



PROVINCE OF THE EASTERN CAPE  
DEPARTMENT OF EDUCATION

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# LIFE ORIENTATION - FET



## **LEARNING OUTCOME 3 RECREATION AND PHYSICAL WELL-BEING GUIDE**

## FOREWORD

The introduction of the NCS has brought about the introduction of Life Orientation as a new and only compulsory subject in the curriculum. As a new subject and also due to its interdisciplinary nature teachers are battling with the mastering of the subject especially the planning, the content and the assessment.

This guide has been developed by the Eastern Cape Department of Education. It seeks to offer support to all teachers handling Life Orientation at the FET level. The main objective is to give insight into how Learning Outcome 3 is expected to be approached as a component of the subject Life Orientation.

This document should be used in conjunction with the following documents:

- The Life Orientation Subject Statements
- The Subject Assessment Guidelines
- The Learning Programme Guidelines
- The Grade 10 And 11 Teacher Guides

It is hoped that this document will present a new beginning for the strengthening and empowering of teachers in the understanding of Learning Outcome 3: Recreation and Physical Well-Being.

# TABLE OF CONTENTS

<b>1. THE NATURE OF THE SUBJECT: LIFE ORIENTATION.....</b>	<b>5</b>
<b>2. UNDERSTANDING LEARNING OUTCOME 3: RECREATION AND PHYSICAL WELL-BEING.....</b>	<b>6</b>
<b>2.1 Contextualization of LO3</b>	
<b>2.1.1 LO3 Assessment Standards.....</b>	<b>6</b>
<b>2.1.2 Time Allocation.....</b>	<b>10</b>
<b>2.2 Participation</b>	
<b>2.2.1 Physical Fitness.....</b>	<b>11</b>
<b>2.2.2 Games and Sport.....</b>	<b>15</b>
<b>2.2.3 Recreation.....</b>	<b>20</b>
<b>2.3 Progression.....</b>	<b>22</b>
<b>2.4 Resources.....</b>	<b>23</b>
<b>2.5 Assessment of Physical Activities.....</b>	<b>24</b>
<b>2.6 References.....</b>	<b>26</b>
<b>2.7 Acknowledgements.....</b>	<b>27</b>

## **OUTCOMES**

The guideline seeks to achieve the following:

- How the teaching and assessment of Learning Outcome 3 should be approached.
- Understanding the relationship between the three components of participation viz. fitness, games and recreation.

## **1. THE NATURE OF THE SUBJECT: LIFE ORIENTATION.**

Life orientation is one of the newly introduced subjects in the NCS. It is the only compulsory subject at the FET level. This is the only subject that is not examined externally, all of its assessment is school based with the exception of an external moderation at Grade 12.

Life Orientation holistically develops the child in that it caters for the personal, social, intellectual, emotional, spiritual, and physical development of learners. Learners are taught to discover who they are, getting to know and value themselves. This kind of discovery helps in boosting their self esteem and thus through the knowledge of their strengths and weaknesses and also their likes and dislikes are able to plan their future and make wise decisions. Learners are also taught how to relate to other people like their parents, siblings, peers, and community members. They are therefore taught how to communicate better, build and maintain positive relationships, express their feelings, negotiate their needs, and assert themselves in a way that is not corrosive to others.

The subject Life Orientation also focuses on the physical development of the child. Learners at this level are at their adolescence and thus go through a number of important physical and sexual changes. The body changes affect the emotional being of the adolescent child hence the need to equip them with skills to cope with change. The hormonal changes they undergo at this stage may be accompanied by changes in their physique and therefore they need to be exposed to good nutritional habits and also a healthy lifestyle through physical activities.

One of the most crucial aspects of this subject is to teach learners decision making skills. This cuts across all the learning outcomes as learners have to solve the problems they come across in their daily lives, to make informed decisions, to make wise choices, and to face the consequences for their decisions.

