

The benefits and necessity of recreation for AIDS orphans: Through the eyes of a child

CORNELIA M. SCHRECK, CHARLÉ DU P. MEYER, J. THERON
WEILBACH AND MARIE M. STEYN

¹*Physical Activity, Sport and Recreation (PhASRec), North West University, Potchefstroom Campus, P. Bag X6001, Potchefstroom 2520, South Africa. E-mail: cornelia.schreck@nwu.ac.za*

²*School for Psychosocial Behaviour Sciences, North-West University, Potchefstroom 2520, South Africa.*

Abstract

Millions of South African youth have been left behind as orphans as a result of the AIDS pandemic, turning to high risk behaviour to survive. These risk behaviours have a negative effect on their quality of life. To aggravate the problem further, most of these youths do not have access to recreation programmes and activities. The benefits obtained from recreation participation play a changing role in managing at-risk youth. The purpose of the study was to determine if recreation programmes are beneficial and a necessity for specifically AIDS orphans within a South African context, as seen from the youth' perspectives. A qualitative research design was used. The participants were students at Thanda After-School Programme (Thanda ASP) (n=8), representative of the different programme areas offered by Thanda ASP. In-depth data collection methods were employed, using individual, semi-structured interviews and document analysis. The process resulted in two key categories: the benefits of this recreation programme and the necessity of these programmes for AIDS orphans. The participants stated that the recreation programme ensured health, emotional, social and psychological benefits to them, which therefore resulted in a better quality of life. The necessity was accentuated by the risk behaviours the youth reported before participating in the programme as well as by their need to learn and develop important skills. It is evident from the research that recreation programmes can address the problems that AIDS-orphaned youth face and that the benefits stated in the literature apply to AIDS orphans at Thanda as well.

Keywords: Recreation, leisure, HIV/AIDS, AIDS orphans, at-risk youth.

How to cite this article:

Schreck, C.M., Du P. Meyer, C., Weilbach, J.T. & Steyn, M.M. (2012). The benefits and necessity of recreation for AIDS orphans: Through the eyes of a child. *African Journal for Physical, Health Education, Recreation and Dance*, December 2012 (Supplement 3), 105-117.

Introduction

“Therefore, as I said before, our children from the earliest years must take part in all the more lawful forms of play, for if they are not surrounded by such an atmosphere they can never grow up to be well-conducted and virtuous citizens” Socrates 420 B.C. (Bullock, 2001).

This remark was stated thousands of years ago; recreation is of utmost importance to youth to ensure they grow up as moral, honourable and well-

behaved individuals. Why it is then that today, despite the importance of recreation participation, millions of at-risk youth still do not have access to recreation programmes and activities (Lobo & Niepoth, 2005)?

Globally there is an estimated 33.4 million people living with AIDS (UNAIDS, 2009), with South Africa having the largest population in the world (UNAIDS, 2009). A result of the pandemic is the increasing number of children who are orphaned. According to UNAIDS (2002), South Africa has not yet reached its peak with the orphan crisis. The number of orphans is set to increase and peak in 2015 at roughly 3 million (Johnson & Dorrington, 2001), leaving behind an 'orphan generation' that is likely to have an immense impact on the society at large. South Africa's capacity to deal with the rising number of orphans as a result of AIDS is limited; therefore resulting in increases in risk behaviour and juvenile crime (Johnson & Dorrington, 2001).

Most of the time these youths have no control over their situation, putting them in jeopardy of sustaining psychological, sociological, emotional and physiological damages (WLRA, 2001) as well as education, stigmatization and household problems (Frederiksen & Kanabus, 2007). All these distressing aspects combined with disempowered and uninvolved parents and indifferent learners, lead to low self-esteem and a negative self-concept, which in turn causes alienation and estrangement from society, leading youth to turn to risk behaviour in an attempt to survive (Prinsloo, 2003). AIDS orphans are at a tremendous risk of getting involved in risk behaviour, and these risk behaviours will have a negative effect on their quality of life. For this reason, it is essential that care be provided for all the children orphaned by AIDS and plans be put in place for all the millions that are still to come.

