LIFE SKILLS

FOR

STANDARD 8

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STANDARD 8 LIFE SKILLS

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HIV is a virus that causes AIDS.
AIDS was first identified in Malawi in 1985.

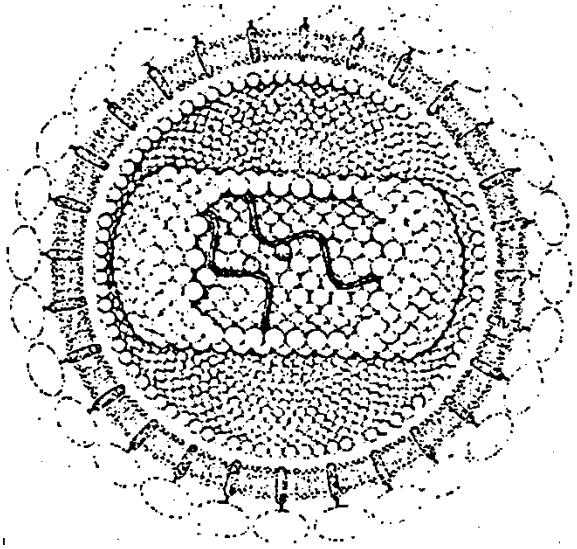
HIV stands for Human Immunodeficiency Virus.
The virus is named like that because it is found in humans.

AIDS stands for Acquired Immune Deficiency Syndrome.

Acquired refers to the fact that one gets the virus from someone else.
Immune refers to the body's defence system which fights diseases or infections.
Deficiency indicates a weakness in the system.
Syndrome means collection of signs and symptoms of illnesses.

AIDS is a term used to indicate the most serious stage of HIV infection.
This is when one's immunity becomes so low that one is susceptible to various kinds of opprtunistic infections.

The picture below shows how the HIV looks like under a microscope.



TRANSMISSION OF HIV

- sexual intercourse
- infected blood and organs
- mother-to-child transmission (MTCT) or parent-to-child transmission (ptct)

PREVENTION OF HIV TRANSMISSION

- receiving screened blood
- abstaining from sexual intercourse
- being faithful to one uninfected partner
- correct and consistent use of condoms

RISKY BEHAVIOURS THAT CAN LEAD TO THE SPREAD OF HIV

- having multiple sexual partners
- having unprotected sexual intercourse
- having STIs
- using unsterilised skin piercing instruments
- receiving infected blood
- abusing drug and alcohol
- assuming that their partner is HIV negative by appearance

VULNERABLE GROUPS TO HIV INFECTION

- mobile persons
- prostitutes
- street children and orphans
- poor or unemployed people
- adolescents
- communities which practice traditions which promote HIV transmission

The vulnerable groups are groups of people which are likely to be exposed to HIV infections due to their behaviour

MOTHER-TO-CHILD TRANSMISSION (MTCT) OR PARENT-TO-CHILD TRANSMISSION (PTCT)
HIV can be transmitted to a baby during pregnancy, delivery and breastfeeding.

The risk of transmitting the virus to the baby is greater if:

- ✓ the mother acquired infection during pregnancy
- ✓ the mother is in advanced stage of AIDS
- ✓ when the baby is in contact with infected blood during delivery
- ✓ the delivery is premature
- ✓ the baby is breastfed more than six months
- ✓ beastfeeding is mixed with other liquids or solids

PREVENTION OF MOTHER-TO-CHILD TRANSMISSION

- preventing babies from getting HIV from their infected mothers
- preventing women and girls of reproductive age from becoming infected with HIV
- preventing pregnancies among HIV positive women
- preventing HIV transmission during pregnancy, delivery and breastfeeding
- placing HIV positive pregnant women on anti-retroviral drugs and the drug being given to the new born babies
- using caesarean operation
- giving mothers information on feeding

THE IMPORTANCE OF PREVENTING MOTHER-TO-CHILD TRANSMISSION (PMTCT) AS A FIGHT AGAINST HIV AND AIDS

It is important to prevent mother-to-child transmission so that babies are born HIV free.