Life Orientation is an interdisciplinary subject that draws knowledge from disciplines like Psychology, Sociology, Political Science, and Human Movement Science. While Life Orientation is a new subject in the Grade 10-12 South African school curriculum, it draws on the core of the non-examinable subjects previously known as Guidance, Family Guidance, Vocational Guidance, Religious or Bible Education, Civic Education, Health Education and Physical Education in *Report 550*.

### **The focus areas of the subject**

Life Orientation acknowledges the multi-faceted nature of the human being, as well as issues like human rights, gender, the environment, all forms of violence, abuse, sexuality and HIV and AIDS. For organizational purposes and to avoid

duplication, these issues are located in four focus areas emanating from the four Learning Outcomes that comprises the subject.

The following are the four Learning Outcomes:

■ Personal well-being

*The learner is able to achieve and maintain personal well-being.*

■ Citizenship education

*The learner is able to demonstrate an understanding and appreciation of values and rights that underpin the Constitution in order to practice responsible citizenship, and to enhance social justice and environmentally sustainable living.*

■ Recreation and physical well-being

*The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being.*

■ Career and career choices

*The learner is able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing.*

## **2. UNDERSTANDING LEARNING OUTCOME 3: RECREATION AND PHYSICAL WELL-BEING.**

### **2.1 CONTEXTUALISATION OF LEARNING OUTCOME 3**

This Learning Outcome is rooted on the premise that knowledge of healthy practices and nutrition, participation in games, sport, recreational and leisure time activities, and an understanding of the relationship between health, physical activities and the environment can improve the quality of life and the well-being of all learners. This area also focuses on the role that sport can play in redressing biases and in nation building. Knowledge of recreational and fitness activities and also participation in these can open doors to various careers, community projects and lifelong well-being.

LO3 should be planned with the rest of the Life Orientation curriculum. It is not a stand alone but should form part of each and every lesson plan. Learning Outcome 1: Personal Well-Being focuses on the skill 'responsible decision-making', forms the basis of learner engagement in all the learning outcomes for the subject. Learners have to make fitness a lifestyle and as such have to make informative decisions with regard to their fitness choices, a skill which they could master through exposure to LO1. In an attempt to make physical well-being a

lifestyle, physical education should be done on a weekly basis throughout the year. During the integration process in the compilation of a work-schedule each grouping should therefore incorporate physical activity. There should be a natural link between the other learning outcomes and the integrated physical activity, e.g. LO3 AS3 in Grade 12 could be linked with LO4 AS2 since they both deal with career opportunities. Engagement in physical activities has health benefits (LO1) and can prevent undesirable behaviour (LO2) among children.

### 2.1.1 LO3 Assessment Standards.

The Assessment Standards describe what the learner should know and be able to demonstrate at each grade. They therefore are an embodiment of knowledge, skills and values that the learners should show competence in for them to achieve the Learning Outcomes, (reference should be made to the Subject Statement for the Assessment Standards).

These can be categorized into two viz. participation and theory. The former can be further sub-divided into Practical Movement, Fitness and Recreation. This sub-division according to Assessment Standards is as follows:

<b>Component</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Practical Movement	AS1, AS2 & AS3	AS1, AS2 & AS4	AS1 & AS4
Fitness / Exercise	AS2	AS1	AS1
Recreation	AS3 & AS4	AS4	AS3 & AS4

AS3 in both Grades 10 and 11 and ASs 3 & 4 in Grade 12 are theory Assessment Standards. These could be done inside the classroom while learners are seated at their desks e.g. nation building and goal setting. However these should be applied in the outdoor activities.

The assessment standards show progression from grade to grade, (Refer paragraph 2.3 for more information)

The above Assessment Standards could be unpacked into knowledge, skills and values as follows:

**GRADE10.**

<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<p><b>AS1:</b> Fitness and the related concepts e.g. Cardio vascular fitness. The effects of participation in physical activity one's well-being. Relationship between physical fitness and physical health. Relationship between physical fitness and mental health. Relationship between physical fitness and socio-emotional health.</p>	<p>Various skills acquired through participation e.g. determining one's BMI. Healthy eating. Recording one's fitness programme.</p>	<p>Commitment.</p>
<p><b>AS2:</b> Exposure to different games. Rules associated with the games. Different sporting codes. Analysis of own participation.</p>	<p>Analysis.</p>	<p>Commitment Appreciation</p>
<p><b>AS3:</b> Sport coverage by media. Sporting personalities. Bias in sport. Unfair practices in sport.</p>	<p>Analysis</p>	<p>Appreciation. Tolerance.</p>
<p><b>AS4:</b> Understanding various recreational activities. Designing and participation in a recreational activity. The value of participation in recreational activities.</p>	<p>Planning. Designing. Analysis</p>	<p>Appreciation. Tolerance</p>



## GRADE11

<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<p><b>AS1:</b> Personal goals in relation to fitness. Improvement of fitness level. Fitness programme. The effect of nutrition on fitness and health.</p>	<p>Goal setting. Investigation. Participation. Enhancement of self esteem.</p>	<p>Tolerance. Commitment.</p>
<p><b>AS2:</b> Developing a modified sport and game. Rules of the different games. Terminology like coaching, umpiring etc. Participation in administrative and organisational roles.</p>	<p>Participation in sport or games. Administrative skills. Organisational skills. Leadership skills.</p>	<p>Commitment. Appreciation.</p>
<p><b>AS3:</b> Spectator behavior. Sport and nation building.</p>	<p>Investigation / Research.</p>	<p>Tolerance. Respect. Patriotism. Winning and losing gracefully. Peaceful co-existence.</p>
<p><b>AS4:</b> Leadership roles associated with recreational activities. Role to play in such an activity. Analysis of own role in the activity.</p>	<p>Exploration. Evaluation. Participation.</p>	<p>Enhancement of self esteem.</p>

## GRADE 12:

<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<b>AS1:</b> Monitoring and evaluating fitness level. Monitoring and evaluating health goals.	Monitoring. Evaluation. Participation in fitness programme.	Commitment. Perseverance.
<b>AS2:</b> Evaluation and participation in Relaxation activities. Evaluation and participation in Recreational activities. Evaluation and participation in sport and games. Making a choice about participation.	Monitoring. Evaluation. Decision making. Reporting. Research.	Commitment. Responsibility. Respect. Appreciation.
<b>AS3:</b> Career opportunities linked with recreation. Career opportunities linked with fitness. Career opportunities linked with sport.	Investigation / research.	Tolerance.
<b>AS4:</b> Knowledge of ideologies, beliefs and worldviews. How the above influence recreational and physical activities.	Comparison	Appreciation. Respect.

It is through the exposure of learners to the SKVs that the learning outcomes can be achieved. The SKVs also guide the teacher towards selecting the criteria for assessment.

### 2.1.2 Time Allocation

There are 72 hours per annum available for the teaching of Life Orientation in Grades 10 and 11, and 60 hours in Grade 12. In all the Grades Learning Outcome 3 is allocated 60 minutes per week, 36 hours per annum, i.e. 50% of contact time in Grades 10 and 11 and 30 hours per annum, i.e. 50% of contact time in Grade 12.

## 2.2 PARTICIPATION

Learning Outcome 3 in Life Orientation comprises the Physical Education component of the curriculum. Participation is important and the major principle is that all learners should participate in physical activities. Participation in Life Orientation comprises three components viz. physical fitness, games and sport, and recreation. The three components could be integrated e.g. engagement in games and in recreation involves an element of fitness, and also the engagement in games has a recreational component. Learners exposed to such activities on a weekly basis will experience the benefits of such participation, viz. pursuing a physically active lifestyle.

### 2.2.1 Physical fitness

Physical Activity involves the performance of the heart and lungs, and the muscles of the body. Physical fitness is an individual concept which has a different meaning to each individual as different people maintain different levels of fitness. It is interlinked with health but is not the same thing as health. Physical fitness strengthens the body, prevents diseases and leads to general improved physical health and well-being.

