

LIFE SKILLS NOTES

FORM 2



TOPIC 1 : POSITIVE VERSUS NEGATIVE SELF ESTEEM

Self – Esteem: it is good opinion of oneself

Characteristics of Positive Self-Esteem

- Respect – for oneself and others, opinions and property of others
- Ambition – strong will/desire to succeed. A will for personal advancement
- Optimism – being hopeful and looking at the positive side of a situation rather than the negative side
- Co-operation – working together with others to achieve common goals
- Enthusiasm – feeling of interest and eagerness to be involved in an activity
- Empowerment – state where one feels they are in control of their life
- Responsibility – taking care of something or someone and accepting blame if anything goes wrong
- Kindness – feeling compassion towards others who are less privileged
- Sense of humour – causing laughter and happiness
- Giving credit where it is due

Characteristics of negative self esteem :

- Laziness and willing to achieve goals
 - Easily gives in to negative peer pressure
 - Poor attitude towards himself or herself and others
 - Lacks ambitions
 - Pessimism about the future. He/she will always give reasons why something will not work. He always believes that the worst will happen
 - Underrates the achievements of others
 - Uncaring and aggressive attitude towards others
 - Does not find work enjoyable
 - Boredom
 - Depression
 - Rudeness
 - Dependency syndrome
 - Self-doubt
 - Isolates and withdraws from others
- Steps in developing self-esteem** They include:
- Receiving positive comments from others
 - Developing self confidence
 - Discovering yourself by recognising your uniqueness, achievements and successes
 - Developing a feeling of acceptance from others
 - Being loved and cared for by the community
 - Knowing yourself (self-awareness)
 - Developing a list of wishes and striving to achieve them (define your priorities)
 - Developing positive relationships with others

- Being accountable for one's own actions
- Aiming for the best in life
- Developing relationships with role models
- Build your life around your strengths

Skills for overcoming negative self-esteem

Negative self-esteem can lead to a number of problems which include: poor performance in school, conflicts etc. Individuals need to have skills that can help them prevent (overcome) problems of negative self-esteem

1. Planning

- A person should set achievable goals after using his/her self awareness about his/her abilities
- When goals are achieved it gives a sense of satisfaction which then builds confidence
- A person with confidence has a positive self esteem

2. Setting high goals/standards

- A person who sets out low standards has a low self esteem
- Therefore, a person needs to aim for the best in life at all times

3. Self – Awareness

- The ability to know yourself helps you to realise talents, capabilities and potential □
This boosts one's self-esteem

4 Peer pressure resistance

- a person needs special skills in order to resist peer pressure so that he/she can refrain from bad behaviours.
- This is what is called peer pressure resistance

5 Interpersonal Relationship skills

- These are the life skills we use everyday to communicate with others
- Good interpersonal relationships skills help a person to have a successful life

6. Assertiveness

- This involves knowing what you want, reasons for wanting such a thing and taking necessary steps to achieve it.
- an assertive person focuses on what he/she wants to achieve it and works hard to achieve it

TOPIC 2 : SETTING GOALS

- Goals are part of our planning for the future
- They motivate us, keep us focused and give us a clear purpose to our actions.

Factors to consider when setting goals:

1. The motive for setting the goals. You need to state clearly the purpose or reasons why you are setting the goals
2. Make sure the goals you are setting are really personal and your own. They should not be goals of your siblings, parents or teachers. Parents and others could guide you but not impose
3. You need to consider the resources such as time, money and other resources you will need to achieve your goals
4. Create realistic goals which are achievable. E.g. you cannot aim to become president of USA when you are Malawian
5. Goals should be specific. State what exactly you want . e.g. “I want to buy a bicycle” is more specific
6. Goals should be easy to see or enumerate e.g. “I want to go to university in three years from now”

How to plan goals on the basis of your strengths or talents

- Goals set for yourself must be related to your strengths or talents
 - The following are the ways by which you can set goals based on your strengths or talents
1. identify your talents, skills, abilities or strengths
 2. visualise your future. Ask yourself questions such as „what do I want to accomplish:“
“What do I want to be?”
 3. set goals based on your skills, talents or strengths and answers for questions in 2
 4. identify resources you need to achieve the set goals
 5. choose a course of action for achieving the goals
 6. assess your goals

Importance of setting goals based on your talents or strengths

- **Easy to achieve:** you don’t waste time asking other people for guidance
- **You do what you are interested in:** you are motivated to work hard and achieve your goal
- **There is perfection in your work :** involvement of talents gives perfect results
- **You can train others who admire your work:** a lot of people benefit from your talents

Factors to consider when choosing school subjects

When Choosing subjects you need to have good reasons for choosing a particular subject. The factors to be considered are :

1. Interest in the subject

- you need to identify the subjects that you enjoy most and relate them with what you like doing outside the classroom.
- e.g. if you like helping people and thinking creatively, one of the subjects to consider studying is Life Skills
- once you enjoy a subject in class, you work hard and pay attention in class

2. Subjects that you are strong in

- consider those subjects in which you consistently get good grades and those which other people say you are good at

3. Career consideration

- choose subjects that are related to the career you want to pursue
- e.g if you want to become a journalist, subjects like English, History and Social Studies are going to be very helpful to you.
- consult some people who work in the areas which interests you in order to learn from their experiences.

4. Resources available at your school

- do not be too ambitious
- if there is no technical teacher or there is no workshop at your school you cannot say you will study woodwork or metalwork

5. What is marketable in your society?

- check the demands of the world of work and study subjects which are marketable
- e.g. Ministry of Education announced in 2013 that it needs more Science and Language teachers.
- if you want to be a teacher then think of studying sciences and languages As much as possible, avoid picking subjects just because:
 - you like the subject teacher – the teacher may change from time to time
 - your friends are taking the subject. Your friends may have good reasons for choosing those subjects
 - your brothers/sisters are taking the subject. What works with someone may not work for you
 - there is not much homework – the situation may not be permanent

Note: when choosing subjects consult your teacher, career advisor and your family so that you make informed decisions.

Education Guidance and Counselling

- Guidance and counselling refers to specialised services which a school provides to enrich the educational experiences of its students
- School provide educational guidance and counselling in the following areas: writing and communication skills, study habits, use of the library, choice of subjects and examinations

Importance of seeking educational guidance and counselling

1. It helps to identify career opportunities

- without proper guidance and counselling in education, you may not be able to identify subjects and careers you are interested in. It is important to be guided so that you properly choose subjects and careers you are interested in doing

2. It helps to identify talents and abilities

- when you identify your talents and abilities you are now able to seek ways by which you can utilise them.

3. Provides information for decision making

- helps to make decisions on subject combinations, effective use of the library, career choices, study habits, writing examinations etc. This helps you to make informed decision concerning your life as a student.

4. Helps to utilise time profitably

- one is able to get advice on how to use time efficiently and effectively

5. Helps to take responsibility

- it helps you to be independent and become responsible for your own actions

6. Helps to identify strengths and weaknesses

- counsellors help you to know your strengths and weaknesses. This helps you to make adjustments in areas where you know you are weak.

7. Students are advised on how to cope with different situations facing them in their school life e.g. how to relate well with peers

TOPIC 3 : CHALLENGES OF GROWING UP

Problems of Growth and development

Young people experience several challenges as they grow up. These include:

- Early marriages - early pregnancies
- Prostitution - drug and substance abuse
- Anxiety and embarrassment - spirit of rebellion

Ways of dealing with challenges associated with physical, social and mental changes

1. **Guidance and counselling** – young people need to seek guidance and counselling so that they have information on how they can deal with these challenges
2. **Abstinence** – they must learn to say „NO“ to sexual advances from members of the opposite sex
3. **Peer resistance** – young people need to resist peer influence if they are to avoid the risks and effects of these challenges
4. **Developing life skills** – young people need to develop skills such as self-control, self-esteem, assertiveness, problem solving and decision making. These skills help a lot in overcoming the challenges young people go through.