THE ROLE OF THE COMMUNITY IN THE PREVENTION OF MOTHER-TO-CHILD TRANSMISSION

- encouraging HIV positive pregnant women to go for guidance and counselling
- encouraging HIV positive pregnant women to take ARVs and not to breastfeed
- avoiding discriminating against people living with HIV and AIDS
- providing care and support to women, children and families infected and affected by HIV and AIDS
- encouraging both parents to go for HIV testing and counselling (HTC)
- conducting awareness campaigns on prevention of HIV and AIDS

UNIT 2 GENDER AND HIV AND AIDS

HOW STEREOTYPED EXPECTATIONS SHAPE THE LIVES OF WOMEN AND GIRLS IN TERMS OF HIV AND AIDS

Women are often described as being weak in body and mind, emotionally dependent, passive, uncompetitive, and that they lack confidence in themselves.

It is therefore said that they are not fit to assume leadership positions.

Because of the emphasis on the biological roles of women, they are supposed to be attractive, reproductive, pleasant as compared to men, who claim to be tough and competitive.

These stereotyped expectations that shape the lives of women, may be a justification in the minds of some men.

Such people take advantage of those expectations to harass, abuse and rape women.

This may be one of the reasons why many women contract HIV.

WOMEN AND GIRLS EMPOWERMENT ON HIV AND AIDS ISSUES

Education empowers boys and girls, men and women to become aware of their rights and make decisions that improve their lives, families an communities.

It is an agent that can change the practices that might hinder social-cultural and economic development.

It also improves the health status of women and their families and it is also a vaccine to HIV.

Through education, women and girls can be empowered on HIV and AIDS issues.

FACTORS THAT MAKE WOMEN AND GIRLS MORE VULNERABLE TO HIV INFECTION

- ❖ women are culturally not empowered to negotiate for safer sexual intercourse with men
- ❖ since women are perceived to be weak and passive they may be raped by men who claim to be tough
- ❖ since one of the women's roles in the household is said to be attending to the sick, they can easily contract HIV if they are not careful
- ❖ culturally women have low economic status, as a result, they may always depend upon men to provide them with resources in exchange for sex

WAYS OF DEALING WITH HIV AND AIDS IN RELATION TO GENDER

- educating both men and women on the negative effects of gender biases, inequality and imbalance
- educating both men and women on the importance of respecting human rights and dignity
- educating both men and women on the need to be assertive so that they can stand up for themselves without being aggressive

UNIT 3 SEXUALITY

FACTORS THAT INFLUENCE SEXUALITY

- parents
- religion
- migration
- environment

PHYSICAL AND PSYCHOLOGICAL CHANGES DURING ADOLESCENCE

As boys and girls are growing up, they experience changes in their bodies.

These changes influence them emotionally and may cause anxiety.

The changes are influenced by the production of sex hormones.

The sex hormones are known as testosterone in boys and oestrogen in girls.

PHYSICAL AND PSYCHOLOGICAL CHANGES IN BOYS

Physical changes	Psychological changes
• growing taller and heavier • the hands and the shoulders grow bigger and stronger • the penis and testes increase in size • the skin becomes more oily and pimples grow on the face	• develop sexual feelings and start getting excited on seeing a girl • interest in girls increases and start to take extra care on how they look • develop more self-confidence

• hair grows around the pubic area, armpits and eventually on the face and chest • the voice becomes deeper • the penis becomes erect more often and there my be wet dreams	• they do not like to be forced to do things they do not want • they prefer to be treated like adults and want to make their own decisions • they frequently change in their mood • they develop increased sensitivity to failure • they become sensitive to remarks from adults and peers about their changes

PHYSICAL AND PSYCHOLOGICAL CHANGES IN GIRLS

Physical changes	Psychological changes
• they grow faster • the hips get wider and the breasts start to grow • the skin becomes more oily and pimples grow on the face • hair grows around the pubic area and armpits • they experience first menstrual period (menarche) • enlargement of the labia and clitoris	• develop sexual feelings and start getting excited on seeing a boy • interest in boys increases and start to take extra care on how they look • develop more self-confidence • they do not like to be forced to do things they do not want • they prefer to be treated like adults and want to make their own decisions • they frequently change in their mood • they develop increased sensitivity to failure • they become sensitive to remarks from adults and peers about their changes • frequent changes in mood occur • they become increasingly sensitive to failure

HOW SEXUALITY AFFECTS ADOLESCENTS' BEHAVIOUR

- becoming more aware of their sexuality
- thinking continually whether or not they are sexually attractive
- thinking continually whether or not someone will love them
- thinking continually whether or not they will be able to have children
- experiencing sexual and social urges and develop special interest in members of the opposite sex
- becoming sensitive to their body height and weight