There is an abundance of evidence in the literature regarding the benefits of recreation programmes for at-risk youth (Edginton, Hudson, Dieser & Edginton, 2004; Stumbo & Peterson, 2004; Parr, Havitz & Kaczynski, 2006). Recreation participation can provide the eight developmental assets identified by The Search Institute, namely support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity needed by youth to be able to thrive and develop to their full potential (Benson, 2000). Recreation participation has also been identified as an important factor in the prevention of juvenile crime and risk behaviour (Everett, Chadwell & McChesney, 2002). Driver (1998) categorised these and other recreation participation benefits as follows: personal (physiological and psychological); social; economic and environmental. Personal benefits are inclusive of the many different ways in which a person's life can be enhanced as a result of recreation participation. The broad benefits include a full and meaningful life, balance between work and play, life satisfaction and quality of life (O'Sullivan, 2006). During recreational activities participants develop,

practice and apply social interaction skills, develop and use social support networks, create and nurture relationships with significant others and improve familial relationships – all of which are social benefits (Stumbo & Peterson, 2004). According to O’Sullivan (2006), the economic benefits of recreation are usually seen to be the more important benefits nowadays and therefore more recognized. These benefits include a decrease in vandalism and crime, less stress, less school absenteeism, and local and regional economic growth (O’Sullivan, 2006; Parr *et al.*, 2006). Lastly, stewardship and preservation, improved relationships with the natural world, an understanding of human dependency on the natural world, environmental ethics, environmental protection, and venues for physical activity (O’Sullivan, 2006; Parr *et al.*, 2006) are all environmental benefits that address the critical role of the environment in quality of life.

A variety of research has been done in support of the above-mentioned statements regarding the benefits of recreation participation, especially for youth. Tesnear (2004) explored the personal benefits by looking into the comprehensive positive functioning of youths (17-19 years) that participated in an adventure-based experiential learning programme. The components explored included positive functioning, self-perception, trauma dynamics, and decision making, all of which showed improvement. Bloemhoff (2006) conducted research in South Africa on at-risk adolescent boys confined to a rehabilitation centre. Results of the study showed that the experiential group that participated in a ropes course increased highly significantly in their protective factors, which included high control against deviant behaviour, positive attitudes towards the future, value on achievement, ability to work with others, ability to work out conflicts, and a sense of acceptance. A study done by Louw (2008) on the personal and life effectiveness of black youth in South Africa by participating in an adventure-based experiential learning programme showed a significant short and long-term effect on their social abilities, social effectiveness, cooperative teamwork, and leadership – all being social benefits.

Previous research furthermore supports the belief that recreation is beneficial to AIDS-affected persons. Bacha, Pomeroy and Gilbert (1999) conducted a study on the effect of a recreation programme on HIV positive children. The author reported improvement in the social alienation and loneliness the children experienced. An ethnographic study by Caroleo (2001) examined the impact of a recreation programme on people living with AIDS. Participants reported that the recreation programme fulfilled their basic needs, it reduced their stress levels and helped with anxiety attacks, it helped with the development of relationships and supplied a sense of community, it also provided them with a purpose in life and a safe place to be with likeminded people. Results from research carried out by Du Toit and Van der Merwe (2006) on the effect of physical activity on the gross and perceptual motor skills of HIV-infected and -affected pre-primary children,

showed significant improvement in these skills. However, the question would be: Are these benefits relevant to AIDS-affected youth in a South African context?

No research could be traced that exclusively looked into the influence of recreation programmes on youth affected by the AIDS pandemic in South Africa. Du Toit and Van der Merwe (2006) also pointed out that very few recreation programmes are available for AIDS-affected youth. Brown and Lourie (2000) also state that further research is necessary to determine the quality of life and other psychological concerns of youth affected by the AIDS pandemic, and to establish how recreation can improve these youths' lives. Therefore the purpose of this study was to examine the importance of and the benefits associated with recreation programmes for AIDS-affected youth, specifically viewed from the perspectives of South African youth that are affected by the AIDS pandemic.