Interpersonal Relationships

- interpersonal means “between people”
- interpersonal relationship refers to the way people relate to one another
- it also refers to the way people behave towards each other
- through such relationships, people are able to know each other better as they share interests, hobbies, ideas, information and goals

Types of Interpersonal Relationships

1. Peer relationship

- it is the interaction and association that takes place between members of same age, age group, abilities, social position or profession.
- Peer relationships are important because they shape a person’s behaviour
- one disadvantage of this type of relationship is that it can be a source of negative peer pressure

2. Family Relationship

- it involves interaction between parents and their children.
- it may also involve other members such as uncles, aunts, in-laws, grandparents

- the members in the family relationships are related by blood, marriage or adoption

3. Work (professional grouping) relationship

- it involves association between employers and their employees.
- It also involves interaction between workmates
- in this relationship members share resources, problems, information and pleasure with each other.
- this type of relationship can lead to high productivity if it is harmonious

4. Sexual relationship

- it is an interaction between members of the opposite sex
- this relationship often starts during adolescence
- the members involved in this relationship associate with each other for different reasons
- these reasons may include protection, love, sympathy and support

Other types of interpersonal relationships are :

Junior - Seniors relationship : it exists between people of different ages sharing similar interests

Kinship - this is when people are related by blood

Ethnic Allegiance – it is a relationship by tribe

Cultural ties – when people of same cultural background such as tradition, customs and dances interact

Public Relationship – it is the art of how one interacts with the larger community

Factors Affecting interpersonal relationships

Interpersonal relationships can be affected in various ways such as the following:

1. Unfaithfulness

- when a husband or wife has a sexual relationship outside marriage it can destroy their relationship
- it is therefore important to be faithful to each other

2. Dishonesty

- a dishonest person is untruthful and lacks integrity.
- relationships are destroyed if members cheat or deceive each other
- the best relationship is based on honesty and integrity

3. Differences in values

- personal values are beliefs, customs we hold dearly
- when people hold different values they may disagree on issues
- these disagreements can affect relationships leading to hatred when people don't resolve their differences peacefully

4. Intolerance

- it refers to a situation when a person is unable or unwilling to accept ways of thinking, behaviour, ideas of others leading to strained relationships if not handled properly

5. Backbiting

- it involves people having unkind and unpleasant talk about someone who is not present
 - this affects relationships

6. Gossip

- this is habitual conversation about someone which is not often true or accurate.
- gossip affects relationships because it involves spreading details or rumours that are harmful

7. Jealousy

There are two types of jealousy:

- a) a feeling of being threatened by a rival in a romantic relationship or losing something of value to another person which happens to be yours already
- b) envy which is hatred/bitterness towards another person for having an advantage that you do not have

In both situations jealousy makes people angry and unhappy about others and this destroys interpersonal relationships

8. Lack of communication

- this is the absence of information flow between people.
- when members fail to communicate on issues like money, previous relationship (especially if it is sexual relationship) it leads to destruction of relationship
- breakdown of communication should be avoided in all kinds of relationships

9. Unforgiveness

- members need to talk issues over and forgive each other.
- forgiveness is important because once you forgive you forget and look forward to the future

Ways of dealing with challenges associated with interpersonal relationships

1. Honesty

- honesty means being loyal, fair, sincere, truthful
- an honest person does not lie
- members in interpersonal relationships need to be open and direct to each other without hiding anything

2. Love

- Love is a feeling of strong affection towards another person
- in interpersonal relationship members need to be patient, kind, tolerant and not boastful
 - this will help to deal with challenges like jealousy and intolerance

3. Tolerance

- people in a friendship need to accommodate the views, ideas, opinions and beliefs of other people

4. Co-operation

- it is a situation in which people work together to do something for a common benefit
- each member should appreciate and understand the role of the other as they try to build and develop their relationship.
- co-operation will lead to peace, harmony and success in a relationship

5. Effective communication

- it is a two-way process which includes sending the right message that is also being correctly received and understood by the other member
- it requires use of appropriate language and right channels

- this helps to avoid message being misunderstood or misinterpreted by the other party

6. Mutual trust

- members in a relationship should believe and depend on each other
- this helps the relationship to last longer

7. Peaceful conflict resolution

- disagreements should be resolved peacefully
- the offending party needs to apologise and the offended party needs to forgive and forget
- disagreements that are resolved peacefully are unlikely to resurface

8. Empathy

- it is the ability to understand other people's problems, motives, situation and feelings.
- empathy is putting yourself in the other person's shoes
- members should exercise empathy if their partners face problems

TOPIC 4 : BLOOD DONATION AND RESPONSIBILITY

Who can donate blood?

- Blood is donated by well-wishers who put the lives of vulnerable people at heart.
- However, not everybody can donate blood. □ donating blood saves lives

According to Malawi Blood Transfusion Service (MBTS) the following can donate blood:

- people between the ages of 16 and 65 years
- should weigh from 50kg and above
- adults who are healthy can donate blood regularly. Men donate every 3 months while women donate every 4 months

Characteristics of people who can donate blood

- Should have normal pulse rate, body temperature and blood pressure
- Should not be pregnant. Level of iron for pregnant women are already at the lower side
- Should be free from diseases such as epilepsy, psychotic disorders, severe asthma, abnormal bleeding tendencies and cardiovascular disorders
- Should not be people who have recently undergone surgery or blood transfusion. Such people can donate after 6-12 weeks
- Patients of malaria, measles, mumps and syphilis may donate blood after full recovery with a 3 – 6 months gap.

The concern of blood transfusion services is to ensure that blood donation does not harm the blood donor.

What to do after donating blood

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

- Rest for 10 to 15 minutes before leaving the donation site
- Drink plenty of fluids (e.g. mahewu, water etc) to keep your blood pressure up. If you don't do this you may develop dizziness
- Avoid doing very active work for about 2 hours. Work after you have adequately rested. □ Eat snacks with high sugar content. It helps to restore blood lost during donation
- Eat meals with high protein content e.g fish, eggs, beef. Vegetables are also essential.

Benefits of blood donation to the community In

communities blood is mostly needed by:

- children with severe anaemia resulting from malaria or malnutrition
- women with pregnancy complications such as haemorrhage before, during and after childbirth.
- victims of accidents
- patients undergoing surgical procedure The benefits of donating blood include:
- saving lives of those many vulnerable people such as the one's mentioned above.
- brings joy to many people such as those that depended on the blood to live and the people that depend on the patient's support. This is an act of generosity

If you do not qualify to donate blood you can help by encouraging friends and relatives to become blood donors

TOPIC 5 : STIs including HIV and AIDS

Most common Sexually Transmitted Infections (STIs) in Malawi

- Some STIs are very common than others, but these STIs have different symptoms and signs
- These STIs have different Chichewa names and the names vary from area to area.