SOME EMOTIONAL CHANGES ADOLESCENTS MAY EXPERIENCE BETWEEN 8 AND 19 YEARS

Early adolescence (8 – 12 years in girls, 10 – 14 years in boys)

- start to associate with peers

- unstable in character
- strive for independence and self identity
- may be confused and get pre-occupied with own body
- may experiment sexual behaviour with members of same sex
- begin to think in abstract terms

Middle adolescence (13 – 16 years in girls, 14 – 17 years in boys)

- continue to develop self identity
- become idealistic and willing to help others
- interested in the members of opposite sex and possibly experiment sex
- experience intense emotions
- continue thinking in abstract terms

Late adolescence (16+ years in girls, 17+ years in boys)

- strive to be independent
- establish self image
- love more realistically and develop commitment
- more selective when associating with friends as peer group becomes less important
- develop a more consistent framework of values, morals and ethics
- define life goals

PROBLEMS ASSOCIATED WITH ADOLESCENTS' SEXUALITY

- engaging in risky behaviour such as pre-marital sexual intercourse
- associating with particular peers preferably of the same age and starting to take drugs because their peers may be doing the same

THE EFFECTS OF PROBLEMS ASSOCIATED WITH ADOLESCENTS' SEXUALITY

Problems	Effects
unwanted pregnancies	early marriage abortion drop out from school Vasico Vaginal Fistula (VVP)
Abortion	becomes sterile death
drug and substance abuse	violence committing suicide

	contracting STIs including HIV and AIDS mental disturbance

HOW LIFE SKILLS CAN ASSIST ADOLESCENTS TO COPE WITH CHALLENGES ASSOCIATED WITH SEXUALITY

It is important that boys and girls are equiped and empowered with knowledge and skills to enable them cope with problems associated with sexuality.

Life skills are essential for moulding their character, attitudes, values and interests.

So that they develop a sound and healthy body in order to enjoy physical, mental and emotional health.

Therefore adolescents can deal with aspects of their sexualty more effectively if they are given sufficient and correct information and are properly guided and counselled on sexuality issues;

And are able to use some of the following life skills:

- decision making and problem solving
- self esteem
- self awareness
- stress and anxiety management
- assertiveness
- negotiation
- conflict resolution
- effective communication
- interpersonal relationships
- critical thinking
- empathy

THE IMPORTANCE OF ADOLESCENTS HAVING CORRECT INFORMATION ON SEXUALITY

It is important for adolescents to understand the changes that take place in their bodies to be aware of the social pressures that arise.

This will enable them cope with the changes taking place in their bodies and they will be able to make informed decisions

Thus, they will avoid contracting HIV or engaging in pre-marital sexual activities which may lead to unwanted pregnancies and other problems.

UNIT 4 HOME BASED CARE AND SUPPORT

DISCHARGE PLANNING AND REFERRAL PROCESSES

A. Discharge planning

Discharge planning is a process of preparing people with chronic illnesses, their families and the community to take care of the sick when they are out of hospital.

As the discharge is being planned, the patient and the care providers may consider the following:

- ★ how to take care of the patients in their homes
- ★ how to counsel and give comfort
- ★ how to give medicines
- ★ what to do when the patient gets sick

B. Referral processes

Referral process is when people with chronic illnesses are referred back to the hospitals or health centres in the event that their condition worsens.

They can also be referred to private clinics, traditional healers, traditional birth attendants, home based care providers, health workers,volunteer groups, charity as well as religious organisations.

HOW TO CARE FOR PEOPLE WITH CHRONIC ILLNESSES

- providing them with nutritious foods
- bathing them regularly
- washing and ironic their clothes
- seeking medical attention
- giving them moral and spiritual support
- loving and comforting them

SUPPORTING THOSE WHO CARE FOR THE CHRONICALLY ILL

Those who care for the chronically ill can be individuals or organisations.

These care providers have a big task of looking after the sick and vulnerable person.

As a result, they may become stressed and anxious.

Therefore, they need support from the family, community and other institutions.

Support for the care providers can be given through the provision of emotional, material, moral and spiritual support.

UNIT 5 DRUG AND SUBSTANCE USE AND ABUSE

Drug is a substance used as medicine.