It is envisaged that findings from this study would contribute to understanding the extent of the challenges associated with AIDS among youth and the nature of existing recreation programmes in South Africa. Second, it will provide insight into the possible necessity of these programmes for AIDS orphans that can assist in generating funding for these programmes. Third, the limitations concerning the improvement of the quality of life of these AIDS orphans can be identified; thus resulting in enhanced recreation programmes.

Methods

Design

A qualitative research design was used, giving insight into the context, the setting and the participants' frames of reference (Marshall & Rossman, 2006). An instrumental case study was used to gain a better understanding of the topic (Fouché, 2005).

Participants

Thanda ASP in Umtwalume, KwaZulu-Natal, South Africa, was used as setting for the study. Thanda ASP provides recreation programmes to the youth of the community during the afternoons after school hours. They offer the following recreation programme areas; computers, art and sport. The sample of this study comprised a heterogeneous group of students at Thanda ASP (n=8). The group consisted of three female and five male participants, between ages 14 and 22 years. Three from the computer programme, two from the arts programme and the other three from the sport programmes, namely soccer, basketball and netball. The students from each programme were randomly selected. The level of

heterogeneity is congruent with the demographics of the students at Thanda ASP and representative of the different programme areas offered by Thanda ASP.

Data collection

Data were collected using semi-structured individual interviews regarding students' perceptions of the necessity and benefits of recreation programmes as well as analysis of personal documents (journals). By using a combination of methods it was easier for the researcher to cross-check and validate the findings (Strydom & Delpont, 2005a). Interviews were conducted in a setting where participants were at ease, with the minimum of interruptions. An estimated period of 20 to 50 minutes was allocated per interview. Participants were able to withdraw from the study at any stage should they wish to do so. The interviews were guided, and not dictated, by a schedule of predetermined open-ended questions (Greeff, 2005). All interviews were recorded with the permission of the participant and thereafter transcribed, together with the field notes taken during the interview. Data was collected until saturation point was reached; thus until no new information was provided, and a redundancy of previously collected data existed (Strydom & Delpont, 2005b).

Personal journals written by the students attending Thanda ASP were studied to help validate findings by providing a holistic perspective of the research participants, portraying their values and beliefs (Marshall & Rossman, 2006). During the research project, the protection of the participants' human rights received priority attention at all times. Permission was obtained from both the Ethics Committee of the North-West University (NWU-0022-08-S1) and the Executive Director of Thanda ASP before commencing with the research project. Letters of informed consent were signed by both the participants and their legal guardians.

Analysis

The process of data analysis for the study was done in accordance with the guidelines prescribed by De Vos (2005): planning for recording data, data collection and preliminary analyses, organising the data, reading and writing memos, generating categories, themes and patterns, coding the data, testing and representing. The verification of data was done by literature control, document analysis and peer evaluation. Literature control was done to verify the data from previous research done on the topic. A thorough study was done on all the available documents to ensure that what the participants said in their interviews concurs with what is written in the documents. The final method used was peer evaluation, where the themes and codes were presented to another researcher to ensure that the themes generated were accurate and sufficient. To evaluate the trustworthiness of this study, the following issues were addressed: credibility –

by literature control and cross-validation, and confirmability - all raw data, interview transcripts, field notes, interview schedules and memos used during data analysis were available for auditing and were verified by fellow-researchers. (De Vos, 2005; Marshall & Rossman, 2006).

Results and Discussion

The results were presented and discussed by means of statements made by the participants during the interviews, reports written in their personal journals, and relevant literature to support these statements. Numbers (1-8) were used to identify participants in the discussion that follows.

The necessity for recreation programmes for AIDS-affected youth; thus AIDS orphans

The main category is supported by two themes, namely *reasons for involvement in Thanda ASP* and *youth behaviour and recreation participation*. Each of these themes with its relevant sub-themes was subsequently discussed.

