

Why learners do not move anymore

This is an extract from the thesis of Dr Esme-Joan Redpath.

THE DEVELOPMENT OF A JUDO INTERVENTION PROGRAMME TO ASSIST GRADE ONE LEARNERS WITH MOTOR DELAY

Submitted in accordance with the requirements of the degree: DOCTOR PHILOSOPHIAE (EDUCATION) in the School of Tourism, Hospitality and Sport Faculty of Management Sciences at the Central University of Technology. Promoter: Dr Jos Chadinha MA, DPhil. Co-promoter: Dr Cay van der Merwe PhD (Mathematical Statistics) BLOEMFONTEIN, South Africa. June 2010

In the past, learners were able to play, skip and move around freely out of doors. Today, in South Africa, it is unsafe to play in public parks (Pieterse, 2001:3) and, as a result, learners' desire for movement is restricted. Furthermore, many communities do not make provision for adequate playing areas. Playtime is replaced with time in front of the television and computers. Due to economic reasons, parents are not only forced to work, but also to work longer hours. Consequently, parents are unable to give all of their attention to learners during the day time. Learners are left in day-care centres where their desire for movement is further restricted (Pieterse, 2001:3). As a result of computers, computer games, the Internet and extended time in front of the television, the lifestyle of learners has changed drastically (Retief, 2003:30). Statistics show that 98% of learners prefer a passive and non-active lifestyle, that the average learner watches 23 hours of television per week and that, at most, 10% of learners participate in competitive sport (Nel, 1999:1).

Parents ought to limit their children to watching less than two hours of television per day (Move it now, Kids!, 2004:online). Nel (1999:1) asserts that the modern learner suffers from movement deficiency and, as a result of this passive lifestyle, 81% of learners suffer from overall muscle stiffness and weakness. Nel (in Malan, 2004a:13) adds that learners have unlearned how to play due to the modern environment in which they are raised. Haugh (in Move it now, Kids!, 2004:online) mentions various reasons for the fact that learners are becoming overweight. In Britain, school playgrounds have, among other things, been sold and a culture that competitive sport is not good for learners has been created. Pienaar (in Van Eeden, 2001:30) mentions that 75% of learners discontinue their participation in sport by the age of 13. Furthermore, Pienaar (in Hoe om die Sportreus wakker te kry?, 2001:30) mentions that a lack of sports facilities exists in South Africa. From the above, it is apparent that there are various reasons as to why learners no longer participate

in activities.