

BIBLIOGRAPHY

- A dictionary of Education*. 1981. London: Harper & Row Ltd.
- A Student Dictionary of Psychology*. 1999. London: Oxford University Press Inc.
- Africa's Child. 2005. *25 Million African Children may be AIDS orphans by 2010; together we can make a difference*. <http://www.africaschild.com>. (17/04/2005).
- Africa Recovery. 2001. *Battles AIDS orphan nightmare*. [S1:sn].
- Agence France Press. 2005. *South Africa's death rate jumps 57 percent, HIV/AIDS one of the biggest killers*. <http://www.aegis.com>. (19/02/2005).
- AIDS Epidemic Update. 2003. *The HIV/AIDS Virus*. <http://www.unaids.org>. (29/07/2003).
- AIDS Epidemic Update. 2004a. *Global summary of the HIV/AIDS epidemic December 2004*. <http://www.unaids.org>. (19/02/2005).
- AIDS Epidemic Update. 2004b. *HIV/AIDS statistics in sub-Saharan Africa*. <http://www.unaids.org>. (19/02/2005).
- AIDS Epidemic Update. 2004c. *Global Summary of the HIV/AIDS Epidemic, December 2004*. <http://www.unaids.org>. (19/02/2005).
- AIDS Epidemic Update. 2004d. *Sub-Saharan Africa*. <http://www.unaids.org>. (19/02/2005).
- AIDS Epidemic Update. 2004e. *Women and AIDS*. <http://www.unaids.org>. (19/02/2005).
- Avert. 2004. *UNAIDS Statistics for Africa*. <http://www.avert.org>. (19/02/2005).

- AIDS Orphans and Street Children Update. 2003. *AIDS Orphans in Africa*. <http://www.aidsorphans.org/Home/index.Html>. (23/09/2003).
- Avert. 2003b. *HIV/AIDS Orphans Statistics*. <http://www.avert.org>
- American Academy of child and adolescent psychiatry. 2004. *Child Sexual Abuse* <http://www.aacap.org>. (24/02/2005).
- Babbie, E. 1992. *The Practice of Social Research*. California: Wadsworth Pub. Co.
- Amanat, E &, Beck, 2000 *Psychology* [S1:sn].
- Babbie, E. & Mouton, J. 2001. *The practice of social research*. Oxford: Oxford
- Ananova. 2002. *AIDS orphans 'will double to 25 million'*. <http://www.ananova.com>. (29/07/2003).
- Deppaley, R. 2001. *Voluntary counselling and testing (VCT): Paper for the*
- Anderson, G. 1994. Bereavement and the New Guardians. In Dane, L. & Levine, C. *AIDS and the New Orphans: Coping with Death*. London: Auburn House.
- Anderson, W. 2003. *Practical Research Methodology*. [S1:sn].
- Anderson, W. & Okoro, L. 2000. *The Development of Life Skills: Education Programme for Grade 1 Learners*. Mafikeng: University of North-West.
- Barrett-Grant, R., Pine, D., Haywood, M. & Simole, A. 2001. *HIV/AIDS and the*
- Anstey, M. 1993. *Practical Peace-Making*. Cape Town: Juta & Co Ltd.
- [S1].
- Anstey, M. 2002. *Managing change: Negotiating Conflict*. Landsdowne: Juta & Co, Ltd.
- T. & Whiteside, A. 2002. *AIDS in the Twenty-First Century*. Hampshire: Palgrave Macmillan
- Avenstrup, R. (1999). "How can the quality and relevance of Basic education be improved." [S1:sn].
- D. 2003. *Social Psychology*. Boston: Allyn & Bacon.
- Avert. 2003a. *AIDS orphans in Africa*. <http://www.avert.org>. (04/04 2003).
- (18/11/2003).
- Avert. 2003b. *HIV/AIDS Orphans Statistics*. <http://www.avert.org/aidsorphans.htm>. (4/11/2003).
- 2000a. *The New Orphans*. Newark, NJ: 17 January 2001. New York: Newsweek Inc.
- Avert. 2004. *HIV & AIDS Statistics for Africa*. <http://www.avert.org>. (19/02/2005).

- Avert. 2005a. *South Africa HIV/AIDS Statistics*. <http://www.avert.org>. (19/02/2005).
Newsweek Inc. .
- Avert. 2005b. *Worldwide HIV/AIDS Epidemic Statistics*. <http://www.avert.org>. (28/03/2005).
The responsible conduct of research. New York: VCH Publishers Inc.
- Babbie, E. 1992. *The Practice of Social Research*. California: Wodsworth Pub. Co.
- Berg, B. 2001. *Qualitative Research Methods for the Social Sciences*. Boston
- Babbie, E. & Mouton, J. 2001. *The practice of social research*. Oxford: Oxford University Press.
- Bernbach, A. & Gray, M. 1997. *Social Work: a beginner's text*. Kenwyn, Juta &
- Baggaley, R. 2001. *Voluntary counselling and testing (VCT)*: Paper for the UNAIDS expert panel on HIV testing in United Nations peacekeeping operations 17-18th September 2001: New York.
Paper on Selected Social Issues. Pretoria: Van Schaik Publishers.
- Bailey, K. 1987. *Methods of Social Research*. New York: Free Press.
- Beaudant, J. & Dietrich, D. 2004. *Adolescent risk-taking behaviour*. In
- Bandura, A. 1995. *Social learning theory*. Englewood Cliffs: Prentice Hall.
Publishers.
- Barrett-Grant, K., Fine, D., Heywood, M. & Strode, A. 2001. *HIV/AIDS and the Law: A Resource Manual*. The AIDS Law Project & The AIDS Legal Network. [S1].
Paper on Selected Social Issues. Pretoria: Van Schaik Publishers.
- Barnett, T. & Whiteside, A. 2002. *AIDS in the Twenty-First Century*. Hampshire: Palgrave Macmillan
- Blaxter, L, Hughes, C. & Tight, M. 2000. *How to research*. Buckingham: Open
- Baron, R. & Byrne, D. 2003. *Social Psychology*. Boston: Allyn & Bacon.
- Barret, R. 1997. *How Does Anorexia Get Its Start?* <http://inside.bard.edu>. (18/11/2003).
Cape Town: Zebra Publications.
- Bartholet J. 2000a. The AIDS Orphans. *Newsweek*. 17 January 2000. New York: Newsweek Inc. .

- Bartholet, J. 2000. *The Plague Years: Special Report*. January 17 2000. New York: Newsweek Inc.
- Beach, D. 1996. *The responsible conduct of research*. New York: VCH Publishers Inc.
- Berg, B. 2001. *Qualitative Research Methods for the Social Sciences*. Boston: Allyn & Bacon.
- Bernstein, A. & Gray, M. 1997. *Social Work: a beginner's text*. Kenwyn. Juta & Company Ltd.
- Bezuidenhout, F. 2004. *A Reader on Selected Social Issues*. Pretoria: Van Schaik Publishers.
- Bezuidenhout, F. & Dietrich, D. 2004. Adolescent risk-taking behaviour. In Bezuidenhout, F. *A Reader on Selected Social Issues*. Pretoria: Van Schaik Publishers.
- Bezuidenhout, F. & Tshiwula, J. 2004. Juvenile Delinquency. In Bezuidenhout, F. *A Reader on Selected Social Issues*. Pretoria: Van Schaik Publishers.
- Black, M. 1991. *AIDS and Orphans in Africa*. Geneva: UNICEF.
- Blaxter, L. Hughes, C. & Tight, M. 2000. *How to research*. Buckingham: Open University Press.
- Bless, C. & Higson-Smith. 2000. *Fundamentals of Social Research: An African Perspective*. Cape Town: Zebra Publications.
- Brack, G. 2000. *Life skills Counselling and Guidance*. Mafikeng: University of North-West.

Brack, G, & Hill, M. 2000. *School Life Skills Guidance and Counselling Survey*. Mafikeng: University of North-West.

Bolaane, M. and Mgadla. P. 1997. *Batswana*. New York: The Rosen publishing Company.

Boseley, S. in The Guardian. 2002. *13.4 million are AIDS orphans says report*. <http://www.guardian.co.uk>. (29/07/2003).

Centre for Disease Control. 2003a. *HIV Causes AIDS*. Geneva: WHO.

Brandt, C. 2002. *The development of a substance abuse prevention programme for early adolescent in Kwazulu Natal*. University of Pretoria. Pretoria. (Thesis).

Brandford, W. 1987. *The South African Pocket Oxford Dictionary*. Oxford University press.

Chadwick, F. & Jennings, R. 1994. *Latino Communities: Coping with Death*. In

Breakwell, G., Hammond, S. & Fife-Schaw, C. 1998. *Research Methods in Psychology*. London: Sage Publications.

Bridgland, F. 2003. *South Africa forced to give out AIDS drug*. <http://www.news.scotsman>. (29/07/2003).

Child and Adolescent Health and Development. 2005. *HIV/AIDS*. Geneva: WHO.

Burnard, P. 1989. *Teaching Interpersonal Skills: A handbook of experiential learning for health professionals*. London: Chapman & Hall.

Business in Africa. 2005. *Number of HIV/AIDS deaths in South Africa increased by 57% since 1997*. <http://businessin africa.net>. (23/02/2005).

Brooks/Cole.

Cable News Network. 2000. *AIDS is leaving a generation of orphans: A worsening crises*. <http://www.Cnn.com/HEALTH/AIDS/07/13aids.orphans>. (13/07/2000).

Cable News Network. 2001. *AIDS Orphans Millions in Africa*. <http://www.Cnn.com/2001/World/Africa>. (13/05/2001).

Carey, G. 2001. *Theory & Practice of Group Counselling*. Belmont: Brooks/Cole.

Carnegie Council on Adolescent Development. 1995. *Great Transitions: Preparing Adolescents for the New Century* [S1:sn].

Carl, A. 2002. *Teacher empowerment through curriculum development: Theory into practice*. Lansdowne: Juta & Co. Ltd.

Centre for Disease Control. 2002. *Basic Statistics*. Geneva: WHO. <http://www.who.int/whodis/18493/2003/>

Centre for Disease Control. 2003a. *HIV Causes AIDS*. Geneva: WHO.

Cunningham, P. 2004. *Suicide*. In Benndorf, P. *A Reader on Selected Social*

Centre for Disease Control. 2003b. *Where Did HIV come from?* Geneva: WHO.

Centre for Disease Control. 2004. *HIV and its Transmission*. Geneva: WHO. <http://www.who.int/whodis/18493/2004/>

Chachkes, E. & Jennings, R. 1994. Latino Communities: Coping with Death. In Dane, L. & Levine, C. *AIDS and the New Orphans: Coping with Death*. London: Auburn House.

Child Care Act NO 74 of 1983 Dukson, R. 1998. *Suicide Prevention: A Holistic Approach*. Boston: Kluwer Academic Publishers.

Child and Adolescent Health and Development. 2005. *HIV/AIDS*. Geneva: WHO.

Deane, L. 2001. *A generation of orphans: Another Challenge for AIDS-Ravaged*

Collins, R. 1998. *Christian Counseling: A comprehensive guide*. [S1]: W Publishing Group.

Dimitropoulos, A. & Schleppmiller, B. 1997. London: *Taking the fear out of data*

Compton, B. & Galaway, P. 1994. *Social Work Processes*. California: Brooks/Cole.

De Vos A.S. (Ed.) 1998. *Research at Grass Roots Level: a primer for the caring*

Cozby, C. 2003. *Methods in Behavioural Research*. New York: McGraw-Hill.

Cleary, S. 2004. *The Communication Handbook: A student guide to effective communication*. Lansdowne: Juta & Co. Ltd. <http://www.who.int/whodis/18493/2004/>

Corey, G. 2004. *Theory & Practice of Group Counselling*. Belmont: Brooks/Cole.

- Corey, M. & Corey, G. 2002. *Groups: Process and Practice*. Brooks/Cole: California.
- Corsini, R. 1984. Adolescence. *In The New Encyclopaedia of Psychology*. Vol. 1, pp. 21. Toronto: John Wiley and Sons Inc.
- Crosson, L. 2002. *AIDS Pandemic Hits Hardest in Africa*. <http://gbgm-umc.org>. (18/03/2003).
- Cunningham, P. 2004. Suicide. In Bezuidenhout, F. *A Reader on Selected Social Issues*. Pretoria: Van Schaik Publishers.
- Cummings, E. & Davies, P. 1994. *Children and Marital Conflict*. London: Guilford Press.
- Daigle, B. Lasch, K. McCluskey, C. & Wancho, B. 1999. *HIV Homecare Handbook*. London: Jones & Bartlet Publishers International.
- De Leo, D., Schmidtke, A. & Diekstra, R. 1998. *Suicide Prevention. A Holistic Approach*. Boston: Kluwer Academic Publishers.
- Deame, L. 2001. *A generation of orphans: Another Challenge for AIDS-Ravaged Countries*. <http://www.earthtrends.wri.org>. 20/03/2005.
- Diamntopoulos, A. & Schlegelmilch, B. 1997. London: *Taking the fear out of data analysis*. The Dryden Press.
- De Vos A.S. (Ed.). 1998. *Research at Grass Roots Level: a primer for the caring professions*. Pretoria: Van Schaik Publishers.
- De Vos, A.S. 2002. Combined quantitative and qualitative approach. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

De Vos, A.S. 2002. Intervention Research. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

De Vos, A.S., Fouché, C.B. & Venter. 2002. Quantitative data analysis and interpretation. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Delpont, C.S.L. 2002. Quantitative data collection methods. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. (2002). *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Department of Social Services, Arts, Culture and Sport: North-West Province. 2000. *HIV/AIDS Strategy*. [S1: sn].

Doka, K. 1994. Suffer the Little Children: The Child and Spirituality in the AIDS Crisis. In Dane L, & Levine, C. *AIDS and the New Orphans: Coping with Death*. London: Auburn House.

Dollar, A. & Dollar, T. 2002. *The Successful Family: Everything you need to know to build a stronger family*. Georgia: Creflo Dollar Ministries.

Doyle, R. 1992. *Essential Skills & Strategies in the Helping Process*. California: Brooks/Cole Publishing Company.

Dubois, B. & Miley, K. 1996. *Social Work: An Empowering Profession*. Boston: Allyn & Bacon.

Du-Venage, G. 2002. *AIDS Orphans strain South Africa*.
<http://www.sfgate.com/cgi-bin/article>. (07/11/2002).

Dworetzky, J. 1990. *Introduction to child development*. [S1: sn].

Eade, D. 2000. *Capacity-Building: An approach to people-centred development*. Oxford: Oxfam.

Ennew, J & Milne, B. 1989. *The next generation: lives of the third world Children*. London: Zed Books.

Evian, C. 1993. *Primary AIDS CARE: A primary guide for primary health care personnel in the clinical and supportive care of people with HIV/AIDS*. Houghton: Jacana Education.

Evian, C. 2000. *Primary AIDS CARE: A primary guide for primary health care personnel in the clinical and supportive care of people with HIV/AIDS*. Durban: Fishwicks the Printers.

Fawcett, S., Suarez-Balcazar, Y., Balcazar, F., White, G., Paine, A., Blanchard, K. & Embree, M. 1994. Conducting intervention research: the design and development process. In Rothman, J. & Thomas, E. *Intervention design: Design and development for human service*. New York: Haworth.

Fleshman, M. 2001. "AIDS orphans: facing Africa's silent crisis. [S1]: *Africa Recovery*. Vol. 15 (3) October 1.

Folks T. & Butera, S. 1997. *Acquired Immune Deficiency Syndrome*. Encarte Encyclopaedia: Microsoft.

Fontes, M. & Hillis, J. 1998. "Children affected by AIDS in Brazil" in *Childhood. A global journal of childhood Research*. Vol. 5 N0 3, August 1998.

Fouché, C.B. 2002. Problem formulation. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Fouché, C.B. 2002. Research Strategies. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Fouché, C.B. & Delport, C.S.L. 2002. Introduction to the research process. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Fouché, C.B. & Delport, C.S.L. 2002. The place of theory and the literature review in the qualitative approach to research. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Fouché, C.B. & Delport, C.S.L. 2002. Quantitative research designs. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delport, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

France, K. 1996: *Crisis Intervention: A Handbook of Immediate Person-to-Person Help*. Springfield, Illinois: Charles C Thomas Publisher.

Frost, M. 2005. *A Sun Herald Forum*. Africa: Everywhere, the eyes of the orphans. <http://www.sunherald.com>. (30/07/2005).

Gallahue, D. & Ozman, J. 2002. *Understanding Motor Development: Infants, Children, Adolescents, Adults*. Boston: McGraw-Hill.

Garson, P. 2003. *Mandela focuses on AIDS orphans*. <http://www.nelsonmandela.org>. (30/07/2005).

Geldard, K. & Geldard, D. 1999. *Counselling Adolescents: The Pro-Active Approach*. London. Sage Publications.

Geldard, K. & Geldard, D. 2002. *Counselling Children: A Practical Introduction*. London: Sage Publications.

Gillis, H. 1999. *Counselling Young People: A practical guide for parents, teachers, and those in helping professions*. Cape Town: Kagiso Education.

Gladding, S. 1997. *Community and Agency Counseling*. New York: Prentice Hall.

Gore, J. March 1989. *Agency, Structure and Rhetoric of Teacher Empowerment*. Paper presented at the annual meeting of the American Educational Research Association, 27-31 March 1989; San Francisco.

Grodny, D. 1994. *Programs for Children and Adolescents*. In Dane, L. & Levine, C. *AIDS and the New Orphans: Coping with Death*. London: Auburn House.

