empower those who are poor
Ethnic allegiance	Others favour people from the same ethnic group	Developing values of justice and fairness
Boy – girl relationship	Early sex and contraction of HIV/AIDS if one is already infected	Avoid chatting during nights and in lonely places

FACTORS THAT AFFECT INTERPERSONAL RELATIONSHIPS

Factors that enhance relationships

- 1. Mutual trust
- 2. Cooperation
- 3. Equity
- 4. Tolerance

- 5. Resource sharing
- 6. Respect and love
- 7. Sympathy
- 8. Knowledge and skill sharing
- 9. Faithfulness
- 10. Honesty

Factors that destroy good relationship

- | | |
|--|---|
| <ul style="list-style-type: none"> 1. Dishonesty 2. Hatred 3. Lack of cooperation 4. Intolerance 5. Selfishness | <ul style="list-style-type: none"> 6. Jealousy 7. Mistrust 8. Gossiping 9. Envy |
|--|---|

DECISION MAKING AND PROBLEM SOLVING

- ☞ **Decision making** is a process of making choices in which an individual is confronted with several options to choose from.
- ☞ Decision making helps people to think critically about issues and find ways to solve what might otherwise have been difficult problems.
- ☞ **Problem solving** is the implementation of a decision. There is a relationship between decision-making and problem solving. Once you have made a decision, there is need to implement it.

STEPS IN DECISION MAKING AND PROBLEM SOLVING

1. The following are steps in decision making and problem solving;
1. **Identification of the problem:** This is the first step in decision making and it involves finding out what the problem is. The issue should be studied with a positive mind; otherwise you can't find the real problem.
2. **Definition of the problem:** It involves finding out details of the problem including its causes.
3. **Exploration of possible solution:** This involves identifying various ways of solving the problem. Analyze the solutions and then think of the best ways of solving that problem.
4. **Exploration of possible outcomes for each solution:** It involves considering the consequences of each alternative solution. The outcome of solutions could be positive or negative and explore the possible result for both outcomes.
5. **Choice of the best solution:** This step demands that the best choice should be considered from the possible solutions. The best choice is the one with less negative consequences.
6. **Implementation of the decision:** This step demands that one should take action to solve the problem using the chosen solution.

7. Evaluation of the process: The last step is asking for a reflection on the process to find out if the alternative best solves the problem. If the problem is not well solved, then you should think of other alternative solutions.

SKILLS NEEDED FOR PROPER DECISION MAKING AND PROBLEM SOLVING

- ☞ The following are some of the skills needed for proper decision making and problem solving:
1. **Observation:** This is the use of the five common senses to understand a situation before making a decision
 2. **Communication:** It is the science and art of passing information from one person to another. In order to make right decisions, an individual need to have all the information needed.
 3. **Analytical skills:** this is the ability to break information down to the basics in order to understand it. It helps one to make an informed decision.
 4. **Interpretation of data:** An individual needs to question a situation or information before taking action.
 5. **Other skills include personal guidance and counseling, social guidance and counseling, self-esteem and awareness, assertiveness and decision making**

SITUATIONS THAT REQUIRE DECISION-MAKING AND PROBLEM SOLVING

- a) **Poverty:** Poverty is situation that needs problem solving and decision making. For example, if your parents are poor and they fail to give you enough pocket money to be at par with your friends. A poor decision could be opting for stealing or prostitution. These two solutions are not good as one may end up in prison or contracting HIV/AIDS respectively. A student under this condition will simply opt for doing piece works during holiday and accumulating enough money to be used at school.
- b) **Cultural practices:** Some cultural practices such as polygamy, death cleansing, wife swapping and hyena (*fisi*) are bad because they promote the spread of HIV and AIDS. Anyone who lives in a community with bad cultural practices has a duty of making a good decision on how to end such cultural practices.
- c) **HIV and AIDS:** HIV and AIDS is another situation that needs problem solving and decision making. For example, if you are HIV positive that does not mean that you will die tomorrow, what is needed is to accept that you are HIV positive and to follow all the instructions from the doctors.
- d) **Abortion:** It refers to the removal of an embryo or foetus from uterus to end pregnancy. When one is pregnant, the best decision is to accept it and not

to think of abortion as it can have negative effects on the person such as death, sterility among others.

- e) **Career choice:** Choosing a career choice is one of the most important decisions one has to make in life. Career choice needs wide consultations and making informed decisions otherwise you keep on regretting and move from one job to another which makes you to lack experience.
- f) **Drug and substance abuse:** Peer pressure forces the adolescent to abuse drugs and substances. If the adolescents are to resist this problem, they need to be good at decision making and problem solving.
- g) **Environmental degradation:** Environmental degradation is mainly a product of human activities and this has resulted into climate change. Adolescents can therefore think of making better choices such as planting trees, grass, dumping waste in appropriate place, switching off electrical appliances when not in use to save energy among others.
- h) **Religion:** It is another area that requires application of critical thinking. An individual has to make a decision about the religion he or she want to belong.
- i) **Peer pressure:** When friends force you do to something, you need to have courage and stand by your values. It is not good to bow down to the pressure of the peers but rather think critically and make a good decision
- j) **Orphan hood:** Losing a parent or both parents does not mean that there is no future for you. A person needs to strategize for the future. The best decision is for them to concentrate on their studies rather than keep worrying about their situation.
- k) **Choice of business/investment:** Should you start a business, then you have to make several decisions. For example, what type of business, where do you set it, how much capital you need among others.

CHALLENGES ASSOCIATED WITH ADOLESCENCE

THE MEDIA

- ☞ **Media** refers to channels of communication such as newspapers, radios, televisions, internet among others

FORMS OF MEDIA

1. Print media such as newspapers and magazines
2. Electronic media such as radio, television and the internet

EFFECTS OF MEDIA INFLUENCE ON ADOLESCENTS BEHAVIOR

Positive effects:

1. It helps to promote reading culture
 - ☞ Reading newspapers, magazines and articles on the internet helps adolescents to be updated with latest information. This prepares them for a university education as they develop a reading culture.
2. It helps adolescents to develop research skills which are important in academic life of a person
 - ☞ The media helps adolescents to searching for information on the internet and other forms of media to know what is happening around them. For example, football lovers will go on the internet to search for more information about the performance of their teams throughout the season.
3. The media exposes the adolescents to good behaviour. For example, some adolescents are good at imitating whatever they see in movies. As a result, they develop
4. The media enhances creativity of the adolescents
5. Enhances their social interactions

Negative effects

1. Some information in the media is incorrect and this hinders adolescents from making informed decisions.
2. The media services are not free of charge, in most cases, they demand a little something and this can lead to stealing money from parents if they want to access the services.
3. Some adolescents fail to manage time. As a result they neglect studies and go to entertainment on the media, thereby failing their studies at primary school, Secondary and College or University.
4. Encourages adolescents to choose wrong models
5. Some adolescents move on the road while listening to music with ear phones which can block their hearing leading to accidents on the road.

THE SOURCE OF INFORMATION ABOUT CHALLENGES ASSOCIATED WITH ADOLESCENTS.

- a) **The media:** Newspapers, Magazines, radios, Internet and television are some of the sources regarding the challenges that adolescents face. For example, MBC TV has some programmes that allow the youth to air out the challenges they encounter in their lives.
- b) **Parents:** The vast experience that parents have enables them to guide and counsel the adolescents on the challenges of life at adolescent stage.
- c) **Non-Governmental Organizations (NGOs):** Some NGOs are concerned with the behavior of the adolescents. They have programmes aimed at enlightening them on the challenges and the consequences that adolescents can encounter if they fail to think critically when making decisions.

- d) **Peers themselves:** Adolescents may sometimes rely upon each other as sources of the information about the challenges which they face. However, this information may not be reliable (credible), for example, they may be cheated that smoking Indian-hemp could make them intelligent, yet this is not true.

THE RELIABILITY (TRUSTWORTHINESS) OF THE INFORMATION

- ☞ It is advisable that adolescents should question the integrity of the source of information because they make decisions based on that information.
- ☞ Therefore, information from **parents, NGOs and religious leaders** can be taken as reliable while **media** and **peers** sometimes give information which should not be taken seriously.

ASSESSING THE RELIABILITY OF THE INFORMATION ON CHALLENGES FACING ADOLESCENTS

- ☞ There are many ways of assessing the reliability of the information such as:
1. **Critically analyzing the title of the material:** By analyzing the title, an individual can tell the content of the material and decide whether to buy or not
 2. **Reading the blurb:** Just by looking at the information given by the publisher about a book, it can help an individual evaluate the credibility of the book.
 3. **Preview:** The entire summary of a film or a book can help an individual to make a decision of whether to watch (read) it or not.
 4. **Categorization of the material.** Some movies are categorized as adults only or not suitable for children under 16. If an individual knows that he/she is under that level, it is not good to watch such movies.
 5. **Advice from teachers, religious leaders and parents** can as well help individuals understand that the information is harmful to them(children) or not.
 6. **Cover pictures on books and other printed materials** gives an insight on the overall content of the book and therefore, an individual has to look at these cover pictures before reading a particular book.

EXAMPLES OF NEGATIVE INFLUENCE OF PEER PRESSURE

1. Engaging in sex before marriage
2. Getting into early marriage
3. Carrying out an abortion
4. Drug and substance abuse
5. Joining criminal gang
6. Becoming a truant/absenteeism from school

7. Ignoring parents advice
8. Rebell ing against teachers

EXAMPLES OF POSITIVE INFLUENCE OF PEER PRESSURE

1. Listening and obeying parents
2. Working hard in school
3. Spending time studying
4. Abstaining from sex
5. Being responsible for your actions

WAYS OF DEALING WITH NEGATIVE PEER PRESSURE

1. Seeking guidance and counseling from professionals and elders
2. Being assertive
3. Setting and focusing on ones goals
4. Developing self esteem
5. Knowing and clarifying ones values

Ways in which peer pressure can influence interpersonal relationships in the nation and the world/impact of peer pressure on interpersonal relationships between or among citizens

1. Conflicts
2. Breakup of relationships
3. Value clarification
4. Stronger relationships
5. Enhancement of self-awareness
6. Development of the skill of assertiveness

HOW PEER PRESSURE INFLUENCES INTERPERSONAL RELATIONSHIPS IN THE NATION AND THE WORLD

Impacts of peer pressure on interpersonal relationship

1. **Conflicts:** Sometimes people disagree with their peers this may happen when one resists the friend's demands. This can result into conflicts.
2. **Break up of relationship:** Conflicts resulting from peer pressure resistance can end up breaking relationships such as between choose friends, people in the community.
3. **Strong relationship:** Friendships can also be strengthened when positive peer pressure influence saves a friend from undesirable habits such as drug abuse.
4. **Development of the skills of assertiveness:** One can become assertive in the process of resisting peer pressure.

- 5. Value clarification:** Peer pressure creates an opportunity for one to reflect on his or her values in order to make informed decisions.

TOPIC 3: HEALTH PROMOTION

Personal hygiene and sanitation

Refers to personal cleanliness. It can also mean activities one does to ensure the body is clean to preserve health

Sanitation

Refers to the provision of facilities and services for the safe disposal of human waste, garbage collection and waste water

Sanitation helps to prevent the spread of communicable diseases such as cholera and dysentery.

When to wash hands (Times for washing hands)

- a) Before preparing any meal or snacks
- b) Before eating
- c) After a visit to the toilet/latrine
- d) After changing a baby's diapers/nappies
- e) After handling rubbish or waste
- f) After handling animals
- g) After attending to the sick

Some of the personal hygiene and sanitation or good habits of personal hygiene include the following:

- a) Taking a bath everyday
- b) Cutting nails
- c) Washing and wearing clean clothes always
- d) Maintaining clean and well-combed hair
- e) Brushing teeth every day after meals and especially before going to sleep
- f) Frequently changing and cleaning beddings and towels
- g) Cleaning oneself the right way after passing stool. For example, girls should wipe themselves from the front to the back

PROPER WAYS OF WASHING HANDS

1. Wet the hands with clean water
2. Apply soap on the hands
3. Rub the hands together. Include the back of the hands, wrist, in between the finger nails. This should take at least 20 seconds

4. Rinse well under running water to remove the soap
 5. Dry your hands well
- ☞ Washing hands is importance because it prevents the spread of diseases

PARTS OF THE BODY THAT NEEDS/REQUIRE SPECIAL ATTENTION

Human body has different parts. All the parts need to be cleaned thoroughly, however, there are other parts that need special attention, such parts are as follow:

1. Teeth

- ☞ There are two areas in the mouth that require thorough cleaning. These are the teeth and tongue.
- ☞ Both the tongue and teeth should be cleaned using toothbrush and toothpaste every morning, evening and after each meal to prevent tooth decay
- ☞ In the absence of toothpaste ashes or soda can be used.
- ☞ Eating fruits, uncooked cassava, vegetables and sugarcane helps to strengthen and clean the teeth

2. ARMPITS

- ☞ It is important to shave the hair in the armpits and clean arm pits with soap and sponge. This removes the dirt and avoids bad smell.

3. EARS

- ☞ The ear is an important organ in the body. It is a sense of hearing. Therefore it is important to clean the ear to remove unnecessary wax which comes out of the ear.
- ☞ Avoid poking the ear with sharp objects to avoid damaging or breaking the ear drum.

4. SEXUAL ORGANS/GENITALS

- ☞ The male private parts and female private parts are the sexual organs which should be taken care of regularly.

TAKING CARE OF SEXUAL ORGANS:

- a) Wash the sexual organs regularly for example a minimum of two times per day
- b) The genitals or the outer sex organs need to be cleaned with soap. The inside part of these organs should be cleaned with clean water without soap. Usage of soap in the inner parts of sexual organs can cause cancer

- c) For males, it is advisable to go for circumcision from hospital; this prevents contraction of HIV and keeping of bacteria that can cause cervical cancer in females.

DISPOSING OFF WASTE MATTER

- ☞ Waste matter is unwanted materials of any type often that which is left useful substance or parts have been removed.
- ☞ Refuse is un-wanted matter in communities. The right common refuse, is in form of solid or liquids examples of refuse are human excreta and rubbish.
- ☞ In rural areas, human excreta are disposed off by using pit latrine while in toilets are using some pit latrines while other use water closet toilets if one is away from toilet can dig a pit, deposit excreta and fill it with the soil.

TOILETS

- ☞ A toilet is a sanitation feature used primarily for the disposal of human and excreta and urine. Toilets are found usually in a small room called lavatory.

TYPES OF LATRINE

There are several types of toilets

- i. Pit latrine
- ii. Water closet toilet
- iii. Bucket latrine

It is advisable that each house should have a toilet

WAYS OF DISPOSING WASTE/REFUSE

TYPE OF WASTE	PROPER WAY OF DISPOSAL
Electronic waste such as computers and cell phones	Recycled by manufacturer
Medical waste such as syringes, needles and pins	Incinerated by hospital management
Human waste/feaces	Recycled and used as manure/fertilizers
Animal waste such as cow dung	Collected and used as manure in the farm
Agricultural waste such as husks, maize stalks	Collected and used as firewood or manure

Food waste such as leftovers from cooked meals, seeds from fruits	Collected and fed to domestic animals like pigs and dogs. Some can be buried in the ground or made into manure
Plastic and nylons	Recycled by some manufacturers

CARING FOR TOILETS

Toilets should be cared for avoid the spread of diseases such as cholera and dysentery.

1. Care for the pit latrines.

- ☞ The floor should be well swept or mopped if it is cemented.
- ☞ Clear the bush around the toilet
- ☞ It should be well thatched
- ☞ The walls should not have cracks

2. Care for the water closet toilet

- ☞ The hole should always be closed
- ☞ Mop the floor with disinfectants to kill germs and bad smell.
- ☞ The floor should always be dry
- ☞ Supply the toilet with toilet papers

USING TOILETS

A. PIT LATRINE

- ☞ The hole should be targeted to deposit the excreta
- ☞ Urine should not be spread on the floor
- ☞ Avoid spitting on the floor
- ☞ Use toilet paper or newspapers to clear up on self and not walls of the toilet.
- ☞

B. WATER CLOSET TOILET

- ☞ Raise the lid
- ☞ Do not urinate on the floor
- ☞ Sit on the seat
- ☞ Avoid spitting on the floor.

HEALTH LIFE STYLES

These are activities that improve our health both physically and mentally

Examples of health life styles

- a)** Doing physical activities
- b)** Keeping ourselves clean by taking a bath everyday
- c)** Seeking medical attention both for the prevention and cure of diseases
- d)** Eating regular nutritious food
- e)** Avoiding unprotected sex
- f)** Avoiding sex outside marriage
- g)** Having adequate sleep
- h)** Solving problems in time before they grow too big to handle
- i)** Drinking clean water all the time
- j)** Avoiding abusing drugs and maintaining healthy body weight

IMPORTANCE OF EATING NUTRITIOUS FOOD

- ☞ Refers to eating balanced diet. A balanced diet should contain carbohydrates, vitamins and proteins. The importance include
- a)** Helps to maintain healthy body weight
- b)** Reduces the risk of chronic diseases such as diabetes and cancer
- c)** Enables the body to heal itself during and after recovery from an infection or diseases
- d)** Give raw energy and stored energy to the body to be used during physical activities
- e)** Promote improved cognitive functioning
- f)** Improves muscle tone

Cultural practices that promote unhealthy eating habits

- a)** Forbidding children from eating eggs – this is because they were afraid that eggs will destroy the umbilical cord.
- b)** Intra – family food distribution – this is the practice of serving best food to the father and children eating leftovers. This can cause children to suffer malnutrition
- c)** Eating time and amount – under normal circumstances meals are supposed to be taken three times a day. For example breakfast, lunch and supper. But some do not follow this
- d)** Refraining from eating indigenous proteins rich foods – some communities prohibit eating indigenous foods such as vegetables, fruits, other insects which may be rich in proteins

Ways of promoting healthy living

- a) **Eating balanced diet foods** – this Is food with all groups of food nutrients. Such foods are important to keep the body health
- b) **Drinking a glass of water early in the morning.** – Water is medicine. Water helps in digestion and excretion of waste
- c) **Doing physical exercises** – this helps to keep the muscles strong and keeps the body health
- d) **Having enough rest and sleep** – this helps the body to recover the lost energy from the daily activities
- e) **Having a free mind without worries** – worries may result into high blood pressure. Free mind can help students concentrate on studies and do well at school

HEALTH SERVICES

Institutions that provide health services in Malawi

- ☞ Hospitals
- ☞ Private clinics
- ☞ Health centres
- ☞ Maternity clinics
- ☞ Drug and resource centres
- ☞ Counseling centres
- ☞ Rehabilitation centres

TYPES OF HEALTH SERVICES

- a) Diagnostic laboratory services
- b) Curative services such as hospitals, clinics and dispensaries
- c) Nutrition services like those done by dieticians
- d) Drug rehabilitation services
- e) Palliative care services like hospices
- f) Pharmaceutical services that make and sell medical drugs
- g) Family planning services
- h) Ambulance services
- i) Phone services like doctor on call line

IMPORTANCE OF ACCESSING HEALTH SERVICES

- a) It enables early detection and treatment of the ailment
- b) Prevents death caused by the sudden onset of illness
- c) It increases life expectancy

IMPORTANCE OF REGULAR MEDICAL CHECKUP

- a)** It helps to detect diseases early and be able to handle them before they worsen such as cancer
- b)** It gives a person peace of mind especially when they realize they are disease free
- c)** It enables a person to get the information from health practitioner on how to maintain healthy life styles

BLOOD DONATION

Meaning of a blood donor

- ☞ Refers to any person who gives blood freely to an unknown person in need of blood.
- ☞ Blood donation refers to the giving of blood to needy patients.

QUALITIES/CHARACTERISTICS OF BLOOD DONORS/GROUPS OF PEOPLE WHO CAN DONATE BLOOD

- ☞ The following are some of the qualities of a blood donor.
- 1. Good health/Free from diseases such as** epilepsy, psychotic disorder, severe asthma, abnormal bleeding. If you are not healthy, your situation may worsen if you donate blood. For example, if you are anemic, donating blood may even kill you.
 - 2. Free from HIV and AIDS:** HIV-positive individuals cannot donate blood as he or she would contract HIV and AIDS
 - 3. Be willing to donate:** Blood donation is a voluntary action. No one is compelled to donate blood.
 - 4. He or she should be between the ages of 16 and 65** according to Malawi Blood Transfusion Services (MBTS).
 5. Should have normal pulse rate, body temperature and air pressure
 6. Should not be people who are recently of undergone surgery or blood transfusion. Such people can donate after 6-12 month
 - 7. Should not be a pregnant woman.** Pregnancy is a delicate condition for the mother. She can easily suffer anaemia and should not donate blood.

TYPES OF BLOOD DONATION

- a) Volunteer donations** – in this type of donation a person donates blood that goes to any patient in need. The voluntary blood donor does not expect anything in return
- b) Directed blood donation** – this is when a person gives blood with the intention of helping a relative or a friend. This is called direct donation

- c) **Autologous donation** – this is when a person donates blood to be used by himself or herself. If a person is expecting to go for a surgery he/she can donate blood in advance because they know that they will lose blood.

EXPECTATIONS OF A BLOOD DONOR

☞ **A blood donor has the following expectations:**

1. That the blood bank will notify you of your blood group if this is the first time you are donating blood
2. That the life of the blood recipient will be saved
3. The others will be encouraged to donate blood too
4. That the blood bank or the hospital receiving the blood will appreciate the donor
5. That you will be notified if your blood is rejected and why

NB: A healthy adult person has about 5litres of blood. The donation amount varies from country to country; however, the range is from 200ml to 550 ml according to MBTS.

WHAT TO DO AFTER DONATING BLOOD

It takes 10 minutes to donate blood and save a life. After donating blood, observe the following:

- a) Rest for 10-15 minutes and take some refreshment such as coca-cola or fanta or mahewu.
- b) Avoid doing very active work for 2 hours
- c) One should drink plenty of clear fluids over the next 24 hours to replace the lost fluids during the donation.

Methods of obtaining blood

- a) Taking the blood from the vein as whole blood. Then the blood is transfused to the patient
- b) Taking the blood from the patient and separating it using a centrifuge or a filter to have red blood cells and plasma. Then transfusing the red or plasma as required by the recipient

IMPORTANCE/BENEFITS OF DONATING BLOOD

- a) **The joy of saving human lives:** If you donate blood, you save lives of vulnerable people for example children, pregnant women and people who are involved in accidents and other critical situations.
- b) **Free-health -check-up:** Donating blood gives the donor a chance of going for free health check-up. Upon donation a donor gets their blood pressure and hemoglobin level checked. A donor can know his/her health status and

the type of blood. Since before donating blood, a series of health checkups are performed on the donor totally free of charge.