Chichewa names for common STIs	
English Name for STIs	Chichewa Name
Syphilis	Chindoko
Gonorrhea	Chinzonono
Chancroid	Mabomu



Candidiasis	Mauka
Herpes	Shingozi
Warts	Njerewere

The modes of Transmission of Sexually Transmitted Infections (STIs)

There are different ways in which STIs are spread from one person to another. These are:

a. Unprotected sexual activities

- STIs are transmitted through unprotected sexual activities such as vaginal, anal and oral sexual intercourse if one partner has STIs
- condoms are used to ensure protected sexual intercourse.
- however, condoms are not 100% reliable as they can burst or come off in the course of sexual intercourse

b. Mother to child

- if a pregnant woman is infected with syphilis it can be transmitted to an unborn child □
in most cases, babies with syphilis transmitted from their mothers may be born blind

Blood transfusion

- if syphilis infected blood is transfused to uninfected person, chances are high that the person may also be infected.
- However, this is common with syphilis only and not all other common STIs

Prevention of STIs

STIs can be prevented through the following ways:

1. Primary Prevention

This is done when you are not suffering from any STIs : you simply prevent from contracting STIs. The following are some of the primary ways of preventing from contracting STIs:

a. Abstinence from sexual activities

The best way of preventing STIs is by abstinence. Abstinence means refraining from sexual intercourse and any related behaviours. This assures a person to be 100% safe.

b. Life-long mutual monogamy

Married people should be faithful to their partners if they want to be safe from contracting STIs and HIV

c. Delaying the age of the first sexual activity

- it is advisable to delay sexual intercourse until age 20 because sexual organs are not physiologically mature
- indulging in sexual intercourse before 20 years of age puts girls at a risk of developing cervical cancer from infection with genital warts

d. Engaging only in non-penetrative sex acts

- e.g. mutual masturbation and rubbing body parts
- however, these acts do not prevent STIs such as herpes and genital warts because blisters or warts occur outside the body

e. Avoid unprotected sexual intercourse

- engage in penetrative sex acts only if a condom is being used
- however, condoms do not reduce risk of transmission of other STIs such as herpes, and genital warts because the condom does not cover the area where the blisters or warts occur

2. Secondary Preventions

This requires that people who are suffering from STIs should be treated to avoid further transmission of the STIs. Secondary prevention of STIs include:

a. Promoting STI Health care seeking behaviour sensitize communities on the importance of seeking medical treatment once they discover they are showing signs of STIs

b. Rapid and effective treatment of STIs

- quick and effective treatment of STIs is important
- go to a health institution at an early stage
- take your sex partner when going to hospital for STI treatment

c. Identifying and treating persons with STIs who only show minimal or no symptoms

go to a health centre even before symptoms and signs do not appear when you have unprotected sex with an infected person

GROUPS OF PEOPLE WHO ARE VULNERABLE TO HIV AND AIDS INFECTION

There are many groups of people who are vulnerable to HIV. Some of them are:

Name of Group of people	Reasons why they are vulnerable to HIV and AIDS Infections
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Women	There are biological and social (cultural) factors that put women at a risk of HIV. Biological factors • Women receive greater quantities of possibly infected fluids during sexual activities • Women have a wider surface area of mucous membrane than men which allows HIV to penetrate into blood easily • Use of natural substances to dry out the vagina may cause tearing during sexual intercourse • Vagina is an internal organ and women are less likely to know that they have sores from other STIs and this facilitates HIV transmission Social (cultural) factors • Polygamy –where a man marries more than one wife. If one person is infected it will be transmitted to all • Spouse swapping (sex orgies) – exchanging wives or sexual partners with friends. If one person is infected it will be transmitted to all • Men’s preference for dry sex – it encourages women to put drying agents in the vagina that can cause tearing • Extreme poverty – it encourages women to exchange sex for money, food, school fees etc
Children	If the mother is HIV positive children can be infected: • before, during and immediately after delivery • During breastfeeding • Other people offer children cheap things in exchange of sex
Widows	□ Cultural practices such as <i>kulowa kufa</i> and <i>chokolo</i> promote transmission of HIV
Orphans	• They lost one or both parents • Female orphans are more vulnerable to HIV • Selfish people take advantage of their lack of income and abuse them sexually
Migrant workers	• They move from their home to other places for employment • It results in getting involved in casual sexual activities
Commercial sex workers	• are found in bottle stores, pubs, taverns • they sleep with different people • They indulge in sexual activities in exchange with money
Mobile business persons	• Move from one place to another to buy and sell goods • Are away from home for long time • Due to lack of self-control they indulge in casual sexual activities
Sexual partners of the vulnerable groups	• The vulnerable people may contract HIV from casual sex • This puts their partners at a risk of contracting HIV from them

Caring for People Living With HIV and AIDS (PLWHA) Some

of the ways in which PLWHA can be cared for are:

1. Physical Care

- they need to be provided with physical support e.g. clean clothes and taking them to the hospital when ill

2. Emotional care

- they have psychological problems such as fear, anxiety, depression and rejection
- they need to be loved and giving them encouragement

3. Spiritual and moral support

- prayers and sharing of scriptures gives peace of mind, hope of life and encouragement

4. Guidance and Counselling

- Guidance and counselling enables them to get information which helps them to cope with their situation.

It is important to note that PLWHA can care for themselves as well in the following ways:

- Eating a variety of food and drinking plenty of fluids
- Seeking prompt treatment and care for infections
- Maintaining physical hygiene by bathing and washing clothes regularly
- Praying in order to maintain their faith
- Avoiding risky behaviours e.g smoking, having unprotected sexual intercourse
- Physical exercises in order to keep fit
- Rendering different services to others so that they are kept busy

Importance of good nutrition for People Living With HIV and AIDS (PLWHA)

1. HIV and AIDS reduces food intake due to loss of appetite, vomiting and sore throat

- PLWHA should eat healthy and balanced diet always so that the little food that remains in the stomach after vomiting or the little food they eat due to loss of appetite should have a representation of all required nutrients

2. HIV and AIDS affects weight of an infected person

- People suffering from AIDS related illnesses may lose weight if they do not eat enough food. As often the body uses the food reserves of energy from body fat and protein from the muscles.
- this results in gradual loss of body weight. In this case, there is need to eat a lot of balanced diet food to regain the lost body weight.

3. The infected people have skin rashes and other skin diseases

- vitamins and other food nutrients help to recover the skin of the patient

4. It strengthens the immune system

- immunity is the body's ability to fight infections
- healthy eating helps to fight opportunistic infections

5. It improves sense of well being

- it helps the body to tolerate medical treatments more easily and improve sense of well being.

Some of the foods PLWHA need include:

- **starchy foods** – e.g. rice, sweet potatoes, bread. These help to supply the body with energy
- **fruits and vegetables** e.g. paw paws, tomatoes, oranges, sweet potato leaves, spinach etc. These help to keep the immune system strong and help to fight against infections
- **meat and dairy foods** e.g. eggs, milk, cheese, meat, chicken, liver etc. These help to maintain healthy and strong muscles
- **sugars, fats and oils** e.g. mayonnaise, margarine, cakes etc. These help to provide energy for PLWHA
- **Dried beans, peas, lentils and soya** e.g. beans, soya etc. These help to supply proteins needed to strengthen immune system and muscles
- **Fluids** e.g. milk, clean and safe water, fruit juices to replace the water that may have been lost from their body through body sweats, vomiting or diarrhoea

TOPIC 6 : SOCIAL AND MORAL RESPONSIBILITIES IN SCHOOL

Types of Relationships in the school

There are many relationships that exist in the school. They include:

a) Learner – teacher relationship

- it helps to promote teaching and learning process
- Learners should be obedient and respectful □ teachers have to be dedicated to duties

b) Teacher – teacher relationship

- promotes teaching and learning process
- helps the teachers to teach for each other when one is absent

c) Learner – learner relationship

This relationship is in three categories:

- girl-girl : when two or more girls work together
- boy – boy: when two or more boys work together



- boy – girl : happens when a boy is working together with a girl. However, social distance should be observed to avoid being tempted to fall into immoral behaviours which can lead to HIV contraction

d) Learner – donor relationship

- donors are interested to meet the learners that are benefiting from the donations
- donors are interested to see that the learners are taking good care of the property.