Gutierrez, L., Parsons, R. & Cox, E. 1998. *Empowerment in Social Work Practice: A Sourcebook*. Pacific Grove: Brooks/Cole Publishing Company.

Hackney, H. & Cormier, S. 1994. *Counselling Strategies and Interventions*. Boston: Allyn & Bacon.

Hall, J. 2005. *AIDS Orphans on (Somewhat) Firmer Ground*. <http://www.ipsnews.net>. (19/02/2005).

Hansen, M., Hurwitz, W. & Madow W. 1993. *Sample Survey: Methods and Theory* Volume 11 Theory. Boston: John Wiley & Sons, Inc.

Hepworth, D. & Larson, J. 1993. *Direct Social Work Practice: Theory and Skills*, Chicago: Dorsey Press.

Hill, E. & O'Brien, K. 1999. *Helping skills: Facilitating Exploration, Insight, and Action*. Washington, DC: American Psychological Association.

HIV Infant Care Programme. 2000. *The impact of HIV/AIDS on families and children*. Johannesburg: Cotlands.

Hoelson, C. & Van Schalkwyk, G. 2001. Life-skills workshops. In Van Niekerk, E. & Prins, A. *Counselling in Southern Africa*. Sandown: Heinemann Publishers.

Hoge, R. 1999. *Assessing adolescents in educational counselling and other settings*. London: Lawrence Erlbaum Associates Publishers.

Johnson, D. & Johnson, F. 2003. *Joining Together: Group Theory and Group Skills*.

Hope, K. 1999. *AIDS and Development in Africa: A Social Science Perspective*. New York: The Haworth Press, Inc.

Johnson, D. & Maritz, M. 2003. *Staying of HIV and treatment issues*. [S.l. : n.p.].

Hopson, B. & Scally, M. 1989. *Life skills teaching programme, no 2*. Leeds: Life skills Publishing Group.

2002a. *Global Summary of the HIV/AIDS Epidemic*. Geneva: UNAIDS & WHO.

Hubley, J. 1995. *The AIDS Handbook: A guide to the understanding of AIDS and HIV*. London: Macmillan Education Ltd.

2002b. *AIDS Epidemic Update*. Geneva: UNAIDS & WHO.

Hubley, J. 1998. *The AIDS Handbook: A guide to the understanding of AIDS and HIV*. Leeds: Macmillan Education LTD.

2000. *Preventing Mother-to-Child HIV Transmission*. Geneva: WHO.

Hull, G. & Kirst-Ashman, K. 2004. *The Generalist Model of Human Services Practice*. Pacific Groove California: Brooks/Cole.

Recommend use of Antiretroviral regimes beyond pilot projects. Geneva: WHO.

Hunter, S. & Williamson, J. 1996. *Children on the brink: Strategies to Support children isolated by HIV/AIDS*. Arlington: USAID.

the crisis of replacement generation. [S.l. : n.p.].

Hunter & Williams. 2000. HIV/AIDS. In Deame, L. *A generation of orphans: Another Challenge for AIDS-Ravaged Countries*. <http://www.earthtrends.wri.org>. 20/03/2005.

International Hope HIV Updates. 2003. *AIDS hits South African Population*. <http://www.hopehiv.com>. (29/07/2003).

California: Lorenz Ltd.

- Irin News. (2003). *Botswana AIDS Orphans Exploited*. <http://www.irinnuews.com>. (29/07/2003).
- Jacobs, E., Masson, R. & Harvill, R. *Group Counselling: Strategies and Skills*. Belmont: Brooks/Cole Publishing Company.
- Jaffe, M. 1998. *Adolescence*. New York: John Wiley & Sons, Inc.
- Johnson, D. & Johnson, F. 2003. *Joining Together: Group Theory and Group Skills*. Boston: Pearson Education, Inc.
- Johnson, D. & Morris, M. 2003. *Staging of HIV and treatment issues*. [S1: sn].
- Joint United Nations Programme on HIV/AIDS and World Health Organization. 2002a. *Global Summary of the HIV/AIDS Epidemic*. Geneva: UNAIDS & WHO.
- Joint United Nations Programme on HIV/AIDS and World Health Organization. 2002b. *AIDS Epidemic Update*. Geneva: UNAIDS & WHO.
- Joint UNAIDS/WHO Press Release. 2000. *Preventing Mother-to-Child HIV Transmission*. Geneva: WHO.
- Joint UNAIDS/WHO Press Release. 2000. *Prevention: Technical Experts Recommend use of Antiretroviral Regimes beyond pilot projects*. Geneva: WHO.
- Kalumba, K. 1997. *AIDS Orphans, Street kids, no breadwinners and grandparents: the crisis of replacement generation*. [S1:sn].
- Krammer, S. (2003). *HIV and AIDS: Business Unusual*. [S1]: Department of Public Service and Administration.
- Lachman, S. 1989. *A Second Look at AIDS: The Acquired Immunodeficiency Syndrome: An Update Review with Abstracts of some of the Relevant Literature*. California. Lennon Ltd.

- Lachman, C. 1995. *Heterosexual HIV/AIDS as a Global problem*. Braamfontein: Drug Information Centre.
- Laino, C. 2002. *AIDS creates global orphan crises*. MSNBC 26.03.2003 page 1-5. <http://www.guardian.co.uk> (29/07/2003).
- Lauer, R. 1998. *Social Problems and the quality of life*. Boston: McGraw-Hill.
- Leadbetter, M. 2002. Empowerment and Advocacy. In Adams, R., Dominelli, L. & Payne, M. *Social Work: Themes, Issues and Critical Debates*. Palgrave: Houndmills.
- Lewis, C. 2003. *Impacts on Children, Families and Communities: A joint report on Orphan Estimates and Programme*. Geneva: UNAIDS.
- Louw, D. 1992. *Human Development*. Pretoria: Haum Tertiary.
- Louw, D.A. & Edwards, D.J.A. 1993. *Psychology: An introduction for students in southern Africa*. Johannesburg: Lexicon Publishers.
- Louw, D., Van Ede, D. and Louw, A. 1998. *Human Development*. Cape Town: Kagiso Tertiary.
- Love Life. (2001). *Impeding Catastrophe Revisited: An Update on HIV/AIDS epidemic in South Africa*. <http://www.lovelife.org.za>. (29/07/2003).
- Love Life. (2003). *Where will you be in 2010?* <http://www.lovelife.org.za>. (29/07/2003).
- Love Life. (2003). *HIV/AIDS*. <http://www.lovelife.org.za>. (29/07/2003).
- Love Life. (2003). *Damage Control*. <http://www.lovelife.org.za>. (29/07/2003).
- May, T. 1993. *Social Research: Issues, Methods and Process*. London: Wiley.

- McWhirter, J., McWhirter, B. McWhirter, A. & McWhirter, E. 1993. *At risk youth: a comprehensive response*. California: Brooks/Cole.
- McGreal, C. 2001. *Orphans of AIDS face lonely struggle for life*. <http://www.guardian.co.uk>. (29/07/2003).
- Medical News Today. 2005. *AIDS related illnesses leading cause of death in 2000, Medical Research Council Report Says*. www.medicalnewstoday.com. (21/05/2005).
- Mesatywa, A. 2005. *Aids Orphans lack of govt. care*. <http://www.news24.com>. (19/02/2005).
- Miley, K., O'Melia, M. & DuBois, B. 2001. *Generalist Social Work Practice: an empowering approach*. Boston: Allyn & Bacon.
- Mogotsi, M. 1996. *An investigation into the knowledge and attitudes of schoolgirls with regard to sexual practices and Aids*. University of North-West: Mmabatho. (Dissertation).
- Morse, J. 1994. *Qualitative Nursing Research: A contemporary Dialogue*. Newbury Park: Sage Publishers.
- Motepe, M. 2003. *Group Counselling Manual*. Mafikeng: University of North-West.
- Mouton, J. 1996. *Understanding Social Research*. Pretoria: J.L. Van Schaik Publishers.
- Mouton, J. 2001. *How to succeed in your Master's & Doctoral Studies: A South African Guide and Resource Book*. Pretoria: Van Schaik Publishers.
- Mouton, J. & Marais H. 1990. *Basic concepts in the methodology of the social sciences*. Pretoria: Human Sciences Research Council.

Mturi, A. & Nzimande, N. 2002. *HIV/AIDS and child labour in South Africa: A rapid Assessment – A case study of Kwazulu Natal*. Natal: University of Natal.

Mukoyogo, M. & Williams, G. 1993. *AIDS Orphans: A community Perspective from Tanzania*. Dares Salaam: AMREF.

Mwale, G. & Burnard, C 1999. *Women and AIDS in Rural Africa*. Brookfield: Ashgate Publishing Ltd.

Myrick, D. 1997. *Developmental Guidance and Counseling: A practical Approach*. Minneapolis: Educational media Corporation.

National HIV and Syphilis Sero-Prevalence Survey of Women attending Public Antenatal Clinics in South Africa. *Summary Report*.2001. [\(29/07/2003\)](http://aids.org.za/Report).

National Association of Social Workers. 1995. *The Code of Ethics of the National Association of Social Workers*. New Jersey: Prentice Hall.

National Institute of Allergy and Infectious Diseases. 2005. *How HIV Causes AIDS*. [\(19/02/2005\)](http://www.niaid.nih.gov).

National Institute of Allergy and Infectious Diseases. 2004. *HIV infection in Adolescents and Young Adults*. [\(19/02/2005\)](http://www.niaid.nih.gov).

Nelson-Jones, R. 1993. *Practical counselling and helping skills*. London: Cassell.

Nelson-Jones, R. 1995. *The theory and practice of counselling*. New York: Cassell.

Network for Good – Uganda. 2002. *AIDS Orphans*. [\(29/07/2003\)](http://recordofservice.networkforgood.org).

Newsweek. 2000. *The AIDS Orphans*. New York: Newsweek Inc. (17/01/2000).

- North West Population Trends and Development Report. 2003. *HIV/AIDS 2003/2004*. Mafikeng: Department of Economic Development:
- Public Health Seattle & King County. 2001. *HIV/AIDS Programs*. [S1: sn].
- Nyandiya-Bundy, S. 1997. *Not in our children's best interest: Children in especially difficult Circumstances in Zimbabwe*. Harare: Government Reports.
- Olivier, M. 2004. Anorexia Nervosa: complex, subtle and life-threatening eating disorder. In Bezuidenhout, F. *A Reader on Selected Social Issues*. Pretoria: Van Schaik Publishers.
- Online Newshour. 2002. *Orphaned by AIDS*. [S1: sn].
- Oppenheim, A. 1992. *Questionnaire Design, Interviewing and Attitude Measurement*. London: Printer Publishers.
- Overall, C. & Toronto L. 1991. "Perspectives on AIDS: ethical and social issues" in Schafer, B. *AIDS The Social Dimension*. Toronto: Oxford.
- Papadatou, D. & Papadatos, C. 1991. *Children and Death*. New York: Hemisphere Publishing Corporation.
- Papalia, D. & Olds, S. 1986. *Human Development*. New York: McGraw-Hill Book Company.
- Pinderhughes, E. 1995. Empowering diverse populations; Family Practice in the 21st century. *Families in Society*. 76 : 131-140.[sn].
- Poku, N. 2001. *Africa's AIDS crisis in context: how the poor are dying*. Third World Quarterly, Vol. 22 (2), p 191-204.
- Potgieter, M. 2004: *The Social Work Process: Development to Empower People*. Pretoria: Prentice Hall South Africa (Pty) Ltd.
- Potgieter, C, Roos, V and Du Preez, E. 2001. In Van Niekerk, E & Prins, A. *Counselling in Southern Africa: A youth perspective*. Sandown: Heinemann Publishers.

- Potter, S. 2002. *Doing Postgraduate Research*. London: Sage Publications.
- Public Health Seattle & King Country. 2001. *HIV/AIDS Programme*. [S1: sn].
- Readers Digest Word Power Dictionary*. 2002. Newlands: Heritage Publishers.
- Report on the Global AIDS Epidemic. 2004a. *Bringing comprehensive HIV prevention to scale*. <http://www.unaids.org>. (15/12/2004).
- Report on the Global AIDS Epidemic. 2004b. *Global overview*. <http://www.unaids.org> (15/12/2004).
- Report on the Global AIDS Epidemic. 2004c. *Responding to AIDS*. <http://www.unaids.org>. (15/12/2004).
- Report on the Global AIDS Epidemic. 2004d. *Impact of AIDS*. <http://www.unaids.org>. (15/12/2004).
- Report on the Global AIDS Epidemic. 2004e. *AIDS and Orphans: a tragedy unfolding*. <http://www.unaids.org>. (15/12/2004).
- Renzetti, C. & Lee, G. 1984. London: *Researching Sensitive Topics*. Sage.
- Robbins, L. 2004. *1.5 Million Grant Spurs HIV/AIDS Orphans*. <http://www.churchworldservice>. (19/02/2005).
- Robson, C. 1994. *Real World Research*. A Resource for Social Scientists and practitioner-Researchers. [S1: sn].
- Rooth, E. 1995. *Capacity building through life skills*. Pretoria: Human Science Research Council.
- Rothman, J. & Thomas, L. 1994. *Intervention Research: design and development for human services*. New Jersey: Prentice Hall.

- Ruiz-Casares, M. 2003. *AIDS Orphans in Sub-Saharan Africa*. <http://trochim.human.cornell.edu>. (06/11/2003).
- Sage, G. 1986. Social Development. In Seefeldt, V. *Physical Activity and well-being*. Reston: VA:AAHPER.
- Salazar, M. & Glasinovich, W. & 1998. *Child work and education in Latin America*. Sydney: Ashgatep.
- Saluseki, B. 2003. *Number of orphan will, Says King-Akere*. Allafrica.com. (06/04/03).
- Sapire E. 1990. AIDS: Are Teenagers at Risk. *Medical Sex Journal*. Vol.1 (2)
- Saoke, P. & Mutemi, R. 1994. *Needs Assessment of children orphaned by AIDS in Nairobi*. Nairobi: APMs.
- Santrok, J. 2001. *Lifespan Development*. Dubuque: Wm. C. Brown.
- Scissons, E. 1993. *Counseling for Results: Principles and Practices of Helping*. California: Brooks/Cole Publishing Company.
- Schoub, B. 1994. *AIDS and Perspective*. Cambridge: Cambridge University Press.
- Sdorow, L. & Rickabaugh, C. 2002. *Psychology*. Boston: McGraw-Hill Higher Education .
- Sher, K. 1996. *Acquired Immune Diffeciency Syndrome (AIDS)*. In the South African Medical Journal 70(90): 23-24.
- Siegel, K. & Freund, B. 1994. Parental Loss and Latency Age Children. In Dane, L. & Levine, C. *AIDS and the New Orphans: Coping with Death*. London: Auburn House.

- Simons, I. 1994. *Lifespan Developmental Psychology*: Madison: Brown & Benchmark.
- Skidmore, R., Thackery, O. & Farley, W. 1988. *Introduction to Social Work*. New Jersey: Prentice Hall.
- Soul City – Know the Facts. 2001. *HIV/AIDS*. Parktown: Soul City.
- Soul City Life Skills – Teacher's Guide. 2001. *HIV and AIDS*. Parktown: Soul City.
- Soul City Institute. 2004. *HIV and AIDS: Prevention, Care and Treatment*. Parktown: Soul City.
- South African AIDS Organisation Update. 2003. *The 2002/2003 Annual Report*. <http://www.aids.org.za>. (29/07/2003).
- South African AIDS Organisation Update. 2004. *The 2004 Annual Report*. <http://www.aids.org.za>. (19/12/2004).
- Specht, R. & Craig, J. 1987. *Human Development: A Social Work Perspective*. Englewood Cliffs: Prentice-Hall Inc.
- Steinberg, S. 2003. *Introduction to Communication*. Lansdowne: Juta & Co. Ltd.
- Stevens-Long, J. & Cobb, N. 1983. *Adolescence and Early Adulthood*. California: Mayfield Publishing Company.
- Stewart, G., De Kock, C., Smit, M., Sproat, B. & Storrie, G. 1996. *Communication for the Professions*. Kenwyn: Juta & Co. Ltd.
- Stine, G. (1996). *Acquired Immune Deficiency Syndrome: biological, medical, social and legal issues*. New Jersey: Prentice Hall.

Strydom, H. 2002. Ethical aspects of research in the social sciences and human service professions. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Strydom, H. 2002. The pilot study. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Strydom, H. and Venter, L. 2002. Sampling and Sampling Methods. In De Vos, A.S., Strydom, H., Fouché, C.B. & Delpont, C.S.L. *Research at Grass Roots: For the Social Sciences and Human Service Professions*. Pretoria: Van Schaik Publishers.

Sue, 1997. *Understanding abnormal behaviour*. [S1: sn].

Sunday Times. 2005. *Aids sends SA deaths up 57%*. <http://www.sundaytimes.co.za> (19/02/05).

Swart, M. 2000a. Conflict and stress. In Erasmus-Kritzinger, L., Swart, M. & Mona, V. *Advanced Communication Skills: for organisational success*. Pretoria: Afritech.

Swart, M. 2000b. Communication theory. In Erasmus-Kritzinger, L., Swart, M. & Mona, V. *Advanced Communication Skills: for organisational success*. Pretoria: Afritech.

Swart, M. 2000c. Small group communication. In Erasmus-Kritzinger, L., Swart, M. & Mona, V. *Advanced Communication Skills: for organisational success*. Pretoria: Afritech.