- c) **Reduces risk of heart diseases:** Regular blood donations help to keep the levels of iron in the body in check, mainly in males thereby reducing heart diseases and stroke.
- d) **Burn Calories/it reduces unwanted calories and cholesterol levels:** when you donate blood, you shed 650 kilocalories. This helps the body to control its weight, eventually preventing obesity.
- e) **Reduces the risk of cancer:** High levels of iron in the body can lead to cancer. Iron reduction, through donating blood is associated with lower cancer risk and mortality.
- f) **It helps in the generation of new red blood cells** and therefore refreshes the body systems.
- g) Regular blood donation **helps to reduce blood pressure.**

WHAT HAPPENS TO DONATE BLOOD

1. During blood donation exercise the blood donor is registered. Details such as the name, date of birth and identification number are noted.
2. Amin- check-up is also done for each blood donor, blood pressure heart rate and temperature are noted
3. Blood is then drawn and labeled and put in a cooler and then taken to the laboratory.
4. The blood is then put in a machine know as **centrifuge**. This machine separates the blood into 3 components.
 - ☞ Red blood cells, plasma and platelets.
 - ☞ Red blood cells are used for patients and need a red cell transfusion such as those that are anaemic.
 - ☞ Platelets are used on cancer patients because they cannot produce their own.
 - ☞ Plasma is used for clotting purposes to stops bleeding in patients.
5. The next step is that the blood is categorised into A, B, O and AB type and whether it has a positive or negative rh factor.
6. The rh factor does not affect ones health but it determines what blood one receives during a transfusion
7. The blood is also tested for viruses and bacteria infections such as HIV, syphilis and hepatitis C.
8. Blood that has been screamed and passes the test is appropriately stored in the hospitals blood bank.
 - ☞ Platelets have a short life span of five days, Red blood cells for 42 days while plasma up to one year.

THE BENEFITS OF RECEIVING BLOOD

- ☞ Blood transfusion has been known to be useful in the following circumstances.
 1. Accidents victims who have lost a lot of blood need a blood transfusion to avoid death.
 2. During major surgeries such as heart surgery blood transfusion is important to replace what the patient has lost.
 3. During child birth miscarriage, some women bleed heavily and they need a blood transfusion to save their lives.
 4. For those patients with bleeding problems transfusion with platelets helps to prevent bleeding complications.
 5. There are also patients who have bone marrow failure which may occur due to genetic disorders such patients cannot produce their own red blood cells and hence needing blood transfusion.

USE AND ABUSE OF PRESCRIBED DRUGS

A drug is any substance which, when taken, alters the functioning of the body. Prescribed drugs are called medicines.

TYPES OF DRUGS

- a) Prescribed drugs
- b) Over-the-count drugs

A. PRESCRIBED DRUGS

- ☞ Is a licensed medicine that is regulated by legislation to require a medical prescription before it can be obtained.
- ☞ These drugs are not sold anyhow and one cannot just decide to take them on his or her own without recommendations from doctors.
- ☞ Examples of such drugs include penicillin and Amocoxin

B. OVER- THE -COUNT DRUGS

- ☞ These are drugs that can be sold in shops without a prescription from the medical personal.
- ☞ Examples of such drugs include Panadol, aspirin and bufen.
- ☞ Care should be taken when using these pain killers otherwise they can destroy our lives.

TYPES OF PRESCRIBED DRUGS

- a) **Opioids** (medicines to relieve pain)

- b) Medicine to treat malaria**
- c) Medicine to treat cancer**
- d) Stimulants:** Stimulants increase alertness, attention and energy as well as elevate blood pressure and increase heart rate and respiration. Examples of stimulants are dextro-mphetamine and methylphenidate
- e) Medicines to treat wounds**

SUITABLE PERSON WHO CAN PRESCRIBE DRUGS

- ☞ Medical doctors
- ☞ Medical assistance
- ☞ Clinical officers
- ☞ Pharmacists
- ☞ Midwives

Importance of going to the right people for drug prescription

- ☞ It is good to get prescription from the right people because they **diagnose** your problem first before they prescribe medicine unlike vendors and other unprofessional who use guess work.
- ☞ Qualified persons can be held responsible if they prescribe the wrong medicine
- ☞ Wrongly prescribed drugs can cause diseases to become drug-resistant making them difficult to treat.

IMPORTANCE OF USING DRUGS ACCORDING TO PRESCRIPTION/ importance of proper use of prescribed drugs

- 1. It helps doctors to make informed decisions if the patient is not improving:** This is unlike when one is not following prescriptions; doctors can be misled thinking that the drugs have failed to cure you.
- 2. Some drugs are poisonous if you take too much of them.** Therefore, if you use drugs according to prescription, you avoid putting your life in danger.
- 3. You save money** because you are cured with the medicine you get the first time. A person saves on expenses like buying second medicine if the first one has not worked
- 4. It helps to prevent some drug-related health complications** in some patients which are caused by patient's failure to adhere to their medication requirements, whether by accident or intent.
- 5. You avoid worsening your sickness** if you use drugs according to prescription
- 6. Helps to prevent addiction to the drug.** One avoids developing resistance to the drug

REASONS WHY PEOPLE DO NOT TAKE THEIR PRESCRIBED DRUG PROPERLY

- a) Some people forget to take their drugs
- b) Some people fail to handle the side effects of prescribed drugs like vomiting, nausea and diarrhea
- c) Some people find themselves in situations where they cannot take drugs such as places without water
- d) Some people do not understand the instructions on the medicine and no one bother to explain to them
- e) Some people get tired of taking drugs if they take them for a long time
- f) Some people think they are healed when they feel better and stop taking drugs
- g) Some stop when they don't see any improvement on their health.

TYPES OF PREVENTIVE MEDICINES

- 1. Immunisation Vaccines:** These are mainly administered to children to protect them against highly infectious disease
- 2. Ant retro Viral Therapy (ART):** Pregnant mother who are HIV positive are advised to start taking antiretroviral therapy to help prevent mother to child transmission of HIV. ART is also administered to rape victims who report to hospital within 72 hours.
- 3. Vitamin Supplements:** A doctor may prescribe Vitamin Supplements for a period of time to help prevent medical problems. For example vitamin C help to prevent Scurvy and Vitamin A prevent night blindness.
- 4. Human Papilloma Virus Vaccine:** This is preventive vaccination that is recommended to women and men to help prevent the development of cervical cancer.
- 5. Medication against Malaria:** Malaria preventive medication is taken before one travels to malaria prone areas.
- 6. Toothpaste:** It helps to prevent tooth and gum diseases.

IMPORTANCE OF PREVENTIVE MEDICINE

1. Preventive medicine helps to improve the quality of life.
2. It help to save money as one avoids going to hospital to spend money on treatment
3. It helps to prevent premature death.
4. It help to reduce birth defects
5. It helps to boost deficiencies and therefore prolongs life.

NON-COMMUNICABLE DISEASES

- ☛ Non-communicable disease is defined as a disease which is non-infectious and non-transmissible among people.
- ☛ These are illnesses that cannot be transmitted from one person to another.
- ☛ Examples of non-communicable disease are heart diseases, stroke, cancer, chronic kidney diseases, ulcers, obesity, diabetes, kwashiorkor, Marasmus etc.

TYPES OF NON-COMMUNICABLE DISEASES

- a) **Cardiovascular diseases:** These are diseases that involve the heart and the blood vessels. They are also known as heart diseases.
 - ☛ They can be caused by atherosclerosis and hypertension.
 - ☛ Examples of Cardiovascular diseases are heart attacks, stroke and blood pressure.
- b) **Chronic respiratory diseases:** These are chronic diseases of the airways and other parts of the lung.
 - ☛ Examples are asthma, lung cancer
- c) **Cancer:** It refers to the abnormal multiplication of cells at one part of the body. This makes one part of the body being in proportional to others. Cancer is one of the dangerous diseases, for example cervical cancer affects half a million women and kills about a quarter million women each year.
- d) **Diabetes:** It is a condition when there is too much sugar in the blood.
- e) **Obesity:** is a condition where somebody has more weight than the body can carry.

WAYS OF PREVENTING NON-COMMUNICABLE DISEASES

- a) **Tobacco control:** Non-communicable diseases like cancer can be prevented if tobacco smoking is controlled.
- b) **Healthy diet:** It is advisable that people should take balanced diet, that is, a meal with six food groups and in right quantities. Taking many fats should be avoided by using cholesterol free cooking oil among other ways.
- c) **Promoting physical activity:** Children do a lot of activities and thus why non-communicable diseases are not common amongst them. On the other hand, adults do not like doing exercises no wonder non-communicable diseases are common among them.
- d) **Preventing harmful use of alcohol:** People who are fond of taking too much alcohol are vulnerable to non-communicable diseases. Similarly, those who start taking alcohol while they are below the age of 18 are also vulnerable to non-communicable diseases.

SEXUALLY TRANSMITTED INFECTIONS (STIS) INCLUDING HIV/AIDS

- ☞ STIs are the abbreviation of Sexually Transmitted Infections.
- ☞ STIs are diseases that are transmitted through sexual intercourse with an infected person.
- ☞ Some of these sexually transmitted infections are:
 - a) Syphilis
 - b) Gonorrhea
 - c) Cancroids
 - d) candidacies
 - e) herpes and marts

TYPES OF STIS

- a) **Bacterial type of STIs** – these are caused by bacteria. Examples include vaginitis, chlamydia, gonorrhea, syphilis, and pelvic inflammatory diseases
- b) **Viral sexually transmitted infections** – these are caused by viruses such as herpes caused by Herpes Simplex Virus (HSV), genital warts caused by Human Papilloma Virus (HPV), Hepatitis B Virus (HBV) and HIV and AIDS
- c) **Parasitic type of sexually transmitted infections** for example Trichomoniasis

WAYS OR MODES OF TRANSMISSION OF SEXUALLY TRANSMITTED INFECTIONS

- ☞ STIs are commonly transmitted through these ways

1. Unprotected Sexual Activities

- ☞ STIs are commonly transmitted through unprotected sexual activities such as vaginal sexual intercourse. Oral and anal sexual activities also help to transmitted STIs
- ☞ Condoms are there to have protected sexual activities though they are not 100% as they can burst or come out during sexual activity.

2. Mother to unborn child

- ☞ If a pregnant mother (women) is infected with syphilis, it can be transmitted to unborn child
- ☞ In most cases babies born with syphilis transmitted from their mothers may born blind.

3. Blood transfusion

- ☞ If syphilis infected blood is transfused to un infected person, chances are high that the recipient may also be infected. This is common with syphilis only.

WAYS OF PREVENTING STIS

☞ There are **two** ways of preventing STIs

1. Primary prevention

☞ This is done when one is not suffering from any STIs. One can simply prevent from contracting STIs.

☞ The following are the primary ways of preventing STIs:

- a) **Abstinence from sexual activities** - This is the best way of preventing STIs. Abstinence means refraining from sexual intercourse and any related behaviors. This assures individual 100% safe.
- b) **Long life mutual monogamy** - Married people should be faithful to their partners if they want to be safe from contracting STIs and HIV.
- c) **Engaging only in non-penetrative sex acts** - This involves sex acts such as mutual rubbing of body parts. However, non-penetrative sex acts cannot prevent other STIs such as herpes and marts which develop on parts of the body offside the immediate genitals which could come with non-penetrative sex acts
- d) **Delaying the age of the first sexual activities** - It is advisable to delay sexual intercourse to avoid contracting STIs. Girls should delay their first sexual intercourse because they can easily develop cervical cancer from infections with genital marts. The best age for having sexual activities is 20 years above.
- e) **Avoid unprotected sexual intercourse** - Engage in penetrative sex acts only if the condom is being used. Although condoms reduce the contraction of HIV, they are not effective in reducing the risk of transmission of other STIs such as herpes and genital marts.

2. Secondary Prevention

☞ This involves prevention of people who are already suffering from STIs

☞ These people would be treated accordingly as one way of preventing further transmission of the STIs

☞ Secondary prevention include the following ways:-

- a) **Promoting STIs health care seeking behavior** - This involves the sensitization of the community on the importance of seeking medical treatment once they discover that they are showing the signs of STIs
- b) **Rapid and effective treatment of STIs** - When one is affected, needs quick and effective treatment. Diseases are easily treated if one goes to the hospital at an early stage. It is advisable to have the sexual partner when going for STIs treatment.
- c) **Identifying and treating people with STIs who only show minimal or no symptoms** - If one knows that had unprotected sex with an infected person, it is advisable to go to health centre even before the signs appear.

HIV AND AIDS

- ☞ **HIV** stands for **Human Immunodeficiency Virus**. It attacks the body cells that are responsible for protecting the body against infection by disease causing micro-organisms.
- ☞ **AIDS** stands for **Acquired Immune Deficiency Syndrome**. **HIV** causes **AIDS** and is probably the most feared of all the sexually transmitted infections.
- ☞ Research has shown that developing countries have more cases of HIV and AIDS unlike developed countries. In Malawi, statistics show that in 2009, over 1 million people were infected with HIV.

Poverty issues affecting the HIV transmission

- a) Poor people in developing countries **lack access to the information** needed to understand and prevent HIV/AIDS
- b) **Poor access to drugs:** Health centres are located far from their villages and they lack money for transport to get to health centres for diagnosis and treatment
- c) Due to **Poverty**, some women opt to use sexual exchanged for survival.

WAYS IN WHICH HIV/AIDS IS TRANSMITTED

- a) Sexual intercourse between a healthy person and an infected person
- b) Transfusion of infected blood to a healthy person
- c) Sharing of HIV infected cutting and piercing instruments like razor blades and circumcision knives
- d) From an infected mother to her child during birth
- e) Deep kissing with an infected partner, in cases where the mouth has ulcers or sores
- f) Touching fluids like pus, vomit and feaces of an infected person with bare hands. One can get HIV through the fluids
- g) Through organ transplants from infected donor

GROUPS OF PEOPLE WHO ARE VULNERABLE TO HIV/AIDS

- ☞ In the communities, there are some people who are more likely to contract HIV/AIDS than others. Such people are said to be vulnerable.

EXAMPLES OF GROUPS OF PEOPLE VULNERABLE TO HIV AND AIDS

1. **Women:** women are vulnerable to HIV and AIDS because of biological and cultural factors.

- ☞ The following are **biological risk factors** that make women vulnerable to HIV and AIDS:
 - a) Women receive greater quantities of possibly infected fluids during sexual intercourse
 - b) Women have a surface area of mucus membrane that is greater in size than men's. The area could allow the HIV to penetrate into the blood easily
 - c) If a woman uses natural substances to dry out her vagina, the dried areas may rupture more easily during sexual intercourse
 - d) Women are less likely to know that they have sore from other STIs because the vagina is an internal organ which could facilitate HIV transmission
- ☞ The following are some of the **cultural/social risk factors** that expose women to HIV and AIDS:
 - a) **Polygamy:** Is a situation where a man marries more than one wife. If one of the wives is HIV positive, the virus could be transmitted to other wives.
 - b) **Spouse swapping or sex orgies:** Is a practice done by married men who swap or exchange wives and have sexual intercourse with their friends. If one person in the system is infected, the virus can be transmitted to all members of the group.
 - c) **Men's preference for dry sex** which can encourage women to put drying agents in the vagina that can cause tearing.
 - d) **Extreme poverty** that encourages the exchange of sex for money, food and school fees.

2. **Children:** children are vulnerable to HIV infection because:

- ☞ They can be infected before, during and immediately after delivery or even during breastfeeding if the mother is HIV positive. Breast feeding increases the overall risk by 14%.
- ☞ Some people cheat children by offering them cheap items such as sweats, biscuits and money in exchange for sex, in the process, they can contract HIV.

3. **Widows** are vulnerable to HIV infection because of cultural practices which promote transmission of HIVG and AIDS such as:

- ☞ **Widow inheritance:** When a widow is inherited as a wife by a brother and if the new husband is positive, he can transmit the HIV to the widow through sexual intercourse.
- ☞ **Death cleansing:** A widow who has sexual intercourse with a late husband's relative in order to cleanse the home in which death occurred may be at risk of contracting HIV.

- 4. Orphans:** Orphans are both boys and girls who lost a parent or both. However, female orphans are more vulnerable to HIV infection because orphans may not have a reliable source of income. As a result, some selfish people may take advantage of that and abuse the young girls by having sexual intercourse.
- 5. Migrant labourers:** These are men or women who move from their respective homes to other places for employment leaving behind their spouses. As a result of being away from their married partners, they get involved in casual sexual relationships. This makes them vulnerable to HIV infection.
- 6. Commercial sex workers:** These are people who practice prostitution. They are vulnerable because their clients may not use protection, and even when they use protection, it is cheap kind which may easily break during sexual activity. Due to the number of sexual partners they have, the chances of contracting HIV and AIDS is very high.
- 7. Mobile business persons:** These people move from one place to another buying and selling goods. They therefore, spend longer periods of time doing business before they go to their homes and this forces them to indulge in casual sexual intercourse.
- 8. Truck drivers, locomotive drivers and ship captains:** These people leave their homes for fieldtrips which take a number of days. If they are not faithful to their spouses, they are involved in unprotected sex thereby contracting HIV and AIDS.
- 9. Physically challenged females:** Some people have misconception that an HIV and AIDS patient can be healed if he or she has sexual intercourse with a physically challenged person. This forces some men to rape physically challenged females thereby contracting HIV and AIDS to them.
- 10. Refugees:** These are people living away from their country usually due to political instability. These refugees can engage in sexual promiscuity because they are in need of money for basic needs thereby accelerating the chances of contracting HIV and AIDS.

THE IMPACT OF HIV/AIDS ON THE INDIVIDUAL, FAMILY, COMMUNITY AND NATION

- 1. Individual**
 - a) Losing friends and relatives** who die of HIV and AIDS
 - b) Failing to report for duties** because you are nursing an HIV and AIDS patient
 - c) Loss of income** as you spend a lot of money on the sickness of friends or relatives who are HIV positive

d) Loss of self-esteem due to stigma attached to HIV and AIDS.

2. Family

- a) The creation of large numbers of orphans** who must be cared by others
- b) Loss of parents**
- c) Adopting orphans in the families**
- d) When people are sick, relatives are burdened** to take their care of them
- e) Stigmatization;** families who have one of the members suffering from HIV and AIDS are stigmatized by the society. They are sometimes unfairly treated as though they are all sick and can make others contract the disease by contact.
- f) Poverty** as family resources are spent on drugs and maintenance of the sick person.

3. Community

- a) Self-help projects are delayed** because people are always attending HIV and AIDS patients who are cared at home due to congestion at home.
- b) In most villages, people do not find time to work in their fields** because they are forced to attend funeral ceremonies
- c) Loss of income** as HIV and AIDS attack the most economically productive age group who can contribute towards economic growth of this country
- d) Loss of parents**
- e) Young people are forced to take adult roles:** In an attempt to survive, orphaned children seek to do all kinds of manual work.

4. Nation

- a) National development can be affected** as AIDS strike people during their most productive years
- b) People with other illness are neglected.** AS the number of AIDS patients increase, hospitals and other health services will have fewer resources to devote to other patients.
- c) Loss of capital** as the money used to buy ARVs could be used in supporting other government projects.

EVALUATING THE IMPACT OF HIV and AIDS

- ☞ This is making a value judgment on the effects of HIV and AIDS at the individual, family, community and national level:
- ☞ **At the individual level:** The impact of HIV and AIDS on the individual is equivalent to what he or she used to do for himself or herself before being

sick. The individual had friends, but because of the stigma, he/she now has none.

- ☞ **At the family level:** The impact in monetary terms is equivalent to the earnings lost by the infected person for the period he or she is not working. Due to the stigma associated with the condition, the family suffers embarrassment. The family also loses money as the infected has to be brought drugs and have special meals
- ☞ **At the community level:** The impact of HIV and AIDS at community is equivalent to the value of the services offered by the infected person to the community which can no longer be accessed due to the inactive situation or death of the infected person. To evaluate the impact of HIV and AIDS in a community, one has to do a head count of all those infected by the virus then quantify the total losses of income and services by the families affected. This is the total impact on the community.
- ☞ **At the national level:** To evaluate the national impact of HIV and AIDS on the nation, we sum up the total impact of HIV and AIDS amongst communities.

WAYS OF CARING FOR PEOPLE LIVING WITH HIV AND AIDS

1. **Be close to them and supply their needs:** AIDS patient should be cared for like any other person by providing their needs like food and drinks.
2. **Give them a balanced diet food:** People living with HIV and AIDS should be given meals with six groups of food. They need fruits, vegetables, fats and oils, proteins and other foods.
3. **Encourage them to have enough rest.** AIDS patients should have enough rest. For example, children should sleep at least not less than 8 hours while adults not less than 6hours per day.
4. **Encourage them to do exercises:** AIDS patient should be encouraged to do regular exercise so as to live longer because their bodies are active.
5. **Showing them empathy:** To empathize with someone is to feel what they are going through with them. It is to be able to understand what someone else feels.

SKILLS REQUIRED TO RESIST ENGAGING IN RISKY BEHAVIOR

1. **Critical thinking:** It is the ability to analyze a situation or a problem and work out a solution. It involves creativity and analytical abilities.
2. **Self-control:** As human beings, there is need to control ourselves from immoral behaviours to avoid contracting HIV and AIDS.
3. **Abstinence:** Refers to refraining from sexual intercourse. This act helps people to resist engaging in risky behavior.

- 4. Being faithful to a faithful and uninfected partner:** Have one sexual partner who is faithful and stick to him or her alone. This could resist from engaging in risky behavior.
- 5. Self-confidence:** This is the skill of being able to stand up for what you believe in regardless of the threat. It entails the ability to say no when you mean it and stand by it.
- 6. Self-awareness:** This is the skill of knowing and living with oneself. It entails knowing who you are, what you can do and what you can't do, your likes and dislikes.

LIFE SKILLS TO RESIST CONTRACTION HIV INFECTION

- a) Abstaining from sex before marriage
- b) Remaining faithful to one marriage partner
- c) Getting information needed on HIV/AIDS to make informed decision in life
- d) Avoiding drug and alcohol abuse
- e) Going for HIV testing before marriage
- f) Keeping company of trusted friends
- g) Avoiding sharing cutting and piecing equipment's such as razor blades and needles
- h) Being assertive and putting off friends who are sexually harassing you

RIGHTS OF PEOPLE WITH HIV AND AIDS

Human rights: Are entitlements that every human being has simply by virtue of being human

- ☞ The following are some of the **rights** for people who are infected with HIV and AIDS:
 - 1. Right to health services:** In Malawi, everyone has a right to access health services and facilities regardless his or her HIV and AIDS status.
 - 2. Right to human dignity:** The right to human dignity demands that every human being be accorded respect regardless of his or her HIV status.
 - 3. Right to education and information:** Every person has a right to education for information regardless of their HIV status
 - 4. Right to equality:** The right to equality provides that no person is discriminated against because he or she is HIV and AIDS.
 - 5. Right to privacy:** People living with HIV and AIDS have the right to confidentiality on all information relating to someone's HIV status.
 - 6. Right to employment:** Everyone has the right to employment regardless of being infected or affected with HIV and AIDS.