#### ***Components of fitness***

There are two types viz. *Health related and Skills-related.*

#### ***Health-related fitness***

COMPONENT	EXPLANATION	RELEVANT ACTIVITIES
1.Aerobic Capacity	Ability of the lungs and heart to take in and transport oxygen to the body's muscle groups thus allowing participation in fitness exercises. Improves Cardio-vascular endurance.	Swimming. Jogging / running Brisk walk Cycling. Rope skipping Aerobic dancing.
2.Endurance	Also referred to as stamina. This is the ability to engage in a physical activity over and over again without getting tired. Endurance is improved by doing an aerobic training programme.	Aerobic dancing. Taeko

3.Flexibility	A range of movement around a joint or a set of joints. Extends the muscles and minimize the risk of muscle strain.	Muscle stretching. Warm up and cool down programmes
4.Suppleness	Flexibility of the muscles i.e. they are able to stretch easily without causing pain or damage.	Yoga
5.Body Composition	The amount of body fat in comparison to total body mass.	Aerobic activities
6.Strength	Applying a force against a resistance through making use of the body weight.	Lifting of weights Sit-ups Pull-ups

### ***Skills-related fitness***

<b>COMPONENT</b>	<b>EXPLANATION</b>	<b>RELEVANT ACTIVITIES</b>
1.Speed	Ability to move very quickly. This is illustrated by how fast one can move one's body or parts of it.	Running Games like soccer and rugby.
2.Co-ordination	Sequencing of motor programmes and producing smooth and efficient movements.	Games like netball, soccer and rugby.
3.Agility	Combination of speed and Co-ordination.	Applicable in most of the games.
4.Reaction time	The time between an instruction and the first movement.	Applicable at the beginning of most of the games.
5.Balance	Ability to maintain equilibrium.	Gymnastics.

## ***Planning a fitness schedule***

Since fitness is an individual concept it has to be exercised with extreme care. Each learner should be made to answer the question “Why do I want to be fit?”. Learners should be guided to give specific answers in response to this question. The response given should be goal oriented i.e. the learner should know the goal he / she intends to achieve. The teacher should assist the learners in setting goals that are SMART i.e. they should be: S = Specific

M = measurable

A = Attainable,

R = realistic and

T = Time bound.

Clarity about goals helps to focus and therefore achievement of the goals. The fitness programme designed for each learner will be guided by the goals set so as to meet each learner’s needs.

The responsible teacher, on the other hand, must consider the FITT principles when designing such programmes. The acronym FITT refers to Frequency, Intensity, Time, and Type of activity. These principles should be applied taking into consideration the set goals.

These principles stipulate that the following should be borne in mind:

### ***Frequency***

This answers the question, “How often is one going to engage in the chosen Programme?” This could be daily, twice a week, thrice a week etc.

### ***Intensity***

This refers to how hard should one train. The training could be high or low impact in terms of the intensity.

### ***Time***

This should stipulate the duration of each training session and that of the entire training.

## ***Type***

The choice of a type of a fitness programme should correspond with the needs of the participant. One learner for example might choose jogging while the other yoga.

Prior to the engagement in a physical fitness programme, it is imperative that each learner should be exposed to a series of health-related tests like the heart rate (resting and exercise heart rate), body fat composition, flexibility, strength and the Body Mass Index (BMI), flexibility, strength, endurance etc. so as to have a programme designed according to these test findings. The test results should be recorded in individual logbook designed specifically for recording fitness progress.

It is worth noting that each fitness training session should be progressive in nature. The session should comprise a warm-up, exertion and warm down phases. The time taken at each phase depends on the nature of the task to follow.

## ***The training session phases***

Learners should never be allowed to engage in a physical fitness session without a warm up so as to prevent injuries. It is at this stage that the body is prepared for the exertion phase through stretching the various muscles e.g. the different leg muscles, the arm muscles, the stomach muscles etc. depending on the nature of the exercise to follow.

The exertion phase is the actual training session. This phase therefore constitutes the major part in terms of time allocation in each training session. During this phase the focus should be on the target zone.

The warm down stage is marked by the slowing down of the pace so as to bring back the muscles to a relaxation state. This is characterized by gentle stretching of the muscles.