Tabane, E. 2004. *The Influence Of Cultural Practices of Batswana People In Relation To The Transmission of HIV/AIDS In Botswana*. Pretoria: University of Pretoria. (Thesis).

Tlou, T. 2001. *Number of AIDS Orphans is lower than predicted*. June 20. Gaborone: Botswana Gazette.

TACADE. 1990. *Skills for the Primary School Child: Promoting the Protection of Children*. London: Salford.

Taylor-Brown, S. & Teeter, J. (1998). "Parental loss due to HIV: caring for children as a community" in *Journal of Child Welfare League of America* Vol. LXXVI NO 2. March/April 1998.

Terre Blanche, M. & Durrheim. K. 1999. *Research in Practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press.

The Concise Oxford Dictionary. 1982. Oxford: Oxford University Press.

The Girl Child Survey. 1998. A research report by Social Work and Nursing Departments. Mafikeng: University of North-West.

The Namibian. 1999. "AIDS forecast break 2000 000 barrier by 2000". 17 September 1999.

The National Association of Social Workers. 1995. *The Code of Ethics of the National Association of Social Workers*. New Jersey: Prentice Hall.

The New Dictionary of Social Work. 1995. Pretoria: The Committee.

The Social Work Dictionary. 1999. United States of America: NASW Press.

The South African Constitution Act 108 of 1996

Thompson, C. & Rudolph, L. 2000. *Counseling Children*. Belmont: Wadsworth.

Tjaranda, W. 2005. *HIV/AIDS Scheme Reaps Fruit*. www.All.Africa.com. (21/05/2025).

Tlou, T. 2001. *Number of AIDS Orphans is lower than predicted*. June 20. Gaborone: Botswana Gazette.

Toseland, R. & Rivas, R. 2001. *An Introduction to Group Work Practice*. Boston: Allyn & Bacon.

Toseland, R. & Rivas, R. 2005. *An Introduction to Group Work Practice*. Boston: Allyn & Bacon.

Tossel, D. 1999. *Social issues for careers*. London: Arnold.

Tracey, R. 2005. *Aids orphans crisis*. <http://www.exn.ca>. (28/03/2005).

Tsatsi, E. 2003. *An assessment of life skills education at primary, middle and high schools*. North-West University: (Dissertation).

Tshukudu, T. 2003. *Mitigating the Impact of HIV/AIDS on the public service*. SMC Conference 16 August 2003.

United Nations Integrated Regional Information Network. 2005. *South Africa: New ways of combating HIV/AIDS bear fruit*. www.All.Africa.com. (21/05/2005).

United Nations Programme on HIV/AIDS. 1996. *HIV/AIDS and Children*. Geneva: UNAIDS.

United Nations Programme on HIV/AIDS. 1997. *Children living in the world of AIDS*. Geneva: UNAIDS.

United Nations Programme on HIV/AIDS. 1999a. *Children/Orphans*. Geneva: UNAIDS.

United Nations Programme on HIV/AIDS. 1999b. *Children orphaned by AIDS*. Geneva: UNAIDS.

United Nations Programme on HIV/AIDS. 2000. *Orphans and children in a world of AIDS*. Geneva: UNAIDS.

- United Nations Programme on HIV/AIDS. 2001a. *UNAIDS Epidemic update 2001*. Geneva: UNAIDS.
- United Nations Programme on HIV/AIDS/WHO. 2001b. *UNAIDS Epidemic Update 2001*. Geneva: UNAIDS.
- United Nations Programme on HIV/AIDS. 2002. *HIV/AIDS: Facts and data on nine key African Nations*. Geneva: UNAIDS.
- United Nations programme on HIV/AIDS. 2002. *AIDS epidemic update*. Geneva: UNAIDS.
- United Nations Programme on HIV/AIDS. 2004a. *AIDS And Orphans: A tragedy unfolding*. Geneva: UNAIDS.
- United Nations Programme on HIV/AIDS. 2004b. *Women and AIDS – A Growing Challenge*. Geneva: UNAIDS.
- United Nations Programme on HIV/AIDS. 2005 *AIDS in Africa: Scenarios for the Future*. Geneva: UNAIDS.
- UNAIDS/WHO. 2002. *AIDS Epidemic Update*. Geneva: UNAIDS.
- UNAIDS/WHO *Epidemiology Fact Sheet on Botswana*. 2002. *Update Botswana: [sn]*.
- UNICEF. 1998. *More than loss of a parent: Namibia's First Study of orphan children*. Capital Press: Windhoek.
- UNICEF. 2003a. *Africa's Orphan Crisis: Worst Is Yet to Come*. Geneva: UNICEF Press Release.
- UNICEF. 2003b. *Protection and support orphans and families affected by HIV/AIDS*. Geneva: UNICEF Press Release.

UNICEF. 2003c. *Southern Africa – Countries in Crisis*. UNICEF Press Release: Geneva.

UNICEF. 2003d. *Statement by UNICEF representative Bjorn Ljungvist: HIV/AIDS Orphans Survey findings April 8*. Geneva: UNICEF.

UNICEF. 2005. *The State of the World's Children 2005: "Childhood Under Threat"*. Geneva: UNICEF Press Release.

Update on the National HIV and AIDS Programme. 2004. *HIV/AIDS Update*. <http://www.infor.gov.za>. (15/10/2004).

USAID. 2000. *USAID Report projects Dramatic Increase in AIDS Orphans*. Washington DC: Press Office.

Van Dyk, A. 2001. *HIV/AIDS Care & Counselling: A Multidisciplinary approach*. Cape Town: Pearson Education Africa.

Van Niekerk, A. 2001. Moral and Social Complexities of AIDS in Africa. *Journal of Medicine and Philosophy*. 27 (2): 143-162.

Van Niekerk, E. & Prins, A. 2001. Theoretical perspectives in counselling. In Van Niekerk, E & Prins, A. *Counselling in Southern Africa: A youth perspective*. Sandown: Heinemann Publishers.

Van Niekerk, E., Van Eeden, C. & Botha, K. 2001. Reflections on psychological strengths and vulnerabilities. In Van Niekerk, E. & Prins, A. *Counselling in Southern Africa: A youth perspective*. Sandown: Heinemann Publishers.

Van Rensburg, R. 2002. *You Magazine*. 12 December 14.

- Van Vuren, A. 2004. HIV/AIDS: humanity's most daunting challenge. In Bezuidenhout, F. *A Reader on Selected Social Issues*. Van Schaik Publishers: Pretoria.
- Venter, B. & Brown, K. 2005. No one dies of AIDS in SA. In *Saturday Star*. 19 February 2005.
- Viva Network - Oxford. 2003. *The AIDS Topical Forum Effects*: about children at risk. <http://www.viva.org>. (29/07/2003).
- Ward, D. 2002. Groupwork. In Adams, R. Dominelli, L. and Payne, M. *Social Work: Themes, Issues and Critical Debates*. Palgrave: Houndmills.
- Walker, C. & Walker, A. 2000. Social Policy and Social Work. In Adams, R., Dominelli, L. and Payne, M. *Social Work: Themes, Issues and Critical Debates*. Palgrave: Houndmills.
- Webb, D. 1997. *HIV/AIDS in Africa*: London: Pluto Press.
- Webster, A. 1991. *Introduction to the sociology of development*. Macmillan London: Education Ltd.
- Webster's 3rd *New International Dictionary*. 1991. Springfield: Merriam-Webster, Inc.
- Whiteside, A. & Sunter, C. 2000. *AIDS: The Challenge for South Africa*. Cape Town: Human & Rousseau (Pty) Ltd.
- William, P. 1990. *The Special Education Handbook*. Philadelphia: Open University Press.
- Wilson, D., Naidoo, S., Bekker, L., Cotton, M. & Maartens, S. 2002. *Handbook of HIV Medicine*. Cape Town: Oxford University Press (Southern Africa).

- World Bank. 1997. *AIDS prevention and Mitigation in Sub-Saharan Africa*. World Bank Report #15569-AFR.
- World Bank. 2005. *AIDS numbers: shattering South African crisis only getting worse*. <http://www.sunherald.com>. (30/07/2005).
- World Health Organization. 1994a. *The development and dissemination of life skills education: An overview*. Geneva: WHO.
- World Health Organization. 1994b. *Training workshops for the development and implementation of life skills programmes*. Geneva: WHO.
- World Health Organization. 1997. *Introduction to Life skills for psychosocial competence*. Geneva: WHO.
- World Health Organization. 2000. *Fact sheets on HIV/AIDS*: Geneva: WHO.
- World Health Organisation. 2003. *Impact of AIDS on older people in Africa*. Geneva: WHO.
- World Health Organization. 2004a. *Overview of Child and Adolescent Health and Development*. Geneva: WHO.
- World Health Organization. 2004b. *Suicide huge but preventable public health problem, says*: Geneva: WHO.
- World Health Organization. 2005. *HIV/AIDS: A unique global threat*. Geneva: WHO.
- Wright, D. 1997. *Understanding statistics: An introduction for the Social Sciences*. London: Sage Publishers.
- Zastrow, C. 2000. *Introduction to Social Work and Social Welfare*. Belmont: Wadsworth Publishing Company.

University of Pretoria etd – Motepe, M M (2006)



Department of Education
Lefapha la Thuto
Departement van Onderwys



11-03-2006 10:51:00 AM

11-03-2006 10:51:00 AM
To: Mr. M. M. Motepe
From: Mr. M. A. Sankamso
Subject: Request for approval to conduct research on the effectiveness of a life skills programme for AIDS orphans

OFFICE OF THE DEPUTY DIRECTOR GENERAL

Attention:
Telephone:
Fax:

Address:
012 312 7111
012 312 7111

To:

Mr. M. M. Motepe
Lecturer, Department of Social Work,
North West University

From:

Mr. M. A. Sankamso
Deputy Director General

Date:

30 March 2006



REQUEST TO CONDUCT RESEARCH: A LIFESKILLS PROGRAMME FOR AIDS ORPHANS

Your request to conduct research on the above topic is granted, subject to the following:

- That in the course of your research you will in all times observe a strict ethical code and to respect the rights of the research subjects. This is particularly important given the sensitive nature of AIDS issues.
- Consult with the principals of affected schools and other relevant players to ensure that the education of learners is not compromised. This would include the need to secure the necessary cooperation of all stakeholders.
- The Department of Education will appreciate in greatly if your findings are made available to us in full.

We thank the Deputy Director General for his support in this important project. We thank you for your assistance in our ongoing efforts to overcome the AIDS pandemic effectively.

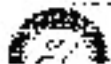
Yours sincerely,

M. A. Sankamso
Deputy Director General
Department of Education

cc:

Mr. M. M. Motepe
Supervisor of Research

MAG/irm



11-03-2006 10:51:00 AM
To: Mr. M. M. Motepe
From: Mr. M. A. Sankamso
Subject: Request for approval to conduct research on the effectiveness of a life skills programme for AIDS orphans



Appendix 3: A SEMI STRUCTURED INTERVIEW (SETSWANA)

**A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS
ORPHANS**

Researcher: MAUREEN MOTEPE

**Address: P. O. BOX 5620
MMABATHO
5435**

Tel : 018 3892350

Madume motsaya-karolo

Leina la me ke Maureen Motepe. Ke moithuti kwa Unibesiting ya Petoria. Ke mo bogareng ga dithuto tsame. Ke dira dipatlisiso ka “Life skills programme for early adolescent AIDS orphans”. Jaaka karolo ya dithuto tsa me, ke tshwanetse ke go botsisa (interview) batho ba ba nang le kitso ka diknutsana la lobaka la AIDS. Maikaelelo magolo ka seo, ke go batla go itse mathata, ditlhokego le katiso e bana ba e tlhokang. Mobatlisese o tla dirisa lonaneo la dipotso go dira tiro bothofo. Le kopiwa gore lo sale morago.

Ka tswee tswee o a kopiwa gore o tsaye karolo mo dipatlisisong tse. Dipotsiso di tlaya metsotso e masome a mararo fela.

Ke lebogela tirisano mmogo le wena.

SEMI STRUCTURED INTERVIEW SCHEDULE (Setswana)

Batsaya karolo: **Dikhutsana ka lobaka la AIDS (AIDS Orphans)**

Demographic information

1. Dijara	11 – 12 years	<input type="text"/>
	13 – 14 years	<input type="text"/>
2. Bong	Mosetsana	<input type="text"/>
	Mosimane	<input type="text"/>
3. Mophato wa bofelo o o falotseng	Mophato 3 – 4	<input type="text"/>
	Mophato 5 –6	<input type="text"/>
4. Tulo ya logae	Lekeisheneng	<input type="text"/>
	Motseng	<input type="text"/>
5. Puo ya ko gae		<input type="text"/>
6. Motsadi	Mme	<input type="text"/>
	Rre	<input type="text"/>
	Ope	<input type="text"/>
7. Ke mang yo a go tlhokemetseng ko gae?	Mme/Rre	<input type="text"/>
	Leloko	<input type="text"/>
	Mongwe	<input type="text"/>
8. Ke lobaka lo lokae o le khutsana?	1 – 3 years	<input type="text"/>
	4 – 5 years	<input type="text"/>

Semi structured interview schedule (Setswana)



Batsaya karole: Batlhokomedi ba bana

Demographic information

1. Dijara	20 – 45 years	<input type="checkbox"/>
	46 – 60 years	<input type="checkbox"/>
	61 –75 years	<input type="checkbox"/>
	Dijara dingwe	<input type="checkbox"/>
2. Bong	Mme	<input type="checkbox"/>
	Rre	<input type="checkbox"/>
3. Lenyalo	K nyetse/nyetsewe	<input type="checkbox"/>
	Ke motlholagadi	<input type="checkbox"/>
	Re arogane	<input type="checkbox"/>
4. Puo		<input type="checkbox"/>
5. Dijara tsa tlhokemelo ya bana	1 – 5 years	<input type="checkbox"/>
	6 – 10 years	<input type="checkbox"/>
6. Bana ba gago ba tsalo		<input type="checkbox"/>
7. Bana ba o ba tlhokemelang (AIDS orphans)		<input type="checkbox"/>
8. Ana o a thusiwa mo matsapeng a gogo?	Eng	<input type="checkbox"/>
		<input type="checkbox"/>

- Nya
9. Fa karabo e le eng, o thuswa ke mang? Puso
- Baagisane
- Maloko
- Batho bangwe
- 10 Mokgwa wa thuso
- Ditshetele/Madi
- Ya batho
- Ka dithoto
- 11 Tulo ya logae
-
-

INTERVIEW SCHEDULE (Dikhutsana ka lobaka la AIDS/Batlhokomedi ba bana)

Ba tsaya karolo ba tla araba dipotso tse di latelang:

SOCIAL NEEDS AND PROBLEMS

Ke mathata afe mo loagong a bana ba dikhutsana ka lobaka la AIDS ba itemogelang ona?

- Dikamanong
- Kgolong
- Dithutong
- Tsa bophelo
- Ditsheleteng
- Tlhokomelo le bodulo

EMOTIONAL NEEDS AND PROBLEMS

Ke ditlhoke dife tsa maikutlo tse bana ba dikhutsana ka lobaka la AIDS ba ditlhokang?

- Maikutlong
- Tlhaloganyong
- Semelong
- Bathusi
- Go tlhoka batsadi le go ikitse

LIFE SKILLS

Ke dithutiso (life skills) dife tse bana ba dikhutsana ka lobaka la AIDS ba ditlhokang?

**Appendix 4: A SELF-CONSTRUCTED GROUP QUESTIONNAIRE
FOR AIDS ORPHANS (SETSWANA)**

**A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS
ORPHANS**

Researcher: MAUREEN MOTEPE

**Address: P. O. BOX 5620
MMABATHO
5435**

Tel : 018 3892350

Madume motsaya-karolo

Leina la me ke Maureen Motepe. Ke moithuti kwa Unibesiting ya Petoria. Ke mo bogareng ga dithuto tsame. Ke dira dipatlisiso ka “Life skills programme for early adolescent AIDS orphans”. Jaaka karolo ya dithuto tsa me, ke kopa thuso ya gago gore o arabe dipotso tsa lonaneo la dipotso (questionnaire). Maikaelelo a me ke go bona fa porogerama ya AIDS orphans life skills programme e dira phaphang mo matshelong a a batho. O kopiwa gore o arabe dipotso pele le morago ga go tsaya karole mo poragerameng.

Ka tswee tswee o a kopiwa gore o tsaye karolo mo dipatlisising tse. Dipotsiso di tlaya metsotso e masome a mararo fela.

Ke lebogela tirisano mmogo le wena.

TSWANA

Research Title: A Life skills programme for early adolescent Aids orphans

Dipotsiso Patlisiso

Nomoro ya Batsaakarolo

--	--

1. Kitso ya demogerafi

Ke kopa o arabe karolo e ya dipotso ka go baya sefapano (X) mo bokosong e e fa thoko.

1.1 **Dijara**

1	Dijara dile 11	
2	Dijara dile 12	
3	Dijara dile 13	
4	Dijara dile 14	

1.2 **Bong**

1	Mosimanyana	
2	Mosetsanyana	

1.3 **Lotso**

1	Montsho	
2	Wa mmala	
3	Montia	
4	Mosweu	

1.4 **Puo ya fa lapeng**

1	Setswana	
2	Sepedi	
3	Sesotho	
4	Zulu	

5	Xhosa	
6	Tsonga	
7	Puo engwe (.....)	

1.5 Mophato kwa sekolong

1	Mophato 4	
2	Mophato 5	
3	Mophato 6	
4	Mophato mongwe (.....)	

1.6 Ana batsadi ba gago ba ba sentse ba le mo botshelong na?

Fa karabo ya gago e le nya, ke mang yo o se tsheleng a le mo botshelong?