- 7. Right to inherit property and finances:** This right provides that every person has a right to inherit finances or any other property left behind by their deceased parents regardless of their HIV status.
- 8. Right to participation:** People who are infected with HIV and AIDS have a right to participate in development activities in their communities.

RESPONSIBILITIES OF PEOPLE LIVING WITH HIV AND AIDS

- 1. To protect themselves from contracting more HIV:** If you are HIV positive, you should refrain from immorality to avoid contracting more HIV.
- 2. To protect others from contracting HIV and AIDS**
- 3. To defend their rights if they are violated:** It is the responsibility of people living with HIV and AIDS to report to the authorities, if anyone violates their rights by denying them their rights. They can report to the Police, Courts, District Commissioner, Human Rights organizations or any other government office
- 4. To protect their unborn and newly born babies from contracting HIV and AIDS.**
- 5. They have to observe personal hygiene**
- 6. They have to exercise regularly.** Regular exercise makes the body strong and makes medication effective.
- 7. They have to take medication as required** so as to avoid worsening their health.

RIGHTS OF CAREGIVERS

1. Right to safety from contamination and harassment due to handling or treating patients
2. Right to have enough resources to enable them assist patients.
3. Right to be respected.

BASIC FACTS ABOUT HIV AND AIDS

STIGMA

- ☞ **Stigma:** Is a strong feeling of disapproval towards a person or group of people who are discriminated for various reasons like HIV and AIDS.
- ☞ **Self-discrimination:** Refers to the act where a person unfairly judges oneself and isolate oneself because they are HIV positive.

HOW STIGMA CONTRIBUTE TO THE SPREAD OF HIV AND AIDS:

1. Many people who are HIV positive are not able to disclose their status to their loved ones and this may cause the infection to spread further.
2. Those who fear going for testing because of stigma eventually get married without knowing their health status and this causes infection to their partners if they are HIV positive.
3. HIV and AIDS causes more psychological stress to those who are HIV positive they may decide to spread the virus to others to revenge the way society is treating them.
4. Nursing mothers who are HIV positive and do not want to take precautions because of the fear of stigmatization also transmit the virus to their babies during breast feeding.
5. Poor quality healthy care is given to HIV positive patients in hospitals by doctors and nurses who fear attending to them. These patients may easily infect others as they are not given enough information on how to protect themselves and others at the health facilities.

PLACES WHERE TO ACCESS HIV TESTING AND COUNSELLING (HTC) SERVICES

1. Voluntary counselling and testing centres at every town and village.
2. Some hospitals also provide home based care.

IMPORTANCE OF ACCESSING HIV TESTING AND COUNSELLING (HTC) SERVICES

1. It provides an opportunity for individual and couples to be tested and know their HIV status.
2. Those that test positive are counselled immediately and linked to hospitals where they can access ART.
3. They are also important for married couples as they get advice e.g. the use of safe sex if one is infected.
4. They provide important information to individual who would want to know to avoid infection.

CULTURAL PRACTICES AND HIV AND AIDS

- ☞ Culture may be defined as the skills or arts of a given group of people in a given period.

- ❖ Cultural practices are things that are practiced in a particular culture. These are things that people do as part of their tradition such as rites of passage, marriage ceremonies, burial rites and religious festivities.

CULTURAL PRACTICES THAT EXPOSE VULNERABLE PEOPLE AT RISK OF CONTRACTING HIV AND AIDS

- 1. Widow inheritance:** This happens when a widow is inherited as a wife by a brother or any other relative of her late husband. If the new husband or the widow is HIV positive, the virus could be transmitted to them.
- 2. Death cleansing:** This is a practice where a widow is expected to have sexual intercourse with a late husband's relative. This act is believed to have powers to cleanse the home in which death occurred. If the man who has been identified to have sexual intercourse with the widow is HIV-positive, he could transmit the disease to the widow and the vice versa through sexual intercourse.
- 3. Polygamy:** It is a situation whereby a man marries more than one wife. If the man or one of the wives is HIV positive, then all members of that circle would contract HIV and AIDS.
- 4. Spouse swapping/sex orgies:** a practice done by married men who swap or exchange wives and have sexual intercourse with their friend's wife. If one of person in the system is HIV-positive, the virus can be transmitted to all members of the group through sexual intercourse.
- 5. Men's preference for dry sex:** There is a tendency among some communities that women should dry the vagina with a piece of cloth before a penis penetrates into it. This increases the chances of transmitting HIV and AIDS as chance of bruises and cuts are high when a penis enters a dry vagina.
- 6. Bonus wife:** This is where a younger sister is given to a husband either as a token of appreciation for the good deeds of the husband or where the wife has failed to provide children. In both cases, if one of the people is infected, everyone else in the union also gets infected.
- 7. Lack of circumcision among males:** men who are not circumcised are more prone to contracting HIV and AIDS than those circumcised because during the sexual activity, the foreskin is pulled backwards and tends to crack thus providing an easy entry point for the virus into the body. This does not happen in circumcised men where the foreskin has been removed.

CULTURAL PRACTICES GENDER AND HIV AND AIDS

- ☞ Cultural practices are the ideals beliefs values and knowledge practical by people and are passed on from one generation to another generation.

CULTURAL PRACTICES THAT DISCOURAGE THE SPREAD OF HIV AND AIDS

1. **Monogamous marriages:** can discourage the transmission of HIV when the two partners remain faithful to each other.
2. **The emphasis on virginity:** young girls who are taught about the importance of preserving their virginity will abstain from sex. This will therefore reduce their chances of contracting HIV.
3. **Guidance given by parents and other elders:** Parents and grandparents advice their children on how to conduct themselves and not engage in sexual activities.
4. **Faith based initiation into adult hood:** in some communities where girls initiation the spread of HIV. For example she is advised in good manners and also warned against sexual intercourse before marriage.

WAYS OF DISCOURAGING THE CULTURAL PRACTICES THAT FACILITATE THE SPREAD OF HIV IN THE COUNTRY AND WORLD

- a) **Establishing school and enrolling as many children as possible:** children should be educated on moral values that will help them know the dangers of immorality and harmful cultural practices that promote the spread of HIV.
- b) The government can also carry out campaign to create public awareness on the dangers of harmful cultural activities that promote the spread of HIV
- c) The government can also formulate policies that will protect children who are vulnerable in the society. For example early marriages should be outlawed to protect the girl child.

CHALLENGES FACED WHEN DEALING WITH CULTURAL PRACTICES THAT PROMOTE THE SPREAD OF HIV.

- a) **Resistance to change:** most communities value the male figure as the dominant person in the household men. For example believe that they can marry as many wives as they wish and it is difficult to change such an attitudes.

- b) **Poverty:** many poor families are disadvantaged cost their children are not in school to access information that will bring about the necessary cultural change.
- c) **Lack of resources:** Cultural change require a lot of finances to be used to mobilise communities and educate them unfortunately the funds are not always available to do this.
- d) **Lack of political will:** Cultural change also requires the good will of political leaders who are appeared to bring about positive change to the people they need.
 - ☞ When leaders do not provide leadership then they will fail in bringing out the desired change
- e) **Cultural change is a slow process:** It takes time for people to adopt new practices such as initiation practices that do not involve the physical cut for girls.
- f) **High illiteracy levels among adults:** this makes it difficult to educate and convince them to abandon some cultural practices.

HOW TO ADDRESS CHALLENGES THAT OCCUR WHEN DEALING WITH CULTURAL PRACTICES THAT PROMOTE THE SPREAD OF HIV

- a) **Community involvement:** The government through leadership structures and network should involve the communities in the villages to discuss the challenges they face including the spread of HIV/AIDS and how they can solve them.
- b) **Education:** The government should establish more schools to increase education more schools to increase education opportunities to children.
 - ☞ Education will help equip student with the knowledge and skill they need to take the necessary action that will help about culture change.
- c) **Through sensitization and public:** Empowered to acquire skills that can help them resist harmful practices such as assertiveness skill.
- d) The leaders should openly speak about the issues affecting their communities and have national debates on the acting to be taken based on the agreement.

- e) Use of media to pass the information about harmful cultural practices.
- f) **Adult education:** should be intensified to eradicate illiteracy and ignorance.
- g) **Enforcement of laws by the government that will discourage people from engaging in harmful cultural practices.**

GENDER PRACTICES THAT PROMOTE THE SPREAD OF HIV IN THE COUNTRY AND THE WORLD

1. **Polygamy (mitala)** – The practice that allow a man to marry many wives
2. **Widow inheritance (chokolo)** – the practice where the brother or cousin inherit the surviving wife of the dead husband
3. **Early marriages** – If the wife is dead the young sister may be given to the husband regardless of what killed the wife.
4. **Bonus Wife (hlazi, Mbiligha, nthema)** – The practice where the husband is given a younger sister or a niece as a second wife as a sign of gratitude from parents-in-law
5. **Death cleansing (kulowakufa)** – The practice where the widow is asked to have sex with another man so as to put the spirit of her dead husband to rest
6. **Down payment for debt** – In some parts of northern region (Chitipa) parents may offer their daughter in marriage to their creditors.
7. **Discrimination against women** – The practice makes women feel inferior and submits to their husbands even when they know that their husband is HIV positive.
8. **Mdzadi** – the practice where a girl who has given birth outside marriage is forced to sleep with a man to cleanse her
9. **Makhanya dance** – this is a traditional dance which is practiced at night where men and women dance provocatively in the dark. This arouse people to indulge in unprotected sex with different partners
10. **Swapping wives (chimwanamayi / chidyerano)** – The practice where families exchange wives
11. **Gwamula** – Is a practice where a group of boys may decide to invade houses where girls are sleeping at night and force them to sleep with them

SUPPORTING THE VULNERABLE PEOPLE IN THE COUNTRY AND THE WORLD

- ☞ **Vulnerability:** The state of being disadvantaged by being exposed to danger some of the examples of vulnerable people are Orphans, people with

disability, women, commercial sex workers, widows, mobile business people, prisoners PLWHA

- ☞ **Vulnerable people** are individuals who are under privileged and those who are exposed to abuse and contract HIV and AIDS

WAYS OF SUPPORTING VULNERABLE PEOPLE

- 1. Providing for the needs of vulnerable people.** The less privileged people need necessities in life such as nutritious food, clothes and shelter.
- 2. Providing them with life skills on HIV and AIDS prevention:** less privileged people such orphans and women should be trained on how they can use life skills to prevent themselves from contracting HIV and AIDS such skills can be critical thinking, decision making and abstinence.
- 3. Providing them with education and other trainings:** Education and trainings could empower vulnerable people with suitable skills to be used to generate income.
- 4. Appropriate equipment such as wheelchairs** for the physically challenged as this will help them to move with ease.
- 5. Providing counseling, guidance and services to orphans and vulnerable people.** Counseling and guidance is a professional relationship between a counselor and a client in which the counselor helps client to understand themselves and their problems in order to make meaningful and informed decisions

DIFFERENT WAYS THE PEOPLE LIVING WITH HIV AND AIDS ARE ABUSED

- a) Many of them are stigmatized. They are looked down upon by others who associate them with immorality.
- b) Some PLWHA lose their jobs when the employers discover their status or due to absenteeism resulting from illness.
- c) Discrimination by teachers and fellow students at school.
- d) Sometimes HIV positive patients are not attended to by the healthcare givers like other patients
- e) Property and children grabbing by the relatives especially if a husband dies.

PLACES WHERE THE A BUSE CAN BE REPORTED

- a) The local religious institutions
- b) The police station where there are victim support units
- c) Head teacher/ counselling teachers
- d) The local community leaders
- e) The office of the Ombudsman
- f) Courts

- g) Chiefs
- h) Organisations that deal with human rights such as Human rights commission.

STEPS TO TAKE IN ORDER TO ASSIST THE ABUSED INDIVIDUALS

- ☞ The following are the steps that can be taken to assist the abused individuals
 - 1. Identify the abused people
 - 2. Identify the nature of the abuse
 - 3. Seek expert advice or corrective action
 - 4. Care/provide for their needs
 - 5. Establish sustainability programs(mechanism)
 - 6. Make referrals where necessary

TOPIC 4: SOCIAL AND MORAL RESPONSIBILITIES

MORAL AND VALUES IN THE SOCIETY

- ☞ **Morals** are acceptable codes of conduct in any society.
- ☞ Moral can also mean ideas that are considered to be right or wrong
- ☞ These are the guidelines of what is right and wrong as perceived by the society.
- ☞ **Values** are ideas are considerd to be very important.
- ☞ **A value** is also a belief, principle or standard that influence behavior. Examples include abstinence, faithfulness, empathy, justice, love respect, trust etc.

SOURCES OF MORALS AND VALUES

1. **Family:** At family level, children are taught to respect themselves and others mainly adults e.g. houses, obedient
2. **School:** in school, children are taught democratic values such as human rights, equality, majority rule, rule of law
3. **Community:** in the community that one lives, there are other institutions such as religious and traditional that train children to have respect for others, charity kindness, competence, perseverance, togetherness etc.

EXAMPLES OF PERSONAL, FAMILY AND COMMUNITY MORALS AND VALUES

1. **Honesty:** This is doing the right thing every time
2. **Perseverance:** The act of pushing on without giving up
3. **Chastity:** This is the act of remaining pure in one's moral character

4. **Patience:** The act of being able to allow enough time to pass for something to happen
5. **Prudence:** The ability to apply wisdom to practical matters. It helps people to make careful sensible decisions.
6. **Integrity:** It means being honest and having strong moral principles
7. **Fortitude:** Is the ability to stick to ones convictions or values
8. **Empathy:** Is the ability to understand another person's feelings, experiences and situations. It controls people not to underrate others.
9. **Justice:** Refers to fair treatment of people. It can be achieved by observing human rights.
10. **Fairness:** Is the ability to treat people equally. Fairness helps in the development of good interpersonal relationships and respect for one another.
11. **Humility:** refers to thinking that other people are as important as oneself.

WAYS OF ERODING MORALS AND VALUES

1. **Peer pressure:** If people are failing to appreciate their morals and values because of pressure from their friends, morals and values can be eroded.
2. **Influx of Foreigners:** If a country has many foreigners working in different industries, it is very easy for the indigenous people to lose their morals and values and start copying the values and morals of the foreigners.
3. **Change in culture:** If people have changed their culture and start copying other peoples cultures, it is likely that they may erode their morals and values.
4. **Advancement in education:** It is one of the aspects making Malawians to destroy their morals and values. For example, some educated people discourage their children to go for initiation ceremonies thereby eroding morals and values.
5. **Abundance of wrong information in the media:** Some of the media sources give information that erodes moral values.
6. **Lack of proper guidance by the head of the family.** The head of the family, whether male/ female, occupies a special place in the family power hierarchy. When these family leaders don't properly guide their children, morals and values can be eroded.

WAYS OF PROMOTING FAMILY AND COMMUNITY/SOCIETY VALUES

1. **Living together:** If people of the same culture live together at one place, they maintain their morals and values consequently promoting them.

- 2. Forming cultural groupings:** Cultural groupings such as mulhakowaalhomwe help people to promote their family and community values.
- 3. Promoting morals and values in schools** through teachers and appropriate books
- 4. Having positive role models:** positive role models are those people who have succeeded in what they do. Such moral heroes motivate you to be like them and thus adhering to family and community values
- 5. Encouraging high self-esteem:** People with high self-esteem are likely to achieve more in life than those with low self-esteem. People with high self-esteem are able to articulate their values and defend them against peer pressure and other distracting forces.
- 6. Explain the importance of morals and values to the youth** - There must be time to civic educate the youth on morals and values of the society. The youth should also be given chance to ask where they don't understand.
- 7. Modifying some morals and values to suit the change of environment.**
- 8. Modifications of morals should be there to accommodate present issues.**

NATIONAL AND INTERNATIONAL VALUES

- ☞ **National values:** These are beliefs or principles that guide the citizens of a country. For Malawi, they may include:
- 1. Patriotism:** This is demonstrating loyalty to ones country in whatever one does. For example paying tax.
 - 2. Integrity:** Is the ability to do the right thing even when no one is watching
 - 3. Transparency and accountability:** This is carrying out business in an open manner and maintaining clear records of all transactions.
 - 4. Equity:** It is provision of equal opportunities, regardless of being male or female.
 - 5. Social justice:** This is fair treatment of all citizens regardless of who they are in the society.
 - 6. Rule of law:** a situation where everyone protects the law

INTERNATIONAL VALUES

- ☞ These are principles that are accepted internationally. They may include;
- 1. Peace and justice:** This is ensuring security for all and fairness before the law.
 - 2. The rule of law:** This is a situation where everyone protects the law.
 - 3. Equity:** refers to the provision of equal opportunities for both males and females in terms of jobs, occupations and leadership roles

4. **Human rights:** These are universally agreed upon rights that every human being should be able to enjoy where ever they are. For example, the right to security and education.
5. **Integrity:** This is the ability to do the right thing even when no one is watching
6. **Good governance:** This is the governance where the rule of law is observed and justice is served to all.

The table below shows examples of morals and values and their importance.

MORAL AND VALUES	DEFINITION	IMPORTANCE
Empathy	It is the ability to understand another person's feelings experience and situation	<ul style="list-style-type: none"> • It helps individuals not to underrate others • It helps individuals to respect each other regardless of sex, creed, race or tribe
Justice	This refers to fair treatment of other people	It helps to reduce spread of HIV as there would be no sexual harassment and abuse
Fortitude	This is the ability to stick to one's value	It helps to overcome different life challenges such as peer pressure
Fairness	This is the ability to treat people equally	It helps in the development of good interpersonal relationship and respect for one another
Humility	This refers to the thinking of other people are as important as oneself	It helps to remove selfishness and self-centered reasoning among people
Prudence	It refers to ability to apply wisdom to practical matter.	<ul style="list-style-type: none"> • It helps people to make careful and sensible decisions in order to avoid unnecessary risks • It helps adolescent to avoid premarital sex, hence avoiding HIV, STIs.
Honesty	The ability to tell the truth not to steal or cheat.	<ul style="list-style-type: none"> • Helps people to stand for the truth regardless of the consequences • Helps one to be trusted and relied upon
Integrity	Refers to be honest and having strong moral principles.	It helps people to fight against negative peer pressure and engaging in risky behaviours such as drug and substance abuse

SOCIAL AND MORAL RESPONSIBILITY IN THE FAMILY

- ☞ A **society** is a group of people with a common territory, interaction and culture
- ☞ A **family** is a primary social group consisting of parents and their children

TYPES OF FAMILIES

- a) Nuclear family
- b) Child-headed family
- c) Single parent family
- d) Extended family
- e) Grandparents-headed family

TYPES OF RELATIONSHIPS IN A FAMILY

- a) Relationship between couples
- b) Parent – child relationship
- c) Nuclear family – extended family relationship
- d) Child – child relationship

NEEDS OF MEMBERS OF THE FAMILY

- a) **Basic needs** such as food, water, shelter, warmth and education
- b) Safety needs such as protection from enemies, security, order, rules, limits and stability
- c) **Social needs** such as sense of belonging, love family appreciation, affection, good relationship
- d) **Esteem needs** such as self esteem, achievements. Independence, social status and responsibility
- e) **Self – actualization needs** such as self fulfillment, realizing personal potential and seeking personal growth

SOCIAL AND MORAL RESPONSIBILITY IN THE SCHOOL

- ☞ This responsibility involves learning about relationships that exist in school.
- ☞ It also involves a person and moral responsibility of different members in the school

TYPES OF RELATIONSHIP IN THE SCHOOL

- ☞ There are many types of scholarship that exist in the school.
- 1. **Learner – teacher relationship** - This relationship helps in promoting teaching and learning process. Learners should be obedient to teachers and teachers should respect learners and be dedicated to their duties.

- 2. Teacher – teacher relationship** - This helps teaching and learning process to become successful. It also helps members to cover ones when one teacher is absent.
- 3. Learner- learner relationship** - This relationships is grouped into three
 - a) Girl- girl relationship, this happens when two girls or more working together.
 - b) Boy –boy relations, this occurs when two or more boys work together
 - c) Boy –girl relationship, this happens when a boy and a girl are in relationship. Social distances should be observed to avoid being tempted to fall into immoral behavior that transmit HIV /AIDs.
- 4. Learner- donor relationship** - Sometimes donors who have constructed the school block may wish to see the learners who are beneficiaries of the building they constructed. Donors are always interested to see that learners are taking care of the school property.
- 5. Teacher- donor relationships** - This relationship keeps the donors to monitor if the funds are benefiting the targeted group. When the funds are not handled with accountability, then donors withdraw their support.

The school as a society has these members,

- a) Learners
 - b) Teachers
 - c) Parents
 - d) Chiefs
 - e) Parent and teachers association (PTA)
 - f) Donors
 - g) School management committee.
- ☞ If all these members are cooperative then the learning and teaching process becomes successful.

MORAL AND VALUE DILEMAS FACED BY BOTH ADULTS AND TEENAGER

Case study

Yohane and Sangwani had been in a relationship for three years. They finally decided it was time to formalize the relationship. For a month, they both went for pre-marital counseling in their church. After that they started making preparations for their wedding. A month before their wedding day, Yohanediscovered that Sangwani had been a commercial sex worker in a bar at the local time. She had however never disclosed this part of her background to him.

1. What should Yohane do? Why?
 - ☞ Yohane should dump her because she did not disclose to her status.
2. Identify moral dilemma faced by Yohane in this case study.
 - ☞ Yohane has to think to accept or live Sangwani.
3. Which values can help Yohane in decision making on this dilemma.
 - ☞ Love
 - ☞ Trust
 - ☞ Forgiveness

THE MORAL DILEMAS IN THIS CASE STUDY

- ☞ Whether or not Yohane should trust a woman who has been commercial sex worker. Is it right to marry a woman who is likely to became unfaithful to him? Can she be trusted?
- ☞ Sangwani hid her background all this time is there more she could be hiding?

MORALS DILEM AS FACED BY ADULTS

- a) A married man whose female boss/employer insists she has to have an affair with him or her else's he loses his job. He has three children and one is very sick and needs constant medication which is very expensive.
- b) A lady whose HIV positive boss wants to promote her on a condition that he engages in sexual intercourse with her first. She needs the salary to help her pay fees for her siblings who all depend on her as they have no parents and she is the first born.
- c) A church pastor who is offered a huge sum of money as a bribe to hide a criminal who is bight sought out by the police. The pastor is in needed of money to rebuild part of the church wall that collapsed after heavy floods.

MORAL DILEMAS FACED BY TEENANGERS.