Such drugs may be panado, aspirin and any pain killer

Substance is any kind of matter such as coffee, drinks, tobacco, water and alcohol.

Abuse means using something wrongly.

EFFECTS OF ABUSING DRUGS AND SUBSTANCES

- loss of interest in school resulting in school dropout
- stealing
- prostitution
- poor judgement
- mental disorders
- practising unprotected sex
- poor health
- committing suicide
- social problems
- temporal feelings of excitement or highness
- promiscuity

THE IMPORTANCE OF COUNSELLING THOSE ADDITED TO DRUGS AND SUBSTANCES

- bringing rehabilitation to those who are deep into the problem
- allowing them achieve their goals in school life
- helping them live normal and useful lives in their families and community
- providing support and advice to those with the problem

WAYS THAT CAN ASSIST DRUG AND SUBSTANCE ABUSERS TO STOP THEIR HABITS

- seeking medical help
- approaching counsellors with your problem and be honest about it
- finding another hobby to replace drug and substance abuse
- getting support from friends and family members
- avoiding people that are abusing drugs and substances

WHY SOME PEOPLE FIND IT DIFFICULT TO STOP ABUSING DRUGS AND SUBSTANCES

- some of them claim that they are happy when using drugs and substances and do not want to stop
- some deny having such a problem
- some become addicted to these drugs and substances
- others do not want to lose friends who happen to have the same habit
- they would like to show off to others that they are important

UNIT 6 INTERPERSONAL RELATIONSHIPS

Interpersonal relationship is when people interact with one another in different ways.

TYPES OF INTERPERSONAL RELATIONSHIPS

- Relationships within the family

- Relationships among peers
- Relationships among juniors and seniors
- Relationships between and among males and females
- Kinship
- Ethnic
- Cultural ties

FACTORS THAT MAY ENHANCE RELATIONSHIPS

- love
- empathy
- economic status
- respect
- effective communication
- politeness
- tolerance
- care
- gender sensitivity
- observation of human rights
- honesty
- cooperation

FACTORS THAT DESTROY RELATIONSHIPS

- envy
- dishonesty
- gossip
- jealousy
- poverty
- violence
- sexual harassment
- poor communication
- rudeness
- disrespect
- unfulfilled promises
- gender inequality
- theft
- lies
- property grabbing
- change of status
- witchcraft
- abuse of human rights

ROLES AND RESPONSIBILITIES IN A RELATIONSHIP

- sharing resources
- advising and counselling one another
- showing compassion
- encouraging one another

A role is the function that one has or is expected to perform whilst a responsibility refers to a duty to take care of somebody or something so that you are accountable or answerable.

UNIT 7 EFFECTIVE COMMUNICATION CONCERNING HIV AND AIDS MESSAGES

Effective communication is the sending and receiving of information from one point to another in a clear manner.

FACTORS THAT MAY ENHANCE EFFECTIVE COMMUNICATION CONCERNING HIV AND AIDS MESSAGES

- empathy
- effective channel of communication
- tolerance
- adherence to human rights
- respect for others
- interpersonal relationships
- patience

FACTORS THAT MAY DESTROY EFFECTIVE COMMUNICATION CONCERNING HIV AND AIDS MESSAGES

- religion
- cultural factors
- education attainment
- age generation gap between people
- stress and anxiety

THE IMPORTANCE OF EFFECTIVE COMMUNICATION CONCERNING HIV AND AIDS MESSAGES

- promoting perception, beliefs and attitudes that can assist one from indulging in risky behaviours that might lead to contracting HIV
- dispelling myths and misconceptions on various issues which are found among people
- increasing knowledge and promoting positive behaviour in relation to STIs.

LIFE SKILLS THAT CAN BE USED IN EFFECTIVE COMMUNICATION

- creative thinking
- listening

- negotiation
- decision making
- self esteem
- empathy
- assertiveness

UNIT 8 PEER GUIDANCE AND COUNSELLING

Peer counselling is what happens when a friend of the same age, class, school or group listens and helps another friend on how to solve problems.

The peer counsellor's role is not to solve problems for their friends but helping them find solutions to their own problems.

It is up to the person who is being counselled to choose the right way of solving his or her problems.