1	Ee	
2	Nyaa	

1.7 Fa karabo ya gago ele nya, ke mang yo o sentseng a tshela?

1	Mme	
2	Ntate	

1.8 Ke mang yo a nnang le wena ko gae? (Tlhogo ya lelapa)

1	Mme	
2	Ntate	
3	Nko le ntatemogogolo (kwa bomme)	
4	Nko le ntatemogogolo (kwa borre)	
5	Ausi/Abuti	
6	Baleloko	
7	Ditsala/Baagisane	
8	Ke tshela ke le monosi	
9	Ditikwatikweng	
10	Tulo engwe (.....)	

1.9 Fa o tshela ole monosi, ke bana ba geno ba ba kae ba o ba tlhokomelang?

1	1-2	
2	3-4	
4	Mongwe	

2. Life skills

Araba karolo e e latelang ya dipotso ka go bala dikgang tse di latelang, morago e be o tshwaye mo lebokosong la se o dumelanang le sona.

No	Kgang	Ke a dumela	Ga ke dumele	Ga ke itse
2.1	Ke itumelela go nna nna.			
2.2	Go tlwaelegile gore batho ba dira diphoso, ka jaalo le nna nka dira diphoso gonne ke motho.			
2.3	Ke tlhaba ke ditlhong/kgale fa batho ba ntebelela gonne ke tshwenyega ditebego tsa me.			
2.4	Gantsi ke a dumela fa batho ba itumelela dilo tse ke didirang.			
2.5	Ke tlhoka gore batho ba tlhompe gore ke nne ke itumetse.			
2.6	Ke mosha yo a inyatsang.			
2.7	Ke tshwenyega ka bokamoso jwame.			
2.8	Ke opa ke tlhogo kgotsa mala fa ke tshwenyegile kgotsa ke tenegile.			
2.9	Fa dilo di sa tsamaye sentle ke ipona molato ka metlha.			
2.10	Ke nyema mooka fa ke kopana le dikgwetlho tse dintshwa.			
2.11	Fa mongwe a nkgalefisa ke a didimala. Ga ke emelane leena.			
2.12	Ke itira o kare ke siame le fa ke sa siame ka nnete.			
2.13	Fa ke tlhakana tlhogo ke tlala pelo ebe ke lwa.			

No	Kgang	Ke a dumela	Ga ke dumele	Ga ke itse
2.14	Ke a tswhenyega fa batho ba sa nkutlwisese fa ke bua.			
2.15	Fa ke utlwile botlhoko kgotsa ke tshwenyegile ke leka go bua le mongwe ka se se ntshwentseng.			
2.16	Ka dinako tse dingwe batho ba mpona diphoso, empa go siame gonne ga gona ope yo a senang diphoso.			
2.17	Ke a itlhompa jalo ga ke dumelele batho go ntirisa dilo tse ke sa dibatleng.			
2.18	Ke a tshoga fa ke tshwanetse go ema mo matshwititshwiting a batho ebe ke farologano le bona.			
2.19	Fa re tlotla ke a didimala ga ke ntshe ditshwaelo tsame gone ke tshoga gore di ilo go tsibogela jwang.			
2.20	Ke tshaba go ikemela ka nosi.			
2.21	Ke ikemeseditse go emelela se ke se dumelang.			
2.22	Ke kgona go eme kgatphanong le ditsala tsame fa ke sa dumelane le tsona.			
2.23	Ke itumelela go bolelela batho gore ke naganang ka bona.			
2.24	Ditsala tsa me di nagana gore ke moeteledipele.			
2.25	Ka nako tsothle ke aga ke ikutlwa ke ratiwa ebile ke amogela ke ditsala tsame.			

No	Kgang	Ke a dumela	Ga ke dumele	Ga ke itse
2.26	Gantsi ke abelana le ditsala tsame maikutlo ame.			
2.27	Ke tswanetse go thabisa ditsala tsame gona le gore ke dire se ke batlang go se dira.			
2.28	Ke itumelela go dira botsalano le batho ba bangwe.			
2.29	Ke dumela mo go nna ka metlha.			
2.30	Gantsi ke rarabolola mathata ka go naganisisa dilo sentle pele ke tsaya tshwetso.			
2.31	Gantsi ke dira dilo ka lepotlapotla ke sa nagana.			
2.32	Ke kgona go itseela ditswhetso ka bonna.			
2.33	Fa ke sena go tsaya tshwetso e ke dumelang mo go yona gantsi ke a e diragatsa.			
2.34	Ee yame ke ee le nyaa yame ke nyaa.			
2.35	Go thata gore ke ipeela maparego mo se ke batlang go sedira le se ke sa batleng go se dira.			
2.36	Fa ke tshwanetse go tsaya tshwetso, go thata gore ke fetse le monagano wame.			
2.37	Fa ke dira phoso, ke tsaya maikarabelo ebe ke ithute go tswa mo diphosong tse ke di direleng.			

No	Kgang	Ke a dumela	Ga ke dumele	Ga ke itse
2.38	Ka dinako dingwe batho ga bana tlhompō; Ke kgona go eme/elana le seo gonne ke a thaloganya.			
2.39	Go go ntsi, nna ga ke sa kgona go feta fa.			
2.40	Moya wame o ko tlase ka dinako tse dintsi. Ke iphitlhela ke lela ke hutsafetse.			
2.41	Ke utlwa botlhoko le ditlhabi tse di tseneletseng fa ditsala tsame di sa nkamogele.			
2.42	Go dira le go tshola dikamano le batho go botlhokwa mo go nna.			
2.43	Ke dira le batho botlhe sentle.			
2.44	Ke tlhompa dikakanyo tsa batho ba botlhe le fa di sa tshwane le tsame.			
2.45	Ke a utlwelela fa batho ba bua le nna.			
2.46	Fa ke bua le batho bangwe, ke ba lebelela mo matlhong go bontsha kgatlego yame le tsepamo e feletseng.			
2.47	Ke leka go thaloganya le go tsibogela maikutlo a batho ba bangwe ka tsela e e bontshang gore ke a ba kgathelela.			
2.48	Ga nke ke ke atlega mo sengwe le sengwe. Ke nagana gore ke a palelwa mo botshelong.			
2.49	Ke motho yo a sa itumelang.			
2.50	Batho bangwe ba botoka go nkgaisa.			

No	Kgang	Ke a dumela	Ga ke dumele	Ga ke itse
2.51	Go thata gore ke gopole dilo tse di fitileng.			
2.52	Ke motho yo o sa rategeng.			
2.53	Gantsi ke motho yo a imametseng.			
2.54	Ke jewa ke bodutu.			
2.55	Ke ikemeseditse go tswelala pele mo bophelong.			
2.56	Ke motho yo o senang thuso.			
2.57	Gantsi ke lebelela gore batho ba lebegang jang fa se fatlhegong fa ke bua le bona.			
2.58	Go botoka go dira gona le go bua fela.			
2.59	Ke letla batho ba bangwe go dumela se ba batlang go se dumela.			
2.60	Ga kena mosola.			
2.61	Ke itumelela go tla ka dikakanyo tse dintsha.			
2.62	Ke tshaba dikgwetlo tse dintsha.			
2.63	Fa ke fiwa kakanyo ke a e dira.			
2.64	Go naganela kwa pele go botlhokwa go nna.			
2.65	Go siame gore mathata a rarabololwe ka kagiso.			
2.66	Fa ke sa tlhola sentle kgotsa ke entse le letsatsi le le sa ntumedisang ebile dilo tsame di sa tsamaya sentle, ke iphodisa ka go ikotlolola mmele.			

No	Kgang	Ke a dumela	Ga ke dumele	Ga ke itse
2.67	Ke robala sentle.			
2.68	Go siame gore batsha ba gane thobalano.			
2.69	Ke a itlhokomela gonne ke batla go tshela sebaka.			
2.70	Go tsuba ga gowa siamela mmele.			
2.71	Go tshega go siameletse pelo.			
2.72	Ga ke je dijo tse dinang le dikotla ka nako tsotlhe.			
2.73	Thobalano e e bolokesegileng kefa batho ka dinako tsotlhe ba dirasa condomo pele ga thobalano.			
2.74	Go nwa bojwala ke selo se se itumediseng.			
2.75	Nkaya go dira diteko tsa HIV fanka tlhagalana dikobo le mongwe ke sa itshereletsa.			

Dikarolwana tsa mela go tswa mo Sectioning ya Bobedi, ya Dipotsiso tse di iketseditwng go ya ka puisana Life skills development

1. A good sense of identity and self esteem: Improvement of self-concept

1.1	Ke itumelela go nna nna.	Potso 2.1
1.2	Go tlwaelegile gore batho ba dira diphoso, ka jaalo le nna nka dira diphoso gonne ke motho.	Potso 2.2
1.3	Ke tlhaba ke ditlhong/kgale fa batho ba ntebelela gonne ke tshwenyega ditebego tsa me.	Potso 2.3
1.4	Gantsi ke a dumela fa batho ba itumelela dilo tse ke didirang.	Potso 2.4
1.5	Ke tlhoka gore batho ba tlhompe gore ke nne ke itumetse.	Potso 2.5
1.6	Ke mosha yo a inyatsang.	Potso 2.6
1.7	Fa dilo di sa tsamaye sentle ke ipona molato ka metlha.	Potso 2.9
1.8	Ke itira o kare ke siame le fa ke sa siame ka nnete.	Potso 2.12
1.9	Ka dinako tse dingwe batho ba mpona diphoso, empa go siame gonne ga gona ope yo a senang diphoso.	Potso 2.16
1.10	Ke a tshoga fa ke tshwanetse go ema mo matshwititshwiting a batho ebe ke farologano le bona.	Potso 2.18
1.11	Fa re tlotla ke a didimala, ga ke ntshe ditshwaelo tsame gone ke tshoga gore di ilo go tsibogela jwang.	Potso 2.19
1.12	Ke tshaba go ikemela ka nosi.	Potso 2.20
1.13	Ke ikemeseditse go emelela se ke se dumelang.	Potso 2.21

1.14	Ke kgona go eme kgatlhanong le ditsala tsame fa ke sa dumelane le tsona.	Potso 2.22
1.15	Ke itumelela go bolelela batho gore ke naganang ka bona.	Potso 2.23
1.16	Ke itumelela go bolelela batho gore ke naganang ka bona.	Potso 2.24
1.17	Ke itumelela go bolelela batho gore ke naganang ka bona.	Potso 2.25
1.18	Gantsi ke abelana le ditsala tsame maikutlo ame.	Potso 2.26
1.19	Ke tswanetse go thabisa ditsala tsame gona le gore ke dire se ke batlang go se dira.	Potso 2.27
1.20	Ke dumela mo go nna ka metlha.	Potso 2.29
1.21	Ee yame ke ee le nyaa yame ke nyaa.	Potso 2.34
1.22	Ka dinako dingwe batho ga bana tlhompō; Ke kgona go emelana le seo gonne ke a tlhaloganya.	Potso 2.38
1.23	Ga nke ke ke atlega mo sengwe le sengwe. Ke nagana gore ke a palelwa mo botshelong.	Potso 2.48
1.24	Batho bangwe ba botoka go nkgaisa.	Potso 2.50
1.25	Ke motho yo o sa rategeng.	Potso 2.52
1.26	Ke ikemeseditse go tswelala pele mo bophelong.	Potso 2.55
1.27	Ke motho yo a senang mosola.	Potso 2.56

2 **Communication skills:** Development of healthy relationships.

2.1	Fa mongwe a nkgalefisa ke a didimala. Ga ke emelane leena.	Potso 2.11
2.2	Ke itira o kare ke siame le fa ke sa siame ka nnete.	Potso 2.12

2.3	Ke a tswhenyega fa batho ba sa nkutlwisese fa ke bua.	Potso 2.14
2.4	Fa ke utlwile botlhoko kgotsa ke tshwenyegile ke leka go bua le mongwe ka se se ntshwentseng.	Potso 2.15
2.5	Fa re tlotla ke a didimala ga ke ntshe ditshwaelo tsame gone ke tshoga gore di ilo go tsibogela jwang.	Potso 2.19
2.6	Ke ikemeseditse go emelela se ke se dumelang.	Potso 2.21
2.7	Ke itumelela go bolelela batho gore ke naganang ka bona.	Potso 2.23
2.8	Gantsi ke abelana le ditsala tsame maikutlo ame.	Potso 2.26
2.9	Ke itumelela go dira botsalano le batho ba bangwe.	Potso 2.28
2.10	Ee yame ke ee le nyaa yame ke nyaa.	Potso 2.34
2.11	Go dira le go tshola dikamano le batho go botlhokwa mo go nna.	Potso 2.42
2.12	Ke dira le batho botlhe sentle.	Potso 2.43
2.13	Ke tlhomp dikakanyo tsa batho ba botlhe le fa di sa tshwane le tsame.	Potso 2.44
2.14	Ke a utlwelela fa batho ba bua le nna.	Potso 2.45
2.15	Fa ke bua le batho bangwe, ke ba lebelela mo matlhong go bontsha kgatlego yame le tsepamo e feletseng.	Potso 2.46
2.16	Ke leka go tlhaloganya le go tsibogela maikutlo a batho ba bangwe ka tsela e e bontshang gore ke a ba kgathelela.	Potso 2. 47
2.17	Gantsi ke lebelela gore batho ba lebegang jang fa se fatlhegong fa ke bua le bona.	Potso 2. 57
2.18	Go botoka go dira gona le go bua fela.	Potso 2.58

3 **Assertiveness training skills:** Development of abilities to make right choices in the face of peer pressure.

3.1	Ke tlhaba ke ditlhong/kgale fa batho ba ntebelela gone ke tshwenyega ditebego tsa me.	Potso 2.3
3.2	Ke tlhoka gore batho ba tlhompe gore ke nne ke itumetse.	Potso 2.5
3.3	Fa mongwe a nkgalefisa ke a didimala. Ga ke emelane leena.	Potso 2.11
3.4	Ke itira o kare ke siame le fa ke sa siame ka nnete.	Potso 2.12
3.5	Ke a itlhompa jalo ga ke dumelele batho go ntirisa dilo tse ke sa dibatleng.	Potso 2.17
3.6	Ke a tshoga fa ke tshwanetse go ema mo matshwititshwiting a batho ebe ke farologano le bona.	Potso 2.18
3.7	Ke ikemeseditse go emelela se ke se dumelang.	Potso 2.21
3.8	Ke kgona go eme kgatlhanong le ditsala tsame fa ke sa dumelane le tsona.	Potso 2.22
3.9	Ditsala tsa me di nagana gore ke moeteledipele.	Potso 2.24
3.10	Gantsi ke abelana le ditsala tsame maikutlo ame.	Potso 2.26
3.11	Ke tswanetse go thabisa ditsala tsame gona le gore ke dire se ke batlang go se dira.	Potso 2.27
3.12	Ke dumela mo go nna ka metlha.	Potso 2.29
3.13	Ee yame ke ee le nyaa yame ke nyaa.	Potso 2.34
3.14	Go thata gore ke ipeela maparego mo se ke batlang go sedira le se ke sa batleng go se dira.	
3.15	Ke ikemeseditse go tswelela pele mo bophelong.	Potso 2.55

4 Self awareness: Personal growth through knowledge and understanding of self

4.1	Ke mosha yo a inyatsang.	Potso 2.6
4.2	Ke motho yo a sa itumelang.	Potso 2.49
4.3	Ke motho yo o sa rategeng.	Potso 2.52
4.4	Gantsi ke motho yo a imametseng.	Potso 2.53
4.5	Ke jewa ke bodutu.	Potso 2.54
4.6	Ke ikemeseditse go tswelala pele mo bophelong.	Potso 2.55
4.7	Ke motho yo o senang thuso.	Potso 2.56
4.8	Ke letla batho ba bangwe go dumela se ba batlang go se dumela.	Potso 2.59
4.9	Ga kena mosola.	Potso 2.60
4.10	Ke tshaba dikgwetlo tse dintsha.	Potso 2.62

5 Coping and stress management skills: Development of abilities to cope with emotions and managing stress.

5.1	Go tlwaelegile gore batho ba dira diphoso, ka jaalo le nna nka dira diphoso gone ke motho.	Potso 2.2
5.2	Ke mosha yo a inyatsang.	Potso 2.6
5.3	Ke tshwenyega ka bokamoso jwame.	Potso 2.7
5.4	Ke opa ke tlhogo kgotsa mala fa ke tshwenyegile kgotsa ke tenegile.	Potso 2.8
5.5	Fa dilo di sa tsamaye sentle ke ipona molato ka metlha.	Potso 2.9