Reasons for involvement in Thanda ASP

Adolescence is a period characterized by development and change at physical, cognitive, social, emotional and moral level (Adams & Berzonsky, 2003). Combine this with being orphaned due to AIDS and it became clear why AIDS orphans experience emotional, social and educational problems (Frederiksen & Kanabus, 2007). As a result they often find themselves confused and lost in these transitions (Cross, 2002). When asked why the participants applied for Thanda ASP, this confusion is apparent as it is so vividly explained by 1; Thanda ASP gave him his metaphoric “other shoe”: “*I was a lot like looking for answers in my life... I was just like a guy, a young boy sitting at home, looking at other kids playing but you were having one shoe and walking on one foot but there were thorns where the other kids were playing and then one [Thanda ASP] called me and said here is another shoe you come and let's play.*” Another reason given by the majority of the participants was the need for learning “*...but we learn many things and that is what I like because I like to learn, I like to learn and that is why*” (2). Frederiksen and Kanabus (2007) stated that orphaned youth do not receive the life skills and practical knowledge normally passed on by their parents and are therefore more likely to grow up in poverty and with health and social problems themselves because they do not receive the necessary education needed to overcome these problems. They have more obligations while trying to focus on their school work and recreational needs; thus not having enough opportunities for learning (Subbarao, Mattimore & Plangemann, 2001). Furthermore, the participants made their perceptions clear that because of stigmatization certain youth are not part of Thanda ASP; “*Some of, of other*

people who are at school they quit to Thanda. I think because of stereotype, of because they are not good." In today's society there is still a very strong stigma connected to HIV/AIDS. When parents fall ill or die of AIDS, it is assumed that the children are also HIV positive, which is not always the case (Frederiksen & Kanabus, 2007). Being stigmatized as being HIV positive, numerous AIDS orphans are denied schooling and feel shame, fear and rejection (Frederiksen & Kanabus, 2007). It is also stated by Caroleo (2001) that an AIDS diagnosis, or being left behind as an AIDS orphan, leads to general neglect of recreation activities and when a person's leisure needs are neglected, it has a negative influence on such an individual's ability to survive.

Youth behaviour and recreation participation

Johnson and Dorrington (2001) stated that South Africa does not have the capacity to deal with the rising number of AIDS orphans and as an effect it is resulting in increased risk behaviour and juvenile crime. This is confirmed by the statements made by the youth concerning their behaviour prior to Thanda ASP, *"they just come back from school, walk around, walk around and do nothing; some of them are addicted to alcohol or drugs"* (1). 2 further explains: *"just hanging around doing crime here, just people going to drugs..."* Recreation programmes can play a changing role in managing the effects of this pandemic on the youth (Brown & Lourie, 2000; DiClemente, Wingood, Crosby, Sionean, Cobb, Harrington, Hook & Oh, 2001). This argument is strongly supported by a journal entry of one of the participants: *"Thanda makes me forget the things that can destroy my life, like the use of drugs and alcohol."* It is also evident from the statement made by 7: *"Just because people they use to go home from after school, saughtering around the community and commit something very wrong. Now they go straight to Thanda... doing different things there is no time to stand in rows planning crime."*

From a discussion topic given to the participants regarding what they would like to change in their community, the pressing need for recreation facilities and programmes strongly came to the fore. *"Our youth is totally ignored when it comes to skills development and recreation. They lack sports programmes, sport fields, art programmes, libraries and poetry"*; another entry: *"we need libraries and I think the cause of a higher percentage of criminals is, there are no libraries, there is no enough grounds so the youth they have nothing to do so they involve themselves in influenced by the peer pressure."* This notion was also brought forth by a majority of the participants during the interviews as can be seen in the following accounts made: *"Nothing, no sport, no activities. I just went home..."* (7), and: *"No, there is not other activities after school if we go, cause it before Thanda"* (6). Through the responses it is actively evident that there is a great necessity for recreation programmes for these youth. This need for recreation programmes is echoed by the statement made by Lobo and

Niepoth (2005) that there are still millions of at-risk youth that do not have access to recreation programmes.

The benefits of recreation participation at Thana ASP for AIDS-affected youth; thus AIDS orphans

The participants' perceptions of the benefits of recreation participation as main category are supported by four themes. These themes, as contributing to the whole, accentuate the notion that recreation participation is beneficial to AIDS-affected youth. This multidimensional concept is discussed in reference to the findings of the study.