- a) A student who has been maintaining friendships with the peers who abuse drags are asking him to join them or quit their company.
- b) A girl who is in love with sugar daddy who has offered to marry her before she completes school. The girl's dilemma is whether to go early marriages and have a comfortable life or to abandon the man and continue with her education and make her own wealth.
- c) A student leader faced with the dilemma's of whether or not to disclose his classmate who were ring leader in a strike. The ring leaders have threatened to kill him if he dares tell the school authority.

APPROPRIATE WAYS OF DEALING WITH MORAL DILEMAS FACED BY BOTH ADULTS AND TEENAGERS

1. **Being assertive:** This means having strength of mind by communicating ones feelings and thoughts without being afraid or hurting others. The skill of assertiveness helps both the adults and teenagers resist the pressure to engage in evil and harmful deeds that can lead to contraction of HIV/AIDs.
2. **Building self-esteem:** self esteem is a way a person feels about one self. A person who has self - confidence believes in their values and beliefs. They will not get involved in actions that lower their human dignity.
3. **By embracing the value of integrity:** means being honest and having strong moral principles. A person of integrity will resist the temptation to engage in crime and other forms of immorality that can facilitate further spread of HIV
4. **By practicing the skill of critical thinking.** This helps one analyse situations, weigh the consequences and make appropriate decision or choice. This helps one to live positively with HIV/AIDs
5. **Guidance and counseling** – this involves seeking help from experts and elders. These can help in resolving some of the moral dilemmas that are faced

PEACEFUL CO-EXISTENCE IN THE SCHOOL

- ☞ Co-existence is the capacity of an individual to live with others with mutual respect and solidarity.
- ☞ Peaceful coexist in the school refers to a type of relationship developed in the school environment between various members of the education community examples of members if the education community are students teachers head teachers parents /chiefs and donors

FACTORS THAT INFLUENCE PEACEFUL CO-EXISTENCE IN SCHOOL

These factors include the following:

1. **Ability to discuss issues** - The administrators of schools need to consult concerned parties before a decision is made. This promotes peace in schools. For example a change of menu in the kitchen in the boarding schools should be discussed with learners to avoid riots in schools.
2. **Listen to the arguments and ideas of others** - It is important that people should have listening skills. This helps teacher and learners to save time.

During the meeting for example, when one says the /idea like yours, for agree rather than repeat.

3. **Sympathy** - This is the ability to understand and share another person's feelings. This helps a person to appreciate why an individual behaves in a particular way.
For example the teacher should have empathy towards learners.
4. **Mediation** - This is the practice of coming between two parties in a dispute to pass on information and help to resolve the problem.
Mediation helps the two parties to be satisfied with the resolution of their conflict.
5. **Sharing** - The spirit of sharing promotes oneness in school. If students share personal belongings like instrument materials and food, there is likely to be peaceful existence among them. This reduces conflicts in school.
6. **Legitimacy Leadership** - This is the power and authority that is founded on the acceptance of those whom such power and authority are exercised.
For example school prefects should be elected using lawful procedures accepted by students.

Factors that can promote relationship in schools.

1. **Hard working spirit** - This promotes teacher – learner relationship as teachers like hard working students.
2. **Honesty among learners** - This promotes head teacher- learner relationship the head teacher on honesty learners to get information so that they can make informed decision.

SOCIAL AND MORAL RESPONSIBILITIES IN ONE'S COMMUNITY

A community is a group of people living together with one or more common interests or similarities. For example, people who are living in the campus of Target school are members of one community.

TYPES OF RELATIONSHIPS IN ONE'S COMMUNITY

1. Chiefs and the community
2. Community workers and the community
3. Religion-based relationships(people of the same faith)
4. Genetic relationships(blood relationships; Consanguine)
5. Social relationships(age-group, same class, same club, business peers among others).

- 1. Chiefs and the community:** In Malawi, there are chiefs who govern the communities. The order of chiefs in order of seniority is as follows:
 - a) **Family leader:** A family leader is known as the head of family. His/her duty is to coordinate family issues with the community and chiefs.
 - b) **Village headperson:** A village headperson is responsible for several families. His or her duty is to coordinate issues at a village level like development projects such as construction of school blocks
 - c) **Group Village headperson:** This is one in charge of several villages. He or she has a responsibility of coordinating development projects in the areas and making sure that village head are governing their villages in democratic manner.
 - d) **Sub-traditional Authority:** Several Village headpersons are under his or her charge. His role is to monitor good governance in all areas of group village headpersons under his/her charge.
 - e) **Traditional Authority (TA):** A TA is the charge of several sub-traditional Authority or group village headpersons. The duty of TA is to monitor good governance in all areas of group village headpersons under his/her charge.
 - f) **Senior traditional Authority:** he or she is the leader of several TA's in his or her area. He or she checks if TAs are governing their areas according to the rule of law.
 - g) **Paramount Chief:** a paramount chief is the overseer of all chiefs of one ethnic group. For example, InkosiyamakosiGomani is the paramount chief of all MasekoNgoni TA's and senior TAs in Ntcheu, Balaka, mwanza, Dedza, Thyolo and Mozambique.
- 2. Community workers and community:** In any community, there are people who work for private or who work as civil servants such as teachers, police officers, nurses.
 - ☞ The community members should treat these people as their fellow human beings if the community is to benefit from them.

THE NEEDS OF MEMBERS OF THE COMMUNITY

- ☞ Members of the community have the following needs;
 1. Physiological needs such as food, air, water, shelter, medicine, clothes
 2. Infrastructure such as roads, airports. Railway, electricity, telephones
 3. Good governance where everybody is involved
 4. Peace and stability
 5. Education
 6. Financial resources.

- These needs of the members of the community can be grouped into; basic needs and wants.
 - a) Human Basic needs** (physiological needs): Things which a person cannot survive without them such as food and water, shelter, clothes, medicine, air,
 - b) Human wants:** Things which are needed in life but a person can survive even without them such as radio, camera, smart phone and a computer.

SOCIAL AND MORAL RESPONSIBILITIES

- Social responsibility:** These are charity works that are done by some members of the community to improve their lives socially. These may include building school blocks, health centres, roads, and bridges e.tc.
- Social responsibility** can also be rendered in form of **services**. For example, a police officer who is renting a house in a township can civic educate her fellows ‘neighbors on how to tighten security in their houses during festival seasons.

MORAL RESPONSIBILITY

- Morals** are principles of right and wrong behaviours and the difference between right and wrong.
- Moral responsibility can be shown in different ways such as preserving culture by holding traditional dances such as Mutheto among the Ngoni.

Types of social and moral responsibilities played by different members of the community

Members of the community	Social or moral responsibility
Teachers	<ul style="list-style-type: none"> Demonstrate good manners to students Respecting students by allowing them to enjoy their human rights Treating all students equally Training students into good citizens of Malawi
Parents	<ul style="list-style-type: none"> Sending their children to school Supporting their children in doing school home work Giving guidance and counseling to the children

Church leaders	<ul style="list-style-type: none"> • Promoting good manners among the people • Leading by good examples • Training children morally, spiritually and physically • Initiating developments in the area
Chiefs	<ul style="list-style-type: none"> • Judging cases justly • Supporting the government of the day
President	<ul style="list-style-type: none"> • Creating conducive environment for citizens to find basic human needs • Respecting rights of the minority • Defending the constitution • Protecting the disadvantaged grouped in the society

PEACEFUL CO-EXISTENCE IN THE COMMUNITY

☞ Living in peace is about living harmoniously with yourself and other members of the community.

FACTORS THAT MAKE PEOPLE LIVE TOGETHER PEACEFULLY IN THE COMMUNITY

1. **Mutual respect:** When nobody considers another person as inferior, everybody's contribution to the community is valued. This ensures there are no conflicts which would precipitate fights or wars
2. **Non-violent behavior:** Non-violent behavior helps members of the community to live peacefully. This behavior is achieved if the members of the community have skills of listening to the arguments and ideas of others.
3. **Tolerance:** Tolerance is needed in any community for prosperity because any community is made up of people of different beliefs, political affiliations and interests. This can therefore help to promote peace as people will be able to appreciate others beliefs and interests.

4. **Ability to discuss issues.** If members of the community hold different views, it is advisable that they call each other and discuss the issue.
5. **Equitable sharing of resources.** This is the absence of corruption and discrimination in the exploitation of community's resources. This promote peace among the members of the community.
6. **Unity of purpose:** The desire to achieve the set goals makes people unite leaving no space for quarrels or disagreement
7. **Legitimacy leadership:** Communities with such leadership do have peace and people do not waste time quarrelling but rather concentrating on development

FACTORS THAT AFFECT RELATIONSHIPS

1. **Discrimination:** This is unequal treatment of people in the community due to their ethnicity, economic class, colour, class, religion, level of education. Discrimination causes hatred between the discriminated and those discriminating.
2. **Stereotyping:** This is prejudice against an individual or a group of people on what they are perceived to be. For example, a community may be stereotyped as witches, fools or thieves. Stereotyping may result into hatred between individuals and communities and thus affecting relationship in the community.
3. **Inequitable distribution of resources:** This is unequal distribution of resources due to greed. For example, when a certain group/class allocate the best resources of the society to themselves at the expense of others, this can lead to conflicts and war.
4. **Absence of justice:** Injustices may lead to anarchy, where the rule of law breaks down completely. Only the strong can survive then and this could lead to war to determine who is the strongest.

FACTORS THAT PROMOTE RELATIONSHIPS IN THE COMMUNITY

1. **Honesty:** if the members of the community are honest with each other, they do not cheat each other and this helps in establishing mutual trust amongst them.
2. **Hardworking spirit:** If members of one community, for example, family, are hard workers, their relationships become stronger.
3. **Respecting relationships:** Relationships have to be respected so as to promote cooperation in the community.
4. **Promoting justice for all:** This is a situation where everybody gets justice and fair hearing. No one is discriminated against and no one receives special treatment.

5. **Equitable distribution of resources in the community:** This is ensuring that everybody gets an equal opportunity to access community resources.

FACTORS THAT DESTROY RELATIONSHIPS IN THE COMMUNITY

1. **Having a fantasy view of love:** Many people have a fantasy view of love and this destroys relationship. They quickly feel stuck with an unloving person as they become deceived into believing that the next one will be better and this leads to disappointment
2. **Dishonesty or telling lies:** If you are not honest to your friend, that means you don't love that friend and when a friend knows your lies, your friendship can be destroyed
3. **Hatred:** It means strong feeling of dislike. Once friends develop hatred, that friendship is gone for good.
4. **Lack of cooperation:** If members lack cooperation, the members quarrel and consequently, the relationship is destroyed.
5. **Stealing:** It is the art of taking somebody's property without consent. If this habit develops in a relationship, definitely the relationship is destroyed.
6. **Emotional over-reaction:** when somebody has wronged you, a quick defense is not always the best offense, so take a moment to think about the consequences of the reaction.
7. **Selfishness:** it's a huge a problem that can destroy relationships.

SOCIAL AND MORAL RESPONSIBILITIES IN THE COUNTRY/NATION

- ☞ Different communities make up a nation or country. There the social responsibilities of the communities are also for the nation/country

Types of relationships in the country

- a) **Relationship between family members** – this include relationship between parents and children, between siblings, between husband and wife as well as between relatives
- b) **Relationship between communities** or ethnic groups –inter-ethnic relationships can be peaceful
- c) Relationship between political leaders in government and the citizens
- d) Relationship among citizens
- e) Relationship between the government and its citizens with foreigners living or working in the country – sometimes citizens may collaborate with foreigners
- f) Relationships between men and women, boys and girls

NEEDS OF CITIZENS IN THE COUNTRY

- a) Security
- b) Access to health care

- c) Access to education
- d) Protection against discrimination and harmful practices
- e) Food, clothing and decent shelter or housing
- f) Justice and fair treatment regardless of age, gender or ethnic background

SOCIAL RESPONSIBILITY OF DIFFERENT CITIZENS OF THE COUNTRY

- ☞ **Social responsibilities** are obligations or duties that we are expected to meet to serve others in the society. They include the following
 - a) The rich have the responsibility to give financial donations to the poor to help them buy food, clothing and other needs
 - b) Wealthy citizens have the responsibility of donating foodstuff and clothing to those who are suffering
 - c) Social workers have the responsibility to visit HIV/AIDS orphans in their homes
 - d) Citizens have the responsibility of caring for the welfare of one another in the neighborhood
 - e) Citizens have the responsibility of paying fees for children from poor families
 - f) Parents have the responsibility of bringing up their children to become responsible citizens

MORAL RESPONSIBILITY OF DIFFERENT CITIZENS OF THE COUNTRY

- ☞ **Moral responsibilities** are based on values, judgment of what is right or wrong and what is good or bad. They include:
 - a) Citizens have the moral responsibility to say no to bribery and other forms of corruption
 - b) Citizens have the moral responsibility to keep off crime and report any crime witnessed to the police
 - c) Media owners have moral responsibility of protecting citizens from pornography
 - d) Citizens have moral responsibility to use the internet responsibly for their benefits and not to destroy their morals by going to site that have immoral content
 - e) Religious leaders have moral responsibility to guide citizens to embrace values of honesty, love, fairness and tolerance among others
 - f) Employers have moral responsibility to treat employees with respect, dignity and pay them fair wages
 - g) Citizens have moral responsibility to pay taxes to the government

- h)** Government leaders have moral responsibility for the welfare of all citizens including those living with HIV/AIDs and those with disabilities

PEACEFUL CO-EXISTENCE IN THE COUNTRY AND THE WORLD

Some of the factors that make people live together peacefully in the country or world

- a) **Mutual respect** for people's rights – this reduce friction and conflicts thereby promoting peace
- b) **Respect for the rule of law** – enhances justice and fairness among the people
- c) **Mutual trust** - this avoids suspicions and unfounded fear of others
- d) **Patriotism** – this is the love that some people have towards their country
- e) **Conflict resolution** – peaceful conflicts resolution promote peace
- f) Values such as tolerance, perseverance and love promote peace among citizens
- g) Observation of social and moral responsibilities towards one another.
- h) **Good governance** – when leaders in government observe democracy, justice, fight against discrimination and corruption they promote law and order
- i) **Use of media to pass peace messages** – this influence people to understand their differences and the need to live together
- j) **Respect for human rights** and respect for sovereignty of the state
- k) **International peace agreements** – encourage peace relations

TOPIC 5: SEX AND SEXUALITY

- ☞ **Sex** refers to the state of being either male or female. Sex is biological and is determined genetically.
- ☞ **Sexuality** involves the total expression of who we are as human beings, male or female
- ☞ Sexuality begins at birth and can change as an individual grow up.

COMPONENTS OF SEXUALITY

- (a) **Sensuality:** It refers to the awareness and feelings that you have about your body and other people's body especial of opposite sex. It helps an individual to feel good about his/her body's appearance, feelings and what your body can do.
- (b) **Sexual identity:** refers to a person's understanding of who she or he is, including the sense of being male or female

- (c) **Sexual intimacy:** is the ability and need to be emotionally close to other people and have that closeness returned
- (d) **Sexual health and reproduction:** Is related to the capacity to bear children, skills to make relationships healthy.
- (e) **Sexualisation:** Refers to using sex or sexuality to influence, manipulate or control other people.

HOW THE COMPONENTS OF SEXUALITY AFFECT HUMAN BEHAVIOURS

- ☞ **Sexual identity, Sexualisation and sexual health and reproduction** affect human behavior in many ways:
 1. **Sexual identity:** Ones sexual identity determines whether one assumes a boy's role or a girl's role in a society. Choosing one or the other determines how one behaves, either a boy or a girl
 2. **Sexual health and reproduction:** A sexually unhealthy person may find it difficult to have a friend of the opposite sex. This not only affects how he or she relates with others of the same sex but also those of the opposite sex
 3. **Sexualisation:** Sexualisation influences one's behavior in that if a boy is sexualized as a girl, he will assume a girls role even though biologically he may be a boy. Similarly, a girl who is sexualized to be a boy will behave like a boy even though she is biologically a girl.

SITUATIONS OF SEXUALITY THAT AFFECT BEHAVIOUR

- ☞ Situations of sexuality that affect behavior include:
 1. **Influence by peers:** Peers do influence how one behaves. Good and well-behaved company leads to good behavior. Bad company leads to bad behavior. Peers are usually of the same sex identity.
 2. **Choice of religion:** In most cases, people inherit their parents' religion. Religion teaches certain roles for different genders. This influences behaviour. It is Sexualisation by religion.
 3. **Choice of School:** Mixed schools have a different influence on boys and girls. Girls who have gone through same sex schools are more timid as compared to those that have gone through mixed schools when confronted by boys. This is due to exposure, the girls in mixed schools are constantly interacting with the boys and learn to handle them better than their counterparts in same sex schools. The same can be said for boys.
 4. **Socio-economic class:** children from low socio-economic class backgrounds tend to be more conscious of their sexuality than those from the middle and higher socio-economic backgrounds. This is again due to exposure.

HOW SEXUALITY INFLUENCE HUMAN BEHAVIOUR

1. You find yourself often thinking about whether you are sexually attractive or not.
2. You find yourself thinking about whether you will be loved and be able to have children. You may start looking for a lover to find if this possible
3. You have the desire to have sexual intercourse. This may lead you to looking for a lover
4. You find yourself having an attitude of rebellion and independence. This can lead to problems with your parents and teachers as well as other elders and people in authority.

THE EFFECTS OF THE CHALLENGES ASSOCIATED WITH SEX AND SEXUALITY AMONG BOYS AND GIRLS

☞ *The effects of the challenges associated with sex and sexuality include:*

- (a) Unwanted pregnancies
- (b) Early sex
- (c) Early marriages
- (d) Drug and substance abuse
- (e) School dropout
- (f) Abortion
- (g) Ill health

SKILLS THAT CAN BE USED TO OVERCOME THE CHALLENGES OF SEXUALITY

- 1. Ability to ask questions and seek help:** Adolescents are encouraged to ask questions and seek help to relevant authorities such as teachers, regarding sexuality issues such as changes in their body.
- 2. Assertiveness:** It is the art of showing strength and confidence in oneself. If the adolescents have this skill, then they cannot be cheated easily by their fellow peers.
- 3. Self-confidence:** people with self-confidence are aware of what they want in life and they can easily overcome the challenges of sexuality by sticking to their values.
- 4. Critical thinking:** A normal person should think twice before making any judgment and this may help to overcome the challenges of sexuality.
- 5. Critiquing the media:** Not everything seen or being discussed on the media is true. Adolescents should therefore analyze the information taken from the media so as to make rational decisions and hence overcoming problems of sexuality.

- 6. Effective Communication:** Parents, teachers and church elders should be able to share experiences and information concerning sex and sexuality and this may help adolescents to overcome the challenges of sexuality.
- 7. Decision making:** This skill is important because it helps to survive peer pressure such as forcing each other to go for drug and substance abuse.
- 8. Recognizing myths and stereotypes**
- 9. Empathy:** Empathy is the ability to understand and share another person's feelings. This skill can help to overcome challenges of sexuality such as attempting abortion. An individual who is attempting abortion can be guided better by individuals who have empathy.
- 10. Coping with peer pressure:** Negative peer pressure should be resisted so as to overcome the challenges of sexuality.
- 11. Problem solving:** Nowadays, problems are everywhere and therefore adolescents should be equipped with problem solving skills so as to withstand pressures of the problems.

SOURCES OF INFORMATION ON SEX AND SEXUALITY

- (a) Community:
- (b) Peers
- (c) Religion
- (d) Parents
- (e) Media

SEX, SEXUAL & GENDER

☞ Sex refers to the biological differences between male and female.

Sex roles:

☞ Are things a person can do by virtue of being a male or female such as breast feeding, impregnating among others

Gender

☞ Refers to the set of qualities and behaviour expected from males and females by society.

Gender role

☞ Are socially constructed and be affected by such factors as time, education and development or economics. Examples of gender roles are; a man is said to do farming in one society a woman to do the household work.

PARTS OF THE MALE REPRODUCTIVE ORGAN

- ☞ The **penis** is the male sexual organ. It has tissues and blood vessels. When erect, the tissues fill with blood, making the penis firm.
- ☞ The **scrotum** contains the testes. It is suspended beneath the base of the penis.

- ☞ The **testes** are located inside the scrotum. There are two testes in the male reproductive system.
- ☞ **Seminiferous tubules** are highly coiled tubes found in the testes. The walls of these tubules have specialized cells that produce sperms.
- ☞ **Epididymis** is a coiled tube. The seminiferous tubules unite to form the epididymis.
- ☞ **Vas deferens/sperm duct** is a strait muscular tube which directs the sperm to the urethra.
- ☞ **Urethra** is a tube that runs through the penis.
- ☞ **Accessory glands** include the prostate gland, the cowper's gland and the seminar vesicles. They produce secretions which mix with the sperms to form semen.
- ☞ **Sperms** are the tiny male reproductive cell.

PARTS OF THE FEMALE REPRODUCTIVE ORGAN

- ☞ The **vagina** is a muscular passage that has an external opening and runs to the cervix.
- ☞ The **ovaries** are a pair of glands that produce eggs (ova) and the female hormones estrogen and progesterone .
- ☞ The **fallopian tubes** run from the ovaries to the uterus.
- ☞ The **uterus** of womb is a muscular organ where the fertilized egg is implanted.
- ☞ The **cervix** is a narrow entrance to the uterus from the vagina. It is usually closed but opens up (dilates) naturally during childbirth. It closed again after that.
- ☞ The **hymen** is the membrane that covers the opening of the vagina.
- ☞ The **vulva** is the external opening of the female reproductive organ. It consists of the outer lips of the vagina (*labia majora*) the inner lips (*labia minora*) and the clitoris.

FUNCTIONS OF THE HUMAN REPRODUCTIVE ORGANS

- ☞ Each part of the human reproductive organ has a function. Below are the functions of the different parts.

FUNCTIONS OF THE PARTS OF THE MALE REPRODUCTIVE ORGAN.

- ☞ The **penis** is where the semen is released or ejaculated from during sexual intercourse. The penis deposits semen into then vagina and also releases urine from the male body.
- ☞ The **scrotum** controls the temperature for sperm reproduction.
- ☞ The **testes** produce the male hormones and sperm cells.
- ☞ The **sperms** fertilize the female egg.

- ☞ The **prostate** gland produces the seminal fluid in the males. Sperms swim in the seminal fluid which is deposited in the vagina during ejaculation.
- ☞ **Epididymis** are the sacks where mature sperms are stored
- ☞ Vas deferens is the tube through which sperms move from the epididymis to the testes.
- ☞ **Urethra** is the tube through which sperms and urine leave the body.