5.6	Ke nyema mooka fa ke kopana le dikgwetlho tse dintshwa.	Potso 2.10
5.7	Fa mongwe a nkgalefisa ke a didimala. Ga ke emelane leena.	Potso 2.11
5.8	Ke itira o kare ke siame le fa ke sa siame ka nnete.	Potso 2.12
5.9	Fa ke tlhakana tlhogo ke tlala pelo ebe ke lwa.	Potso 2.13
5.10	Ke a tshenyega fa batho ba sa nkutlwisese fa ke bua.	Potso 2.14
5.11	Fa ke utlwile botlhoko kgotsa ke tshwenyegile ke leka go bua le mongwe ka se se ntshwentseng.	Potso 2.15
5.12	Ka dinako tse dingwe batho ba mpona diphoso, empa go siame gonne ga gona ope yo a senang diphoso.	Potso 2.16
5.13	Ke a tshoga fa ke tshwanetse go ema mo matshwititshwiting a batho ebe ke farologano le bona.	Potso 2.18
5.14	Ke itumelela go bolelela batho gore ke naganang ka bona.	Potso 2.23
5.15	Gantsi ke abelana le ditsala tsame maikutlo ame.	Potso 2.26
5.16	Ka dinako dingwe batho ga bana tlhompo; Ke kgona go emelana le seo gonne ke a tlhaloganya.	Potso 2.38
5.17	Go go ntsi, nna ga ke sa kgona go feta fa.	Potso 2.39
5.18	Moya wame o ko tlase ka dinako tse dintsi. Ke iphitlhela ke lela ke hutsafetse.	Potso 2.40
5.19	Ke utlwa botlhoko le ditlhabi tse di tseneletseng fa ditsala tsame di sa nkamogele.	Potso 2.41

6 Decision making skills: Development of abilities to make informed and responsible decisions

6.1	Gantsi ke rarabolola mathata ka go naganisisa dilo sentle pele ke tsaya tshwetso.	Potso 2.30
6.2	Gantsi ke dira dilo ka lepotlapotla ke sa nagana.	Potso 2.31
6.3	Ke kgona go itseela ditswhetso ka bonna.	Potso 2.32
6.4	Fa ke sena go tsaya tshwetso e ke dumelang mo go yona gantsi ke a e diragatsa.	Potso 2.33
6.5	Ee yame ke ee le nyaa yame ke nyaa.	Potso 2.34
6.6	Go thata gore ke ipeela maparego mo se ke batlang go sedira le se ke sa batleng go se dira.	Potso 2.35
6.7	Fa ke tshwanetse go tsaya tshwetso, go thata gore ke fetse le monagano wame.	Potso 2.36
6.8	Fa ke dira phoso, ke tsaya maikarabelo ebe ke ithute go tswa mo diphosong tse ke di direleng.	Potso 2.37
6.9	Ke a utlwelela fa batho ba bua le nna.	Potso 2.45
6.10	Go naganela kwa pele go bothokwa go nna.	Potso 2.64

7 Problem solving skills: Development of abilities to solve problems.

7.1	Fa mongwe a nkgalefisa ke a didimala. Ga ke emelane leena.	Potso 2.11
7.2	Ke itira o kare ke siame le fa ke sa siame ka nnete.	Potso 2.12
7.3	Fa ke tlhakana tlhogo ke tlala pelo ebe ke lwa.	Potso 2.13
7.4	Ka dinako tse dingwe batho ba mpona diphoso, empa go siame gone ga gona ope yo a senang diphoso.	Potso 2.16

7.5	Gantsi ke abelana le ditsala tsame maikutlo ame.	Potso 2.26
7.6	Gantsi ke rarabolola mathata ka go naganisisa dilo sentle pele ke tsaya tshwetso.	Potso 2.30
7.7	Gantsi ke dira dilo ka lepotlapotla ke sa nagana.	Potso 2.31
7.8	Ke kgona go itseela ditswhetso ka bonna.	Potso 2.32
7.9	Fa ke sena go tsaya tshwetso e ke dumelang mo go yona gantsi ke a e diragatsa.	Potso 2.33
7.10	Ee yame ke ee le nyaa yame ke nyaa.	Potso 2.34
7.11	Go thata gore ke ipeela maparego mo se ke batlang go sedira le se ke sa batleng go se dira.	Potso 2.35
7.12	Fa ke tshwanetse go tsaya tshwetso, go thata gore ke fetse le monagano wame.	Potso 2.36
7.13	Fa ke dira phoso, ke tsaya maikarabelo ebe ke ithute go tswa mo diphosong tse ke di direleng.	Potso 2.37
7.14	Ke tlhompka dikakanyo tsa batho ba botlhe le fa di sa tshwane le tsame.	Potso 2.44
7.15	Ke a utlwelela fa batho ba bua le nna.	Potso 2.45
7.16	Go siame gore mathata a rarabololwe ka kagiso.	Potso 2.65

8. Conflict management skills: Development of abilities to manage conflict.

8.1	Go tlwaelegile gore batho ba dira diphoso, ka jaalo le nna nka dira diphoso gone ke motho.	Potso 2.2
8.2	Fa mongwe a nkgalefisa ke a didimala. Ga ke emelane leena.	Potso 2.11
8.3	Ke itira o kare ke siame le fa ke sa siama ka nnete.	Potso 2.12
8.4	Fa ke tlhakana tlhogo ke tlala pelo ebe ke lwa.	Potso 2.13

8.5	Fa ke utlwile botlhoko kgotsa ke tshwenyegile ke leka go bua le mongwe ka se se ntshwentseng.	Potso 2.15
8.6	Ke itumelela go bolelela batho gore ke naganang ka bona.	Potso 2.23
8.7	Gantsi ke abelana le ditsala tsame maikutlo ame.	Potso 2.26
8.9	Gantsi ke rarabolola mathata ka go naganisisa dilo sentle pele ke tsaya tshwetso.	Potso 2.30
8.10	Gantsi ke dira dilo ka lepotlapotla ke sa nagana.	Potso 2.31
8.11	Go thata gore ke ipeela maparego mo se ke batlang go sedira le se ke sa batleng go se dira.	Potso 2.35
8.12	Fa ke tshwanetse go tsaya tshwetso, go thata gore ke fetse le monagano wame.	Potso 2.36
8.13	Fa ke dira phoso, ke tsaya maikarabelo ebe ke ithute go tswa mo diphosong tse ke di direleng.	Potso 2.37
8.14	Ka dinako dingwe batho ga bana tlhomp; Ke kgona go emelelana le seo gonne ke a tlhaloganya.	Potso 2.38
8.15	Ke tlhomp dikakanyo tsa batho ba botlhe le fa di sa tshwane le tsame.	Potso 2.44
8.16	Ke a utlwelela fa batho ba bua le nna.	Potso 2.45
8.17	Go siame gore mathata a rarabololwe ka kagiso.	Potso 2.65

9. Critical thinking and creative thinking skills: Development of capacities to think critically and creatively.

9.1	Ke itumelela go bolelela batho gore ke naganang ka bona.	Potso 2.23
9.2	Gantsi ke rarabolola mathata ka go naganisisa dilo sentle pele ke tsaya tshwetso.	Potso 2.30
9.3	Gantsi ke dira dilo ka lepotlapotla ke sa nagana.	Potso 2.31

9.4	Fa ke tshwanetse go tsaya tshwetso, go thata gore ke fetse le monagano wame.	Potso 2.36
9.5	Ga nke ke ke atlega mo sengwe le sengwe. Ke nagana gore ke a palelwa mo botshelong.	Potso 2.48
9.6	Go thata gore ke gopole dilo tse di fitileng.	Potso 2.51
9.7	Ke itumelela go tla ka dikakanyo tse dintsha.	Potso 2.61
9.8	Ke tshaba dikgwetlo tse dintsha.	Potso 2.62
9.9	Fa ke fiwa kakanyo ke a e dira.	Potso 2.63

10. Maintaining a healthy life style: Development and maintenance of a healthy life style.

10.1	Fa ke sa tlhola sentle kgotsa ke entse le letsatsi le le sa ntumedisang ebile dilo tsame di sa tsamaya sentle, ke iphodisa ka go ikotlolola mmele.	Potso 2.66
10.2	Ke robala sentle.	Potso 2.67
10.3	Go siame gore batsha ba gane thobalane.	Potso 2.68
10.4	Ke a itlhokomela gonne ke batla go tshela sebaka.	Potso 2.69
10.5	Go tsuba ga gowa siamela mmele.	Potso 2.70
10.6	Go tshega go siameletse pelo	Potso 2.71
10.7	Ga ke je dijo tse dinang le dikotla ka nako tsotlhe.	Potso 2.72
10.8	Thobalano e e bolokesezileng kefa batho ka dinako tsotlhe ba dirasa condomo pele ga thobalano.	Potso 2.73
10.9	Go nwa bojwala ke selo se se itumediseng.	Potso 2.74
10.10	Nkaya go dira diteko tsa HIV fanka tlhakalana dikobo le mongwe ke sa itshereletsa.	Potso 2.75

Appendix 5: SEMI STRUCTURED INTERVIEW WITH A SCHEDULE

**A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS
ORPHANS**

Researcher: MAUREEN MOTEPE

**Address: P. O. BOX 5620
MMABATHO
5435**

Tel : 018 3892350

Dear participant

My name is Maureen Motepe. I am a student at the University of Pretoria, busy with a study on a life skills programme for early adolescent AIDS orphans. As part of the study I need to conduct interviews with major role players and that includes you. My objective with this interview includes identifying socio-economic needs, problems of and life skills needed by early adolescent AIDS orphans. During the interview the researcher will make use of a schedule, as a guideline to ensure systematic data.

You are therefore kindly invited to be a participant in this study. The interview will take approximately 30 minutes of your time. You are also kindly requested to read and sign the informed consent provided to you.

Thank you for your cooperation.

RESEARCH TOPIC: A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS ORPHANS

Respondents: Social Workers

Demographic information

1. Age	20 – 30 years	<input type="checkbox"/>
	31 – 40 years	<input type="checkbox"/>
	41 – 50 years	<input type="checkbox"/>
	51 – 60 years	<input type="checkbox"/>
2. Gender	Female	<input type="checkbox"/>
	Male	<input type="checkbox"/>
3. Qualifications	Graduate Degree	<input type="checkbox"/>
	Post-graduate	<input type="checkbox"/>
	Other	<input type="checkbox"/> <input type="checkbox"/>
4. Position at work		<input type="checkbox"/>
5. Years of social work experience	2 – 5 years	<input type="checkbox"/>
	6 – 10 years	<input type="checkbox"/>
	10 – 30 years	<input type="checkbox"/>
6. Experience with AIDS orphans	1 – 5 years	<input type="checkbox"/>
	6 – 10 years	<input type="checkbox"/>
	10- 15 years	<input type="checkbox"/>
7. Geographical Area		<input type="checkbox"/>

INTERVIEW SCHEDULE (Social Workers)

The respondents will focus on the following themes as part of the semi structured interview.

SOCIAL NEEDS AND PROBLEMS

What problems do AIDS orphans experience regarding:

- Relationships
- Upbringing
- Education
- Health-care
- Subsistence
- Security

What are the social needs of AIDS orphans?

EMOTIONAL NEEDS AND PROBLEMS

What problems do AIDS orphans experience regarding:

- Emotions
- Mental-health
- Personality
- Support systems
- Loss of parent(s) and identity

What are the emotional needs of AIDS orphans?

LIFE SKILLS

Which life skills do AIDS orphans need to enhance their personal well-being regarding socio-emotional needs?

RESEARCH TOPIC: A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS ORPHANS

Respondents: AIDS Orphans

Demographic information

1. Age	11 – 12 years	<input type="text"/>
	13 – 14 years	<input type="text"/>
2. Gender	Female	<input type="text"/>
	Male	<input type="text"/>
3. Highest educational standard passed	Grade 3 – 4	<input type="text"/>
	Grade 5 –6	<input type="text"/>
4. Residential area	Urban	<input type="text"/>
	Rural	<input type="text"/>
5. Language spoken		<input type="text"/>
6. Parent(s)	Mother	<input type="text"/>
	Father	<input type="text"/>
	None	<input type="text"/>
7. Who is your guardian?	Mother/father	<input type="text"/>
	Relative	<input type="text"/>
	Other	<input type="text"/>
8. How long have you been an orphan?	1 – 3 years	<input type="text"/>
	4 – 5 years	<input type="text"/>

INTERVIEW SCHEDULE (AIDS orphans)

The respondents will focus on the following themes as part of the semi structured interview.

SOCIAL NEEDS AND PROBLEMS

What problems do you experience regarding:

- Relationships
- Upbringing
- Education
- Health-care
- Subsistence
- Housing

What are your social needs?

EMOTIONAL NEEDS AND PROBLEMS

What problems do you experience regarding:

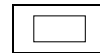
- Emotions
- Mental-health
- Personality
- Support systems
- Loss of parent(s) and identity

What are your emotional needs?

LIFE SKILLS

Which life skills do you need to enhance your personal well-being regarding socio-emotional needs?

RESEARCH TOPIC: A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS ORPHANS



Respondents: Caregivers

Demographic information

1. Age	20 – 45 years	<input type="checkbox"/>
	46 – 60 years	<input type="checkbox"/>
	61 –75 years	<input type="checkbox"/>
	Other	<input type="checkbox"/>
2. Gender	Female	<input type="checkbox"/>
	Male	<input type="checkbox"/>
3. Marital Status	Married	<input type="checkbox"/>
	Widow	<input type="checkbox"/>
	Divorced	<input type="checkbox"/>
4. Language spoken		<input type="text"/>
5. Years of care giving	1 – 5 years	<input type="checkbox"/>
	6 – 10 years	<input type="checkbox"/>
6. Own children under your care		<input type="checkbox"/>
7. AIDS orphans under your care		<input type="checkbox"/>
8. Do you receive assistance?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
9. If yes, from whom?	Government	<input type="checkbox"/>

Community

Relatives

Other

10. Type of assistance

Financial Support

Human Support

Material Support

11. Geographical Area

INTERVIEW SCHEDULE (Caregivers)

The respondents will focus on the following themes as part of the semi structured interview.

SOCIAL NEEDS AND PROBLEMS

What problems do AIDS orphans experience regarding:

- Relationship
- Upbringing
- Education
- Health-care
- Housing
- Security

What are the social needs of AIDS orphans?

EMOTIONAL NEEDS AND PROBLEMS

What problems do AIDS orphans experience regarding:

- Emotions
- Mental-health
- Personality
- Support systems
- Loss of parent(s) and identity

What are the emotional needs of AIDS orphans?

LIFE SKILLS

Which life skills do AIDS orphans need to enhance their personal well-being regarding socio-emotional needs?

Appendix 6: A SELF-CONSTRUCTED GROUP QUESTIONNAIRE

**A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS
ORPHANS**

Researcher: MAUREEN MOTEPE

**Address: P. O. BOX 5620
MMABATHO
5435**

Tel : 018 3892350

Dear participant

My name is Maureen Motepe. I am a student at the University of Pretoria, busy with a study on a life skills programme for early adolescent AIDS orphans. As part of the study I need your assistance in filling this questionnaire. My objective with this questionnaire includes testing the effectiveness of the newly developed AIDS orphans life skills programme. You are expected to fill the questionnaire before and/or after participation in the programme.

You are therefore kindly invited to be a participant in this study. The questionnaire will take approximately 45 minutes of your time. You are also kindly requested to read and sign the informed consent provided to you.

Thank you for your cooperation.

ENGLISH

Research Title: A Life skills programme for early adolescent Aids orphans

Research Questionnaire

Respondent No

1. Demographic information

Please answer this part of the questionnaire by marking all the answers that apply to you with a cross (X) in the provided box.

1.1 Age

1	11 years old	
2	12 years old	
3	13 years old	
4	14 years old	

1.2 Gender

1	Male	
2	Female	

1.3 Race

1	Black	
2	Coloured	
3	Indian	
4	White	

1.4 Home language

1	Tswana	
2	Sepedi	
3	Sesotho	
4	Zulu	
5	Xhosa	
6	Tsonga	
7	Other (Specify.....)	

1.5 Level of education

1	Grade 4	
2	Grade 5	
3	Grade 6	
4	Other (Specify.....)	

**1.6 Are both your parents still living?
If no, who has passed away?**

1	Yes	
2	No	

1.7 If no, who is still alive?

1	Mother	
2	Father	

1.8 Who do you live with? (Only head of the house)

1	Mother	
2	Father	
3	Maternal Grandparent(s)	
4	Paternal Grandparent(s)	
5	Brother/Sister	
6	Relatives	
7	Friends/Neighbors	
8	Living alone	
9	At an institution	
10	Other (Specify.....)	

1.9 If living alone, how many siblings are under your care?

1	1-2	
2	3-4	
4	Other (Specify.....)	

2. Life skills

Answer the following part of the questionnaire by carefully reading the next statements and making a mark in the box which best describes your answer.

No	Statement	Agree	Disagree	Uncertain
2.1	I am OK being myself.			
2.2	Everybody makes mistakes; that's normal, so I am normal.			
2.3	I feel embarrassed when others look at me because I worry about my body image.			
2.4	I usually believe people when they compliment me.			
2.5	I need other people's respect to feel good about myself.			
2.6	I am an insecure teenager.			
2.7	I worry about my future a lot.			
2.8	I get headaches and stomach pains when I am worried or upset.			
2.9	When things go wrong I usually blame myself.			
2.10	I am easily discouraged by new challenges.			
2.11	When someone makes me angry I keep quiet. I don't confront the problem.			
2.12	I usually pretend to be okay even when I am not.			
2.13	When frustration builds up I lose my temper and I fight.			

No	Statement	Agree	Disagree	Uncertain
2.14	I feel upset when people do not understand what I say.			
2.15	When I am sad or worried I try to talk to someone about it.			
2.16	People sometimes criticize me, but that's OK because nobody is perfect.			
2.17	I respect myself and I do not allow people to try to push me around.			
2.18	It is scary to stand up in a crowd and be different.			
2.19	Sometimes I keep quiet in conversation because I am afraid of how others will react.			
2.20	I am scared of being on my own.			
2.21	I am willing to defend that, which I believe in.			
2.22	If I differ with my peers I am able to go against them.			
2.23	I enjoy telling people what I think of them.			
2.24	My friends think I am a leader.			
2.25	I often feel loved and accepted by my friends.			
2.26	I often share with my friends about how I feel.			
2.27	I ought to please my friends rather than do what I want.			