Health benefit

The participants' perceptions of the health benefits of Thanda ASP were reflected in their journal entries: *"Before Thanda came I didn't attend sport, when we started the sport it help me so much because my body get exercised."* This was also indicated during the interviews: *"I like to make football or soccer 'cause now I like to exercise to looking after myself"* (3). Results from research conducted by Du Toit and Van der Merwe (2006) showed significant improvement in gross and perceptual motor skills of AIDS-infected and -affected children exposed to a physical activity programme. Edginton *et al.* (2004) also state that being fit and feeling better about one's body helps building a better overall image of oneself.

Social relationships

Caroleo (2001) established that being diagnosed with AIDS can lead to isolation from peers and family, to depression and loneliness. This has also been found true for AIDS orphans (UNAIDS, 2002). One of the participants elaborated on this in his journal: *"Sometimes when I am at home, I become ill because of loneliness, but that all gone now because I am the basketball player."* Friendship was one of the dimensions that was emphasised as being an important benefit in all the participants' responses. This is evident in the statement by 4: *"I don't know how can I say this but there is this, Thanda, we as learners, yeah there is a solidarity that I can't explain, it is difficult to say. There is a co-operation that is had, so it is a friendship, good friendship."* 5 explained how Thanda helped improve her social skills, *"before I am afraid of talking to like that male, I am so afraid you know, but now I am able to just you know talking, just like we are humans we just talk. Now I am good at it, they're like friends."* Better relationships with their teachers; thus adults were also reported; *"yeah, yes it [development] is because of my teacher, I am proud, I am very proud of her so I really love her and appreciate what this thing of Thanda"* (4). The participants' sense of community has evolved as well since they became part of the programme as seen in the following journal entry: *"If you are living with other people you must think about them, don't think about you only just think about*

others, because person help person that help him/her. Don't be afraid to help others because those people you help will help you."

At-risk youth, and therefore AIDS orphans, have been known to be 'socially disabled' (McCready, 1997); thus displaying anti-social behaviour, experiencing problems with family, friends and school, and having feelings of isolation (McCready, 1997; UNAIDS, 2002; Unicef, 2003). There is strong support in the literature for the social benefits of recreation participation. According to Russel and Jamieson (2008), recreation plays a very important role in the development of social skills and exchanges. During recreation activities participants develop, practise and apply social interaction skills, develop and use social support networks, create and nurture relationships with significant others and improve familial relationships (Stumbo & Peterson, 2004). Coping resources for dealing with AIDS are also reported by Sausser, Dattilo and Kivel (2000) as a result of their improved relationships. The WLRA (2001) reported that recreation participation helps with community integration.

Emotional benefit

Through the responses, increased positive feelings came to the fore as a definite benefit of the programme as it is so fittingly stated by 1: *"From last year I lost my mom, December and this year earlier I still feeling quite... I was not sure am I alright or am I going down, where do I go from this. But Thanda just came and make me feel like okay my mom is gone from me but I will make it and carry on with my life and as it is the best idea I have ever made in my life that is Thanda."* Edginton *et al.* (2004) define recreation as 'having a feeling of positive effect', and Stumbo and Peterson (2004) state that it is the key to happiness and quality of life. It is clear from the participants' responses and journal entries that the programme is doing just that: *"I'm so very happy"; "we play nett [netball], we enjoy it you play you forget your problems and stop stress yourself about your problems."* Researches by Caroleo (2001) as well as McLeod and Allen-Craig (2007) indicated emotional control and reduced stress levels; thus yielding more positive feelings as a result of recreation participation.

Psychological benefit

One of the developmental assets identified by The Search Institute, which youth need to be able to thrive and develop to their full potential, was commitment to school and education (Benson, 2000). Brand (2001) along with Bloemhoff (2006) established through their research that recreation participation can change subjects' commitment to school and assist them in placing value on their achievements. The participants elaborated on this benefit during the interviews; *"...at March examination I fail it but June I start attending class and I tell teacher that something and something I don't understand, she help me with all and then on June examination I passed"* (6), as well as in their journals: *"I would*

like to teach the youth of my community about how much education is important in life.”