## ***Assessment of physical fitness***

Learners should record their fitness progress in their logbooks. The pre-assessment findings i.e. the results of the tests performed prior to engagement should form the basis of the training programme. The participation does not have to be confined to the performance at school but should also accommodate participation outside the Life Orientation period. The learner should record his or her progress at regular intervals. Monitoring by the teacher should be done at set dates where at the end of the period an overall assessment would be conducted.

**NB.** The aspects to be recorded depend on the nature of the fitness programme designed.

### ***The benefits of participating in physical fitness***

Participating in physical fitness has a number of benefits which could be divided into societal and health benefits.

#### *Health benefits:*

The following are the benefits of engaging in physical fitness:

- Weight control
- Building of resistance to diseases
- Increasing stamina
- Prevention and reduction of stress
- Helping one to be alert

#### *Societal benefits:*

- Promotion of social inclusion and interaction
- Lessening the risk of crime, vandalism and other unhealthy and unsafe practices
- Promotion of self discipline, teamwork, assertiveness etc.
- Helping to boost economy

### **2.2.2 Games and Sport.**

Differentiation between games and sports is not easy. The difference in meaning between these is evasive and vague. The two are often used interchangeably as if they are one and the same thing. There is no clear difference between the two concepts as they share certain aspects and yet they differ in one way or another.

Authorities, in an attempt to distinguish between these, claim that sport is highly organized with many rules. Different sporting codes have non-negotiable rules which have to be followed strictly. Sports are played for competition and teams compete against each other. The participants are usually driven by the will to win and are therefore extrinsically motivated. Failure, on the other hand, is often accompanied by a well communicated sanction or penalty. Contrary to this, games are characterized by spontaneous rules with an element of flexibility. They are free and voluntary, usually not as serious as sport and therefore have no tangible outcome in the form of a tangible reward. Participants in games are

intrinsically motivated to perform. However the two are characterized by participation, fun and an enjoyable experience.

Games, sport and fitness should always be treated as inseparable entities. For one to succeed in playing sport or games one has to do regular fitness exercises. As one gets more and more involved in sport the fitness level also improves. Fitness is therefore an integral part of sport and also an indication that one is physiologically balanced for a particular game. The following are the physiological requirements for engagement in sport / games:

- Stamina / endurance.
- Muscle strength.
- Suppleness / flexibility.

### ***Planning a game session***

Life Orientation teachers should take cognisance of the importance of thorough planning of game sessions. Proper planning does not only save time during the playing session but it also brings about the achievement of the intended results. The following should be borne in mind when planning a game:

- A game has to have an aim. The purpose for playing the game should be known.
- The skills to be acquired and or techniques of the game.
- The necessary equipment. Teachers are to be advised to improvise where there is lack of equipment.
- The time of the day at which the game will be played. This has various implications in terms of the facilities in the schools.
- Duration of the session. It is important that such games should not disrupt the school programme, they should always be played within the scheduled time.
- Area or space required.

The nature of the games played in the subject should not be confused with fully fledged sporting codes. Life Orientation teachers should not be regarded as coaches for various codes, however, they should be knowledgeable of these as they are the first to identify the skills in which learners excel. Their role is different from that of the sports teacher, but working jointly would benefit both parties.

Teachers should use their creativity together with that of the learners in modifying the different sporting codes, or combining one or two so as to design games according to their needs. In so doing teachers should not lose sight of the SKVs that should be acquired.



A modified game could for example be a simplified cricket game where some of the rules are retained but new rules are introduced so as to make the game user friendly and introduce more of the fun rather than the competitive element. In such a game the same techniques or skills displayed in cricket should be retained e.g.

- Batting
- Bowling
- Hitting
- Catching
- Fielding
- Running

The same route could be followed with any other sporting code e.g. soccer, netball, volleyball etc.

Two or more games could be combined in designing a new game. Teachers should not undermine the creativity of the learners in this aspect. The following combinations could be made volleyball and basketball, netball and basketball, softball and baseball.