No	Statement	Agree	Disagree	Uncertain
2.28	I enjoy socialising with others.			
2.29	I always believe in myself.			
2.30	I usually solve problems by carefully thinking things through before making any decision.			
2.31	I usually do things at a spur of the moment.			
2.32	I can make my own decisions about what to do.			
2.33	Once I have made a decision I believe in, I usually stick to it.			
2.34	My yes is always yes and my no is always no.			
2.35	I find it difficult to set limits on what I will and will not do.			
2.36	When I have to make a decision I find it difficult to make up my mind.			
2.37	When I make a mistake, I take responsibility and learn from what went wrong.			
2.38	Sometimes people are disrespectful towards me, I can cope with that because I know that I am OK.			
2.39	It's all too much I just can't cope anymore.			
2.40	I am depressed much of the time and find myself crying and moping around.			

No	Statement	Agree	Disagree	Uncertain
2.41	I become hurt and experience extreme pain when I feel unappreciated by my friends.			
2.42	Making and keeping relationship with people is very important to me.			
2.43	I work well with other people.			
2.44	I respect other people's views even if they are different from mine.			
2.45	I listen carefully to what other people have to say.			
2.46	When I talk to others, I look into their eyes to show my interest and full attention.			
2.47	I try to understand and react to other people's feelings in a caring and responsible way.			
2.48	I never succeed in anything and I think I am a failure in life.			
2.49	I am a very unhappy person.			
2.50	Other people are better than me.			
2.51	I find it difficult in remembering things.			
2.52	I am unlovable.			
2.53	I am usually a calm person.			
2.54	I am lonely.			
2.55	I am motivated to succeed in life.			
2.56	I am a helpless person.			

No	Statement	Agree	Disagree	Uncertain
2.57	I usually observe people's facial expression when I'm talking to them.			
2.58	Actions speak louder than words.			
2.59	I am tolerant of others beliefs.			
2.60	I feel no good at anytime .			
2.61	I enjoy generating new ideas.			
2.62	I am fearful of new challenges.			
2.63	When I get an idea I run with it.			
2.64	Planning is very important to me.			
2.65	It is good for problems to be solved peacefully.			
2.66	When I've had a bad day or things are going wrong I relieve tension by doing some exercise.			
2.67	I sleep properly.			
2.68	It is good for young people to say no to sex.			
2.69	I look after myself so that I live longer.			
2.70	Smoking is not healthy for the body.			
2.71	Laughing is good for the soul.			
2.72	I do not always eat healthy food.			
2.73	Safe sex means always using a condom when having sex.			

No	Statement	Agree	Disagree	Uncertain
2.74	Drinking alcohol is an exciting thing to do.			
2.75	I would go for an HIV test if I had had an unsafe sex.			

Categorizaition of statements, from Section 2 of the Self Constructed Research Questionnaire, according to the topics of Life skills development

1. A good sense of identity and self esteem: Improvement of self-concept

1.1	I am OK being myself.	Question 2.1
1.2	Everybody makes mistakes; that's normal, so I am normal.	Question 2.2
1.3	I feel embarrassed when others look at me because I worry about my body image.	Question 2.3
1.4	I usually believe people when they compliment me.	Question 2.4
1.5	I need other people's respect to feel good about myself.	Question 2.5
1.6	I am an insecure teenager.	Question 2.6
1.7	When things go wrong I usually blame myself.	Question 2.9
1.8	I usually pretend to be okay even when I am not.	Question 2.12
1.9	People sometimes criticize me, but that's OK because nobody is perfect.	Question 2.16
1.10	It is scary to stand up in a crowd and be different.	Question 2.18
1.11	Sometimes I keep quiet in conversation because I am afraid of how others will react.	Question 2.19

1.12	I am scared of being on my own.	Question 2.20
1.13	I am willing to defend that, which I believe in.	Question 2.21
1.14	If I differ with my peers I am able to go against them.	Question 2.22
1.15	I enjoy telling people what I think.	Question 2.23
1.16	My friends think I am a leader.	Question 2.24
1.17	I often feel loved and accepted by my friends.	Question 2.25
1.18	I often share with my friends about how I feel.	Question 2.26
1.19	I ought to please my friends rather than do what I want.	Question 2.27
1.20	I always believe in myself.	Question 2.29
1.21	My yes is always yes and my no is always no.	Question 2.34
1.22	Sometimes people are disrespectful towards me, I can cope with that because I know that I am OK.	Question 2.38
1.23	I never succeed in anything and I think I am a failure in life.	Question 2.48
1.24	Other people are better than me.	Question 2.50
1.25	I am unlovable.	Question 2.52
1.26	I am motivated to succeed in life.	Question 2.55
1.27	I am a helpless person.	Question 2.56

2. Communication skills: Development of healthy relationships.

2.1	When someone makes me angry I keep quiet. I don't confront the problem.	Question 2.11
-----	---	---------------

2.2	I usually pretend to be okay even when I am not.	Question 2.12
2.3	I feel upset when people do not understand what I say.	Question 2.14
2.4	When I am sad or worried I try to talk to someone about it.	Question 2.15
2.5	Sometimes I keep quiet in conversation because I am afraid of how others will react.	Question 2.19
2.6	I am willing to defend that, which I believe in.	Question 2.21
2.7	I enjoy telling people what I think of them.	Question 2.23
2.8	I often share with my friends about how I feel.	Question 2.26
2.9	I enjoy socialising with others.	Question 2.28
2.10	My yes is always yes and my no is always no.	Question 2.34
2.11	Making and keeping relationship with people is very important to me.	Question 2.42
2.12	I work well with other people.	Question 2.43
2.13	I respect other people's views even if they are different from mine.	Question 2.44
2.14	I listen carefully to what other people have to say.	Question 2.45
2.15	When I talk to others, I look into their eyes to show my interest and full attention.	Question 2.46
2.16	I try to understand and react to other people's feelings in a caring and responsible way.	Question 2. 47
2.17	I usually observe people's facial expression when I'm talking with them.	Question 2.57
2.18	Actions speak louder than words.	Question 2.58

3. Assertiveness training skills: Development of abilities to make right choices in the face of peer pressure.

3.1	I feel embarrassed when others look at me because I worry about my body image.	Question 2.3
3.2	I need other people's respect to feel good about myself.	Question 2.5
3.3	When someone makes me angry I keep quiet. I don't confront the problem.	Question 2.11
3.4	I usually pretend to be okay even when I am not.	Question 2.12
3.5	I respect myself and I do not allow people to try to push me around.	Question 2.17
3.6	It is scary to stand up in a crowd and be different.	Question 2.18
3.7	I am willing to defend that, which I believe in.	Question 2.21
3.8	If I differ with my peers I am able to go against them.	Question 2.22
3.9	My friends think I am a leader.	Question 2.24
3.10	I often share with my friends about how I feel.	Question 2.26
3.11	I ought to please my friends rather than do what I want.	Question 2.27
3.12	I always believe in myself.	Question 2.29
3.13	My yes is always yes and my no is always no.	Question 2.34
3.14	I find it difficult to set limits on what I will and will not do.	Question 2.35
3.15	I am motivated to succeed in life.	Question 2.55

4. Self awareness: Personal growth through knowledge and understanding of self

4.1	I am an insecure teenager.	Question 2. 6
4.2	I am a very unhappy person.	Question 2.49
4.3	I am unlovable.	Question 2.52
4.4	I am usually a calm person.	Question 2.53
4.5	I am lonely.	Question 2.54
4.6	I am motivated to succeed in life.	Question 2.55
4.7	I am a helpless person.	Question 2.56
4.8	I am tolerant of others beliefs.	Question 2.59
4.9	I feel no good at anytime .	Question 2.60
4.10	I am fearful of new challenges.	Question 2.62

5. Coping and stress management skills: Development of abilities to cope with emotions and managing stress.

5.1	Everybody makes mistakes; that's normal, so I am normal.	Question 2.2
5.2	I am an insecure teenager.	Question 2.6
5.3	I worry about my future a lot.	Question 2.7
5.4	I get headaches and stomach pains when I am worried or upset.	Question 2.8
5.5	When things go wrong I usually blame myself.	Question 2.9
5.6	I am easily discouraged by new challenges.	Question 2.10

5.7	When someone makes me angry I keep quiet. I don't confront the problem.	Question 2.11
5.8	I usually pretend to be okay even when I am not.	Question 2.12
5.9	When frustration builds up I lose my temper and I fight.	Question 2.13
5.10	I feel upset when people do not understand what I say.	Question 2.14
5.11	When I am sad or worried I try to talk to someone about it.	Question 2.15
5.12	People sometimes criticize me, but that's OK because nobody is perfect.	Question 2.16
5.13	It is scary to stand up in a crowd and be different.	Question 2.18
5.14	I enjoy telling people what I think of them.	Question 2.23
5.15	I often share with my friends about how I feel.	Question 2.26
5.16	Sometimes people are disrespectful towards me, I can cope with that because I know that I am OK.	Question 2.38
5.17	It's all too much I just can't cope anymore.	Question 2.39
5.18	I am depressed much of the time and find myself crying and moping around.	Question 2.40
5.19	I become hurt and experience extreme pain when I feel unappreciated by my friends.	Question 2.41

6. Decision making skills: Development of abilities to make informed and responsible decisions

6.1	I usually solve problems by carefully thinking things through before making any decision.	Question 2.30
6.2	I usually do things at a spur of the moment.	Question 2.31

6.3	I can make my own decisions about what to do.	Question 2.32
6.4	Once I have made a decision I believe in, I usually stick to it.	Question 2.33
6.5	My yes is always yes and my no is always no.	Question 2.34
6.6	I find it difficult to set limits on what I will and will not do.	Question 2.35
6.7	When I have to make a decision I find it difficult to make up my mind.	Question 2.36
6.8	When I make a mistake, I take responsibility and learn from what went wrong.	Question 2.37
6.9	I listen carefully to what other people have to say.	Question 2.45
6.10	Planning is very important to me.	Question 2.64

7. Problem solving skills: Development of abilities to solve problems.

7.1	When someone makes me angry I keep quiet. I don't confront the problem.	Question 2.11
7.2	I usually pretend to be okay even when I am not.	Question 2.12
7.3	When frustration builds up I lose my temper and I fight.	Question 2.13
7.4	People sometimes criticize me, but that's OK because nobody is perfect.	Question 2.16
7.5	I often share with my friends about how I feel.	Question 2.26
7.6	I usually solve problems by carefully thinking things through before making any decision.	Question 2.30
7.7	I usually do things at a spur of the moment.	Question 2.31
7.8	I can make my own decisions about what to do.	Question 2.32

7.9	Once I have made a decision I believe in, I usually stick to it.	Question 2.33
7.10	My yes is always yes and my no is always no	Question 2.34
7.11	I find it difficult to set limits on what I will and will not do.	Question 2.35
7.12	When I have to make a decision I find it difficult to make up my mind.	Question 2.36
7.13	When I make a mistake, I take responsibility and learn from what went wrong.	Question 2.37
7.14	I respect other people's views even if they are different from mine.	Question 2.44
7.15	I listen carefully to what other people have to say.	Question 2.45
7.16	It is good for problems to be solved peacefully.	Question 2.65

8. Conflict management skills: Development of abilities to manage conflict.

8.1	Everybody makes mistakes; that's normal, so I am normal.	Question 2.2
8.2	When someone makes me angry I keep quiet. I don't confront the problem.	Question 2.11
8.3	I usually pretend to be okay even when I am not.	Question 2.12
8.4	When frustration builds up I lose my temper and I fight.	Question 2.13
8.5	When I am sad or worried I try to talk to someone about it.	Question 2.15
8.6	I enjoy telling people what I think of them.	Question 2.23
8.7	I often share with my friends about how I feel.	Question 2.26

8.9	I usually solve problems by carefully thinking things through before making any decision.	Question 2.30
8.10	I usually do things at a spur of the moment.	Question 2.31
8.11	I find it difficult to set limits on what I will and will not do.	Question 2.35
8.12	When I have to make a decision I find it difficult to make up my mind.	Question 2.36
8.13	When I make a mistake, I take responsibility and learn from what went wrong.	Question 2.37
8.14	Sometimes people are disrespectful towards me, I can cope with that because I know that I am OK.	Question 2.38
8.15	I respect other people's views even if they are different from mine.	Question 2.44
8.16	I listen carefully to what other people have to say.	Question 2.45
8.17	It is good for problems to be solved peacefully.	Question 2.65

9. Critical thinking and creative thinking skills: Development of capacities to think critically and creatively.

9.1	I enjoy telling people what I think of them.	Question 2.23
9.2	I usually solve problems by carefully thinking things through before making any decision.	Question 2.30
9.3	I usually do things at a spur of the moment.	Question 2.31
9.4	When I have to make a decision I find it difficult to make up my mind.	Question 2.36
9.5	I never succeed in anything and I think I am a failure in life.	Question 2.48
9.6	I find it difficult in remembering things.	Question 2.51

9.7	I enjoy generating new ideas.	Question 2.61
9.8	I am fearful of new challenges.	Question 2.62
9.9	When I get an idea I run with it.	Question 2.63

10. Maintaining a healthy life style: Development and maintenance of a healthy life style.

10.1	When I've had a bad day or things are going wrong I relieve tension by doing some exercise.	Question 2.66
10.2	I sleep properly.	Question 2.67
10.3	It is good for young people to say no to sex.	Question 2.68
10.4	I look after myself so that I live longer.	Question 2.69
10.5	Smoking is not healthy for the body.	Question 2.70
10.6	Laughing is good for the soul.	Question 2.71
10.7	I do not always eat healthy food.	Question 2.72
10.8	Safe sex means always using a condom when having sex.	Question 2.73
10.9	Drinking alcohol is an exciting thing to do.	Question 2.74
10.10	I would go for an HIV test if I had had an unsafe sex.	Question 2.75

Appendix 7: Informed Consent Letter

Principal Investigator: Maureen Motepe
Department of Social Work
University of Pretoria

Informed Consent

1. Title of Study: A life skills programme for early adolescent AIDS orphans.
2. Purpose of the study: The broad aim of this study is to develop and empirically test a life-skills programme for early adolescent AIDS orphans.
3. I will be interviewed about socio-emotional needs and problems I'm experiencing. I will also be asked to be part of a group where we will be taught and informed about life skills needed by early adolescent AIDS orphans. Thereafter, I will be asked to complete a group administered questionnaire related to what I gained from the group and the changes I have experienced since participating in the project.
4. Risks and Discomforts: The risk and discomfort associated with this project is that I may experience feelings of pain, hurt, anger, frustration, uncertainty etc. as I relate my needs and problems during the interview. A social worker will be present during the interview to support and offer me the necessary help me when I'm overwhelmed by such feelings.
5. Benefits: The main benefit of participating in this study is that I will learn more about life skills needed by early adolescent AIDS orphans and thereby enhancing my personal-well being. Furthermore, the study will surely help researchers gain a better understanding of needs and problems experienced by early adolescent AIDS orphans.

6. Participant's Rights: I may withdraw from participating in the study at any time.
7. Financial Compensation: I don't expect to get any financial reward from the researcher. I understand and accept that the researcher will have contact with me at my school or residential welfare agency.
8. Confidentiality: I have been assured that everything I say will be kept strictly confidential except in cases where the researcher shares information with the authorized supervisor. Furthermore, I have been assured that my responses will be anonymous since I will not be requested to mention my name. Anonymity is assured by the use of a number system for comparison of the pretest and posttest results.
9. If I have any question or concerns, I can call 012- 4202394 at the University of Pretoria during office hours.

I understand my rights as a research subject and I voluntarily consent to participation in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

Subject's signature

Date

Signature of the Investigator

Appendix 8: AIDS Orphans Life Skills Programme

**A LIFE SKILLS PROGRAMME FOR EARLY ADOLESCENT AIDS
ORPHANS**

The following life skills development programme is named:

AIDS orphans life skills programme

AIDS orphans life skills programme is a comprehensive educational programme, which promotes abilities for adaptive and positive behaviour that enable early adolescent AIDS orphans to deal effectively with the demands and challenges of everyday life. It includes all those skills that enable people to maximise their choices, to enhance their personal well-being and to improve their quality of life. Life skills enable the individuals to translate knowledge, attitudes and values into actual abilities i.e. “what to do and how to do it.” The objective of the programme is to help this group of people increase the probability of making good rather than poor choices in targeted skills. The point of departure is based on efforts to internalise an accepted life-style (primary prevention) and avoid dangerous behaviour.

AIDS orphans life skills programme creates opportunities for participants to practice life skills so they can make healthy and informed choices. AIDS orphans life skills programme help young people to acquire necessary tools to take charge and effectively manage their lives. According to Hoelson and Van Schalkwyk (2001: 246) the local need for life skills programmes is associated with the gradual erosion of traditional systems of societies and the families. To equip the youth to adequately cope with challenges of modern societies life skills programmes can make a significant contribution.

The programme deals with key topics that early adolescent AIDS orphans need to know about for example:

- A good sense of identity.
- The capacity to develop healthy relationships (communication and interpersonal skills).
- Assertiveness skills.
- Self-awareness and self-esteem.
- Coping and stress management skills.
- The ability to make informed and responsible decisions.
- Problem solving and conflict management skills.
- Independent, critical and creative thinking skills.
- Health living and knowledge about HIV/AIDS.