FUNCTIONS OF THE PARTS OF THE FEMALE REPRODUCTIVE ORGAN

- ☞ The **vagina** is the passage for normal childbirth. Menstrual blood also leaves the body through the vagina. During sexual intercourse, the penis is inserted into the vagina where semen is released.
- ☞ The **vulva** contains the clitoris which releases sensations during sexual stimulation and intercourse.
- ☞ The **hymen** is a membrane that marks virginity. It breaks during the first sexual intercourse.
- ☞ The **cervix** is the passage that opens up naturally to allow the baby to pass during childbirth.
- ☞ The **uterus** is the part where the fertilized egg is implanted. The egg develops from an embryo to a foetus in a period of 9 month when the baby is born. The uterus gets ready to receive a fertilised egg every month, and when this does not happen, it sheds off the protective wall lining, which is what makes up the menstrual cycle.
- ☞ The **ovaries** produce eggs (ova) every month and the female hormones- estrogen and progesterone.
- ☞ The **fallopian tubes** are the two passages where the female egg released from the ovaries meet the sperm and gets fertilized before the egg gets into the uterus to attach itself.

REPRODUCTIVE HEALTH CHALLENGES WHICH YOUNG PEOPLE EXPERIENCE

1. **HIV infection:** HIV is transmitted mainly through sexual intercourse with an infected person. It is big challenges to ensure people change their sexual behavior to reduce the risk of transmission.
2. **Sexually transmitted infections (STIs):** young people who engage in unprotected sex risk getting infected which diseases such as syphilis.
3. **Teenage pregnancy:** this is the challenge to the young girls who are not mature enough to carry the baby to full term at child birth.
4. **Abortion:** due to unplanned pregnancies among most young girls, they may choose to have abortion which can have the negative effect on the mother.

- 5. Difficulty in controlling sexual urges:** Adolescents particularly experience emotional problems and hence they find it difficult to abstain from sex.
- 6. Menstrual cycle challenges:** this affects adolescents girls who sometimes experience discomfort during the time of the monthly period

HOW TO AVOID CHALLENGES ASSOCIATED WITH REPRODUCTIVE HEALTH-RELATED PROBLEM

- 1. Avoiding sex and exercising self-control** - This reduces the risk of HIV infection and STIS.
- 2. Keeping good company** - It is important to the youth to keep good groups, for example join group that work hard at school help to avoid sexual activities
- 3. Accepting that the physical changes that an adolescent, experiences are normal such as regular erections, enlarged breasts dream.**
- 4. Seeking guidance and counseling**
- 5. Avoid drug and substance abuse**
- 6. Seeking medical attention** whenever one suspects himself or herself of being sick

SKILLS THAT CAN BE USED TO OVERCOME REPRODUCTIVE HEALTH RELATED CHALLENGES

- 1. Decision making:** decision making skills enable one to weigh the positive/ negative effects of alternative choice they make
- 2. Critical thinking:** one who is able to think critically will not be swayed by others easily, for example weather to abort or not
- 3. Problem solving:** problem solving skills enable an individual to find a remedy to the challenges they are faced with. Such as menstruation problem
- 4. Guidance and counseling** for examples if one is infected with an STIs they can be guided to seek medical care instead of keeping it a secret
- 5. Peer pressure resistance** – avoiding bad influence from others

SEXUAL HARASSMENT

- ☞ It refers to the behaviors and word that convey sexual messages that are offensive to the person targeted
- ☞ It is unwelcome sexual comments or communication.
- ☞ Sexual harassment occur within the family school, in work place among others

EFFECTS OF SEXUAL HARASSMENT

1. It brings shame and humiliation

2. The victim suffers stress and depression
3. It leads to loss of respect for the person harassing the victim
4. It can lead to imprisonment if the harasser is found guilty
5. It brings about conflict between the harasser and the victim

INTERGENERATION SEX

- ☞ Intergeneration sex refers to sex between man and women from different generation or page groups
- ☞ An example is a man /woman engaging in sex with a young girl or boy who is twenty or more year's young than they.

EFFECTS OF INTERGENERATION SEX

1. Stress and depression for the partners because they know that what they are doing is wrong
2. Loss of respect for the elderly person by the society
3. Shame and guilt feelings especially by the younger person.
4. Conflicts between the partners due to the age differences.
5. Ex-x communication of the partners by the society.

INCEST

Incest I is the act of sexual intercourse between close blood relatives such as a brother and sisters, father and daughter or mother and son.

EFFECTS OF INCEST

1. It can cause family conflicts, for example when a brother and sister get involved in sexual relationship their parents will have conflicts
2. It can lead to breaking up of the family for example, a wife may divorce from her husband when she learns he is involved in sexual relations with her daughter
3. It causes loss of respect from the society
4. Stigmatization and discrimination of those involved in the practice.
5. It causes shame and guilt feelings of those involved.

RAPE

- ☞ Rape is the act of forcing somebody to engage in sexual intercourse

EFFECTS OF RAPE

1. It violates the rights of the victim because it is not their choice to engage in sex.
2. It causes depression and other psychological problems.
3. It causes physical injuries to the victim

4. It can lead to HIV infection 18 the culprit to HIV positive
5. Unprepared pregnancies
6. It can also lead to death of the rape victim
7. It can lead to low self – esteem.

TRANSACTIONAL SEX

- ☞ Transaction sex refers to sexual relationship where the giving of gifts is important
- ☞ It is a sexual relationship with the aim of benefiting materially from the sexual exchange.

EFFECTS OF TRANSACTIONAL SEX

1. It lowers ones dignity because of misuse of sex.
2. It can cause stress and frustration
3. It increases the chances of contracting HIV and AIDS
4. Guilt feelings

Importance of reporting cases of incest, rape sexual harassment intergeneration and transactional sex to appropriate authorities,

1. It is important to report so that the culprit can be changed according to the law.
2. It is important to report because the victims deserve justice
3. It is important to report so that similar cases of sexual harassment can be prevented in future
4. It is a sign of social and moral responsibility of a citizen to report vices and crimes to relevant authorities for action to be taken.

INSTITUTIONS WHERE CASES OF SEXUAL HARASSMENT, INCEST, RAPE, CAN BE REPORTED

1. The police station
2. Hospitals, and health centres
3. Local administration
4. Counselors
5. The media
6. Head teacher/teachers
7. Human rights group

SKILLS THAT CAN BE USED TO HELP VICTIMS OF INCEST, RAPE, SEXUAL HARASSMENT, INTERGENERATION AND TRANSACTIONAL SEX

- a) **Effective communication:** this means encouraging victims to express their experiences openly so that they can get psychological and emotional relief.

- b) **Stress and anxiety management:** Victims of rape and incest experiences may psychological problems. They need to cope with stress and anxiety that comes with the unpleasant experiences they have gone through.
- c) **Guidance and counseling:** through guidance and counseling, victims can be helped to cope with bad experiences and accept themselves,
- d) **Assertiveness:** assertive skill helps the victim how to respond infuture in case they are faced with similar experiences. They need to learn to learn how to say no and to fight if need to be.
- e) **Self-esteem:** when one is helped to believe in himself/herself the victim will regain self – worth/ self-confidence.
- f) **Negotiation skills:** This can help one to get out of sexual harassment situation. For example, in an office the victim can convince the culprit to leave them alone.
- g) **Problem solving skills.** This enable one to analyses the situation to know how to escape if need be. This can help prevent similar occasion from occurring again.

FACTORS THAT INFLUENCING SEXUALITY

- | | |
|----------------|------------|
| a) Parents | e) Peers |
| b) Religion | f) Age |
| c) Environment | g) Economy |
| d) Education | |

TOPIC 6: ENTREPRENEURSHIP AND THE WORLD OF WORK

ENTREPRENEURSHIP

- ☞ Refers to an act of engaging in an activity that helps to bring in money through investments and profit making
- ☞ It can also mean running and controlling of personal business,
- ☞ It is the production or purchasing of items that are in turn sold in order to get reasonable.
- ☞ An entrepreneur is a person who undertakes to start a business using a lot of innovativeness or creativity

WAYS OF BECOMING AN ENTREPRENEUR

1. **Organizing and operation business** - If one raises capital and engages in production of goods, it means he / she has become an entrepreneur.
2. **Is employed to produce goods in business** - Anyone who is involved in the production of goods for business is an entrepreneur.

- When a person is involved in the production of goods for business is an entrepreneur.

IMPORTANCE OF ENTREPRENEURSHIP

- It improves living standard of people
- It is a source and form of employment
- It empowers people economically
- It reduces poverty in society
- It helps people to utilize resources effectively.

INCOME GENERATING ACTIVITY

- It refers to anything one can do to generate money for daily use

EXAMPLES OF INCOME GENERATING ACTIVITY

- Agricultural production such as rearing chicken for meat or eggs.
- Small – scale business such as banking and selling of Mandazi.
- Providing services such as car washing decoration halls for wedding ceremonies wedding.
- Hand crafts such as weaving baskets and selling them.
- Shopkeeper activities such as vending glossary

RISK TAKING AND CREATIVITY IN BUSINESS

- Risk taking and creativity involves the act of taking an opportunity to do an economic activity in a unique way that may have rewarding outcomes but with possibility of losses.

ADVANTAGES OF RISK AND CREATIVITY IN BUSINESS

- It creates opportunities in particular economic activity that would bring more profit
- It enables one to learn from mistake made earlier be more creative and solve challenges that one may face in business and therefore helps in marketing a product or services.
- It enables one to consult others and this interaction also helps the business to grow.

POSSIBLE RISK IN BUSINESS

- Inadequate capital:** one may start business but with inadequate capital even to pay the workers.
- Bad debt:** bad debt is created by customers or clients who do not pay for the goods and services in time.

3. **Insecurity:** starting a business in place that is not secure and the business is profitable is dangerous for the business.
4. **Marking risks:** engaging in business where you and many others are doing the same is a risk.
5. **Administrative risks:** this is where one employs staff who do the business such as numeracy record keeping among others
6. **Dealing with counterfeit:** some business imitates your products and you have to convince your customers that your produce are genuine.

SKILLS FOR MITIGATING POSSIBLE RISKS IN BUSINESS

- a) **Decision making** which involves ability to identify challenges, analyze the situation to understand it and making a good conclusion/ choice
- b) **Resilience** – which involves skills to keep going despite the challenges faced such as increased competition and debts
- c) **Communication** – being able to express ones ideas clearly
- d) Time management skills – this involves prioritizing and planning for the days activities
- e) **Financial skills** such as book keeping and record keeping
- f) **Negotiation skills** – ability to discuss issues in a calm way to reach an agreement
- g) **Creative thinking** - Using imaginative or original ideas to solve unexpected problems such as competitors
- h) **Literacy and numeracy skills** – having reading and writing skills and ability to deal with numbers

WAYS OF BECOMING CREATIVE IN BUSINESS

1. **By being inquisitive** – this involves asking questions in order to get more information from customers. This helps to know what customers need
2. **Building social network** – this involves building relationships with customers, potential customers, friends and other people. This help to market the products and services
3. **Through observation** – this involves observing the trend in the market. this helps in making decisions based on the opportunities of the business
4. **Be willing to take risks** – this involves taking a risk to practice an idea and experiment on the idea and observing the response
5. **Plan the creative ideas** – this involves taking time to plan the ideas by listing them down and coming up with a plan of action
6. **Be self confident** – trusting ones abilities that the business will work
7. **Learning from the challenge** – problems faced in business should give opportunities to look for better solutions in a creative way

IMPORTANCE OF CREATIVITY IN BUSINESS

- a) It helps to solve the challenges that may arise in business
- b) It enables an entrepreneur to appeal to customers' needs and wants
- c) It is cost effective as it saves time and money
- d) It helps to market products in a unique way that beats other competitors
- e) It helps to deal with staff by improving their welfare and motivating them to get the best out of them

SETTING UP A BUSINESS

- ☞ Is the process of involved in generating a business idea.
- ☞ There must be a systematic process that people should follow when generating a business idea.

Business setting has the following steps.

1. Identification

- ☞ Some of the things which are identified in this step are the points that make people to have an idea to start business such points include:

 - a) Lack of payment
 - b) Poverty

Other things to identify are

- a) Ways of finding income for the business
- b) Ways of making the business success.
- c) Skills in the type or business to be carried out.
- d) Experience in the business to be done.

2. Technical feasibility

- ☞ Feasibility is the quality of being doable or workable.
- ☞ This involves finding out whether one has technical skills for the business one wants to do.
- ☞ If one wants to do a business at least should have a minimum of professionalism.
- ☞ For example if one wants to start a business of bakery at least you should have basic skills of baking or learn baking skills before starting a business.
- ☞ This helps one to produce quality products. This stage also involves the ways of getting the raw materials for the product another thing which is needed in this stage is management skills in reaching the business. This helps the business to be successful. ‘

3. Economic and financial profitable **financial profitability is the quality of affording gain or profit.** It is important to start a business that is profitable. This means that a business should produce income or a surplus for a profit making business returns should be higher than the cost for us to produce the profit.

This stage it is important to identify the potential market for the product.

4. Planning

This involves the identifying and listing all the operations concerning the business in logical and chronological order.

The operations should be scheduled and a timetable should be drawn. This enables all the facilities and resources needed for running the business to be available in time to avoid delay of operations.

5. Plans for marketing

This stage involves investigation of the availability of potential markets for the products. Quality goods can sustain the market for the business.

6. Ways of financing

This involves ways of finding money for starting a business

Some of these ways include:

- ☞ Personal savings
- ☞ Two or more people contributing money
- ☞ Loan from financial institutions.

BUSINESS SKILLS REQUIRED IN GENERATING INCOME FOR BUSINESS

People have different skills of business that need to be boosted and start that business.

Some of the skills are:

- ☞ Planning
- ☞ Decision making
- ☞ Budgeting
- ☞ Marketing
- ☞ Literacy and numeracy
- ☞ Creativity
- ☞ Negotiation
- ☞ Communication skills

STRENGTH AND WEAKNESS OF STUDENT IN RELATION TO BUSINESS

Students have a good foundation of business skills which they require from various subjects they learn.

STRENGTH IN STUDENTS

a) Literacy and numeracy.

Literacy is the ability to lead and write while numeracy is the ability to work out figures in mathematics.

These are basic skills which are needed in a business.

b) Planning skills

Students learn planning skills from different subject. For example in Chichewa and English subjects, skills of summarizing stories are done. This can help in marketing the prices of commodity in business.

c) Negotiations. Skills

Participatory learning methods which are used in teaching and learning process helps learners to develop unique skills which are needed in business. Group work helps students to present and argue before their fellow learners. This helps learners to develop negotiation skills in business.

d) Communication skills

Learning languages at school such as English, Chichewa and French help learners to develop skills in communication which can be used in business. Drama quiz and writing compositions helps learners also to develop communication skills.

e) Creativity skills

In subjects like performing arts, novel work, English, Chichewa and French promote creativity skills. For example in English and Chichewa languages one can create stories. This skill can be used in business if well developed.

WEAKNESSES IN STUDENTS

a) Lack of decision making skills.

This has been evidenced or shown by lack of concentration on studies. This can make them to fail to make good decision in business.

b) Lack of budgeting skills - Students are not exposed to budgeting activities in schools. This can make them not to budget well in their business.

c) Lack of discussing business ideas that match that skill - Students lack of idea that can match with the business which they want to perform. It is better to start a business that you are knowledgeable of them doing things which you are not familiar with.

d) Marketing

Marketing is the management process responsible for identifying, anticipating and satisfying customer's requirements profitable.

MARKET SURVEY

This is an investigation of the market to find out how many customers may be. Found where they are, how much they can pay for the products or service and finding out if there is competition.

Skills required for conducting the Market survey

Market survey is carried out before you start the business. Some of the skills needed are.

a) Good interpersonal relationship

This helps to relate well with prospective customers. This promotes listening skills and ability to understand what others are saying.

b) Creativity

☞ Creativity refers to the production of new items from original and unusual ideas.

c) Communication

This is the way of keeping in touch between the customers and entrepreneur products and how different it is from similar commodities on the market.

d) Negotiation

☞ This is a process of using discussion to reach an agreement. This helps to interact effectively with prospective customers in business one can have suitable customers if quantity goods. Quantity goods satisfy customers requirements.
☞ One should also think of time and place where to do the business.
☞ For example one cannot have a bakery 30km away from town when he has no transport and in such places not among people can buy bread. So such places have no customers.

RESOURCES NEEDED FOR A BUSINESS

☞ Resources needed for a business are also called factors of production.
☞ *These factors of production include;*

a) Capital

☞ This could be working or fixed capital.
☞ Working capital is the money an entrepreneur uses to buy raw materials for production.
☞ Fixed capital includes buildings and machines which are used in production.

b) Land

☞ This is a place where production can take place

c) Labour

☞ These are people needed in business to work in production. A business cannot operate without workers.

d) Raw materials

☞ These are materials needed in production. These materials should be found near the business places.

WAYS OF PROMOTING A BUSINESS

Business can be promoted by offering quantity services such as

a) customer care

☞ This refers to good hospitality which is rendered to customers. This involves treating customers with respect and empathy.

☞ Some of the services of customers care include:

- (i) good communication skills
- (ii) knowing the needs of the customer
- (iii) Answering all questions from customers with politeness.
- (iv) Advising customers on how to use new commodities.
- (v) Offering short term credits to customers
- (vi) Serving customers at awkward hours on request.

b) Advertising

This is the art of making products known to customers. Well advertised goods one can sell at fast rate. Adverts can be made through.

- (i) Print media
- (ii) Electronic media
- (iii) Posters
- (iv) Walls of business buildings
- (v) News papers
- (vi) Radio
- (vii) Television

c) Repackaging goods into small units

Goods can be repacked to suit the demand of the customers who cannot buy in large quantities. For example 1kg sugar can be repacked in 20g to suit those who cannot buy the packets.

d) Delivery

Delivery of goods to customers helps to attract customers to the business.

For example if a customer has bought a furniture, can be delivered at his home. This makes customers to buy frequently from that business.

e) After service

This is a service after a customer has bought an item. It is important for the business people to have contacts of customers to ask them how the item bought is functioning. If the customer fails you can a service on how the items work.

Ways of dealing with aggressive competitors

- ☞ These ways are as follow
 - (i) Never participate in a competitive engagement that you cannot win
 - (ii) Participate in a competitive engagements that are at position of advantage
 - (iii) Avoid confrontations with competitors (strong challenge)
 - (iv) Do not initiate price discounts.

CALCULATING BUSINESS PROFIT AND LOSS

- ☞ Profit is extra money calculated between those capital invested and its sales output. This is a reward to entrepreneur for bearing risks in business.

TYPES OF PROFITS

There are two types of profits

1. Gross profit.

- ☞ This is the profit you get after subtracting the cost price from the selling price.

2. Net profit

- ☞ Net profit is the profit you obtain by subtracting all overhead expenses from the gross profit. The net profit is what business person is enjoying.
- ☞ Formula for profit is revenues - cost = profit ($P = R - C$) (Total cells)

OTHER TERMS IN BUSINESS

a. Turn over

- ☞ This is the value of sales made in a trading period. It is also referred to as sale revenue.

b. EXPENSE

- ☞ This is the overhead cost of running the business profit and loss account. This shows the revenue received by the business and the cost involved in generating that revenue.

BUSINESS VALUES AND ETHICS

- ☞ **Business values** are beliefs and attitudes business people and their staff have in common in the work place.

The following are some of the business values:

1. **Fairness:** This means you do not overcharge your goods or services. Make a reasonable profit
2. **Innovation:** This means doing things differently from others but within the law. It requires you to devise your own style of selling your goods or services. It could be the way you package your goods, or the extra service you give.
3. **Team work:** Business is a team work activity involving the owner and the employees. They all must work harmoniously together, failure to which the business will most certainly collapse.
4. **Transparency:** Transparency in business means all business activities can be accounted for. Transparency in business is maintained through keeping of accurate business record such as bank statements, delivery books, cash book, audit reports etc.
5. **Community involvement/social responsibility:** Business operate within communities. They must therefore be responsive to the needs of the community within which they operate. It involves hiring workers from the local community and contributing to the welfare of the community at large.

BUSINESS ETHICS

- ☞ These are values which a business person must uphold in order for the business to succeed. They may include:
1. **Trustworthiness:** Customers like dealing with people they can trust. This is attained by ensuring that the goods and services sold are of good quality all the time.
 2. **Good behavior:** As a business person, it is good to have good morals and character. Customers like to associate with people who have good behavior. It makes them comfortable and happy
 3. **Fairness:** Overcharging of goods and services puts off customers
 4. **Kindness:** Being kind to customers makes them feel you care about their needs and you are not just after their money.

UNETHICAL BEHAVIOUR IN BUSINESS

- ☞ The following types of behavior are considered unethical in business:

- a) Disrespect of customers
- b) Gender bias or discrimination
- c) Disclosing customers' private information
- d) Overpricing of goods or services

- e) Selling poor quality goods or expired goods.
- f) Hoarding (hiding/withholding) good or services in anticipation of higher selling prices hence causing artificial shortages.
- g) Giving false information on the commodities and individual is selling.

DIFFERENCE BETWEEN BUSINESS VALUES AND ETHICS

- ☞ **Business values** are important ideals shared by the business in regard to what is good or bad for business.
- ☞ **Business values** are used for guidance on the way to do business
- ☞ **Business ethics** are fundamental principles of decency in conducting business. For example, concern for health and safety, concern for the environment and compliance with the law.
- ☞ **Business ethics** determine acceptable conduct in business organization.

MEANING OF CORRUPTION IN BUSINESS

- ☞ Corruption in business means wrong doing on the part of the business. For example, it involves acquiring goods and services through illegitimate or immoral methods.

FORMS OF CORRUPTION IN BUSINESS

- 1. Bribery:** It involves paying somebody in order to get some favours. The payment may be in cash or in kind. For example demanding for sex from opposite gender in exchange of goods or service, which they still have to pay for.
- 2. Graft:** It involves cash payment to someone so that they award you a contract or some other favour against your competitors.
- 3. Tax evasion:** This means cunningly forging of documents so that you do not pay tax. It is illegal
- 4. Embezzlement:** This is stealing money from business
- 5. Misappropriation:** This is spending business money for things other than those related to promoting the business
- 6. Extortion:** forcing people to give you money by issuing threats to them.
- 7. Operating a business without a license:** This is illegal, every business must have a business license.
- 8. Fraud:** It is a business corruption by which officers of the company misuse their office for personal gain. Many people in authority are converting public funds to be personal money by authorizing bonuses for themselves, pay-outs of vacation etc.

FACTORS THAT PROMOTE CORRUPTION IN A BUSINESS

- 1. Greed:** This is desire to get rich quickly. It leads to unethical practices such as overpricing of commodities and tax evasion.
- 2. Unpalatable economic environment:** This is an environment which does not promote good business practices. For example, over-taxation of business. High inflation forces business to increase the cost of goods and services which in turn pushes customers away.
- 3. Poor tax regime:** This is unnecessary taxation of goods and services by government. It hurts businesses because making profits is difficult.
- 4. Poor enforcement of legislation:** Thus is where law enforces harass the business owners to the extent that some business actually close down.
- 5. Lower levels of education:** low levels of education by poverty are seen as a factor which encourages corrupt practices in companies.
- 6. Lack of transparency and accountability:** If the top managers in business are lacking transparency and accountability, corruption is promoted.

