

Exploring Life Orientation Teachers' Perceptions Regarding Teaching of Recreation and Physical Well-being

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ABSTRACT Since 1994, there have been many new policy formulation in Education such as National Curriculum Statement (NCS) (2002), White Paper Six (2001) and the Constitution of South Africa (1996). All these above policies are important in the teaching of recreation and physical well-being because they focus on addressing the imbalances of the past. The introduction of Life Orientation (LO) in schools is guided by Learning Outcomes which focus on personal, social, career and recreation and physical well-being. LO also focuses on the learners in their totality and the self in relation to society. Based on the preceding discussion, the research therefore focuses on the Life Orientation teachers' perceptions regarding teaching of recreation and physical well-being in South African disadvantaged high schools. The aim of this study is therefore to explore Life Orientation teachers' perceptions regarding teaching of recreation and physical well-being in South African disadvantaged high schools. The research adopted a qualitative design and data was collected through focus group interviews. All LO teachers at that particular disadvantaged high school were used as participants. The findings revealed that recreation and physical well-being as a Learning Outcome of LO was not seriously taught.