In the AIDS orphans life skills programme, early adolescent AIDS orphans are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups, brainstorming, and role-play. These methods to teach life skills are based on experiential learning (learning through active participation) rather than didactic teaching. The teaching of skills is both theoretical and practical. It is intended to equip the learner with new or improved abilities. It is based on the principle that people learn best when they are actively involved in their lessons. AIDS orphans life skills programme therefore employs activities at the end of every session. The aim is that the participants will immediately identify with the activities employed and recognise their own life experiences reflected in the activities. These activities encourage the participants to learn new knowledge and develop a range of skills at the same time. Some of the activities require participants to remember the right information, while others encourage them to think for themselves or write about their feelings.

The programme does not aim at telling people how to live their lives, but it focuses on giving early adolescent AIDS orphans accurate information and opportunities to develop

skills and positive values. This will help them to make responsible and healthy choices for their lives.

The programme is primarily designed for social workers involved in the field of HIV/AIDS. Social workers are called to work with individuals, families, groups, organizations and communities to address concerns that limit their social functioning. The focus of social work is on the improvement of the social functioning of people in interaction with their environment. The social worker sees these people as having potential and believes in their ability to grow and develop (Zastrow, 2000: 48).

THE CONTENT OF AIDS ORPHANS LIFE SKILLS PROGRAMME

AIDS Orphans Life Skills Programme for early adolescents AIDS orphans consists of ten sessions. The content of this programme is thus set out in terms of the next consecutive sessions.

SESSION 1

A SENSE OF IDENTITY AND SELF-ESTEEM

Goal

-Improvement of self-concept and self-esteem-

Session one: A good sense of identity and self-esteem

OUTCOMES

After completing this session you should:

- Demonstrate understanding of the concept self-concept, self-esteem and self-identity.

1.1 Introduction

The development of self-esteem is viewed as critical for AIDS orphans. According to UNAIDS (2004: 4) and Robbins (2004: 1) without the protective environment of their homes, orphaned children face increased risk of violence, exploitation and abuse. They may be ill-treated by their guardians, and dispossessed of their inheritance and property. Such extensive environmental change can deprive children of the feelings of security and comfort they derive from familiar routines and settings. Doka (1994: 36) notes that these children, given their environment, may experience developmental or behavioural problems such as poor self-esteem. They may find it difficult to trust or to bond with adults. The development of self-esteem will help early adolescent AIDS orphans to see themselves differently i.e. to view themselves as special and unique. When people value themselves highly, they will have necessary confidence to accomplish goals. AIDS orphans will maintain high levels of self-esteem as they nurture positive attitude in respect to themselves.

Aspects to be covered in this session include the development of:

- Self-concept;
- Self-esteem and
- Identity.

Table 1 provides the planned course for session 1

Table2: Developing a sense of identity and self-esteem

Time	Topics and Activities
5 minutes	Introduction
10 minutes	Description of self-concept, self-esteem and a sense of identity
5 minutes	Advantages of a high self-esteem
5 minutes	Disadvantages of a poor-self-esteem
20minutes	Strategies of building self-esteem and confidence
15 minutes	Activity: “The uniqueness of me”

1.2 Description of self-concept, self-esteem and a sense of identity

- Definitions and general overview of the concepts: self-concept, self-esteem and a sense of identity.

1.3 Advantages of having a high self-esteem

- Greater capacity to be creative.
- Assume active roles in social groups.
- Less likely to be burdened by self-doubt, fear and ambivalence.
- More likely to move more directly and realistically towards personal goals.
- Find it easier to accept differences between their own levels of competence and that of others in areas such as peer relationships and physical pursuits.

1.4 Disadvantages of poor self-esteem

- People feel helpless and inferior.
- Incapable of improving their situation.
- Strive for social approval by behaving in ways which are over-compliant.
- Pretending to be self-confident when they are not
- Struggling to feel good about themselves
- Fear of not being good enough
- Easily discouraged in whatever they do.

1.5 Strategies of building self-esteem and confidence

- ❑ Establish a caring personal relationship, and create an environment of acceptance.
- ❑ Use every opportunity to accentuate the positive.
- ❑ Provide numerous opportunities for success.
- ❑ Reward any attempt of positive achievement with generous approval.
- ❑ Encourage them to change negative self-thinking attitudes such as ‘I can’t’ or ‘I’m not capable’ to ‘I can’ and ‘I am capable’.
- ❑ Use modelling, role-play and assertiveness training to reinforce feelings of confidence in their ability to achieve.
- ❑ Teach problem-solving skills.
- ❑ Avoid criticism. People with poor self-esteem are especially vulnerable to criticism.

1.6 Session’s Activity

Activity : “The uniqueness of me”

Having a positive self-image is important for building confidence. The activity is based on a good sense of identity and self esteem. The theme of the activity is the “uniqueness of me”

- ❑ The facilitator will ask the children to write their names on a large sheet, and to say what it means and how they feel about themselves and their names.
- ❑ In pairs, the children discuss their characteristics e.g. physical characteristics, skills, achievements, and also things they would like to be able to do.
- ❑ The group is then asked to mention how does the image make them feel about themselves.
- ❑ Finally the children are asked whether they enjoyed the activity, and what they have learnt about themselves. They are asked to finish the statement: “Something I discovered about myself which makes me feel good is.....”
- ❑ The children are then told the importance of having a good sense of identity, self-concept and self-esteem.

SESSION 2

<u>COMMUNICATION SKILLS</u>

Goal

-The capacity to develop healthy relationships through acquiring communication skills-

Session two: Communication skills

OUTCOMES

After completing this session participants should be able to:

- ❑ Give an overview of communication as a process.
- ❑ Illustrate effective ways of communicating with others.
- ❑ Utilise different communication skills.

2.1 Introduction

Every system depends upon communication for its survival. Communication is the basis for all human interaction. Effective communication is essential for good relationships. Although it is impossible not to communicate, since all behavior is communication, basic communication skills are often not so easily acquired. Young people who have poor communication skills are unlikely to have the ability to stand up for themselves and to assert their rights. In situations involving peers or adults, this lack of communication skills can result in feelings of helplessness and powerlessness (Cleary, 2004: 7; Geldard & Geldard, 2002: 228; Johnson & Johnson, 2003: 137; Potgieter, 2004: 228).

This session is based on the assumption that learning to communicate effectively helps early adolescents AIDS orphans to build positive relationships with others and it also boosts their self-esteem. According to Hoelson and Van Schalkwyk (2001: 260) people are not born with the ability to communicate effectively. The nature of their early childhood and current environment has a major influence on their ability to express feelings thoughts and other aspects of themselves. Avert (2004: 7), UNAIDS (2004: 3) as well as Van Dyk (2001: 334-335) note that the parent's death deprives an AIDS orphan the learning and values they need to become socially knowledgeable and productive adults. Many suffer social isolation. They must grapple with the stigma and discrimination so often associated with AIDS, causing a low level of communication proficiency and lack of confidence in expressing themselves. Self-confidence and communication are interdependent to such an extent that difficulties or problems in the one area will affect the other (Hoelson & Van Schalkwyk, 2001: 253). It is therefore of

paramount importance that AIDS orphans be equipped with a wider range and depth of communication skills if they are to live effectively and creatively.

Aspects to be covered in this session include:

- ❖ Communication as a process;
- ❖ Verbal and non verbal communication;
- ❖ Levels of communication;
- ❖ Guidelines that can be helpful in communicating
- ❖ Basic sending and receiving skills.

Table 2 provides the planned course for session 2

Table2: Developing communication skills

Time	Topics & Activities
5 minutes	Introduction
10 minutes	Communication as a process
10 minutes	Verbal and Non-verbal communication
10 minutes	Guidelines that are helpful in communication
10 minutes	Basic sending and receiving skills
15 minutes	Activity: Building good relationships

2.2 Communication as a process

- Basic process of communication

2.3 Verbal and non-verbal communication

Communication is characterized by a complex combination of verbal signals and nonverbal signals. **Verbal communication** is communication-using words whereas **non-verbal communication** is communication without words.

Non-verbal communication

Non-verbal communication is an important part of all messages, involving all senses, and is also the foundation on which human relationships are built. Focus is on the following non-verbal cues:

- ❑ The tone of one's voice.
- ❑ The speed at which one speaks.
- ❑ The pauses, shouting, whispering and other vocal expressions.
- ❑ Facial expressions.
- ❑ Hand gestures
- ❑ Foot movements
- ❑ Body position.

2.4 Guidelines that can be helpful in communication

- ❑ Avoid distractions.
- ❑ Begin sentences with positives instead of negatives.
- ❑ Convey your communications calmly, clearly, concretely and completely. Be brief and to the point. Long-winded or verbose communications only confuse people.
- ❑ Demonstrate good communication.
- ❑ Establish eye contact.
- ❑ Provide feedback.
- ❑ Keep language simple.
- ❑ Stick with what you say.

2.5 Basic sending and receiving skills

There are basic sending and receiving skills that people need to master to communicate effectively.

Sending skills

- ❑ Taking clear ownership for one's message.
- ❑ Making messages complete and specific.
- ❑ Ensuring that one's verbal and nonverbal messages are congruent.

- Building in redundancy.
- Obtaining feedback on how the message was received.
- Adapting the message to the receivers' frame of reference.
- Describing one's feelings and describing others' behavior with evaluation.

Receiving skills

- Paraphrasing accurately.
- Evaluating the content to the message and the senders' feelings.
- Describing one's perception of the sender's feelings.
- Negotiating meaning of the message until receiver and sender agree.

2.6 Session activity

• Activity: Building good relationships

Strong relationships involve good communication skills. The focus of the activity is building good relationship through communication skills.

- As an introduction, the group engage in an activity in which one group member whispers a message to another, and this is then whispered from person to person until it has gone around the whole class. At the end, the group compare the final message to the original, to see if it has changed.
- The group is then asked to define communication, and under what conditions effective communication is said to have taken place.
- The facilitator then tells the group that communication can be verbal and non verbal.
- Three members are given cards with the words “anger”, “nervous” and “happy”. Each member uses non-verbal behaviour to communicate the emotion on the card. The rest of the group takes turns to guess the emotion that is being expressed.
- The group is then asked to give example s of misunderstanding in communication that they have experienced, and to think about how it might have been avoided.

SESSION 3

<u>ASSERTIVENESS SKILLS</u>

Goal

-The capacity to develop healthy relationships through acquiring assertiveness skills-

Session three: Assertiveness skills

OUTCOMES

After completing this session participants should be able to:

- ❑ Differentiate between assertive, non-assertive and aggressive behaviour.
- ❑ Illustrate ways of interacting with others: non-assertion, aggression, and assertion.
- ❑ Stand up for their rights.

3.1 Introduction

Steinberg (2003: 90) notes that sometimes problems are created in relationships with friends, family or work colleagues because people lack the communication skills needed to express emotions, needs, and opinions assertively. People may choose to bury them or unleash them uncontrollably. Assertiveness skills are utilized to assist individuals who are unduly hesitant about expressing their wants or feelings, or in standing up for their personal rights. Verderber (1990) in Steinberg (2003:90) defines assertiveness as “verbalizing your position on an issue for purposes of achieving a specific goal.” The specific goal is for the person to express himself in such a way that he hurt neither himself nor others. Assertiveness training aims at teaching clients to stand up for their rights (Anderson & Okoro, 2000: 24; Zastrow, 2000: 477).

According to UNICEF (1998: iii) in Africa, orphaned children have relatively few legal or customary rights to property or to decision making about their future, unless the parent has made specific provision for them in the will. Van Dyk (2001: 334) points out that after the parent’s death, children often lose their rights to the family land, property and house. The inevitable death of the parents, cause unscrupulous relatives and friends sometimes succeed in claiming land and other property that orphaned children are legally entitled to inherit from their parents. UNAIDS (1997: 15) state that many AIDS orphans

are not aware of their rights and to pursue these rights needs skills and self-confidence that these children lack.

Assertiveness training in AIDS orphans life skills programme is designed to help participants realize, feel and act on the assumption that they have the right to be themselves and express their feelings freely. Once assertiveness skills have been acquired it should significantly increase the learners' self-esteem and self-efficacy and decrease loneliness, social awkwardness and social phobia. Aspects to be covered in this session include the following: Understanding the differences between assertiveness, non-assertiveness and aggression; specific communicative assertiveness behaviours; ways of asserting oneself.

Table 3 provides the planned course for session 3.

Table3: Developing assertiveness skills

Time	Topics and Activities
5 minutes	Introduction
10 minutes	Activity: Behaviors associated with assertiveness
20 minutes	Definition of concepts: assertiveness, non-assertiveness and aggression.
10 minutes	Specific communicative assertiveness behaviours
15 minutes	Activity: Assertiveness training

3.2 Definitions and general overview of the concepts

- ❑ Assertive behaviour.
- ❑ Non-assertive behaviour.
- ❑ Aggressive behaviour.

3.3 Specific communicative assertive behaviours

- Being able to express disagreements (saying no)
- Making requests
- Expressing, positive and negative feelings
- Being able to initiate, maintain and terminate interactions or discussions.

3.4 Session activities

Activity: Behaviour associated with assertiveness

As an introduction to assertiveness, participants can be asked to note the behaviours associated with assertive, non-assertive and aggressive behaviour. Then in small groups they can discuss the advantages and disadvantages of behaving in such ways.

Activity: Assertiveness training

The focus of the activity is assertiveness training.

- It is not easy to know what to say when someone is putting pressure on you. Below are two situations where assertiveness and non-assertiveness behaviours are demonstrated:
- A situation is role-played in front of the group who are asked to look for verbal and non-verbal cues for lack of assertiveness. A friend trying to get another friend (friend 1) to smoke drugs. The friend does not want to, but doesn't know how to say no afraid of losing friendship. He ends up agreeing and being arrested for illegal possession of drugs.
- In another situation a boyfriend pressurises a girlfriend to have sex. Although the girl is aware that if she says no she might lose the boyfriend she finally says 'no'.
- The group is asked to discuss about the two responses
- They then compare the reactions.
- The group is given the opportunity to think of other situations in which they want to say 'no' to something. They then work out what they would say.

SESSION 4

<u>SELF AWARENESS</u>

Goal

-Personal growth through knowledge and understanding of self-

Session Four: Self awareness

OUTCOMES

After completing this session participants should:

- ❑ Demonstrate understanding of self
- ❑ Be able to identify personal strengths and limitations
- ❑ Develop strategies of dealing with limitations

4.1 Introduction

Self-awareness includes peoples' recognition of themselves, their character, identity, cultural perspectives, goals, motivations, needs, values, feelings, strengths and weaknesses as well as desires and dislikes. Developing self-awareness helps people to recognize when they are stressed or feel under pressure. Furthermore, it is viewed as a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. The individual who has self-awareness is aware of the realities of life and feel responsible for self, others, and the well being of society (Brack & Hill, 2000: 10; Corey & Corey, 2002: 32; Doyle, 1992: 113). Topics to be discussed here includes:

- ❑ The value of knowing yourself.
- ❑ Knowledge of past and personal experiences.
- ❑ Personal expectations.

Table 4 provides the planned course for session 4.

Table4: Developing communication skills

Time	Topics and Activity
5 minutes	Introduction
15 minutes	The value of knowing yourself
15 minutes	Knowledge of past and personal experiences
10 minutes	Expectations
15 minutes	Activity: Learning to understand self

4.1 The value of self-knowledge

- Allow people to deal more successfully with the life demands.
- Enable people to arrive at realistic and informed career choices than their uniformed counterparts.
- Enable people to develop a philosophy of life, define moral values and in the process pursue a healthy life style.
- Enable people to make informed choices.

4.2 Knowledge of past and personal experiences

- Learning from personal experiences
- Learning from others' experiences

4.3 Expectations

- Expectations about self
- Expectations about others

4.4. Session's activity

• Activity: learning to understand self

Being a teenager means that the body is changing so are the feelings. Learning to understand self can help teenagers cope better with life. This activity is based on self-awareness

- The members of the group are asked to imagine to be looking for friends. To do that they must advertise in a local newspaper. In the advert they are supposed to mention the kind of person they are. The only guide is that they should be honest with themselves.
- Afterwards they are given the opportunity to share their advert with the whole group.
- The group is then asked whether they have enjoyed the activity, and what they have learnt about themselves.
- Finally the facilitator explains the importance of self-awareness.

SESSION 5

COPING AND STRESS-MANAGEMENT SKILLS

Goal

-Development of abilities to cope with emotions and manage stress-

Session 5: Coping with stress and emotions

OUTCOMES

After completing this session participants should be able to:

- Identify different sources of stress
- Describe how people respond to a stressful situation
- Describe ways of coping with stress

5.1 Introduction

The focus of this session is on coping with stress and emotions. Coping with emotions involves recognizing your emotions and others emotions, being aware of how emotions influence behavior, and being able to respond to emotions appropriately. Intense emotions, like anger or sorrow can have negative effects on a persons' health if a person does not react appropriately (Brack & Hill, 2000: 10).

The death of a parent is certainly a profound psychological and social crisis for a child, especially when the parent dies from AIDS. These children exhibit emotional and behavioural disturbances. The process of losing parents to HIV/AIDS for the children often includes the pain and the shame of the stigma and the fear that the disease carries in most of the societies. The emotional suffering of the children usually begins with their parents' distress and progressive illness. Eventually the children suffer the death of their parent(s) and the emotional trauma that results. This experience can lead to serious psychological problems such as post-traumatic stress syndrome, aggression, alcohol and drug abuse. Many experience anger; guilt; loss and abandonment, fear of death and fear for their futures (UNAIDS, 2004: 3).