CONSEQUENCES OF CORRUPTION IN BUSINESS

- 1. Inefficiency in business:** This is where businesses either make very little profits or make losses. They are unable to sustain themselves and may close down.
- 2. Loss of business resources:** Due to corrupt practices, money meant for business growth is used on bribery. This ends up depleting business capital and leads to the closure of the business
- 3. Weakened development of business:** a business that keeps on paying bribes to unscrupulous agencies cannot grow and will most likely collapse,
- 4. Increase in crime in the country:** In a corrupt environment, there are too many illegal deals that are struck. When these deals go sour by some parties not fulfilling their part of the bargain, they are killed.
- 5. Discouragement of shareholders and investors:** Investors are skeptical of doing business with companies and municipalities that are known for corruption.
- 6. Substandard goods, works and services:** Corruption may breed substandard goods, services and works as contracts may be awarded to undeserving people due to corruption and this may lead to substandard work or services.

CORPORATE SOCIAL RESPONSIBILITY

- ☞ It refers to a management concept whereby business integrates the social environmental concerns in the business operations.
- ☞ It is sometimes referred to as giving back to society.

- ☛ The business may, for example decide to donate a bus to a school, build some classrooms or donate medical equipment to a hospital. This makes the community to identify more with the business.

HOW A BUSINESS CAN ENGAGE ITSELF IN SOCIAL RESPONSIBILITIES

- 1. Donating portions of its profits** for community development such as education, health facilities and so on
- 2. Provision of a market for goods and services:** This is when a business such as a hotel or supermarket develops a policy to buy commodities from the local community. For example, a supermarket could buy the groceries from the local small scale farmers. A hotel may decide to be buying milk from the local dairy farmers.
- 3. Employing the locals:** In most cases, businesses employ non-skilled labour from the local communities. This way they are appreciated by the locals for providing them with employment and hence improving their livelihoods.
- 4. Environmental care and conservation:** A business entity could also give back to society by engaging in solving local problems such as environmental degradation. The company could engage itself with environmental conservation activities.
- 5. Provisions of other trainings** to its employees and the community on how they can improve their lives.

BENEFITS OF SOCIAL RESPONSIBILITIES TO A BUSINESS

- 1. Better brand recognition:** building a reputation as a responsible business can lead to competitive advantage against other players
- 2. Positive business reputation:** Companies often favour suppliers who have responsible policies, as it makes their customers see them as responsible too.
- 3. Increased sales and customer loyalty:** Some customers don't just prefer to deal with responsible companies. They insist on it.
- 4. Operational cost savings:** By reducing resource use, waste and emissions, you can help make the environment better and save money too. This will also lead to better financial performance.
- 5. Attract talent and retain staff:** being responsible, sustainable business may make it easier to recruit new employees and retain existing ones.
- 6. Access to finances:** Investors are more likely to back a reputable business
- 7. Attract positive media attention:** businesses that carry out CSR activities get aired in the media, and this helps make their image better.
- 8. Reduce regulatory burden:** Good relationships with local authorities can often make doing business easier.

- 9. New business opportunities:** with the media portraying your business as responsible and successful, you can easily develop and market new products or services.

SKILLS THAT CAN BE APPLIED TO PREVENT ONE FROM ENGAGING IN CORRUPTION

☞ *They may include:*

- 1. Accountability:** To be accountable means to be able to prove to someone else that you spent institutional money as it was intended in the budget. This is done by making sure that all documents involving receiving and spending money are well filled and filed. Such documents include; bank statements, audit reports, delivery books and notes
- 2. Self-discipline:** This is ensuring that you do not spend institutional money on personal financial activities. You should also not spend institutional money until authorized to do so. It also involves spending only as in the budget.
- 3. Transparency:** This is the term used to mean that all transactions are done in an open manner. There should be no secret deals. This is done by ensuring that all transactions are approved by committees and not a single individual.
- 4. Technical and professional skills:** The owner of a business may not have the skills necessary for a business to succeed. A business requires qualified accountants, drivers, cooks and supervisors.

MANAGING A BUSINESS VENTURE

QUALITIES OF A SUCCESSFUL BUSINESS PERSON

- 1. A good marketer:** A good marketer is one who convinces another to buy what he or she does not even need. The client or customer is persuaded that the item on sale is so important that he or she needs to buy it by all means possible.
- 2. Good planner:** To succeed in business,
- 3. Planning** is a must. Failing to plan is planning to fail.

An individual need to ask himself/herself the following questions:

- a) What type of goods or services do I want to sell?
- b) Who are my potential customers?
- c) How much capital do I need?
- d) How many employees do I require?
- e) Where do you want to set up your business? Why?
- f) What legal requirements does the government want me to meet for the business(business licenses, permits, registration certificates and son

- 4. Good communicator:** In a business, you have to deal with people all the time. They are the ones that buy your goods or services. You must be able to answer their questions clearly and to their satisfaction.
- 5. Team player:** The people in a business must work as a team. If they don't the business may not succeed.
- 6. Ability to network:** In business, there is a lot of networking. It helps to know others in businesses similar or related to yours. These are business peers and can help an individual with vital information regarding the business.
- 7. Perseverance:** A successful businessperson is the one who preserve in business. If you are running a business and you are not making profits, you should never give up but find ways of boosting the business with profits.
- 8. Future orientation:** A successful business person should focus on the future of his or her business.
- 9. Ability to identify and explore opportunities:** A successful businessperson is someone who thinks of new ways of investing.

KEY ISSUES IN FINANCIAL MANAGEMENT

☞ **Financial management** means controlling of the finances of a business or an organization in order to achieve financial objectives.

The following are some of the key issues in financial management:

- 1. Benchmarking:** In business, it is always good to compare your business with others that seem to be doing well than yours. You can learn how they are managing to do better than you and borrow ideas to help you improve yours.
- 2. Budgeting (financial planning):** A budget is a plan of how you going to earn money and how you intend to spend it. You should always plan for the needs not wants. A budget must show the income and the expenditure.
- 3. Data security:** It is always important to protect information about your business from your enemies. Your business records are important for your business. Make sure they are well stored and protected from unwanted intruders.
- 4. Invoice discounting:** An invoice is like a bill. It shows how much money somebody is owed by a customer. It is a form of short-term borrowing often used to improve a company's working capital and cash flow position.

FACTORS TO CONSIDER WHEN BUDGETING

- ☞ A budget is an itemized summary of expected income and expenditure of a company or country over specified period, usually financial year.
- ☞ The following are some of the factors considered during budgeting:

- Net income:** This is the total money left after you have deducted money paid as taxes
- Expenses:** This is all the money paid out of the money earned, such as salaries for workers, electricity, water, fuel and other utilities.
- Financial goals:** This is the money one hopes to make over a specific time.
- Cost of goods and services (resources):** This is the money expected to pay for goods in the business and services offered to the business.
- Emergencies or contingencies:** These are unforeseen situations that may affect your business. These can be taken care of by buying an insurance cover for the business.

HOW TO MAKE A BUDGET

- Establish the income available or expected
- List all the expenses and their cost
- For a personal budget, it is important to work with the actual income. For the national budget, the country works with the expected income. This is because government revenue comes mainly from taxes. The government can however borrow to bridge budget deficits.

Preparing a simple budget for a small business

Item	Income(M K)	Expenditure(M K)
Sales	100,000	
Salaries for workers		15,000
Fuel		5000
Goods		40,000
Rent		3,000
Taxes		2,000
Electricity		1,000
Water		500
Telephone		1,500
Postal service		1,000
Total	100,000	69,000
Surplus	31,000	

HOW TO MANAGE A BUDGET SUCCESSFULLY

- 1. Allocate funds to various levels such as departments and sections:** The budget shows money for each department or section. This money has to be given to the department for appropriation as budgeted. The department must show evidence that the money was used as intended through cash receipts
- 2. Establish controls to ensure that funds are used prudently:** This is done by having a procurement committee in place to approve all the purchases. Since the committee is made up of several members, it is difficult for it to be compromised.
- 3. Monitor and review use of funds:** It is important to monitor how money is being used. This is done by establishing controls such as internal audit reports and records of expenditure.

HOW TO MANAGE CASH FLOW

☞ **A cash flow** is a total amount of money one gets at a given period.

The following are some of the ways of managing cash flow:

- 1. Tracking cash flow results on a monthly basis:** This involves thoroughly going through the financial records to keep track of the money coming into and leaving the business. This way you close the loopholes where they exist so that you reduce the amount of money leaving the business in the form of business.
- 2. Increasing sales:** This can be done through advertisement or offering attractive incentives such as discounts for those buying more.
- 3. Giving discounts to debtors who pay early:** This encourages customers to pay their debts early
- 4. Tightening audit requirements:** This involves keeping accurate and comprehensive records of both the stocks and cash on daily basis.

HOW TO MANAGE STOCKS

☞ **Stock** can be defined as a number of things kept ready to be sold or used. For example, Rab processors manufactures commodities such as soap and chicken feeds so these examples of stock.

The following are some of the ways of managing a stock.

- 1. Prudent stock taking/inventory checking:** This is establishing a system where all goods in stock are recorded and clear records of all sales kept
- 2. Effective procurement:** This is an efficient method of buying goods and services from your supplies so that there are no losses by way of receiving goods in quantities less than what you ordered or of less quality

3. **Stock control:** It is a system of making sure that no goods leave the stores unnoticed or unrecorded.

HOW TO MANAGE COSTS AND PROFITS

☞ The following are ways of managing costs and profits:

1. **Cost of goods sold and gross margin:** This is the total costs of all goods sold less the total buying price. The difference is the profit margin. It is the profits that can be used to finance the business activities.
2. **Level of operating costs and operating margin**
 - a) **Operating costs:** Are the expenses which are related to the operation of a business. They are the cost of resources used by an organization just to maintain existence
 - b) **Operating margin:** Is a measurement of what proportion of a company's revenue is left after paying for variable costs of production such as wages, raw materials, etc. A healthy operating margin is required for a company to be able to pay for its fixed costs, such as interest on debt.
3. **Level of business cost and net profit:** The cost of financing business activities must not exceed the profit margin. This would eventually kill the business.

PROCEDURE FOR REGISTRATION OF A BUSINESS FOR TAXES

1. **Present to the tax department a copy of the business registration certificate:** This certificate shows the owner of the business, when it was registered, its physical address, registration number and the type of business
2. **Present personal identification documents:** These documents help to show whether you are a citizen of Malawi or not and whether you actually pay tax.
3. **Complete tax registration form:** This is a special form provided by the revenue Authority of Malawi. It guides an individual on how to fill it for the purpose of business registration.

IDENTIFYING TAX ALLOWANCES UPON STARTING A BUSINESS

☞ The tax allowances upon starting a business include:

1. **Initial tax allowance:** This is the tax allowance given to newly registered businesses in recognition that a new business may not have made profits worth taxing in the first few months of business
2. **Investment tax allowance:** This is a tax given to a business on capital invested in the business. For example, investors can be allowed to import heavy machines without paying custom duty.

3. **Annual tax allowance:** Government can give a grace period of one year or more for a company before it starts paying taxes. This gives chance to the new business to settle down; for example finding customers.

HOW TO PAY CUSTOM DUTY AT THE BORDER

The procedure involves:

1. **Presentation of critical documents such as bill of lading:** This is a formal submission of a document or negotiable instrument for acceptance, negotiation and payment; for example a bill of lading for a car imported into the country and presented to customs officials.
2. **Payment of due tax:** It is paying any taxes one is supposed to pay to the government before one is cleared to cross the border.
3. **Tax clearance:** It is the process of validating the status of a taxpayer by ensuring that all taxes have been paid. For example, this has to be done before retired officer is paid government pension or when companies are merging.

PRACTICAL TAX ISSUES

- a) Tax regimes: It is the reduction of taxes by the government
- b) Tax evasion: It is an illegal practice of avoiding to pay taxes.
- c) Tax administration: It is the enforcement of payment of taxes.

TYPES OF TAXES TO BE PAID IN BUSINESS

1. **Income/corporate tax:** This is a levy imposed on individuals or businesses on the basis of the profits they make
2. **Excise duty:** It is levy imposed on manufacture, sale or use of locally produced goods such as tobacco products.
3. **Value Added Tax:** It is an indirect tax charged on consumption of goods and services in the country's economy
4. **Custom duty:** This is a tax levied on imports or export goods to raise state revenue or to protect the domestic industries.
5. **Turnover Tax:** Tax charged on gross income from businesses. It is at 2% in Malawi.
6. **Withholding tax:** Refers to an advance payment of income tax that is deducted from specific payment.

FINANCIAL INSTITUTIONS IN MALAWI

- ☞ The following are some of the examples of the financial institution in Malawi;
1. Reserve Bank of Malawi
 2. Commercial banks

3. Discount house
4. Micro-finance institutions
5. Capital markets
6. Insurance companies
7. Pension funds and pension brokers

DIFFERENTIATING THE FINANCIAL INSTITUTION ACCORDING TO HOW THEY OPERATE

1. Reserve bank of Malawi(The central bank)
 - a) It controls how much the money is in circulation in the country
 - b) It controls the amount of foreign currency in the country
 - c) It authorizes the registration and licensing of all commercial banks and financial institutions in the country
 - d) It authorizes the printing and reprinting of paper currency(notes)
 - e) It controls the entry and exit of financial institutions in the financial market
 - f) It regulates and supervises the operations of the financial institutions
 - g) It ensures the financial institutions provide services that suit the needs of different segments of consumers
 - h) It ensures that consumers are financially literate and protected from possible financial abuse
 - i) It lends money to commercial banks.

2. Commercial Banks:

- ☞ ***The following are some of the services provided by commercial bank;***
- a) They carry out all banking services with the authority of the central bank. They are other banking services such as
 - b) Bank accounts(savings and current accounts)
 - c) Receive deposits from customers
 - d) Transfer money from one customer's account to another on request
 - e) Change currency
 - f) Receive and transfer money to customers out of the country on request
 - g) Give loans to customers
 - h) Pay interest to customers deposits

3. Discount house: It is a firm that buys, sells, discounts and or negotiates bills of exchange or promissory notes. This is generally performed on a large scale with transactions that also include government bonds, treasury bonds and treasury bills.

4. Microfinance institutions: They include savings and credit cooperative societies (SACCOs), FINCA, Micro-loan finance, Village bank, Blue finance, Get Bucks. They offer services such as:

- a) Taking deposits from customers(some don't)
- b) Provide financial services to low income earners who cannot access the formal banking services
- c) Provide savings accounts and micro-credits to the targeted populations

5. Capital markets: The key players in this category of financial institutions are:

- a) Malawi stock exchange
- b) Investment brokers
- c) Investment dealers
- d) Broker-dealers

☛ They provide **investment services** to people who want to invest their savings. Some of the ways of doing this include:

- a) Buying and selling shares issued by listed companies
- b) Buying treasury bills issued by the government
- c) Buying treasury bonds issued by the government

6. Insurance companies: Insurance companies offer financial services such as:

- a) Compensating clients whose insured property is damaged or stolen
- b) They may also invest funds on behalf of their clients and pay bonuses periodically as agreed between them and the clients
- c) They may invest funds belonging to pension schemes on their behalf. They do so as appointed fund managers of pension schemes.

7. Pension funds and pension brokers: Retirement schemes receive and invest money mainly from workers in employment and pay them their savings accrued bonuses when they retire. Such monies held by pension schemes are called pension funds. Pension schemes usually hire the services of commercial banks where they bank the money. Such banks are referred to as custodians of pension funds. Pension Schemes also hire insurance companies as managers and administrators of pension funds.

IMPORTANCE OF FINANCIAL LITERACY

- ☛ Financial literacy is defined as the understanding, knowledge, skills, values and attitudes that people have about financial institutions and the services and products that they offer in the financial market.
- ☛ It involves knowing where to go for a suitable financial product and knowing how to effectively manage your finances.
- ☛ Financial literacy is therefore ones' ability to handle money wisely. It helps one to be able to earn and use money in the most gainful way.

The following are some the benefits of financial literacy;

- It helps one to practice wise and effective credit management:** This is wise use of money that has been borrowed. Since borrowing money must be paid back, often with interest, it is not good practice to borrow money for consumption. This is because it makes you poorer when you pay it back. Borrowed money should be invested where it can earn interest. The interest can be used to pay the loan. This is wise credit management.
- Wise investment:** it is important when choosing the options to consider one with maximum returns and minimum risk. However, it is important to remember that the higher the risk the greater the returns. You have to strike a balance therefore between maximizing returns and minimizing risk.
- Effective saving:** saving is the practice of putting aside something for future use. It could be money or food. Effective saving means properly planned saving that does not cause stress due to deprivation.
- Wise use of money.** Money is a current medium of exchange in form of coins and bank notes. Money should be mostly spent on needs and not wants as we can live without these.

STEPS OF OPENING AND OPERATING A PERSONAL BANK ACCOUNT

- Contact the bank of interest where you want to open the account
- Furnish the bank with your personal identification documents
- Fill in the necessary account opening forms
- Pay money to your account as the opening balance if that is what the bank requires of new customers(some banks allow you to open an account with zero balance)
- Get information from the bank when you can collect the documents to operate your personal account
- Start opening your personal account.

ESSAY QUESTIONS

Points to note:

- Always write the heading of your essay question
- Every essay should have a brief introduction and summary
- In life skills you will either be asked to explain, discuss or describe any five points in an essay form
- Do not write your essay in a point form.
- When answering the questions write every point in its own paragraph. Every paragraph should have the main point and two supporting points. The second can be a further explanation of the main point and an example if possible

6. Do not number the points, do not underline the points, do not highlight the points making the bold or underlining them. Do not use bullets in your points

SOME OF PRACTICE ESSAY QUESTIONS

TOPIC 1: PERSONAL DEVELOPMENT

1. Describe any five characteristics of health self esteem
2. Explain any five factors that enhance self esteem
3. Describe any five steps in developing self esteem
4. Explain any five advantages or importance of healthy self esteem
5. Explain any five importance of developing a personal study time table
6. Discuss any five importance of values
7. Explain any five techniques of resisting negative peer pressure
8. Explain any five ways of rebuilding self esteem
9. Explain any five importance of seeking vocational guidance and counseling

TOPIC 2: GROWTH AND DEVELOPMENT

1. Discuss any five impacts of peer pressure on interpersonal relationships / explain any five ways how peer pressure can influence interpersonal relationships in the nation and the world
2. Explain any five factors to consider when setting personal goals
3. Discuss any five impacts of peer pressure on interpersonal relationship
4. Discuss any five situations that require decision making and problem solving
5. Explain any five negative effects of media on adolescents behaviour

TOPIC 3 HEALTH PROMOTION

1. Explain any five importance of eating nutritious food
2. Describe any five ways of promoting health living
3. Describe any five importance /benefits of proper use of drugs
4. Describe any five characteristics/qualities of a blood donor
5. Explain any five importance of preventive medicines
6. Explain any five ways how stigma can contribute to the spread of HIV AIDS
7. Explain any five importance of accessing HIV Testing and Counseling (HTC) services
8. Explain any five benefits or importance of receiving blood
9. Explain any five importance of donating blood

TOPIC 4 SOCIAL AND MORAL DEVELOPMENT

1. Describe social and moral responsibilities of any five citizens of the country
2. Describe any five types of relationships in the country
3. Describe any five factors that promote relationship

4. Describe any five factors that destroy relationships
5. Discuss any five ways of dealing with moral dilemmas faced by both adults and teenagers
6. Describe any five cultural practices that help to mitigate the spread of HIV
7. Discuss different ways of discouraging the cultural practices that facilitate the spread of HIV in the country and the world
8. Discuss any five gender practices that promote the spread of HIV in the country and the world
9. Discuss any five challenges faced when dealing with cultural practices that promote the spread of HIV
10. Describe any five ways of supporting PLWHA

TOPIC 5 SEX AND SEXUALITY

1. Explain any five reproductive health challenges which young people experience
2. Discuss any five skills that can be used to overcome reproductive health related challenges
3. Discuss any five skills that can be used to help victims of incest, rape, sexual harassment, intergenerational and transactional sex

TOPIC 6: ENTREPRENEURSHIP AND THE WORLD OF WORK

1. Describe any five skills for mitigating business risks
2. Describe any five possible risks in business
3. Describe any five ways of being creative in business
4. Explain any five importance of creativity in business
5. Discuss any five job seeking strategy
6. Explain any five importance of a saving culture

SAMPLE ESSAY QUESTIONS SELECTED FROM DIFFERENT TOPICS

☞ ***Explain any five advantages of healthy self-esteem or importance of a high self esteem***

ADVANTAGES OF HEALTHY SELF ESTEEM OR IMPORTANCE OF A HIGH SELF ESTEEM

The following are some of the advantages of healthy self esteem

The first one is social competence with peers. Self-esteem helps a person to fit into peer groups. This helps to avoid isolation.

The second one is intellectual achievement. Healthy self-esteem makes a person to aim high and not to be contented with what they have. For example if a student is scoring 90 percent in life skills, he / she will not be satisfied with this but will aim at scoring 100 percent

The other one is strong character or ability to resist peer pressure. Healthy self-esteem will make a person to have strong values that he / she upholds in life. The values will help in resisting bad influence from others

In addition to the above is independency syndrome. This is where one feels like they can make it on their own. A person with healthy self-esteem does not rely on the opinion of others unless it is necessary. But makes his/her own decisions.

The last one is self-drive. People with healthy self-esteem are hardworking, committed and good performers in school and at home. They do not wait to be told by others on what to do but they always find something to keep themselves busy.

The above points are importance of healthy self-esteem.

☞ **Describe any five characteristics/sings of high self-esteem or healthy self esteem**

CHARACTERISTICS/SINGS OF HIGH SELF-ESTEEM OR HEALTHY SELF-ESTEEM

The following are characteristics of healthy self esteem

The first one is enthusiasm. This means being interested in what a person is doing. For example having great interest in life skills.

The second one is optimism. People with healthy self-esteem always expect good things to happen. They are always hopeful in life. Even when they fail their examinations, they are always hopeful that one day they will do better.

The other sign is cooperation. People with healthy self-esteem work together with others to achieve a common purpose. This can make them achieve great things together.

In addition to the above characteristics is good performance of tasks. People with high self-esteem will excel in whatever tasks they engage in. this is because they aspire for success.