IMPORTANCE OF PEER GUIDANCE AND COUNSELLING

- the learners can learn to communicate effectively with friends of the same age and interest
- the learners appreciate some experiences of talking to each other
- the learners understand other people's feelings since they may have been in a similar situation as that of the friend who would be a client at that particular time
- the learners understand one another effectively and as a result can guide each other on different areas including study skills

FACTORS TO CONSIDER WHEN ORGANISING PEER GUIDANCE AND COUNSELLING GROUPS

- choosing members of the groups
- number of people per group
- how often a group should meet
- venue for the meeting

DEVELOPING PLANS FOR PEER GUIDANCE AND COUNSELLING CLUBS

There are several points to be considered when developing plans.

Some of these are:

- creating trust in the members of the groups
- helping members to establish their own goals
- identifying members with different talents such as leadership
- creating norms for groups
- creating monitoring and evaluation procedures

UNIT 9 STRESS AND ANXIETY

THE IMPORTANCE OF MANAGING STRESS AND ANXIETY

- it enables one to avoid contracting HIV and live a happy life
- it enables one to avoid risky behaviours
- it enables one to have interest in life
- it enables one to have interest in learning
- it enables one to avoid dropping out of school
- it enables one to avoid poverty

THE EFFECTS OF STRESS AND ANXIETY

- mental disturbance
- mental confusion
- heart failure
- high blood pressure
- ulcers
- violence
- depression
- theft

HOW TO MANAGE STRESS AND ANXIETY

- seeking guidance and counselling
- seeking medical help
- engaging in physical exercises
- eating appropriate food
- having plenty of rest
- having a positive attitude to the problems

UNIT 10 PEACEFUL CONFLICT RESOLUTION

IMPORTANCE OF RESOLVING CONFLICTS PEACEFULLY

- promoting peace and unity
- promoting cooperation and development
- creating good relationships among people
- promoting human dignity
- preventing violence thereby protecting property and life

WAYS OF RESOLVING CONFLICTS PEACEFULLY

I. Negotiation
   Negotiation is a process where people who are involved in conflicts come together and talk to each other about the conflict.

II. Mediation
   Mediation is a process where two persons who are in conflict involve a third person to help them come up with the solution to the problem. This person is called a mediator.
   The mediator does not decide on the case. He or she simply helps in arriving at a solution.

III. Arbitration
   Arbitration a process similar to mediation, however, the third person that is involved is called an arbitrator. The arbitrator acts like a judge as he or she gives the final judgement as to who is right and who is wrong.

EFFECTS OF NOT RESOLVING CONFLICTS PEACEFULLY

- atmosphere of mistrust, suspicion and hatred is created
- violation of human rights
- loss of life
- may lead to famine
- destruction of property
- insecurity

UNIT 11 DECISION MAKING AND PROBLEM SOLVING

People react and deal with problems differently.

When faced with a problem, the following steps could be tried to solve the problem:

1) identifying the problem
2) defining the problem
3) explaining possible solutions and outcomes
4) examining consequences of the choices

THE CONSEQUENCES OF MAKING RUSHED DECISIONS WHEN SOLVING PROBLEMS

- the problem might grow bigger instead of getting smaller
- it might lead to regrets if decisions made prove to be poor
- it might result in people fighting
- the problem may keep resurfacing

SITUATIONS DEPICTING WELL THOUGHT OUT DECISIONS WHEN RESOLVING CONFLICTS

- people solving their problems and reaching a peaceful compromise
- all the concerned parties feeling satisfied with the decisions
- the problem may not resurface

UNIT 12 SELF ESTEEM AND ASSERTIVENESS

Self esteem is an awareness of good in oneself.

Self esteem can be low or high.

THE IMPORTANCE OF HAVING HIGH SELF ESTEEM

- one does things with a lot of interest and is eager
- one thinks positively and always hopes for the better
- one has ambition which can help him or her achieve his or her goals in life
- one cooperates with others when doing team work
- one has a humble attitude of mind without wishing to appear boastful
- one has respect for self and others
- one is kind to others
- one takes responsibilities for his or her actions

Assertiveness means knowing what you want, why and being able to take the necessary steps to achieve what you want.