Frederiksen and Kanabus (2007) reported that orphaned youth usually do not receive the life skills and practical knowledge needed to survive, that are normally passed on by parents. From the statements made by 2: *“I think Thanda programme is good, [it] teach us how to live life...”*, and by 7: *“they teach us a lot, it can be about personal life, how to commit yourself with people, how to behave as a young person and how life is...”*, it is apparent that life skills and practical knowledge can be taught through recreation programmes (Parr *et al.*, 2006). Various life skills the participants have learned since being part of Thanda ASP were mentioned during the interviews and were echoed in their journals. These same life skills were also mentioned in the literature as products of recreation participation. Some of these include *responsibility, self-discipline* (Priest & Gass, 2005), *problem solving* (Edginton *et al.*, 2004), *communication, respect* (Parr *et al.*, 2006), *goal setting* (Tesnear, 2004) and *approaching skills* (Stumbo & Peterson, 2004). UNAIDS (2002) refers to fear concerning the future as one of the psychological damages AIDS-affected youth have to endure – they see themselves as having little of no future (Prinsloo, 2003).

Frederiksen and Kanabus (2007) indicated that 12 percent of AIDS orphans, as opposed to only 3 percent of other children, rather wished to be dead. Research by Caroleo (2001), Tesnear (2004) and Bloemhoff (2006) pointed to the positive effect of recreation participation on future perceptiveness. 7 confirmed this: *“yes that’s what I am striving for, I am striving for a bursary maybe but I must study hard.”* This positivity concerning the future was also evident in the participants’ journals; *“Thanda give me future, because Thanda teach me...”*

A limitation of the research was that the participants’ fluency in English differed; thus making communication with some of them rather difficult. Further research is needed on the influence of each of the different programme areas within the recreation programme.

Conclusion

The research supports the notion that recreation programmes are beneficial to as well as necessary for AIDS-affected youth, and thus for AIDS orphans. Recreation programmes are needed, since not enough facilities and programmes are available to these youths, as was stated by the majority of the participants. The need was also evident from the accounts of the participants of their risk behaviour before the recreation programme, and how they have improved since Thanda ASP. The study strongly stipulated the improvement in risk behaviour since the participants started taking part in the recreation programme. Evidence of the health, social, emotional and psychological benefits of recreation

participation was clearly declared by all of the participants; therefore testifying to how it has improved their quality of life.

Acknowledgements

The researcher would like to thank Thanda After-School Programme for affording her the opportunity to use their Programme for this research project – especially all the students that participated in this project. This paper was presented at the LARASA international congress held in Durban, South Africa, 11-14 March 2012.

References

- Adams, G.R. & Berzonsky, M.D. (Eds.) (2003). *Blackwell Handbook of Adolescence* (p. 648). Malden, Mass: Blackwell Publishing.
- Bacha, T., Pomeroy, E.C. & Gilbert, D. (1999). A psychoeducational group intervention for HIV-positive children: A pilot study. *Health and Social Work*, 24(4), 303-306.
- Benson, P.L. (2000). Our greatest resource. *Parks and Recreation*, 35(10), 56-66, Oct.
- Bloemhoff, H.J. (2006). The effect of an adventure-based recreation program (ropes course) on the development of resiliency in at-risk adolescent boys confined to a rehabilitation centre. *South African Journal for Research in Sport, Physical Education and Recreation*, 28(1), 1-11.
- Brand, D. (2001). A longitudinal study of the effects of a wilderness-enhanced program on behavior-disordered adolescents. *Australian Journal of Outdoor Education*, 6(1), 40-51.
- Brown, L.K. & Lourie, K.J. (2000). Children and adolescents living with HIV and AIDS: A review. *Journal of Child Psychology and Psychiatry*, 41(1), 81-96.
- Bullock, C.C. (2001). *Introduction to Recreation Services for People With Disabilities: A Person-Centred Approach* (2nd ed.) (p. 423). Champaign, IL: Sagamore Publishing.
- Caroleo, O. (2001). An ethnographic study examining the impact of a therapeutic recreation program on people with AIDS: In their own words. *Therapeutic Recreation Journal*, 35(2), 155-169.
- Cross, R. (2002). The effects of an adventure education program on perceptions of alienation and personal control among at-risk adolescents. *Journal of Experiential Education*, 25(1), 247-254.
- De Vos, A.S. (2005). Qualitative data analysis and interpretation. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont (Eds.), *Research at Grass Roots, for the Social Sciences and Human Service Professions* (3th ed.) (pp. 333-349). Pretoria: Van Schaik.
- DiClemente, R.J., Wingood, G.M., Crosby, R., Sionean, C., Cobb, B.K., Harrington, S.D., Hook, E.W. & Oh, M.K. (2001). Parental monitoring: Association with adolescents' risk behaviors. *Pediatrics*, 107(6), 1363-1368.
- Driver, B. (1998). The benefits are endless ... but why? *Parks and Recreation*, 33(2), 26-30.