e) Teacher – donor relationship

- this relationship aims at monitoring if funds are benefiting the targeted group □ teachers and learners must account for donor money they use

f) Teacher – non teaching staff relationship

g) Non-teaching staff – learners

Social and Moral Responsibilities of Different members of the school

Different members have different responsibilities

1. Responsibilities of teachers

- teaching students
- guiding or advising the students
- act as role models
- prevent violence or conflicts among learners
- Maintaining discipline in school
- Administration duties
- Prepare students for adult status

2. Responsibilities of non-teaching staff

Non-teaching staff include laboratory technicians, administration officers, security personnel, carpenters, drivers, cooks etc. Their responsibilities include:

- **Supporting the work of teachers** e.g laboratory technicians help out setting up experiments, acquiring teaching and learning resources
- **Performing administrative duties** – this allows teachers and head teachers to spend more time in the classrooms
- **Maintaining school property** e.g. maintenance of school buildings, broken desks and other equipments
- **Preparing meals** - catering staff e.g. cooks provide all students with meals on a daily basis

3. Responsibilities of Students

- obeying school rules and regulations
- attending classes
- taking care of school property
- learning and applying what is taught in school
- respecting teachers, non-teaching staff and fellow students
- studying, do assignments and write examinations

Importance of Exercising Responsibilities in the School

1. It enhances the performance of roles and responsibilities

Every member knows what is expected of them as such they make themselves ready to perform their roles and responsibilities without expecting any reward or being pushed

2. It leads to harmony and happiness

Since members are aware of their roles and responsibilities, they perform their duties to the best of their abilities thereby reducing conflicts and tensions as well.

3. It helps to understand each other

Each member is able to understand that each one of them is different from the other in terms of character, abilities and talents. Recognising these differences helps members to understand each other

4. It enhances co-operation

Members work together for a particular purpose leading to co-operation amongst them. Co-operation enhances peace, harmony and productivity

5. It promotes mutual trust

- members of the school have confidence in one another if they perform their roles and responsibilities. This allows members to help one another in various tasks □ e.g. prefects can trust their fellow students to do certain work

TOPIC 7 : PEACEFUL CO-EXISTENCE IN THE SCHOOL

People go to school to learn. For teaching and learning to be successful there is need to have a conducive environment

Co-existence

- it is the capacity of an individual to live with others with mutual respect

- it allows individuals to understand others to value and accept other points of view and differences

Peaceful co-existence in the school

- it refers to a particular relationship developed in the school environment between various members of the education community
- members of education community are students, teachers, donors, head teachers, parents, guardians, chiefs

Factors That Affect Relationships In School

1. Indiscipline

- it involves behaving in ways that school authorities disapprove of
- it affects relationships between teachers and students

2. Harassment

- it is a behaviour that annoys or upsets someone
- it can be physical, psychological or sexual
- students can be harassed by teachers. Senior students also harass junior students

3. Vandalism

- it is deliberate or malicious damage to property
- students sometimes vandalise school property to show anger
- it affects relationship between students and school authorities

4. Poor Administration

- sometimes school authorities do not apply school rules and regulations fairly to all students
- those treated unfairly may start feeling bad and develop angry feelings against school authorities

5. Theft

- students often steal items from each other
- items stolen include clothes, writing materials, notebooks, textbooks etc
- boys sometimes steal in an attempt to impress girls
- theft affects relationship between school authorities and students, students and students when caught

6. Failure to adjust to school environment

- students may have to adjust to a new and unfamiliar environment

- failure to adjust results in activities such as drinking, refusing to participate in school activities, absenteeism and violent attacks on teachers and fellow students
- this affects relationship with teachers and fellow students

7. Frustrations

- failure by parents to provide for school needs, failure in examinations etc leads to frustrations
- frustrations may result in students becoming ring leaders in riots and demonstrations
- frustrations affect relationships with teachers or students

Factors Influencing Peaceful Co-Existence In The School

1. Administering fair punishment

- punishments should be given according to rules and regulations of the school □ no student should be given special treatment or be seen to be unfairly punished.

2. Promoting co-operation and unity

- where there is unity and co-operation students and authorities are likely to work together
- co-operation and unity also helps students to work together and assist one another with classroom work

3. School rules and Regulations

- rules and regulations should be clear
- they have to be accepted by all students
- these have also to be enforced by school authorities

4. Respecting Human rights

- human rights of students and other members of staff have to be respected
- every individual should also exercise his/her rights fully without discrimination

5. Sensitisation

- students should be sensitized on the dangers of unruly and delinquent behaviours e.g. theft, vandalism

6. Resolving conflicts timely and peacefully

- conflicts are inevitable in any place
- resolving conflicts timely and peacefully helps to build strong relationships □ strong relationships promote peace, joy and happiness

TOPIC 8 : MORALS AND VALUES IN THE SOCIETY

A.K. Ndacheredwa (Mrs)



Ways of Promoting Acceptable morals and values in the society

1. Modifying some morals and values to suit the change of environment

- modifications (changes) should always be there to accommodate upcoming issues.
- e.g. if a society valued polygamy as an indicator of a well doing man in terms of riches in the 1950's, with the coming of HIV/AIDS the society should change this type of behaviour

2. Practicing moral values

- leaders should encourage their subjects to practice morals and values when there is an opportunity
- leaders should decide on ways how subjects can practice moral and values such as respect, kindness, empathy in their daily routines.

3. Role models

- Young people must be encouraged to copy the moral and values of leaders who are well behaved or who are role models.

4. Encouraging right associations

- young people must be encouraged to associate with people of good morals and values

5. Rules, laws and Regulations

- young people must be encouraged to obey the rules, laws and regulations existing in their society.
- they should also be taught to obey school rules, their parents, teachers and those in authority

6. Positive rewards

- when children have displayed good morals and values they should be praised and rewarded
- e.g. children should be rewarded for displaying morals and values such as caring, kindness, empathy for others

7. Use of maxims

- A maxim is a simple saying that describes basic rules of conduct.
- a maxim is a rule to live by
- maxims are tools for teaching morals and values □ maxim messages help to preserve social order
- e.g. „neither a borrower nor a thief“, „never a womaniser nor a drunkard“, never trust a man who says „trust me“

8. Using stories

- parents sometimes use stories to communicate messages to their children.
- through stories children acquire morals and values such as love, courage, unity, cooperation

Importance of Engaging in Acceptable morals and values

1. Promotes good health

- a society that practices good morals and values takes care of itself
- people do not engage in activities that may ruin their lives e.g. refraining from irresponsible sexual activities and drunkenness
- this society also teaches their children to say “NO” to sex, alcohol, drugs
- this keeps the society safe from harmful effects of these behaviours

2. Promotes orderliness

- societies that promote tolerance, respect are often peaceful
- peace helps to enhance orderliness during various undertakings in the society
- e.g. people will queue in an orderly manner for services at the hospital, filling stations, football stadiums

3. Peace

- moral and values such as unity and justice promote peace and freedom in the society
- e.g. courage helps people to handle difficult situations and speak out although they may be risking about their lives.
- such courage leads to peace and freedom
 - these also result in the development of the society

4. Promotes productivity

- moral and values such as courage, hard work, co-operation and unity increase productivity
- e.g. hard work and courage fight laziness and indignations (feelings of anger) to give up.
- this helps to promote high productivity

5. Promotes identity

- a society is identified by its morals and values
- a society with no values and morals loses its identity
- it is therefore important to engage and preserve moral and values

6. Promote positive action

- acceptable morals and values will help to take positive action for those facing challenges and problems

- e.g. empathy and sympathy help people to feel sorry for others going through difficult situations such as sickness, bereavement, homelessness
- this helps people to show empathy and sympathy by providing victims with moral, spiritual and material support

TOPIC 9 : CULTURAL PRACTICES, HIV AND AIDS

Cultural Practices That Promote HIV

1. Initiation ceremonies

- they are conducted for both boys and girls to mark transition from childhood to adulthood.
- these ceremonies are common in the Southern region and some parts of the central region
- in some cultures initiates are told to have sexual intercourse to prove they have graduated into adulthood.
- this activity promotes spread of HIV

2. Kusasa or kuchotsa fumbi (dust cleansing)

- this practice is performed on newly initiated girls to test their womanhood
- girls are required to have sexual intercourse with older men to demonstrate they have now become of age
- if the men are infected, they can transmit the virus to the young girls

3. Widow inheritance (chokolo)

- a widow is inherited as a spouse by relatives when her husband dies.
- the relative takes full responsibility of the widow
- if one of them is HIV positive, the virus will be transmitted to the other.