The following points should be taken into consideration when individual students or groups design a game:

- Giving the game a name.
- Collect and collate information on how the game is played.
- Writing down a detailed description of the rules of the game.
- Presentation of the information to the class for discussion. This could give room for improvement.
- Trying out the game. At this stage the game should be taught to the rest of the class, thereafter it should be played.
- The participants should then discuss the game and see how they have enjoyed it.

The teacher should assess the learners on the following:

- Ability to design or modify a game
- Ability to teach the game to the peers i.e. clarity and level of detail of description
- Clarity and level of detail of rules

### ***Playing a game / sport***

Teachers should not lose sight of the principle “Maximal Participation” in the playing of games and sport. All learners should be involved in various ways for

example through playing or performing administrative roles like umpiring, score keeping and the like.

The teacher should be part of the game and play where possible. He could also be engaged in observing or watching the game so as to be able to assess the learners.

### ***Assessment of games / sport***

The core of assessment in games and sport lies with participation. The focus of sport and games is on execution of motor skills, the assessment will therefore have to be observation-based. This means that the performance is observed and assessed by the teacher while the learner is performing the actual skill. The observation should incorporate the frequency of participation and the application of the acquired skills. Assessment should not be conducted at the end of participation, it should be continuous, which means the marks can keep changing as the learner develops in mastering the skills. Teachers should revisit poor performance and adjust the marks where the learner shows improvement.

### **Indigenous games**

The National Curriculum Statement Grades 10-12 has infused the Indigenous Knowledge Systems (IKS) into all the FET subjects as one of the principles that underpin the curriculum. IKS refer to a body of knowledge embedded in African philosophical thinking and social practices that have evolved over years. Indigenous games link very well with this principle as they create an awareness of the diversity of knowledge systems in South Africa. They are recreational in nature and are characterized by organized play that follows a structure and agreed upon rules that reflect a socio-cultural dimension of reasoning and behaviour. Indigenous games are fun and help to improve social skills and knowledge of South African culture.

There is a variety of indigenous games. The following are just a few examples:

- Upuca
- Unochele
- Rounders
- Iinduku
- Uthinti
- Morabaraba
- Uggaphu
- Skununu

### ***Designing and presenting indigenous games.***

It should be noted that the teaching of such games is a practical issue and only through the practical involvement of learners can they benefit from them. The teacher should be guided by the assessment standard in question. The activities should be clearly explained and demonstrated. The design of such games should be such that learners will have fun.

Exposing learners to indigenous games can benefit them in the following ways:

- Educate them about other cultures and promotes cultural pride.
- Promotes and improves cultural tolerance.
- Preserves the cultural heritage.
- Promotes the principles of the African Renaissance philosophy.
- Develops social and interpersonal skills.

Global influence and exposure had caused the adaptation of some of the games. The learners can also be allowed to contextualize the games by adapting them so as to fit their environment.

### **2.2.3 Recreation.**

Recreation can be loosely defined as the things people do in their free or leisure time for fun and relaxation. The aim of recreation is to relax, enjoy and have fun. Participation in such activities can improve one's physical well-being, strengthen one's social network help alleviate stress and give learners an opportunity to respond to challenge. It is worth noting that recreation has an element of fitness and thus empowers learners to be physically fit.

The following are examples of recreational activities that learners can engage in:

- Camping
- Hiking
- Mountain climbing
- Orienteering
- Scuba-diving
- Sky diving
- Roller-skating
- Bicycle riding
- Horse riding
- Dancing
- Stunts

Teachers should expose learners to a variety of these through the three grades.

This guide will focus on orienteering as a form of recreation.

## **Orienteering**

Orienteering is a competitive form of land navigation. It is for all ages and degrees of fitness and skill. It provides the suspense and excitement of a treasure hunt. The objective of orienteering is to locate control points by using a map and compass. The courses may be as long as 10 km.