The last one is good interpersonal relations. People with high self-esteem relate well with others at home, school and in the society. They are never in conflicts with others because they value relationships

The above paragraphs have described some of the characteristics of healthy self-esteem

☞ Explain factors that enhance/influence/contribute to high/health self esteem

FACTORS THAT ENHANCE/INFLUENCE/CONTRIBUTE TO HIGH/HEALTH SELF ESTEEM

The following factors influence healthy self esteem.

Firstly, there is taking responsibility for ones actions. This involves avoiding blaming others for the mistakes or bad things that happen. Accepting whether one has done a bad or good action helps to have many friends because they are not afraid to work with them.

Secondly, there is accomplishing ones goals or plans. This involves implementing what one has planned to do in life. It makes the person feel motivated by what he or she has accomplished

Thirdly, there is awareness of one's rights. Being aware of social, cultural and economic rights makes one to enjoy the rights and to protect them. It also makes a person to be assertive.

Furthermore there is setting personal goals. This involves choosing what one wants to do in life. This helps to organize time and resources to live a purposeful life. A person works to achieve the set goals

Lastly, there is emulating positive role models. This involves following people who are regarded as good examples in life. This can help someone to do good things as role models do thereby enhancing self esteem

The above are some of the factors that enhance self-esteem

IMPORTANCE OF TIME MANAGEMENT

Time management refers to wise use of the available time in order to achieve ones goals. The following are the importance of time management

The first one is that it enables one to achieve their goals. Time is never enough, with good time management, one can have more time for all the activities scheduled thereby achieving one's goal.

The second one is that time management helps a student or anyone to set priorities. With time management students are able to know what to do first and what to do last in life.

The third one is that time management helps one to make conscious choices. An individual with good time management skills will spend his or her time on activities that are valuable on his or her life.

The other one is that a person can become more productive. With good time management skills a person can accomplish more things with less effort and time.

The last one is that it helps one to save money. Time management can help to save money that would have been used to solve the problems in future which may come because of not managing time effectively.

Time management is very important because of the above points

WAYS OF MANAGING TIME EFFECTIVELY

The following are ways of managing time effectively

The first one is planning daily activities. This can be done by coming up with a to-do-list. Successful people always plan activities on daily basis.

The second one is following the planned activities. This involves implementation of planned activities. Planning without implementation is a waste of time and resources.

The third one is doing important things first. This involves prioritizing things. For example, if you have 30 minutes before you go to bed and you have two activities to do on that day; to read a newspaper and writing Life skills assignment which you need to hand in the following morning. The most important activity would be writing life skills assignment first.

The other one is doing one thing at a time. It is important for everyone to do one thing at a time. For example, it is awkward to see a student solving mathematics while listening to music; this is bad as one can lose concentration on the task (solving mathematics) at hand.

The above points are ways of managing time effectively

IMPORTANCE OF VALUES

Values are principles, standards or desirable qualities that one believes in. The following are importance of values

Firstly, values help a person to focus on his or her goals in life. If one aspires to become a doctor one need to be honest, confident, passion and hard work

Secondly, values help a person to choose the right friends or peers. This is true because bad company corrupt good morals. If one has values one will know the type of persons to associates with.

Furthermore, values give meaning and purpose of one's life. This is true because desirable qualities earn a person confidence in life. With values a person knows why they exist in life.

In addition to the above, values also direct ones actions towards the right things. Values will enable a person to do the right thing in the right way at the right place and with the right people.

Lastly, values make other people respect and trust you. People trust people who are principled and uphold good values. For example those who are honest may be respected

The above points are some of the importance of values in life.

WAYS OF COPING WITH PEER PRESSURE

Peer pressure is the bad influence that a person gets from others. The following are ways of coping with negative peer pressure

The first one is acquire skills of assertiveness. Assertiveness is an act of showing strength and confidence in one self. Assertiveness skills equip adolescents to stand by their principles because they are convinced that they are good and correct.

The second one is being fully aware of natural development in the body. If boys and girls are well informed about their development in their bodies well in advance, they do not bother to go to their peers and seek information about sex, sexuality and reproductive health and thus making informed decisions.

The other one is being mindful of the negative effects of peer pressure. When adolescents are aware of the bad effects of peer pressure, they can easily resist it. For example if they know the effects of early sex

In addition to the above is self-confidence. Self-confidence creates respect from peers. Their behavior can change without hurting them.

The last one is ambition. In order to resist peer pressure, an individual need to set achievable goals and therefore he or she may have no time in doing wrong things as an individual will aim at achieving the set goals.

The above points are some of the ways of coping with negative peer pressure

STEPS IN DECISION MAKING AND PROBLEM SOLVING

The following are the steps to be followed in decision making and problem solving

The first step is identification of the problem. This is the first step in decision making and it involves finding out what the problem is. The issue should be studied with a positive mind; otherwise you can't find the real problem.

The second step is defining the problem. This involves finding out details of the problem including its causes.

The third step is exploring possible solutions. This involves identifying various ways of solving the problem. Analyze the solutions and then think of the best ways of solving that problem.

The fourth step is exploration of possible outcomes for each solution. This involves considering the consequences of each alternative solution. The outcome of solutions could be positive or negative and explore the possible result for both outcomes.

The fifth step is choice of the best solution. This step demands that the best choice should be considered from the possible solutions. The best choice is the one with less negative consequences. Then implementation of the decision and evaluation of the process to find out if the solution best solves the problem.

The above are steps to be followed in decision making and problem solving

IMPACTS OF PEER PRESSURE ON INTERPERSONAL RELATIONSHIP

The following are impacts of peer pressure on interpersonal relationship

The first one is conflicts. Sometimes people disagree with their peers this may happen when one resists the friend's demands. This can result into conflicts.

The second one is break up of relationship. Conflicts resulting from peer pressure resistance can end up breaking relationships such as relationship between close friends or people in the community.

The third impact is strong relationship among peers. Friendships can also be strengthened when positive peer pressure influence saves a friend from undesirable habits such as drug abuse.

The other one is development of the skills of assertiveness. One can become assertive in the process of resisting peer pressure. For example if one says no to drug and substance abuse, one becomes assertive.

The last one is value clarification. Peer pressure creates an opportunity for one to reflect on his or her values in order to make informed decisions.

In summary conflicts, break-up of relationships, value clarification, development of assertiveness and strong relationship are some of the impacts of peer pressure on interpersonal relationship

QUALITIES/CHARACTERISTICS OF BLOOD DONORS/GROUPS OF PEOPLE WHO CAN DONATE BLOOD

The following are some of the qualities of a blood donor.

Good health/Free from diseases such as epilepsy, psychotic disorder, severe asthma, abnormal bleeding is one of the qualities. If one is not healthy, the situation may worsen if one donates blood. For example, if one is anemic, donating blood may even kill him/her.

Being Free from HIV and AIDS is another quality. HIV-positive individuals cannot donate blood as they transmit the virus to the one who will receive the blood.

A blood donor should be a person who is willing to donate blood. This is true because blood donation is a voluntary action. No one is compelled to donate blood.

Another quality is that he or she should be between the ages of 16 and 65 according to Malawi Blood Transfusion Services (MBTS). Those who are very young and very old can not donate blood.

A blood donor should not be a pregnant woman. This is because pregnancy is a delicate condition for the mother. A woman can easily suffer anemia and will also need blood during child delivery. Therefore should not donate blood.

The above are qualities of a blood donor

IMPORTANCE/ADVANTAGES/BENEFITS OF DONATING BLOOD

Donating blood is important because of the following reasons

The first one is that a person who donates blood enjoys the joy of saving human lives. If you donate blood, you save lives of vulnerable people for example children, pregnant women and people who are involved in accidents and other critical situations.

The second one is that there is free-health –check-up. Donating blood gives the donor a chance of going for free health check-up. Upon donation a donor gets their blood pressure and hemoglobin level checked. A donor can know his/her health status and the type of blood. Since before donating blood, a series of health checkups are performed on the donor totally free of charge.

The third benefit is that it reduces risk of heart diseases. Regular blood donations help to keep the levels of iron in the body in check, mainly in males thereby reducing heart diseases and stroke.

Another one is that it helps to burn calories /it reduces unwanted calories and cholesterol levels. When you donate blood, you shed 650 kilocalories. This helps the body to control its weight, eventually preventing obesity.

The last one is that it reduces the risk of cancer. High levels of iron in the body can lead to cancer. Iron reduction, through donating blood is associated with lower cancer risk and mortality.

The above paragraphs have described importance of donating blood

IMPORTANCE OF USING DRUGS ACCORDING TO PRESCRIPTION/ IMPORTANCE OF PROPER USE OF PRESCRIBED DRUGS

The following are importance of using drugs according to prescription.

It helps doctors to make informed decisions if the patient is not improving. This is unlike when one is not following prescriptions, doctors can be misled thinking that the drugs have failed to cure the patient.

The second one is that some drugs are poisonous if a person takes too much of them. Therefore, if a person use drugs according to prescription, a person avoid putting his/her life in danger.

The third one is that a person saves money because a person is cured with the medicine he /she gets the first time. A person saves on expenses like buying second medicine if the first one has not worked.

The other one is that it helps to prevent some drug-related health complications in some patients which are caused by patient's failure to adhere to their medication requirements, whether by accident or intent.

The last one is that a person avoids worsening the sickness. If a person use drugs according to prescription one prevents addiction to the drug. One also avoids developing resistance to the drug

The above points are importance of using drugs according to prescription

WAYS OF CARING FOR PEOPLE LIVING WITH HIV AND AIDS

The following are ways of caring for people living with HIV and AIDS

One of them is by being close to them and supply their needs: AIDS patient should be cared for like any other person by providing their needs like food and drinks.

The other one is by giving them balanced diet food. People living with HIV and AIDS should be given meals with six groups of food. They need fruits, vegetables, fats and oils, proteins and other foods to keep their bodies healthy.

Encouraging them to have enough rest is also one of the ways of caring for them. AIDS patients should have enough rest. For example, children should sleep at least not less than 8 hours while adults not less than 6 hours per day.

In addition to the above points we can also encourage them to do exercises. People Living with HIV and AIDS should be encouraged to do regular exercise so as to live longer because exercises may keep their body strong and active.

The last one is showing them empathy. To empathize with someone is to feel what they are going through with them. It is to be able to understand what someone else feels. Sharing their problems is also one of the ways of caring for HIV patients

The above points are ways of caring for HIV patients

WAYS IN WHICH STIGMA CONTRIBUTES TO THE SPREAD OF HIV AND AIDS

Stigma is a strong feeling of disapproval towards a person or groups of people who are discriminated because of being HIV positive. The following are ways in which stigma can contribute to spread of HIV and AIDS

The first one is that many people who are HIV positive may fail to disclose their status to their loved ones due to stigma and this may cause the infection to spread further.

The second one is that those who fear going for testing because of stigma may eventually get married without knowing their health status and this causes infection to their partners if they are HIV positive.

The other one is that HIV and AIDS causes more psychological stress to those who are HIV positive. Because of stigma they may decide to spread the virus to others to revenge the way the society is treating them.

The other one is that nursing mothers who are HIV positive and do not want to take precautions because of the fear of stigmatization also transmit the virus to their babies during breast feeding.

The last one is poor quality health care which is given to HIV positive patients in hospitals by doctors and nurses who fear attending to them. These patients may easily infect others as they are not given enough information on how to protect themselves and others when caring for patients at the health facilities.

The above are ways in which stigma can facilitate spread of HIV and AIDS

CULTURAL PRACTICES THAT EXPOSE VULNERABLE PEOPLE AT RISK OF CONTRACTING HIV AND AIDS

The following are cultural practices that expose vulnerable people at risk of contracting HIV/AIDS.

Widow inheritance is one of the cultural practices. This happens when a widow is inherited as a wife by a brother or any other relative of her late husband. If the new husband or the widow is HIV positive, the virus could be transmitted to them.

Death cleansing is another practice. This is a practice where a widow is expected to have sexual intercourse with a late husband's relative. This act is believed to have powers to cleanse the home in which death occurred. If the man who has been identified to have sexual intercourse with the widow is HIV-positive, he could transmit the disease to the widow and the vice versa through sexual intercourse.

Polygamy is the other one. Polygamy is a situation whereby a man marries more than one wife. If the man or one of the wives is HIV positive, then all members of that circle would contract HIV and AIDS.

Spouse swapping/sex orgies is also one of the cultural practices. This is a practice done by married men who swap or exchange wives in order to have sexual intercourse with their friend's wife. If one of person in the system is HIV-positive, the virus can be transmitted to all members of the group through sexual intercourse.

Bonus wife is the last one. This is where a younger sister is given to a husband either as a token of appreciation for the good deeds of the husband or where the wife has failed to provide children. In both cases, if one of the people is infected, everyone else in the union also gets infected.

The above are cultural practices that put vulnerable people at risk of contracting HIV/AIDS

CHALLENGES FACED WHEN DEALING WITH CULTURAL PRACTICES THAT PROMOTE THE SPREAD OF HIV.

The following are challenges faced when dealing with cultural practices that promote the spread of HIV.

The first one is resistance to change. Most communities value the male figure as the dominant person in the household. For example believe that they can marry as many wives as they wish and it is difficult to change such an attitudes.

The second challenge is poverty. Many poor families are disadvantaged because their children are not in school to access information that will bring about the necessary cultural change.

The third one is lack of resources. Cultural change require both financial and human resources which can be used to mobilise communities and educate them on harmful cultural practices, unfortunately the funds are not always available to help in this.

Another one is lack of political will. Cultural change also requires the good will of political leaders who are appeared to bring about positive change to the people they lead. When leaders do not provide good leadership then they will fail in bringing out the desired change

The last one is that cultural change is a slow process. It takes time for people to adopt new practices such as initiation practices that do not involve the physical cut for girls. It takes times for people to understand the badness of some cultural practices such as fisi and bonus wife.

The above are challenges faced when dealing with cultural practices that promote the spread of HIV

WAYS OF ERODING MORALS AND VALUES

The following are ways of eroding morals and values

The first one is through peer pressure. This is the bad influence that a person gets from close associates. If people are failing to appreciate their morals and values because of pressure from their friends, morals and values can be eroded.

The second one is through influx of foreigners. If a country has many foreigners working in different industries, it is very easy for the indigenous people to lose their morals and values and start copying the values and morals of the foreigners.

The other one is change in culture. If people have changed their culture and start copying other peoples cultures, it is likely that they may erode their morals and values.

Advancement in education can also erode morals and values. It is one of the aspects that is making Malawians to destroy their morals and values. For example, some educated people discourage their children to go for initiation ceremonies thereby eroding morals and values.

The last one is abundance of wrong information in the media. The media includes radios, televisions and newspapers. Some of the media sources give information that erodes moral values. The information on the internet and television can erode morals and values

The above points are ways of eroding morals and values

TYPES OF RELATIONSHIP IN THE SCHOOL

There are many types of scholarship that exist in the school. Some of them have been described below

To begin with there is learner – teacher relationship. This relationship helps in promoting teaching and learning process. Learners should be obedient to teachers and teachers should respect learners and be dedicated to their duties.

The second one is teacher – teacher relationship. This helps teaching and learning process to become successful. It also helps members to cover the work of other teachers when one teacher is absent.

The third one is learner- learner relationship. This relationships is grouped into three. Girl- girl relationship, this happens when two girls or more working together. Boy – boy relations, this occurs when two or more boys work together. Boy – girl relationship, this happens when a boy and a girl are in relationship. Social distances should be observed to avoid being tempted to fall into immoral behavior that transmit HIV /AIDs.

The other one is learner- donor relationship. Sometimes donors who have constructed the school block may wish to see the learners who are beneficiaries of the building they constructed. Donors are always interested to see that learners are taking care of the school property.

The last one is teacher- donor relationships. This relationship keeps the donors to monitor if the funds are benefiting the targeted group. When the funds are not handled with accountability, then donors withdraw their support.

The above points are types of relationship in the school

FACTORS THAT INFLUENCE PEACEFUL CO-EXISTENCE IN SCHOOL

The following are factors that influence peaceful co-existence in school

The first one is ability to discuss issues. The administrators of schools need to consult concerned parties before a decision is made. This promotes peace in schools. For example a change of menu in the kitchen in the boarding schools should be discussed with learners to avoid riots in schools.

The second one is listen to the arguments and ideas of others. It is important that people should have listening skills. This helps teacher and learners to save time. During the meeting for example, when one says the /idea like yours, for agree rather than repeat.

The third one is sympathy. This is the ability to understand and share another person's feelings. This helps a person to appreciate why an individual behaves in a particular way. For example the teacher should have empathy towards learners.

The other one is mediation. This is the practice of coming between two parties in a dispute to pass on information and help to resolve the problem. Mediation helps the two parties to be satisfies with the resolution of their conflict.

The last one is sharing - The spirit of sharing promotes oneness in school. If students share personal belongings like instrument materials and food, there is likely to be peaceful existence among them. This reduces conflicts in school.

The above points can lead to peaceful co-existence in schools

FACTORS THAT MAKE PEOPLE LIVE TOGETHER PEACEFULLY IN THE COMMUNITY

There are many factors that can make people live together peacefully in the community. Some of them have been described bellow

Firstly, there is mutual respect. When nobody considers another person as inferior, everybody's contribution to the community is valued. This ensures there are no conflicts which would precipitate fights or wars

Secondly, there is non-violent behavior. Non-violent behavior helps members of the community to live peacefully. This behavior is achieved if the members of the community have skills of listening to the arguments and ideas of others.

Thirdly there is tolerance. This means accepting other peoples vies even when one does not agree with them. Tolerance is needed in any community for prosperity because any community is made up of people of different beliefs, political affiliations and interests. This can therefore help to promote peace as people will be able to appreciate others beliefs and interests.

Furthermore there is equitable sharing of resources. This means the absence of corruption and discrimination in the exploitation of community's resources. This promotes peace among the members of the community.

Lastly is unity of purpose. The desire to achieve the set goals makes people unite leaving no space for quarrels or disagreement.

The above factors make people live together peacefully in the community

FACTORS THAT DESTROY RELATIONSHIPS IN THE COMMUNITY

There are many factors that destroy relationships in the community. Some of them include the following

The first one is having a fantasy view of love. Many people have a fantasy view of love and this destroys relationship. They quickly feel stuck with an unloving person as they become deceived into believing that the next one will be better and this leads to disappointment

The second one is dishonesty or telling lies: If you are not honest to your friend, that means you don't love that friend and when a friend knows that you are telling lies, your friendship can be destroyed

The third one is hatred. It means strong feeling of dislike towards a person. Once friends develop hatred, that friendship is gone for good.

The other factor is lack of cooperation. Failure to work with others. If members lack cooperation, the members quarrel and consequently, the relationship is destroyed.

The last one is stealing. It is the art of taking somebody's property without consent. If this habit develops in a relationship, definitely the relationship is destroyed.

The above are factors that destroy relationships

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Encouraging them to have enough rest is also one of the ways of caring for them. AIDS patients should have enough rest. For example, children should sleep at least not less than 8 hours while adults not less than 6 hours per day.

In addition to the above points we can also encourage them to do exercises. People Living with HIV and AIDS should be encouraged to do regular exercise so as to live longer because exercises may keep their body strong and active.

The last one is showing them empathy. To empathize with someone is to feel what they are going through with them. It is to be able to understand what someone else feels. Sharing their problems is also one of the ways of caring for HIV patients

The above points are ways of caring for HIV patients

WAYS OF SUPPORTING VULNERABLE PEOPLE

The following are ways of supporting vulnerable groups of people

The first one is through providing the needs of vulnerable people. The less privileged people need necessities in life such as nutritious food, clothes and shelter.

The second one is through providing them with life skills on HIV and AIDS prevention. Less privileged people such orphans and women should be trained on how they can use life skills to prevent themselves from contracting HIV and AIDS such skills can be critical thinking, decision making and abstinence.

The third one is providing them with education and other trainings. Education and trainings could empower vulnerable people with suitable skills to be used to generate income.

The other one is through provision of appropriate equipment such as wheelchairs for the physically challenged as this will help them to move with ease.

The last one is providing counseling, guidance and services to orphans and vulnerable people. Counseling and guidance is a professional relationship between a counselor and a client in which the counselor helps client to understand themselves and their problems in order to make meaningful and informed decisions

The above are some of the ways of supporting vulnerable groups of people

COMPONENTS OF SEXUALITY

The following are components of sexuality

The first one is sensuality. It refers to the awareness and feelings that you have about your body and other people's body especially of opposite sex. It helps an individual to feel good about his/her body's appearance, feelings and what your body can do.

The second one is sexual identity. This refers to a person's understanding of who a person is, including the sense of being male or female

The third element is sexual intimacy. This refers to ability and need to be emotionally close to other people and have that closeness returned

The other component is sexual health and reproduction. This is related to the capacity to bear children and skills to make relationships healthy.

The last one is sexualisation. This refers to using sex or sexuality to influence, manipulate or control other people.

The above are components of sexuality

SKILLS THAT CAN BE USED TO OVERCOME THE CHALLENGES OF SEXUALITY

The following are skills that can be used to overcome the challenges of sexuality

Ability to ask questions and seek help is one of the skills. Adolescents are encouraged to ask questions and seek help to relevant authorities such as teachers, regarding sexuality issues such as changes in their body.

Assertiveness is another skill. It is the art of showing strength and confidence in oneself. If the adolescents have this skill, then they cannot be cheated easily by their fellow peers.

Self-confidence can also help to overcome challenges of sexuality. People with self-confidence are aware of what they want in life and they can easily overcome the challenges of sexuality by sticking to their values.

Another skill is critical thinking. A normal person should think twice before making any judgment and this may help to overcome the challenges of sexuality.

The last one is effective communication. Parents, teachers and church elders should be able to share experiences and information concerning sex and sexuality and this may help adolescents to overcome the challenges of sexuality.

The above skills can help in dealing with problems of sexuality

REPRODUCTIVE HEALTH CHALLENGES WHICH YOUNG PEOPLE EXPERIENCE

The following are reproductive health challenges which young people experience

The first one is HIV infection. HIV is transmitted mainly through sexual intercourse with an infected person. It is big challenges to ensure people change their sexual behavior to reduce the risk of transmission.

The second one is sexually transmitted infections (STIs). Young people who engage in unprotected sex risk getting infected which diseases such as syphilis.

The third one is teenage pregnancy. This is the challenge to the young girls who are not mature enough to carry the baby to full term at child birth.

The other one is abortion. The is deliberate termination of the life of unborn child. Due to unplanned pregnancies among most young girls, they may choose to have abortion which can have the negative effect on the mother such as death and barrenness

The last one is menstrual cycle challenges. This affects adolescents' girls who sometimes experience discomfort during the time of the monthly period.

The above are reproductive health challenges which young people experience

SKILLS THAT CAN BE USED TO HELP VICTIMS OF INCEST, RAPE, SEXUAL HARASSMENT, INTERGENERATION AND TRANSACTIONAL SEX

The following are skills that can be used to help victims of incest, rape, sexual harassment, intergeneration and transactional sex

The first skill is effective communication. This means encouraging victims to express their experiences openly so that they can get psychological and emotional relief.