4. Polygamy (mitala)

- this is where a man marries more than one wife.
- this promotes spread of HIV

5. Death Cleansing (kulowa kufa)

- it happens where a man sleeps with a woman whose husband has died in order to get rid of bad spirits
- this promotes spread of HIV
- it is common in Nsanje and Chikwawa

6. Mbiligha (bonus wife)

- in this tradition, which is common among Ngonde's of Karonga, a man is offered a young sister of his wife as a bonus wife as a reward for good behaviour or other reasons
□ this also promotes spread of HIV

7. Hyena (Fisi)

It is used in different situations

- Moto cultural practice – when a house accidentally catches fire a man is called to have sex with the woman whose house has been gutted by fire to prevent the fire from occurring again
- where a man is called to help a childless family by having to sleep with the wife of the man who is believed to have the problem of not being able to impregnate a woman
- when a man is invited to sleep with new initiates (in the dust cleansing cultural practice)

In all these cases if one is infected, the virus may be transmitted to the other person

8. Tattooing

- it is the cutting of the skin in style for purposes of beautification for administration of charms
- if one unsterilized razor blade is used and one person is infected the virus can be transmitted to another person

Ways of dealing with cultural practices promoting the spread of HIV These

include:

1. Conducting public awareness campaigns

- the public, most especially communities where these cultural practices are conducted, should be sensitised on the dangers of these practices in relation to HIV

2. Promoting assertiveness

- Women, young boys and girls are victims of these cultural practices
- they must be taught to be assertive and be able to resist the influence of harmful cultural practices

3. Conducting HIV and AIDS awareness

- people should be taught of the impact of HIV and AIDS on development of a community so that they change their attitudes towards cultural practices that promote spread of HIV

Cultural Practices that Do not promote spread of HIV

- **Monogamy** - in many Malawian communities, men marry only one wife. This is common among Christians
- **Traditional Weddings (chinkhoswe)** - these are conducted to celebrate the entering into marriage of a man and woman who have decided to get married.
- **Counselling of young people by elders** - this is where young people are instructed, advised and counselled by elders on various issues that threaten their lives. It happens during initiation ceremonies and other functions
- **Extended family system** - this is a group of people comprised of parents, children and other relatives e.g. uncles, aunts, nephews etc. These families are common in Malawi

Other cultural practices that do not spread HIV are Chitengwa, Chikamwini and traditional dances

Other practices that help fight spread of HIV

- **Abstinence** - this involves refraining from sexual activities because they lead to early pregnancies, early marriages and spread of HIV. Abstinence is good and should therefore be encouraged
- **Delaying sexual intercourse** - young people should not have sexual intercourse until they get married. This will help to lessen spread of HIV
- **Observing virginity before marriage** - young girls are encouraged to stay away from sexual relationships until they are married. Preserving virginity greatly lessens spread of HIV

TOPIC 10 : SUPPORTING THE VULNERABLE

Vulnerable People are those who can be easily physically, emotionally, or mentally hurt, influenced or attacked.

Legal Provisions for supporting vulnerable people

Vulnerable people are protected using legal instruments and provisions. The legal provisions can be :

- international – e.g. binding most countries in the world
- regional – e.g. observed by a specific group of countries found within a particular region □
- national – e.g. observed within a particular nation or country

Examples of legal provisions and instruments for supporting vulnerable people

1. Conventions

It is an international agreement to bind and be observed by many countries over a common purpose. Some of the conventions are :

a) The Convention on the Rights of Persons with Disabilities (CRPD)

- it came into force in 2008
- it ensures full enjoyment of human rights and freedoms by people with disabilities
 - it promotes respect for dignity for all people with disabilities

b) The Convention on the Rights of Children

- it was adopted in 1989
- it addresses rights of children e.g right to be protected from exploitation and treatment that is harmful to their health, education and development

c) The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)

- it came into force in 1981
- it protects rights of women (including widows)
- the rights include : right to inherit property, right to access economic opportunities, right to be protected from abuses, cruelty, discrimination and exploitation

2. Constitution

- it is a basic law of a state or nation which sets how the state should be governed.
- the constitution of Malawi protects the rights of vulnerable groups such as women, children, prisoners and people with disabilities

3. The Penal Code

- it is a body of laws relating to crimes and offences and penalties (punishments) for committing such crimes
- the Malawi Penal Code provides for the following as offences : child neglect, rape and defilement, denial of basic necessities

□

this helps to protect children and women from abuse and neglect

4. Acts of Parliament

- it is a statute enacted or passed by the Parliament □ e.g the Wills and Inheritance act (1998) in Malawi □ The Wills and Inheritance Act provides that :
 - a widow whose marriage was in Patrilineal system gets half of the property. The other half goes to the relatives of the deceased
 - Under the matrilineal system the widow gets two-fifth ($\frac{2}{5}$) of the property with the rest going to relatives of the deceased
 - This helps to protect widows from property grabbing

5. Treaties

- a treaty is a formal agreement between two or more governments
- e.g. the Southern African Development Community (SADC) Treaty
- SADC Treaty prevents discrimination against any person (including women) on the grounds of their gender.

6. Protocols

- A protocol is generally a treaty or international agreement that supplements a previous treaty.
- e.g. the Optional Protocol to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- this allows women to submit complaints against violation of their rights

7. Declaration

- it is a set of principles regarded as desired measures for states and organisations but its not intended to be binding
- e.g. Universal Declaration of Human Rights (UDHR). UDHR in part outlines the rights of people with disabilities e.g. right to economic opportunities

Ways through which Legal Provisions (instruments) for vulnerable people can be respected

If any person feels his or her rights are offended they can report to relevant authorities for help. The following institutions can help vulnerable people:

1) Police Victim Support Unit

□

- it is a department at any police institution where vulnerable people such as women, children, orphans, widows, men go to report if any of their human rights are violated
- e.g. if a husband beats his wife, the wife has a right to report to Victim Support Unit in this case the husband is invited to the Victim Support Unit to receive guidance and counselling

2. Local Institutions

- at the community level local institutions promote the special legal provisions
- e.g the chiefs, the village heads help to enforce legal provisions of vulnerable people

3. Courts

- they are also known as Judiciary
- they have power to punish those that violate rights of vulnerable people
- they have power to order payment of compensation to victims of human rights 4

Constitutional offices These include:

- **office of the ombudsman** – the have power to (i) recommend punishment to those found to have violated human rights (ii) recommend compensation to the victim of human rights. It is less expensive than going through courts
- **Malawi Human Rights Commission (MHRC)** (i) it investigates human rights violations and makes recommendations aimed at protecting human rights (ii) it offers its lawyers to help victims of human rights free of charge

5. International institutions

- These bodies are created under various international agreements including those that Malawi has signed.
- they require states that have signed agreements to give reports about situations of various groups in their countries.
- they make recommendations to the countries on any measures to be taken e.g. removing any laws or practices that work against vulnerable groups

6. Non-Governmental Organisations (NGOs)

- they are established with the aim of assisting in the promotion, protection and enforcement of human rights
- e.g Centre for Human Rights Education Advice and Assistance (CHREAA) helps vulnerable groups to access justice through civic education and legal advice **Effects of not respecting legal provisions for vulnerable people**

a. promoting violation of rights of vulnerable people

□

- e.g. widows are forced into marriage to fulfil traditions, children are sexually exploited etc
- if legal instruments are not respected such violations are likely to continue

b. Promotes society's negative attitude towards vulnerable people

- most often the society has negative attitude towards vulnerable groups
- e.g. people with disabilities are treated as outcasts, isolated and not worthy the attention
- e.g. prisoners are treated as animals not worthy of any rights
- if legal instruments are not respected and enforced such attitudes are likely to continue c.