Coping and stress-management skills are important since they provide a platform for discussing feelings of sadness, disillusionment, dissatisfaction, alienation, anger, guilt and disbelief. Coping with stress is about recognizing the sources of stress, recognizing

how these affect a person, and acting in ways that help to reduce levels of stress (WHO, 1997: 2; Baron & Byrne, 2003: 542; Amanat & Beck, 1994: 258).

Discussions in AIDS orphans life skill programme include the following aspects:

- ❑ Coping with emotions
- ❑ Identifying sources of stress
- ❑ Ways of reducing sources of stress

- ❑ Table 5 provides a planned course for session 5.

Table 5: Developing stress management skills

Time	Topics and Activities
5 minutes	Introduction
10 minutes	Coping with emotions
10 minutes	Sources of stress
	Ways of reducing sources of stress
15 minutes	Activity: “Thinking positive”

5.1 Coping with emotions

- ❑ Pain, hurt and sadness
- ❑ Loneliness
- ❑ Anger and bitterness
- ❑ Fear
- ❑ Grief
- ❑ Rejection

5.2 Sources of stress

The are various sources of stress. Focus will be on sources identified by participants.

5.3 Ways of reducing stress

- Constructive ways
- Destructive ways

5.4 Session's activity

- Activity 5 “Thinking Positive”.

Coping with feelings and stress is a challenge that all people face. There are many ways of coping with difficult feelings and stress. Some are constructive whereas others are destructive. The activity is based on ways of coping with stress and the theme is “Thinking Positive”.

- Participants are asked to think about a stressful situation they were once in, and which they would like to cope with better if that situation came up again. They are asked to imagine the situation with eyes closed, and to remain calm.
- They are then asked to think of a time when they did well in that kind of a situation and how good they felt to have coped.
- Finally they are asked to think how they might improve on the way they handled the situation in the future and rehearse this in their mind, before slowly opening their eyes.
- The participants are then introduced to the value of saying positive things to themselves during a stressful situation
- They are encouraged to cope by talking to themselves through a situation by keeping calm and positive, focusing on what is going well, and to praise themselves after the situation for the things they did well however big or small.

SESSION 6

DECISION-MAKING SKILLS

Goal

-Development of abilities to make informed and responsible decisions-

Session 6: Decision making skills

OUTCOMES

After completing this session participants should be able to:

- ❑ Give an overview of the decision-making process.
- ❑ Identify pitfalls to decision-making.
- ❑ Demonstrate ability to take decisions

6.1 Introduction

According to Geldard and Geldard (1999: 178), Pogieter (2004: 220) as well as Swart (2000: 358-362) the decision making process involves a systematically working through a series of steps. The focus of this session is helping participants make good decisions by giving them the skills to deal with the present concern, and also to deal effectively with future problems. Young people are made aware that every decision made has consequences, and they must accept the responsibility for the consequences of the decisions made. Basically the main trust of all helping interventions is to assist client to make better choices by developing rational decision-making skills.

This session is based on the assumption that learning the decision-making process helps early adolescent AIDS orphans anticipate problems, minimize the probability of acting impulsively, and lessens the anxiety and tension often associated with crises and indecisiveness. Failure to make sound choices results in stress and coping problems for the child.

Table 6 gives outlines the planned course for session 6.

Table 6: Developing decision making skills

Time	Topics and Activity
5 minutes	Introduction
30 minutes	The decision making process
10 minutes	Pitfalls to decision making
15 minutes	Activity: “Choosing right”

6.1 The decision making process

Focus is on the following steps:

- ❑ Define the problem.
- ❑ Examine the possible choices and the consequences of each choice.
- ❑ Select the best choice.
- ❑ Act on your decision.
- ❑ Evaluate your decision.

6.2 Pitfalls to decision-making

- ❑ Decide on one thing and do another.
- ❑ Decide on a choice and then do nothing about it.
- ❑ Decide but act half-heartedly.
- ❑ Procrastinate, delay a choice, rationalize or blame someone else.
- ❑ Ignore analysis of the situations.
- ❑ Make a choice without any investigation or analysis.
- ❑ Panic and decide harshly on a solution which promises immediate relief but addresses only a symptom of the condition.

6.3 Session’s Activity

- **Activity: “Choosing right”**

Big changes are taking place during adolescence. All teenagers are faced with the challenge of making decisions about the future. Learning decision-making skills can help them make good decisions that will define their future. This activity is based on making decisions step by step and theme is “Choosing right”.

- The participants are asked to explore advantages and disadvantages of different ways of making decisions such as by impulse; procrastinating, by not deciding; by letting others make decision for them; by evaluating all choices then deciding.
- The facilitator then tells the group that the last way – evaluating different aspects of the situation is the best process.
- The decision making process is then presented.
- The group then is allowed to go through the model for example decision making dilemma in small groups. Then the participants compare how the different groups handled the same dilemma.
- The group is then given the opportunity to evaluate the whole process.

SESSION 7

<u>PROBLEM-SOLVING SKILLS</u>

Goal

-Development of abilities to solve problems-

Session Seven: Problem solving skills

OUTCOMES

After completing this session participants should be able to:

- Demonstrate ability to solve problems.
- Know the problem-solving process.
- Identify benefits of problem management.

7.1 Introduction

A problem is any unsatisfactory or undesirable condition that needs to be corrected. All people experience problems. Problem solving skills enable people to deal constructively with problems in their lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain. Problem solving is described as a step-by-step method of dealing with problems by following a formal reasoning process (Hepwoth & Larsen, 1993: 446; Potgieter, 2004: 220-222; Swart, 2000: 356).

This session is based on the assumption that without adequate information, people tend to go for quick solutions that address the symptoms rather the real issue. It is therefore of utmost importance early adolescent AIDS should be taught problem solving skills. According to Potgieter (2004: 224) knowledge of the problem solving skill does not guarantee a life free from problems, but it offers people the chance to face life concerns directly and openly while it also alleviates many negative consequences. The focus of the session is on the problem solving process. Mastering the process requires persistence and determination and the willingness to repeat and practice until mastery is achieved.

Table 7 gives the planned course of session 7.

Table 7: Developing problem solving skills

Time	Topics and Activities
5 minutes	Introduction
20 minutes	The problem-solving process
10 minutes	Features of good and bad problem solving
10 minutes	Benefits of mastering problem-solving skills
15 minutes	Activity: 'solving problems fair'

7.2 The problem-solving process

- ❑ Identifying the problem and establishing goals.
- ❑ Generating alternative solutions.
- ❑ Choosing the best alternative.
- ❑ Developing a plan.
- ❑ Implementation; The youngster acting upon the plan.
- ❑ Follow up to evaluate how the solution(s) worked.

7.3 Features of good and bad problem-solving

Good problem definitions

- ❑ Mutual agreement between parties.
- ❑ Outline each party's role in the problem.
- ❑ Include a simple and specific description of the problem.
- ❑ Include a description of each party's feelings about the problem.
- ❑ Include something positive.

Bad problem definitions

- ❑ State only one party's view.
- ❑ Are accusatory and blaming.
- ❑ Tend to be general and vague.
- ❑ Simply list each person's gripes.
- ❑ Focus only on the negative.

7.4 Benefits of mastering problem-solving skills

- ❑ Reduces tensions and anxiety
- ❑ Reduces stress that often accompanies the problem
- ❑ Promotes working together of members of the system.
- ❑ Development of mutual respect.
- ❑ Prevent interpersonal conflicts.

7.5 Session activity

- Activity: ‘solving problems fair’

No matter how good a relationship is, it will run into difficulties from time to time. The lesson is based on problem solving with activities designed to help participants work through each step. The theme of the activity is – ‘solving problems fair’

- ❑ Participants are asked to work in groups of two.
- ❑ They are then asked to choose any problem they know of that needs to be solved.
- ❑ They are advised to use ideas from the problem solving process discussed in the session to solve the problem.

SESSION 8

<u>CONFLICT-MANAGEMENT SKILLS</u>
--

Goal

-Development of abilities to manage conflict-

Session Eight: Conflict Management

OUTCOMES

After completing this session participants should be able to:

- ❑ Understand the differences between constructive and destructive conflict.
- ❑ Identify various sources of conflict
- ❑ Understand the importance of conflict management skills

8.1 Introduction

Conflict is part of life of all systems. It is both natural and inevitable in interpersonal relationships. The closer the ties between people, and the more frequent their contact, the greater the chances of getting irritable and annoyed with one another. Conflict exists in a relationship when parties believe that their aspirations cannot be achieved simultaneously, or perceives a divergence in their values needs and interests. When people cannot reach some sort of reconciliatory arrangement on how to deal with a particular situation further tension and conflict may result into violence. Violence may include destructive behaviour such as the use of great physical force or intimidation, which at times is unlawfully exercised (Bezuidenhout & Dietrich, 2004: 72). Therefore the importance of conflict-management skills cannot be overemphasized. This is true for AIDS orphans who are likely to engage in antisocial activities because of peer pressure.

This session covers the following aspects:

- ❑ Types of conflict
- ❑ Sources of conflict
- ❑ Strategies of managing conflict.

Table 8 gives the planned course of session 8.

Table 8: Developing conflict management skills

Time	Topics and Activity
5 minutes	Introduction
10 minutes	Types of conflict
10 minutes	Sources of conflict
10 minutes	Productive strategies of conflict management
10 minutes	Counterproductive strategies of conflict management
15 minutes	Activity: Conflict management

8.2 Types of conflict

Constructive conflict:

- ❑ Is productive in the sense that it triggers creativity and innovation.
- ❑ It stimulates trusts and understanding.
- ❑ It stimulates constructive forms of interaction.
- ❑ It promotes growth.
- ❑ It brings problems, differences of opinion and competing needs out into the open.
- ❑ Has the potential to energize the problem-solving capacities of people.

Destructive conflict

It involves efforts to destroy each other and includes behaviors such as belittling, degrading, verbal abuse or physical violence. The consequence of this type of conflict is often negative with the different parties involved in attacks and effort to destroy each other.

8.3 Sources of conflict

The sources of conflict are multiple and complex and they include:

- ❑ Styles of decision-making and problem solving techniques.
- ❑ Faulty communication.
- ❑ Struggle for power.
- ❑ Personality clashes.

- ❑ Competition for limited resources.
- ❑ Poor task performance.
- ❑ Changes in roles.
- ❑ Status and leadership.
- ❑ Changing norms and expectations etc.

8.4 Strategies of managing conflict

- ❑ Mutual respect.
- ❑ Ability to pinpoint “the issue”.
- ❑ Focusing on facts in the present.
- ❑ Conflict resolution needs the co-operation of both parties.
- ❑ Strive for a collaborative two-winner approach.
- ❑ Address the issue in small steps.
- ❑ Mastering the ability to make request.

8.5 Counterproductive strategies of dealing with conflict

- ❑ Avoiding conflict
- ❑ Ignoring conflict
- ❑ Minimizing conflict

8.6 Session’s activity

- **Activity: Conflict management**

Everybody argues sometimes, and in a good relationship both partners try to solve their conflicts peacefully. The activity is based on conflict management.

- ❑ The group is asked to think about important ways of solving a conflict. It can be with a friend, family member or neighbour.
- ❑ They then discuss advantages of making use of such means.

- The group is asked to rate how satisfied they are with the different ways of resolving a conflict
- Conclude the activity by writing out a summary statement about the importance of resolving conflict.

SESSION 9

CRITICAL AND CREATIVE THINKING SKILLS

Goal

-Development of capacities to think critically and creatively-

Session Nine: Critical and creative thinking skills

OUTCOMES

After completing this session participants should be able to:

- Identify and solve problems by using critical and thinking skills.

9.1 Introduction

The focus of this session is both on critical thinking and creative thinking. Thinking skills can help people to think before they act (Nelson-Jones, 1994: 248). Creative thinking on the other hand involves divergent thinking, flexibility, originality, the consideration of remote possibilities and the ability to consider a variety of solutions to the same problem. The ability to be spontaneously creative, approaching situation with fresh ideas is important to adolescents. Creative thinking helps them to respond adaptively and with flexibility to the situations of their daily lives.

This session is based on the notion that early adolescent AIDS orphans need to develop the ability to think logically and to use their capacity for logical thinking to make judgments and decisions for themselves. Knowledge and application of critical and creative thinking skills will empower AIDS orphans towards growth and development.

Aspects that are covered in this session include:

- Critical thinking skills
- Creative thinking skills

Table 9 gives the planned course of session 9.

Table 9: Developing conflict management skills

Time	Topics and Activity
5 minutes	Introduction
20 minutes	Critical thinking skills
20 minutes	Creative thinking skills
15 minutes	Activity: “Do your own think”

9.1 Critical thinking skills

Critical thinking skills covered in this session include:

- ❑ Owning responsibility for choosing.
- ❑ Using coping self-talk.
- ❑ Choosing realistic personal rules.
- ❑ Choosing to perceive accurately.
- ❑ Explaining cause accurately.
- ❑ Predict realistically.
- ❑ Setting realistic goals.
- ❑ Using visualizing skills.
- ❑ Realistic decision-making.
- ❑ Confront rather than avoid decisions.
- ❑ Prevent and managing problems. .

9.2 Creative thinking skills

Creative thinking helps people to respond adaptively and with flexibility to the situations of their daily lives. Focus is on:

- ❑ Divergent thinking,
- ❑ Flexibility,
- ❑ Originality,

- The consideration of remote possibilities and the ability to consider a variety of solution to the same problem

9.3 Session's activity

- **Activity : “Do your own think”**

The theme of the activity is “Do your own think”

- The facilitator provides examples which contrast critical thinking.
- The facilitator then introduces the critical thinking steps.
- The facilitator then uses one of the examples given earlier to go through the critical thinking steps.
- Then the participants work in pairs to show their use of critical thinking steps.
- Thereafter the facilitator asks the participants to consider why it is so important to understand and use critical thinking in making decisions and to think about areas in their lives when these skills can be applied.

SESSION 10

MAINTAINING A HEALTHY LIFE STYLE

Goal

-Development and maintenance of a healthy life style-

Session Ten: Maintaining a healthy life style

OUTCOMES

After completing this session participants should:

- Demonstrate an understanding of healthy living.
- Understand HIV/AIDS in the social and health context.

10.1 Introduction

The focus here is to maintain a healthy life style. Attention is given to those matters, which are important to maintain and develop a healthy body such as nutrition, rest, constructive leisure time activities and safe living in general. In this regard teenagers need basic knowledge and insight of substances and circumstances, which can and will harm the normal functioning of the body and retard development. The more important destructive factors that are identified as those that need special attention are amongst others substance abuse, child abuse, illness and disease with emphasis on HIV/AIDS.

The extraordinary challenge and difficulties that these AIDS orphans (mostly adolescents) experience expose them to risky habits detrimental to their health. The AIDS epidemic threatens the viability, perhaps the very existence, of this generation. Maintaining a healthy life style is important for all people, but particularly for young people. A healthy productive generation of adolescents today will ensure that South Africa has the healthy generation of adults needed in the 21st century.

Table 10 gives a planned course for session 10

Table 10: Developing a healthy life style

Time	Topic and Activity
5 minutes	Introduction
10 minutes	Guidelines that contribute to a healthy lifestyle
10 minutes	Nutrition
10 minutes	Sexuality and HIV/AIDS
10 minutes	Substance abuse
15 minutes	Activity: “Thinking wisely”

10.1 Guidelines that contribute to a healthy lifestyle

- Eating nutritionally and in moderation.
- Keeping fit (Partake in moderate exercises three to four times a week).
- Maintain moderate weight
- Avoidance of alcohol consumption.
- Get enough sleep (7 to 8 hours a night).
- Avoidance of smoking
- Avoidance of addictive drugs.

10.2 Nutrition

- Follow a diet low in fat.
- Eat plenty of vegetables, fruits and grain products.
- Use sugar and salt in moderation.

10.3 Sexuality and HIV/AIDS

- Different attitudes to sex
- Differentiating between HIV/AIDS
- Stages of HIV infection
- Prevention of HIV/AIDS

10.4 Substance abuse

- Types of drugs
- Disadvantages of drug use

10.4 Session's activity

- **Activity 10: "Thinking wisely"**

Many people are destroyed because of lack of knowledge. When you don't know, it is easy to get fooled with wrong information or to make choices that you regret later. The activity is based on healthy living and the theme is "thinking wisely".

- The group is asked to think about behaviour that reflects healthy living. As a group they then decide ten rules of healthy living.
- The group is encouraged to stick to rules of healthy living and are encouraged that although it is not easy to change the way we behave, practice makes perfect and now it is a good time to start.

11. EVALUATING YOUR PROGRESS

You have now completed the ten sessions, and it is time to evaluate your progress.

Activity: Assessing your progress

1. Have you found it difficult to make progress? Yes NO

If yes what areas?

.....

2. Have you skipped activities or had trouble participating? Yes No

If yes which activities?.....

.....

3. Does it seem impossible for you to make progress? Yes No

If yes what areas.....

.....

SCORING

If you answered yes to Questions 1, 2 and 3 you are advised to review the sessions most relevant to the areas of difficulty.

If you answered no to questions 1,2, 3 it is important that you maintain your progress. ..

MAINTAINING PROGRESS

Like a plant that needs regularly watering, you need continual nurturing. Minor care taking now and then can save you some major work later. Continue applying the skills you have already learned in your daily life.