The second one is stress and anxiety management skills. Victims of rape and incest experiences may psychological problems. They need to cope with stress and anxiety that comes with the unpleasant experiences they have gone through.

The third one is guidance and counseling. Through guidance and counseling, victims can be helped to cope with bad experiences and accept themselves,

The other one is assertiveness skills. Assertive skill helps the victim how to respond in future in case they are faced with similar experiences. They need to learn to learn how to say no and to fight if need to be.

The last one is problem solving skills. This enable one to analyses the situation to know how to escape if need be. This can help prevent similar occasion from occurring again.

The above are skills that can be used to help victims of incest, rape, sexual harassment, intergeneration and transactional sex

POSSSSIBLE RISK IN BUSINESS

The following are possible risks in business

The first one is inadequate capital. One may start business but with inadequate capital even to pay the workers. This may bring down the business.

The second risk is bad debts. Bad debt is created by customers or clients who do not pay for the goods and services in time. If some people fail to pay their debts, this may bring down the business.

The third one is insecurity. Starting a business in place that is not secure and the business is profitable is dangerous for the business. This is because thieves may disturb the business

The other one is administrative risks. This is where one employs staff who have skills to do business such as numeracy record keeping among others

The last one is dealing with counterfeit. Some business imitates your products and you have +to convince your customers that your produce are genuine. If you fail to convince customers that your products are genuine, this may bring down the business.

The above points are possible risks in business

BUSINESS VALUES AND ETHICS

Business values are beliefs and attitudes business people and their staff have in common in the work place. The following are some of the business values

The first one is fairness. This means not overcharging ones goods or services. Making reasonable profits. This may attract customers

The second one is innovation. This means doing things differently from others but within the law. It requires you to devise your own style of selling your goods or services. It could be the way you package your goods, or the extra service you give.

The third one is team work. Business is a team work activity involving the owner and the employees. They all must work harmoniously together, failure to which the business will most certainly collapse.

The other one is transparency. Transparency in business means all business activities can be accounted for. Transparency in business is maintained through keeping of accurate business record such as bank statements, delivery books, cash book and audit reports among others.

The last one is community involvement/social responsibility. Business operates within communities. They must therefore be responsive to the needs of the community within which they operate. It involves hiring workers from the local community and contributing to the welfare of the community at large.

The above points are some of the business values and ethics

FORMS OF CORRUPTION IN BUSINESS

Corruption in business means wrong doing on the part of the business. The following are forms of corruption in business.

The first one is bribery. It involves paying somebody in order to get some favours. The payment may be in cash or in kind. For example demanding for sex from opposite gender in exchange of goods or service, which they still have to pay for.

The second one is graft. Graft involves cash payment to someone so that they award you a contract or some other favour against your competitors.

The third one is tax evasion. This means cunningly forging of documents so that you do not pay tax. It is illegal

The other one is misappropriation of business money. This is spending business money for things other than those related to promoting the business

The last one is operating a business without a license. This is illegal, every business must have a business license. This may lead to closure of business.

The above points are forms of corruption in business.

FACTORS THAT PROMOTE CORRUPTION IN A BUSINESS

Corruption in business means wrong doing on the part of the business. The following are factors that promote corruption in business.

The first one is greed. This is desire to get rich quickly. It leads to unethical practices such as overpricing of commodities and tax evasion.

The second one is unpalatable economic environment. This is an environment which does not promote good business practices. For example, over-taxation of business. High inflation forces business to increase the cost of goods and services which in turn pushes customers away.

The third one is poor tax regime: This is unnecessary taxation of goods and services by government. It hurts businesses because making profits is difficult.

The other one is poor enforcement of legislation. This is where law enforcers harass the business owners to the extent that some business actually close down.

The last one is lower levels of education. Low levels of education caused by poverty are seen as a factor which encourages corrupt practices in companies. Workers may not know consequences of their actions due to low levels of education.

The above points are factors that promote corruption in business.

CONSEQUENCES OF CORRUPTION IN BUSINESS

The following are consequences of corruption in business.

The first one is inefficiency in business. This is where businesses either make very little profits or make losses. They are unable to sustain themselves and may close down.

The second one is loss of business resources: Due to corrupt practices, money meant for business growth is used on bribery. This ends up depleting business capital and leads to the closure of the business

The third one is weakened development of business. A business that keeps on paying bribes to unscrupulous agencies cannot grow and will most likely collapse.

The other one is increase in crime in the country. In a corrupt environment, there are too many illegal deals that are struck. When these deals go sour by some parties not fulfilling their part of the bargain, they are killed.

The last one is discouragement of shareholders and investors. Investors are skeptical of doing business with companies and municipalities that are known for corruption.

The above points are consequences of corruption in business.

HOW A BUSINESS CAN ENGAGE ITSELF IN SOCIAL RESPONSIBILITIES

The following are ways how a business can engage itself in social responsibilities

The first one is through donating portions of its profits for community development such as education, health facilities and so on

The second one is through provision of a market for goods and services: This is when a business such as a hotel or supermarket develops a policy to buy commodities from the local community. For example, a supermarket could buy the groceries from the local small scale farmers. A hotel may decide to be buying milk from the local dairy farmers.

The third one is through employing the locals: In most cases, businesses employ non-skilled labour from the local communities. This way they are appreciated by the locals for providing them with employment and hence improving their livelihoods.

The other one is environmental care and conservation. A business entity could also give back to society by engaging in solving local problems such as environmental degradation. The company could engage itself with environmental conservation activities.

The last one is provisions of other trainings. Provision of training to employees and the community on how they can improve their lives is a social responsibility. The company or business can engage in teaching others in a number of issues.

The above points are ways how a business can engage itself in social responsibility.

BENEFITS OF SOCIAL RESPONSIBILITIES TO A BUSINESS

The following are importance of social responsibility to a business.

The first one is Better brand recognition. Building a reputation as a responsible business can lead to competitive advantage against other players]

The second one is positive business reputation. Companies often favour suppliers who have responsible policies, as it makes their customers see them as responsible people.

The third one is increased sales and customer loyalty. Some customers don't just prefer to deal with responsible companies. They insist on it.

The other one is operational cost savings. By reducing resource use, waste and emissions, you can help make the environment better and save money too. This will also lead to better financial performance.

The last one is that it attracts positive media attention. Businesses that carry out CSR activities get aired in the media, and this helps make their image better.

The above are benefits of corporate social responsibilities

QUALITIES OF A SUCCESSFUL BUSINESS PERSON

The following are qualities of a successful business person

He or she should be a good marketer. A good marketer is one who convinces another to buy what he or she does not even need. The client or customer is persuaded that the item on sale is so important that he or she needs to buy it by all means possible.

The other one is good communicator. In a business, you have to deal with people all the time. They are the ones that buy your goods or services. You must be able to answer their questions clearly and to their satisfaction.

The third one is a team player. The people in a business must work as a team. If they don't the business may not succeed.

The other one is ability to network. In business, there is a lot of networking. It helps to know others in businesses similar or related to yours. These are business peers and can help an individual with vital information regarding the business.

The last one is perseverance: A successful businessperson is the one who preserve in business. If you are running a business and you are not making profits, you should never give up but find ways of boosting the business with profits.

The above points are qualities of a successful business person

FACTORS TO CONSIDER WHEN BUDGETING

A budget is an itemized summary of expected income and expenditure of a company or country over specified period, usually financial year. The following are some of the factors considered during budgeting:

The first one is net income. This is the total money left after you have deducted money paid as taxes. Ask yourself how much money you have.

The second one is expenses. This is all the money paid out of the money earned, such as salaries for workers, electricity, water, fuel and other utilities.

The third one is financial goals. This is the money one hopes to make over a specific time.

The other one is cost of goods and services (resources). This is the money expected to pay for goods in the business and services offered to the business.

The last one is emergencies or contingencies: These are unforeseen situations that may affect your business. These can be taken care of by buying an insurance cover for the business.

The above points are some of the factors considered during budgeting:

TOPIC BY TOPIC REVISION QUESTIONS

JUNIOR SECTION WORK (FORM 1 & 2)

TOPIC 1: PERSONAL DEVELOPMENT

1. Explain the meaning of self esteem
2. Describe any three characteristics of health/positive/high self esteem
3. Describe any three characteristics of negative/low self esteem
4. Describe any three stages in developing positive/high/health self esteem
5. Mention any four skills of overcoming negative self esteem
6. Explain any three importance of self esteem
7. Mention any four elements of planning
8. Give any three activities that require planning
9. What are personal goals
10. Describe any three personal goals that require planning
11. Mention any three examples of personal goals
12. Explain any three factors to consider when setting personal goals
13. Explain any three importance of setting goals based on ones strengths
14. Describe the stages in setting personal goals
15. Describe any three importance of developing a personal study time table
16. Describe any four factors to consider when choosing subjects
17. Explain any three importance of seeking educational guidance and counseling
18. Define assertiveness

19. List any four examples of personal values
20. Explain any three importance of standing for ones values
21. Mention the two forms of peer pressure
22. Explain any three consequences of positive peer pressure
23. Explain any three consequences of negative peer pressure
24. Explain any three techniques for resisting negative peer pressure

TOPIC 2: GROWTH, DEVELOPMENT AND INTERPERSONAL RELATIONSHIP

1. Explain the meaning of the following terms a) physical development b) social development c) Mental development
2. Mention any three changes that adolescents experience during social, physical and mental development
3. Explain any three things that adolescents like and three things that they do not like about their physical developments
4. Describe any three challenges or problems associated with physical, mental and social development
5. Suggest ways of dealing with challenges associated with social, physical and mental development
6. Mention any four problems associated with growth and development
7. Mention any four problems/challenges associated with interpersonal relationship
8. Describe any three ways of dealing with problems/challenges associated with interpersonal relationship

TOPIC 3: HEALTH PROMOTION

1. Explain the meaning of good habits of personal hygiene
2. Mention any four times for washing hands
3. Describe proper ways of washing hands
4. Describe any three importance of washing hands
5. Identify any four parts of the body that require special attention
6. Describe any three ways of taking care of sexual organs

7. Describe any three importance of using toilets
8. Mention any three different forms of refuse
9. Describe any three proper ways of properly disposing refuse
10. Describe any three dangers of not properly disposing refuse
11. Mention any four health life styles that promote healthy living
12. Explain any three importance of eating nutritious food
13. Identify three different types of foods that promote healthy living
14. Mention any three cultural practices that promote unhealthy eating habits
15. Describe any three ways of promoting healthy living
16. Mention any four different types of health services
17. Explain any three importance of accessing health services
18. Mention any three areas that need medical check-up
19. Explain any three importance of regular medical check up
20. Explain any three importance of proper use of prescribed drugs
21. Mention three proper sources of prescribed drugs
22. Define blood donation
23. Mention any three groups of people who can donate blood
24. Explain any three importance of blood donation
25. Describe any three characteristics or qualities of a blood donor
26. Mention any three responsibilities of a blood donor
27. Explain what to do after donating blood
28. Describe the benefits of the blood donated to the community
29. Explain the meaning of Sexually Transmitted Infections (STIs)
30. Describe different types of STIs
31. Describe any three general signs and symptoms of STIs
32. Mention any three modes of transmission of STIs
33. Explain any three ways of preventing transmission of STIs
34. Describe any three skills required for preventing/avoiding contracting STIs
35. Explain the difference between HIV and AIDS
36. Mention different ways/modes of transmission of HIV infection
37. Describe any three general signs and symptoms of AIDS

38. Describe any three skills required to resist contracting HIV infection
39. Discuss any three life skills required to live positively with HIV
40. Mention any three groups of people who are vulnerable to HIV/AIDS infection
41. Explain any three ways of caring for people living with HIV/AIDS

TOPIC 4: SOCIAL AND MORAL DEVELOPMENT

1. Describe any three types of relationship in the family
2. Describe social and moral responsibilities of different members of the family
3. Mention any four needs of members of the family
4. Describe any three factors that influence people to peacefully co-exist in the family/factors that make members of the family live together peacefully
5. Explain any three factors that promote relationships in the family
6. Explain any three factors that destroy relationships in the family
7. Mention any four acceptable morals and values in the family and the community
8. Identify any three types of relationships in schools
9. Mention social and moral responsibilities of members of the school
10. Explain the importance of exercising ones responsibilities in the school
11. Mention any four factors that can influence/promote peaceful co-existence in the school
12. Describe any two factors that can affect relationship in the school
13. Describe any two factors that can destroy relationship in the school
14. Describe the process of value clarification
15. Explain any three importance of value clarification
16. Explain any three ways of promoting acceptable moral and values in the society
17. Mention any four cultural practices that promote spread of HIV/AIDs in the community
18. Describe any three ways of dealing with cultural practices that promote the spread of HIV in the community
19. Explain the meaning of vulnerability
20. Mention any four groups of people who are vulnerable in the community
21. Describe any three needs of vulnerable people in the society
22. Mention any three ways how the needs of vulnerable people can be met in the society
23. Describe any three special legal provisions for vulnerable people

24. Describe the effects of not respecting special legal provisions for vulnerable people

TOPIC 5: SEX AND SEXUALITY

1. Explain the meaning of each of the following terms: sex, sexuality and gender
2. Identify any four components of sexuality / describe any three components of sexuality which affect behaviour
3. Describe how the components of sexuality affect human behavior
4. Identify any four factors that influence sexuality
5. Explain any three factors that influence sexuality in the communities
6. Mention any three sources of information on sex and sexuality
7. Mention any three reliable sources of information on sex and sexuality
8. Explain the meaning of sexual harassment and abuse
9. Describe any three common forms of sexual harassment and abuse
10. Describe any three factors that lead to sexual harassment and abuse
11. Describe any three effects of sexual harassment and abuse
12. Discuss any three skills for protecting oneself against sexual harassment and abuse
13. Mention any four structures that support victims of sexual harassment and abuse
14. Describe any three skills for protecting oneself against sexual harassment and abuse

TOPIC 6: ENTREPRENEURSHIP AND THE WORLD OF WORK

1. Identify the various forms of employment
2. Describe the importance of various forms of employment
3. Explain the meaning of the term entrepreneurship
4. Identify any three ways of becoming an entrepreneurship
5. Explain any three importance of entrepreneurship
6. Explain the meaning of income generating activity
7. Mention any four examples of income generating activities in the community
8. Identify any three skills needed in income generating activities
9. Describe any three ways of acquiring skills required in income generating activities
10. Identify the processes involved in generating a business idea
11. Describe the steps involved in generating a business idea
12. Mention any three business skills that students have
13. Describe any three strengths and weaknesses that students have in relation to business

14. Explain the meaning of market survey
15. Mention the skills required for conducting a market survey
16. Identify any three suitable customers for a business
17. Mention any four resources needed for a business
18. Describe any three ways of promoting a business
19. Discuss any three customer care strategies/ways of caring for customers
20. Explain the strategies of dealing with aggressive competitors
21. Explain any three ways how physically challenged people can access business services
22. Discuss how to calculate business profit and loss

SENIOR SECTION WORK (FORM 3 & FORM 4)

TOPIC 1: PERSONAL DEVELOPMENT

1. Explain any five factors that contribute to low self-esteem
2. Explain any two ways of building one's self-esteem
3. Mention any three signs of low self-esteem
4. List any five importance of valuing one's role in society.
5. Define time management
6. Explain any three ways of managing time
7. Describe any three importance of managing time
8. Describe any three skills required in effective time management
9. Mention any three factors that affect self esteem
10. Suggest any three ways of assisting peers to build and rebuild their self esteem
11. Identify any four factors to consider when planning for a career
12. Explain any three importance of seeking vocational guidance and counseling
13. Mention any four sources of information about career and vocation
14. Describe ways of preparing for job interviews

TOPIC 2: GROWTH AND DEVELOPMENT

1. Explain any three negative effects of media on adolescents behaviour
2. Explain any three positive influence of media on adolescents behaviour
3. Define the term of peer pressure
4. Mention any two forms of peer pressure
5. Describe any three ways of coping with peer pressure
6. Mention any three skills needed for proper decision making
7. Discuss any five situations that require decision making and problem solving

8. Explain any three ways of assessing the reliability of the information about challenges associated with adolescents
9. List any four sources of information about challenges associated with adolescents.
10. Identify any three examples positive influence of peer pressure
11. Describe any three examples of negative influence of peer pressure
12. Discuss any three impacts of peer pressure on interpersonal relationship
13. Describe any two ways of dealing with peer pressure

TOPIC 3: HEALTH PROMOTION

1. Mention any three types of prescribed drugs
2. Explain any two importance of using drugs according to prescription
3. Mention any three importance of going to the right people for drug prescription
4. Explain the meaning of preventing medicines
5. Describe any three different types of preventive medicines
6. Explain any three importance of preventive medicines
7. Define non-communicable diseases
8. Mention any three types of communicable diseases
9. Explain any two ways of preventing non-communicable diseases.
10. Describe any three skills required to resist engaging in risky behavior
11. Describe any three rights of caregivers
12. Discuss five groups of people vulnerable to HIV and AIDS
13. Explain two impacts of HIV and AIDS on each of the following: the individual, the family, the community and the nation
14. Explain five ways of caring for people living with HIV and AIDS
15. Mention four responsibilities of People living with HIV and AIDS
16. Explain the meaning of stigma and self-discrimination in the context of HIV/AIDS
17. Explain any three ways how stigma contribute to the spread of HIV/AIDS
18. Explain any three importance of accessing HIV testing and counseling (HTC) services
19. Explain what happens to the donated blood
20. Explain any three benefits of receiving blood
21. Explain why it is important to donate blood. Give two reasons or Explain the importance of donating blood
22. Mention three qualities of a blood donor
23. State three expectations of a blood donor

TOPIC: 4 SOCIAL AND MORAL DEVELOPMENT

- 1.** Mention any three types of relationships in one's community
- 2.** Mention any two moral and social responsibilities of the following people:
 - a) Men
 - b) Women
 - c) Children
 - d) students
- 3.** Explain the meaning of peaceful co-existence in the community
- 4.** Explain how equitable allocation of resources can cause harmony in society
- 5.** Discuss five factors that make people to live peacefully in the community
- 6.** Mention four factors that can destroy relationships in one's community
- 7.** Mention any three sources of morals and values
- 8.** List any four examples of personal, family and community morals and values
- 9.** Explain the difference between moral and values
- 10.** Explain any five ways in which morals and values can be eroded
- 11.** Mention any four ways of promoting family and community morals and values
- 12.** Give any two examples of national and international values
- 13.** Define the term 'cultural practice'
- 14.** Explain any five cultural practices that put vulnerable people at the risk of contracting HIV and AIDS.
- 15.** Explain how the following cultural practices promote the spread of HIV and AIDS
 - a) Polygamy
 - b) Bonus wife
 - c) Lack of circumcision among people
 - d) Child delivery using traditional methods.
 - e) Hyena (*fisi*)
- 16.** Describe any three ways of supporting vulnerable people
- 17.** Describe the steps to take in order to assist the abused individuals
- 18.** Mention three places where abused individuals can report
- 19.** Describe any three types of relationships in the country
- 20.** Mention any four needs of citizens in the country
- 21.** Describe social and moral responsibilities of different citizens in the country
- 22.** Identify any four factors that influence people to co-exist peacefully
- 23.** Describe any three factors that influence people to live together peacefully
- 24.** Describe any three factors that promote relationships
- 25.** Describe any three factors that destroy relationships
- 26.** Describe any two moral dilemmas faced by both adults and teenagers

- 27.** Describe any three ways of dealing with moral dilemmas faced by both adults and teenagers
- 28.** Describe any three cultural practices that help in mitigating the spread of HIV/AIDS
- 29.** Discuss any three ways of discouraging the cultural practices that facilitate the spread of HIV in the country and the world
- 30.** Describe any two gender practices that promote the spread of HIV in the country and the world
- 31.** Discuss challenges faced when dealing with cultural practices that promote the spread of HIV
- 32.** Describe any three challenges that arise between PLWHA and caregivers
- 33.** Suggest ways of addressing the challenges that arise between PLWHA and caregivers peacefully
- 34.** Describe any three ways how people living with HIV and AIDS are abused
- 35.** Mention any three places where abuses can be reported
- 36.** Describe any three ways of supporting PLWHA

TOPIC 5: SEX AND SEXUALITY

- 1.** Explain the term “sexuality”
- 2.** Explain three situations of sexuality that affect behavior
- 3.** Describe five components of sexuality
- 4.** Mention three effects of the challenges associated with sex and sexuality among boys and girls.
- 5.** List four sources of information on sex and sexuality
- 6.** Explain two skills to be used to overcome the challenges of sexuality
- 7.** Mention parts of male reproductive system and parts of female reproductive system
- 8.** Explain the function of the human reproductive system
- 9.** Describe any three reproductive health challenges which young people experience
- 10.** Explain any three ways of avoiding reproductive health related challenges
- 11.** Describe skills that can be used to overcome reproductive health related challenges
- 12.** Explain the meaning of sexual harassment
- 13.** Explain the effects of each of the following
 - a) Incest
 - b) Rape
 - c) Sexual harassment
 - d) Intergenerational sex
 - e) Transactional sex

- 14.** Describe skills that can be used to help victims of incest, rape, sexual harassment, intergeneration sex and transactional sex
- 15.** Explain the importance of reporting cases of incest, rape, sexual harassment, intergenerational and transactional sex

TOPIC 6: ENTREPRENEURSHIP AND THE WORLD OF WORK

- 1.** With two examples in each case, differentiate Business values from business ethics.
- 2.** Mention four examples of unethical behavior in business
- 3.** Discuss any five forms of corruption in business
- 4.** Mention three factors that promote corruption in business
- 5.** Explain two ways how corruption affect business
- 6.** Mention any three ways in which a business can engage itself in social responsibility.
- 7.** Explain any five benefits of social responsibilities to a business
- 8.** Explain any five qualities of a successful business person
- 9.** Describe any two key issues in financial management
- 10.** Explain any three factors to consider when budgeting
- 11.** Mention any four financial institutions in Malawi
- 12.** Explain two roles and responsibilities of the Reserve Bank of Malawi
- 13.** Mention any three importance of financial literacy.
- 14.** Define entrepreneurship
- 15.** Explain risk taking in business
- 16.** Identify any three possible risks in business
- 17.** Give any three advantages of risk taking in business
- 18.** Describe ways of dealing with possible risks in business
- 19.** Describe any three importance of creativity in business
- 20.** Describe any three ways of being creative in business
- 21.** What are job searching strategies
- 22.** Mention any three career goals
- 23.** Describe any four job seeking strategies
- 24.** Describe any three ways of preparing for interviews
- 25.** Explain the meaning of the term saving culture
- 26.** Explain any three importance of a saving culture
- 27.** Describe any three different ways of saving