Promotes ignorance

- vulnerable people often do not often know their rights and legal instruments protecting them
 - therefore they do not know when their rights are violated
 - the society also violates rights of vulnerable people ignorantly
 - all this happens due to lack of civic education and enforcement of special legal provisions
- d. A person can be arrested and taken to court if he/she does not respect special legal provisions for vulnerable people.

TOPIC 11 : EFFECTS OF SEXUALITY ON BEHAVIOUR

Sexuality

- It is someone's ability to experience or express sexual feelings
- It is the total expression of who one is

Components of Sexuality

1. Sensuality

- refers to awareness of and feelings about your own body and the bodies of the other people especially of the opposite sex

2. Sexual intimacy

- it is the ability and need to be emotionally close to other people
- their closeness is expected to be returned

3. Sexual Identity

□

- it is one's understanding of who she or he is
- it is the sense of being male or female



4. Sexual Health and Reproduction

- it is related to the capacity to bear children
- it also includes the skills to make relationships healthy

5. Sexualisation

- it is the use of sex or sexuality to influence, manipulate or control other people
- it includes behaviours like flirting, seduction, withholding sex from a partner, selling products with sex messages, sexual abuse, sexual harassment, offering sex for money and rape

How the components of sexuality relate to human behaviour

a) Sensuality

- sensuality enables people to feel good about what their bodies look like, feel like and can do.
- these affect behaviour in different ways:-
 - Becoming conscious of their body appearance
 - Becoming sensitive to remarks from adults and peers about their bodily changes
 - Being sensitive to their body height and weight

b) Sexual Intimacy

Sharing intimacy is what makes personal relationships rich. Aspects of intimacy are:

- Loving another person
- Developing special interest in members of the opposite sex □ Sharing feelings and personal information

c) Sexual Identity

It is comprised of :

(i) Gender Identity

- refers to knowing whether you are male or female
- it helps you to behave as the community expects males or females to behave

(ii) Gender role

- It is knowing what it means to be male or female or what male/female can do or cannot because of society expectations

(iii) Sexual orientation

- Refers to whether our primary attraction is to people of the same sex (homosexuality), the opposite sex (heterosexuality), both sexes (bisexuality)



- This is common in developing countries where the influence of mass media is great

d) Sexual Health and Reproduction

The following are aspects of sexual behaviours :

- Factual information about reproduction
- Feelings and attitudes
- Sexual intercourse
- Information on STIs, HIV and AIDS prevention
- Information on protected sexual practices and contraceptive

Factors that influence sexuality

These include : parents, religion, environment, culture, education, peers, politics, age, economy and migration

1. Generation

- young people express sexuality in a way that is different from older generations
- e.g. they dress and behave in ways considered immoral by older generations
- older generation people tend to dress and behave in ways that are considered old fashioned and outdated by young generations

2. Parents

- parents are always close to their children from birth
- they teach their children appropriate codes of conduct of their society
- children imitate and copy what their parents do everyday
- these exert influence on their sexuality

3. Religion

- children learn principles of moral behaviour from their religion
- e.g. self-control, faithfulness, abstinence
- sexuality is influenced as the children act according to the principles of their religion

4. Migration

- it is the movement of people from one place to another
- people move in search for employment, business, pleasure etc
- values, eating habits, dressing codes, behaviours may change
- sexuality can be influenced by what a person sees and experiences

5. Environment

- sexuality is influenced by the environment in which one grows
- e.g. people in an urban setting behave differently from those in the village

Main factors influencing sexuality

- religion - parents - environment - migration

TOPIC 12 : SEXUAL HARASSMENT AND ABUSE

Effects of Sexual Harassment and Abuse

1. Psychological problems

- the problems include anger, confusion, depression, stress, anxiety, trauma, embarrassment
- the victim may also live in fear and tension
- the anger goes toward the perpetrator (abuser), police, parents for not protecting him/her
- the anger may also go to self

2. Pregnancy

- victims are put at a risk of unplanned pregnancy
- the victim may also try to terminate the pregnancy because it has come against her will

3. Contraction of STIs and HIV

- victims are put at a risk of contracting STIs including HIV
- STIs and HIV can lead to chronic illnesses and death
- because of the chronic illnesses health facilities e.g. hospitals have unnecessary pressure

4. Imprisonment of the abuser

- people who commit sexual harassment and abuse such as rape can be arrested and jailed for committing such crimes

5. School Drop out

- trauma, fear and tension can lead the victim to drop out of school
- victims may also drop out of school for fear of being mocked, teased or being subjected to further abuse

6. Destruction of self-esteem

- self-esteem is a value a person places on him/herself
- a person subjected to sexual abuse rape, sexual and demeaning language loses their self-esteem and confidence

7. Weakening of support network (withdrawal)

- friends, family may distance themselves from the victim of sexual harassment and abuse
- they may also abandon the victim
- the victim may also withdraw or distance themselves from friends and family

Structures supporting victims of sexual harassment and abuse

- health facilities e.g. hospitals
- Police (Victim Support Unit)
- School e.g. teachers
- Religious institutions e.g. church, mosque
- Community leaders e.g. village head
- Parents or guardians
- Courts e.g. magistrate court
- NGOs e.g. CHRC
- Employer
- Government agencies e.g. social welfare

Skills for Protecting Oneself from sexual harassment and abuse

- **Dressing properly** – do not dress in ways that make other people desire you sexually
- **Moving (travelling) in groups** – it is easy to be harassed if you move alone
- **Reject forced sexual intercourse** – say „NO“ with your mouth and body
- **Avoid using drugs and substance abuse** – drugs make a person to lose their sense of judgement and thus can easily be abused
- **Use physical defence** – use anything around you to protect yourself. Also run and yell
- **Planning ahead** – arrange with friends to be together when going places with people you do not know.
- **Communicate** – let family or friends know where you are going and expected time or return
- **Beware of strangers** – Never accept a ride from strangers as some may have bad motives
- **Avoid being in lonely places** – others may take advantage of you

Skills for overcoming the effects of sexual harassment and abuse

Sexual harassment and abuse creates fear, anger, shame, guilt and other negative effects in the victim. The following can be done to deal with these problems:

- **Seeking counselling** – victims should be assured that the abuser will be dealt with accordingly
- **Doing sporting activities** – it helps to keep busy and reduce the period of thinking about the problem
- **Forgiving and forgetting** – this helps to release hatred, anger, guilt. The longer the victim keeps thinking of what happened the more it hurts him or her.

- **Telling someone about them** – if victim feels the effects of sexual harassment and abuse they should tell someone about them.
- **Go for holiday** – it is better to go to another environment for a short holiday if the scene reminds them of what happened to them
- **Spiritual talk** – victims can feel comforted if they get spiritual talk

TOPIC 13 : SETTING UP A BUSINESS

Generating a business idea

- A business idea is a concept that can be used for commercial purposes □ many businesses start from simple ideas

The following are some of the ways of generating a business idea :

1. By knowing passions

- passions are things that you like doing most.
- successful entrepreneurs have taken up passions and hobbies and turned them into successful businesses

2. Travelling

- one may discover a product or service that would be on great demand back home.
- One may find that a certain product or service is missing in that area and decide to do something about it

3. Identifying unfulfilled demand

- identifying anything that customers are demanding but they are unable to get it
- starting that particular business will make customers flock to the business

4. Studying already existing products or services

- think of ways how to improve on the product so that it fetches good price
- think of processes you can put in place to deliver products/services to customers more quickly and conveniently

5. Brainstorming

- think and suggest things that can be done better
- consider things you are not happy about or those that need improvement
- this helps to discover new business ideas

Developing an idea into a business

- Having an idea is just a starting point
- The idea needs to be developed into a viable business.