THE IMPORTANCE OF ASSERTIVENESS

- one is goal oriented
- one is honest with oneself and others
- one is able to speak for oneself
- one is able to take responsibility for feelings and needs
- one is able to maintain his or her identity
- one is able to defend oneself and avoid social and health problems
- one is able to promote honest relationships
- one is self-confidenct
- one is capable of enhancing his or her self esteem

FACTORS THAT DESTROY SELF ESTEEM AND ASSERTIVENESS

- poor upbringing
- negative comments
- lack of positive role models

- lack of sense of connection and relationships to others
- lack of sense of one's own uniqueness and value
- lack of confidence
- having the belief that you cannot achieve anything

WAYS OF REBUILDING SELF ESTEEM

- discovering one's strengths and weaknesses
- developing positive thinking
- understanding oneself
- examining and analysing one's thoughts and actions
- defining one's priorities
- positive comments
- establishing gender identity
- having a positive attitude towards problems or challenges

UNIT 13 SEXUAL HARASSMENT AND ABUSE

SEXUAL HARASSMENT

Sexual harassment is an act of a sexual nature upon or with a child or any other person without his or her consent.

Sexual harassment happens when someone feels uncomfortable about comments, looks and touch from another person.

The harassed person may be forced into a sexual behaviour that might be visual, verbal or physical.

SEXUAL ABUSE

Sexual abuse takes various forms such as

- ✓ an adult having sexual intercourse with a child
- ✓ forced marriage
- ✓ early marriage
- ✓ touching a child's private parts
- ✓ making a child touch someone else's private parts
- ✓ showing a child pornographic pictures, videos or films
- ✓ making a child naked for the sexual excitement of the abuser
- ✓ having sex in the presence of a child
- ✓ making a child or girl earn money by having sex with someone else
- ✓ having sex with many different people

CAUSES OF SEXUAL HARASSMENT AND ABUSE

- low socio-economic status of women and girls

- male aggressiveness to females
- break-up of families
- peer pressure
- cultural pressure
- dressing in a way that would make others desire them sexually
- drinking alcohol and taking drugs
- traditional dances which are suggestive and seductive in nature
- orphanhood
- beliefs about how to get cured of HIV and AIDS

DANGERS OF SEXUAL HARASSMENT AND ABUSE

- unplanned pregnancies
- contracting sexually transmitted infections
- destruction of one's self esteem
- dropping out of school
- the abused may become confused and angry towards the abuser

WAYS OF PREVENTING SEXUAL HARASSMENT AND ABUSE

- empowering boys and girls with life skills that can help them protect themselves
- schools should have rules that help prevent the act
- children should be advised to go and come back from school in groups
- learners should avoid being alone in isolated places
- children should be advised to report to their parents, guardians, police or community leaders any cases of sexual harassment
- learners should dress properly
- learners should be warned of sexual abusers
- learners should avoid drug and alcohol abuse

RESPONSIBLE PEOPLE OR ORGANISATIONS TO WHOM CHILDREN CAN REPORT CASES OF SEXUAL HARASSMENT AND SEXUAL ABUSE

- parents
- uncles
- aunts
- guardians
- community leaders
- teachers
- church elders
- education officials

- victim support unit of the police
- social welfare
- health centres

UNIT 14 ENTREPRENEURSHIP AND HIV AND AIDS

Entrepreneurship is business through which one can generate income for meeting various needs.

It includes activities such as tailoring, chicken rearing, wood and rock carving, mat making, fishing, traditional painting artwork, pot making and weaving.

It is a form of informal employment

IMPORTANCE OF ENTREPRENEURSHIP

- it enables one to generate income
- it helps one to improve one's quality of life
- it can prevent one from engaging in risky behaviours
- it keeps the person occupied

APPROPRIATE ENTREPRENEURSHIP SKILLS

- planning
- budgeting
- marketing
- communication
- negotiation
- assertiveness
- problem solving
- decision making
- creative thinking

APPROPRIATE SKILLS IN FINANCIAL MANAGEMENT IN ENTREPRENEURSHIP

- development of personal and family financial management plan (budget)
- keeping track of the expenditure made in a week or month and establishing expenditure pattern
- reducing buying items that continue to drain finances (liabilities), but buying resources that generate extra resources (assets)
- having a personal or family saving plan
- getting into financial management school and learning how to manage finances

THE EFFECTS OF GENDER ROLES IN ENTREPRENEURSHIP

In Malawi, men and women tend to perform different gender roles.

These roles have an effect on the type of entrepreneurship activities that men and women engage in.

For example, women tend to engage in small scale businesses while men tend to engage in large scale businesses

Because of this gender role difference, women tend to be given less money from lending institutions unlike men who are given large amounts of money.