Orienteering offers Life Orientation educators opportunities to incorporate a number of skills e.g. physical skills, map reading skills, and others. Since orienteering can be done by running or by walking it offers students the opportunity to assess their fitness. Through orienteering students also develop an appreciation for nature and an experience outdoors so that they remain active for a lifetime

### ***Course Setup***

The challenge for the course setter (teacher) is to keep the course interesting, but never beyond the individual's or group's ability. Teachers are advised to select locations that are easily identifiable on the map and terrain, and accessible from several routes.

Learning begins in the classroom with pacing, compass reading, map reading, symbol identification and vocabulary. Once students have a basic understanding of the above they can then engage in the outdoor activity.

The teacher as the facilitator should obtain a map for the area to be studied, study it for likely locations of control points and thereafter verify the locations. The good facilitator takes the time to prepare for the event before rushing off. He must clearly identify the assembly area, the starting point and also the finishing point. The starting and ending points should be in the same proximity for the convenience of the officials. The course may be a closed transverse with start and finish collocated.

### ***The Assembly point***

The assembly area is where orienteers register and receive instructions, maps, event cards, and start numbers. At this point they may change into their orienteering clothes if facilities are available, study their maps, and fill out their event cards.

### ***The Starting point***

At the starting point the orienteer or group reports to the recorder and timer's table to be logged in by the recorder and released by the timer. At this point the Course Organizer calls orienteers forward to start individually or as groups depending on the nature of the activity. The Recorder records orienteer's name

and start time on recorder's sheet, checks orienteer's or group's name and start number on his event card, and issues any last-minute instructions. The Timer controls the master clock and releases the orienteers across the start line at intervals.

The teacher may not be able to play the multiple roles as an organiser, timer and recorder. He could choose one or two students to help and act in these, however he cannot delegate the role of the organiser.

### ***The course***

There are usually 6 to 12 control markers on the course in varying degrees of difficulty and distances apart so that there are no easy direct routes, instead, each competitor is faced with many choices of direct but difficult routes, or of indirect but easier routes. Each control's location is circled, and the order in which each is to be visited is clearly marked on the master map. The length of the course and difficulty of control placement varies with the competitors' degree of expertise. All competitors must indicate on their event cards proof of visiting the control markers. Inked stamps, coded letters, or punches are usually used to do this procedure.

### ***The Finishing point***

At this stage both the Timer and the Recorder records finishing time of each orienteer or group on the orienteer's event card and passes the card to the Course Organiser. The Course Organizer verifies correctness of names, times, and final score; posts orienteers' positions on results board; and accounts for all orienteers at the end of event.

All orienteering events must have a final return time. At this time, all competitors must report to the finish line even if they have not completed the course.

### ***Assessment and Scoring***

Students are assessed in many ways: the number of controls found correctly, ability to set a compass bearing, accuracy of pacing, teamwork and cooperation, symbol identification and map reading.

Orienteering, as a free event, is scored by the orienteer's time alone. All control points must be visited; failure to visit one results in disqualification. In this event, the fastest time wins.

## **2.3 PROGRESSION**

The Assessment Standards for Life Orientation provide for progression as learners move from the beginning to the end of a grade and from grade to grade. An example of this progression within a grade can be seen when interacting with the Assessment Standards in Grade 10. Assessment Standards 1 and 2 focus on participation, while Assessment standards 3 and 4 are of a higher level as the former demands that learners should be analytic and the latter demands planning and participation. Progression from grade to grade is evident in that the Grade 10 learners engage in the participation of games while at grade 11 they are to be innovative as they have to design and modify sports and games. It is at this grade that the learners' ability to plan is called for. The grade 12 learner operates at an even higher level which is monitoring and evaluation.

Progression should also be accommodated in the designing of the activities. In physical fitness, for example, the nature of the activities should be progressive where learners may first engage in walking, jogging and running as elementary activities before exposure to aerobics or taebo which are of a higher level.

The same concept could be applied in the use of equipment. In the training of learners in the batting skills, for example, they should first be introduced to the use of a flat bat before being introduced to a round bat.