The following are steps of turning a business idea into a business :

1. Define the market

- the entrepreneur needs to clearly define a market he/she will serve.
- the following questions must be asked :
 - ✓ Who will be my customers?
 - ✓ What are the characteristics of my potential customers (in terms of sex, age, income etc)?
 - ✓ Which market will I be serving (city, region, country, or village)?

2. Identify main competitors

- the success of any business depends on the performance of the main competitors □ he may ask the following questions:
 - ✓ What, where and how do the major players do their businesses?
 - ✓ What benefits do customers derive from their businesses?
 - ✓ What are the general attitudes of present customers towards new competitors?

3. Identify resources

- identify necessary resources
- e.g. financial, human resources, and where to find these resources

4. Implementing the idea

The entrepreneur launches the idea as a product or service or any business **Business**

Skills required in income generating activities

□ Planning	- decision making	- budgeting
□ Marketing	- creativity	- literacy and numeracy
□ Negotiation	- production	-quality control
□ Communication	- public relations	- problem solving & decision making

Strengths and Weaknesses students have in relation to business

Strengths in students

a) Literacy and numeracy

- they help entrepreneurs to keep business records and calculate if the business is making profits or losses
- students learn the skills in mathematics, Life skills, Business Studies, Languages **b)**

Planning skills



- e.g Chichewa language which requires learners to summarise stories in the ratio 3 :1
- ratios can be used to come up with a marking price for a commodity

c) Negotiation skills

- e.g. group work demands learners to make presentations and arguments before their fellow learners

d) Communication skills

- e.g. through such subjects like English, Chichewa and French
- one is able to convince people
- drama, debate, quiz and writing compositions help to develop communication skills needed in business

e) Creativity skills

- Subjects such as performing arts, wood work, English, Chichewa, French promote creativity
- if well developed it can be used in business

Weaknesses in Students

a) Lack of decision making skills

- most students lack decision making skills.
- they are easily influenced by peer pressure
- smooth running of the business needs decision making skills

b) Lack of budgeting skills

- students are not exposed to budgeting activities in schools
- e.g. budgeting for their things which concern them at school

Discussing business ideas that match their skills

- it is good to start a business that you are knowledgeable of
- it is better to do a business which matches your skills

Marketing

- It is the management process responsible for identifying, anticipating and satisfying consumer requirements profitably.

Meaning of market survey

It is an investigation of the market. It aims at finding:

- How many customers may be found
- Where they are



- How much they can pay for the product or service
- If there is any competition or probability of competition in the near future **Skills**

Required for conducting a market survey

a) Good interpersonal relations

- a person interacts with potential and existing customers
- they promote listening skills and ability to understand what they are saying
- success of market survey depends on how well the person doing it relates and interacts with his or her clients

b) Communication skills

An entrepreneur needs to inform people:-

- what he/she intends to bring to the market
- how different his/her commodities could be from similar commodities on the

market **c) Negotiation**

- issues of price and how often the commodities can be supplied need negotiation

skills **d) Creativity**

- it refers to the production of new items from original and unusual ideas
- it helps an entrepreneur to win more customers

Other skills: numeracy, analytical, critical skills

Suitable customers for a Business

- People want quality goods
- Customers are identified through marketing

Identifying suitable customers for a business

e.g male/female, young/old, rural based/urban based etc

Business	Type of Customers
Cosmetics	Females, middle to upper class, mostly urban area
Pharmaceutical products	Both sexes, mostly urban, those on treatment
Fertiliser	Farmers, estate owners, rural/urban area
School textbooks	Both sexes, schools, students, parents
Motor vehicle spare parts	Urban, middle age & above, car owners, garage owners

Discussing time and place to do business

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- It is very important to think of time and place to do business
- e.g you cannot open a bakery and produce bread in the village which is 30km from the trading centre

Why is it not good to do Activity in column A as stated in the statement? Column B has some of the reasons.

	Column A	Column B
1	Buying bales of blankets to sell in October	• It is summer • People do not need warm things during summer • No customers. If any, just a few • Losses will be made
2	Selling bags of urea fertiliser to university students	• They are students and students do not have farms • The students may not be responsible enough to think of buying fertiliser
3	Selling hybrid seeds as farmers are harvesting	• Farmers are busy harvesting and need insecticides and bags e.g actellic, PIC bags • No customers for the commodity because they are harvesting not planting
4	Selling motor vehicle parts in the village	• There are few cars or none at all in the village • Therefore no customers • The spare parts will not be bought
5	Opening a vegetable superstore in the village	• Most villagers have vegetable gardens • Less people may be interested in the vegetables • The business will therefore incur losses

Consider the following:

- opening a pizza inn and ice cream parlour in the village
- opening a Tile centre in a remote area
- promoting university books in primary schools
- ordering a Christmas trees and fire crackers to be sold in June

Business Resources

The resources that a business needs in order to function and succeed are as follows:

1. Business plan

- it acts as a guide
- it helps to determine progress of the business throughout the year

2. Financial resources

- it is the capital for starting a business
- money can be obtained from various sources e.g loans
- they are used for paying business expenses

3. Human resources

- they are people working for the business
- they help to achieve the goals and mission of the business
- they include skilled human resources (e.g. accountants) and unskilled human resources (e.g. labourers and messengers)

4. Customers

- survival of business depends on customers
- these are the people who buy goods/services of the business

5. Physical and material resources

- they are the most expensive resources in a business
- they have to be assessed before acquiring these resources
- e.g. buildings, marketing materials, paper work, raw materials, land

6. Business knowledge

- it helps to know the competitors in the market
- it helps to make proper decisions regarding the direction being taken

7. Advisors

- a business is very stressful
- it needs some people who can provide guidance and advice when needed □ e.g. mentors, family members, friends, relatives

Ways of promoting a business

Through promotion : (i) sales of goods/services increase

(ii) demand for products/service increase

(iii) customers know the products/services available and the price

The ways of promoting a business include :

1. Advertising

- it is the act of giving publicity or persuading people to know the service/product
- it is done through billboards, using print media (e.g. newspaper), radio, passing promotional materials at trade shows, business cards, posters etc

2. Developing relationships with customers



- it means building personal relationships with customers
- e.g. sending christmas cards, calendars each year
- it helps to gain customer loyalty

3. Networking

- involves meeting other entrepreneurs in related business
- it helps to learn about his/her competitors

4. Offering freebies

- it means passing out merchandise with their business name or logo on it to people they meet at social gatherings, trade shows etc
- e.g. pens, calendars, brochures

5. Using social network

- using of social media to promote business e.g whatsapp, facebook
- establishing a social community of people who promote business by word of mouth at little or no cost

6. Social responsibilities

- it includes sponsoring social, cultural or sporting activities
- the entrepreneur meets expenses of the events
- it helps to get a large amount of free promotion through radio and newspaper adverts

7. Repackaging goods into small units

- goods can be repackaged to suit demands of customers who cannot afford larger quantities
- e.g. 1kg sugar repackaged in 20g plastic packets

Customer care

- It involves all services and strategies rendered to the customer before, during and after buying the service/product from the business
- it involves treating customers with respect and empathy

The following are some customer care strategies:

1. Delivery

- providing delivery services to customers after they buy products
- e.g. fridges, sofa sets
- it makes customers feel proud and important

2. After sale service

A service performed by entrepreneurs in connection with goods already bought. E.g

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- ✓ assembling the product
- ✓ transportation of the goods bought
- ✓ further clarification to ensure smooth usage of the goods
- ✓ calling customers to check how the goods are working

3. Communication

- it involves methods used to receive information from those outside especially customers
- it helps entrepreneurs to keep in touch with customers

4. Marketing

- the process of communicating the value of the produce/service to customers □ it puts measures to satisfy customers

Poor customer care strategies lead to:

- loss of customers
- loss of income
- poor sales
- low profits
- collapsing of business

Dealing with Aggressive competitors

- Every business has some competitors. Some of them are very aggressive.
- the entrepreneur can minimise the impact of the competition on his or her business

The following are strategies to deal with aggressive competitors:

1. Creativity

- entrepreneurs in same business generally use similar methods to reach their customers
- an entrepreneur should be creative to distinguish his/her business from the competitors
- e.g looking for a new market for products which the other competitor has overlooked

2. Providing outstanding customer service

- devise methods which would make customers to come back or tell others about the business
- e.g. making the premises memorable than that of the competitors

3. Reducing prices

- reduce prices to beat off competitors
- prices should not be made too low because customers may question quality of the lowly priced products

4. Offering better payment options

- this may be difficult for a business that is just starting □ allowing customers to buy on flexible terms.
- e.g. instalments, hire purchase

5. Supporting Charitable activities

- entrepreneurs may donate a percentage of their profit to charity
- others sponsor football teams and other activities
- this helps to win customers more than their competitors

How physically challenged people can access business skills/services

1. Primary Education

- all children with impairment should be guided to attain primary education
- e.g. hearing, visual, learning difficulties, physically challenged
- schools include Mary View School for the Deaf, Mountain View School for the Deaf

2. Secondary Education

- Government is emphasizing on inclusive education
- it gives chance to all learners to access quality education
- basic entrepreneurship skills can be acquired
- Special schools with resource centres include : Mulanje, Thyolo, St. Patrick's and Phalombe Secondary schools

3. Tertiary Education

- a chance is given to youth that are disadvantaged to attend tertiary education
- colleges that offer courses designed for people with challenges include :- ✓
Lilongwe Vocational Training Centre for the Disabled
✓ Kamuzu Vocational Rehabilitation
✓ Mulanje Vocational Training Centre for the Blind

4. Bangwe Weaving Production Unit

- offers employment and “on the job” training to people with a variety of physical challenges
- e.g. weaving on looms, screen printing, tailoring

5. Offering them credit facilities

- many physically challenged people do not do business due to lack of capital
- they should be given special consideration by giving them loans on terms and interest that they can easily pay

6. Encouraging them to join credit union

- a credit union is a co-operative financial institution owned and controlled by members
- e.g SACCO, COMSIP
- This will help them to get loans at reasonable rates

7. Encouraging them to join business groups

- people with disabilities who are already in business should be encouraged to join business groups
- it helps to increase their understanding which will result in better business performance

Business Income and Costs

Every business generates income and incurs costs

- **Business income** – is the amount of money received from customers for the goods and services they have bought
- business income is also referred to as turnover or sales revenue

Business costs

- it is the money the entrepreneur spends to run the business
- business costs are also referred to as expenses or overhead costs
- An entrepreneur, therefore, must estimate and calculate the income and costs of his or her business
- This helps in knowing whether the business is making profits or losses

Calculating Business profit and Loss

Profit

- it is the difference between the capital invested and its sales output. This is a reward to the entrepreneurs for bearing business risks.

Types of Profits

There are two types of profits e.g. gross and net profits

a) Gross profit

- it is the profit you get after subtracting the cost price from the selling price
- b) Net profit**
- it is the profit you obtain by subtracting all overhead expenses from the gross profit
- the net profit is what a business person enjoys
- an entrepreneur uses a Profit and Loss Account to calculate profit or loss of a business

Profit and Loss Account (P & L)

- profit and loss are shown in Profit and Loss Account of any business
- P&L Account shows the revenues received by the business and the costs involved in generating that revenue

Formula for calculating business profit

Revenues – costs = profits ($P = R - C$)

G&M Investments, Profit and Loss Account as of 31st March 2014

Description	K	K	K
Total cost of raw materials	230,000.00		
Total sales for March			496,840.00
Overhead expenses			
Salary (owner)		25,000.00	
Salaries for workers (4)		120,000.00	
Transport (to town to buy raw materials)		7,200.00	
Telephone calls (air time)		1,900.00	
Electricity		6,655.00	
		160,755.00	

Questions

1. Identify the amounts of the following things :

a) Total revenue : K496,840.00

b) Cost price : K230,000.00

2. Calculate the following

a) Gross profit : $K496,840 - K230,000 = K266,840$

b) Net Profit : $K266,840 - K160,755 = K106,085$



3. If all workers are paid uniform salary, how much does one get per month?

$$K120,000 \div 4 = K30,000$$

notes taken from:

- *Success Criteria, Revision notes and Practical work by Aubrey Chirwa (2014)*
- *Arise with Life skills Student' Book 2 by Samuel Mandauka (2014)*

ESSAY WRITING

An essay is a short piece of writing on a particular topic or subject. Before beginning writing an essay, it is necessary to understand what the question is demanding.

Contents of an essay

- ✓ Title
- ✓ Introduction
- ✓ Body
- ✓ conclusion

1. Title or heading

- this is the frame from the question that you have been asked
- a good essay must have a title which is short and centralised and written in capital letters
- a title if written in small letters must be underlined
- a title must not be a mere repetition of the question to be answered □ e.g. What are the four causes of premarital sex?

CAUSES OF PREMARITAL SEX

Causes of premarital sex

2. Introduction

- the essay must be opened by an introduction which can be a definition of the key words in the question and a simple statement of the objective (main purpose) of the essay



- An introduction must be kept short (it should be one paragraph only)
- E.g. Premarital sex are sexual activities that are done before marriage. This essay will explain the four causes of premarital sex.
- Or Premarital sex are sexual activities that are done before marriage. This essay will explain the four causes of premarital sex such as poverty, lack of parental care, school dropout and peer pressure.

3. **Body**

- Here is where you explain all the points you have been asked. Each paragraph **must** contain **one** idea or point
- Once a point has been raised, it should be explained and an appropriate example must be given to expound it
- Use short and clear sentences as long sentences may distort meaning
- Imagine that you are writing to a reader who is not knowledgeable about the topic at hand. Be an expert of the topic
- Leave a line between paragraphs
- For proper boundaries of paragraphs use „signalling devices“. These are used for logical and thorough flow of information
 - ✓ Paragraph 1 – use firstly, to begin with, in the first place
 - ✓ Paragraph 2 – use secondly, apart from point above, in the second place
 - ✓ Paragraph 3 – use thirdly, in the third place, in addition to points above, furthermore
 - ✓ Paragraph 4 – Use finally, lastly (assuming paragraph 4 is the last one)
- e.g. Firstly, peer pressure. Peer pressure is the influence an individual gets from friends. Friends can influence a person to have a boyfriend or a girlfriend. When this happens, the friends can also tell the person to accept sexual invites from the boyfriend. This therefore, can lead to premarital sex.

4. **Conclusion**

- Must be a short statement closing the discussion.
- Do not repeat the points raised in the body
- Use the following devices : In conclusion, In summary, To conclude, To sum up, To summarise
- E.g. To conclude, the essay has explained the four causes of premarital sex.
- Or To conclude, the essay has explained the four causes of premarital sex which are peer pressure, poverty, lack of parental care and school drop out

Note : do not use bullets, dots, colon, numbering, sub titles or sub headings