However, both men and women need to do business activities without any discrimination.

UNIT 15 ANTI-RETROVIRALS (ARVs)

Meaning of anti-retrovirals (ARVs)

Anti-retrovirals are drugs that work by stopping the replication of the virus that causes AIDS.

These drugs reduce the amount of virus in the blood because they make the virus inactive.

Therefore, it does not multiply.

This slows down the damage to one's immune system.

HOW ARVs WORK

ARVs work by preventing HIV from making copies of or multiplying itself.

People living with HIV take different types of ARVs that work in different ways depending on what their doctors think will help them the most.

All ARVs interfere with key steps in the viral life cycle and stop the virus from reproducing.

If HIV cannot reproduce, the amount of HIV in a person's body goes down.

The immune system then has a chance to become stronger again.

If one's immune system is functioning properly, his or her body is less likely to become sick.

It is important to follow the doctor's instructions when one is on ARV treatment.

SIDE EFFECTS OF ARVs

- diarrhoea
- tiredness
- prolonged headaches
- loss of appetite
- vomiting

ROLE OF FOOD DURING ARV TREATMENT

- strengthening the body's ability to fight diseases
- reducing opportunistic infections
- slowing progression of HIV and AIDS
- complementing ARVs actions
- improving the effectiveness of medication
- managing side effects of the drug

INSTITUTIONS WHERE TO ACCESS ARVs

- district hospitals
- health centres
- mission hospitals
- private hospitals

UNIT 16 ORPHANS AND VULNERABLE CHILDREN

An orphan is a child under the age of 18 years who has lost both parents.

There are many orphans in Malawi as a result of HIV and AIDS pandemic.

These orphans are found in villages, streets, towns and cities.

Vulnerable children are children who are weak, not well protected, easily attacked and have nobody to take care of them.

They lack basic needs such as food, clothes and shelter.

As a result, people of ill-will take advantage of the situation in which children are and begin to abuse them.

NEEDS OF ORPHANS AND VULNERABLE CHILDREN

- food
- clothes
- beddings
- shelter
- money
- love
- respect
- moral and spiritual support
- education
- guidance and counselling

WAYS OF ASSISTING ORPHANS AND VULNERABLE CHILDREN

- ★ providing them with material resources
- ★ supporting families and organisations which protect and care for orphans and vulnerable children
- ★ mobilising communities and well-wishers to take leading roles in protecting and caring for orphans and vulnerable children
- ★ loving and respecting them
- ★ training them in vocational occupation for self-reliance
- ★ sensitising them on the dangers of involving themselves in risky behaviours
- ★ providing them with spiritual and moral support
- ★ supporting child-headed families with various resources
- ★ encouranging them to acquire education

GLOSSARY

Caesarean section – delivering a child through operation

Delivery – a process of giving birth

Stigma – being rejected, ridiculed or laughed at by the community or friends

Susceptible – easily get affected

Promiscuous – having many sexual partners

Empower – giving power to someone

Gender equality – treating both males and females equally

Gender equity – the principle of fair treatment

Gender inequality – treatment that favours one sex over another

Sexuality – total expression of who one is as a human being - male or female

Adolescence – a period between ages of ten and eighteen years

Adolescent – a boy or a girl who is between ten and eighteen years

Chronic illness – long illness

Unprotected sex – sexual intercourse where a condom is not used

Compassionate – loving and caring

Eventually – whatever may come

Sustain – maintain

Disseminating – passing on information

Counselling – a helping relationship between a client and a counsellor where the client is helped to make an informed decision

guidance – the act of assisting one to understand, accept and use their abilities, aptitudes and interests in relation to their aspirations

Anxiety – the state of feeling nervous or worried that something is going to happen

Stress – pressure or worry caused by the problems in one's life

Peaceful conflict resolution – bringing a disagreement or argument to an end using non-violent means

Problem solving – ability to understand and deal with something tat is difficult

Decision making – making up one's mind; making choices

Financial management – ability to use, save and account for financial resources

Anti-retrovirals – drugs which act against retroviruses such as HIV

Mutate – change

Vulnerable children – children who are weak, not well protected and easily attacked

REFERENCES

MIE (2008) Life Skills Teacher's Guide for Standard 8, Domasi; MIE.

MIE (2008) Life Skills Learner's Book for Standard 8, Domasi; MIE.