## **2.4 RESOURCES**

This refers to any material that would facilitate the learning and teaching. The teaching of physical activities requires teachers to go beyond the use of a textbook. These activities compel teachers to collect a variety of equipment suited to the learning, teaching and assessment using the Assessment Standards as guidance. The equipment need to be chosen judiciously because of the cost implications for the school and the learner. It is advisable that teachers should rather make use of common and readily available items and also to improvise by designing items that could substitute the sophisticated items. Teachers are also advised to network with other institutions, for example, nearby clinics for services like the weighing of learners as part of the fitness test and also nutrition related issues.

The following is the list of suggested equipment;

<b>Fitness / Exercises</b>	<b>Games and Sport</b>	<b>Recreation</b>
Measuring tape	Balls (Dependent on the nature of the game).	The nature of the equipment varies wildly according to the particular activity in place, e.g.
Bathroom scale	Ball pump(s)	
Skipping rope	Bats (Dependent on the nature of the game)	Hiking: Compass, Binoculars, Torch
Whistle	Cones /Markers	Orienteering: Compass Watch, Markers for marking the various stations
Weights	Gloves	

**NB.** The safety of the learners is paramount. Teachers should therefore have First-Aid Kits or any other Survival Kit comprising important tools designed for emergency use only.

## **2.4 ASSESSMENT OF PHYSICAL ACTIVITIES.**

The practical nature of the skills, knowledge and values addressed in physical movement, demands that the learner assessment be observation-based. To ensure that learners get regular feedback, it is advisable that peer and self-assessment be used in addition to teacher assessment for formative assessment purposes.

Various assessment methods should be adopted depending on the nature of the activity. The following could be adopted:

### ***Assessment by the teacher***

The teacher is responsible for the assessment of all the pieces of work that will form part of the Programme of Assessment. The assessment of learners while participating in and performing the skill could be done through observation and the use of a checklist with the applicable criteria. Learners could be assessed as groups where they have engaged in a group activity or as individuals in individual tasks.

### ***Peer assessment***

Learners should be afforded an opportunity to conduct peer assessment where they have been performing as partners or groups. The assessor should record the results in the partner's logbook or checklist provided. The intention should not be to judge but to update and help the partner to improve his/her performance.

### ***Self assessment***

Self assessment could be adopted where learners, for example, are drilled in mastering of a specific skill. When learners are trained in scoring of goals each could be given a checklist where he/she would record the number of goals scored out of a set number of attempts. This could be varied by changing the distance from which the target is approached or varying the angle of approach to the target. The final score could be calculated by dividing the number of successful scores by the total number of attempted goals.

## **The Physical Education Task**

This forms the core of assessment for LO3. The physical Education Task comprises 100 marks of the total 400 marks in Life Orientation.

This task comprises movement activities viz. Fitness, games and sport, and recreation activities. The practical movement Assessment Standards forms the basis of the Physical Education Task. The Physical Education Task is an integral part of the Programme of Assessment for Life Orientation in Grades 10-12. The task should extend across the terms of the school year and should address all the Assessment Standards prescribed for Learning Outcome 3 per grade. The different parts of Physical Education Task viz. fitness, games and or sport, and recreational activities are assessed as separate tasks, and together they make up the total mark of 100 in each grade.

### **NOTE:**

**Reference should be made to the Subject Assessment Guidelines 2007 (p12-13) for examples of Physical Exercise Tasks in Grades 10, 11, and 12.**

## **The Certificate Task**

Certificate Tasks are those tasks offered and assessed by outside organizations. Certificate Tasks are optional tasks, however, Life Orientation teachers are strongly encouraged to give learners access to such tasks where circumstances allow. The Certificate Tasks chosen should make a direct contribution to the Curriculum Vitae of each learner.



The following provides suggestions of Certificate Tasks that can be considered for Learning Outcome 3.

- Aerobics / Fitness leader
- Recreation Leader
- Sport Facilitator
- Coaching Certificate
- Umpiring Certificate
- Officiating Certificate (sport and / athletics officials)
- Participation Certificate (sport, fitness, recreation activity)
- Club Membership (e.g. Walk for Life, Fitness Club, Dance etc)
- Sport Administration Certificate

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