- Du Toit, D. & Van der Merwe, N. (2006). The effect of a physical activity programme on the self-esteem of pre-primary HIV-directly affected learners. *South African Journal for Research in Sport, Physical Education and Recreation*, 28(2), 55-71.
- Edginton, C.R., Hudson, S.R., Dieser, R.B. & Edginton, S.R. (2004). *Leisure Programming: Service-centered and Benefits Approach* (4th ed.) (p. 535). Boston, Mass: McGraw-Hill.
- Everett, C., Chadwell, J. & McChesney, J.C. (2002). Successful programs for at-risk youths. *Journal of Physical Education, Recreation and Dance*, 73(9), 38-43.
- Fouché, C.B. (2005). Qualitative research designs. In A.S. De Vos, H. Strydom, C.B. Frederiksen, J. & Kanabus, A. (2007). Aids orphans in Africa, at www.avert.org/aidsorphans.htm November 2007.
- Greeff, M. (2005). Information collection: Interviewing. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont (Eds.). *Research at Grass Roots, for the Social Sciences and Human Service Professions* (3rd ed.) (pp. 286-313). Pretoria: Van Schaik.
- Johnson, L. & Dorrington, R. (2001). *The Impact of AIDS on Orphanhood in South Africa: A Quantitative Analysis* (p. 38). Cape Town: Centre for Actuarial Research.
- Lobo, F. & Niepoth, B. (2005). Play and recreation in childhood and adolescence: An international perspective. In A. Witt & L.L. Caldwell (Eds.), *Recreation and Youth Development* (pp. 51-79). State College, Penn: Venture Publishing.
- Louw, P.J. (2008). Die invloed van 'n avontuurgerigte ervaringsleerprogram op die persoonlike funksionering van swart hoërskoolleerlinge. Potchefstroom: Noordwes-Universiteit (Potchefstroom kampus). (Proefskrif - PhD.), p. 296.
- Marshall, C. & Rossman, G.B. (2006). *Designing Qualitative Research* (4th ed.) (p. 262). London: Sage.
- McCready, K. (1997). At risk youth and leisure: An ecological perspective. *Journal of Leisurability*, 24(2), 31-36.
- McLeod, B. & Allen-Craig, S. (2007). What outcomes are we trying to achieve in our outdoor education programs? *Australian Journal of Outdoor Education*, 11(2), 41-49.
- O'Sullivan, E. (2006). Power, promise, potential and possibilities of parks, recreation and leisure. *Introduction to Recreation and Leisure* (pp. 3-16). Champaign, IL: Human Kinetics.
- Parr, M.G., Havitz, M.E. & Kaczynski, A.T. (2006). The nature of recreation and leisure as a profession. *Introduction to Recreation and Leisure* (pp. 353-376). Champaign, IL: Human Kinetics.
- Priest, S. & Gass, M.A. (2005). *Effective Leadership in Adventure Programming* (2nd ed.) (p. 328). Champaign, IL: Human Kinetics.
- Prinsloo, E. (2003). At society's margins: Focus on the youth in South Africa. *Educare*, 32(1&2), 275-292.
- Russel, R.V. & Jamieson, L.M. (2008). Leisure program planning and delivery (p. 252). Champaign, IL: Human Kinetics.

- Sausser, C.E., Dattilo, J. & Kivel, B.D. (2000). Leisure in the lives of people with HIV and AIDS: Implications for leisure services. *Journal of Park and Recreation Administration*, 18(4), 38-56, Winter.
- Strydom, H. & Delpont, C.S.L. (2005a). Information collection: Document study and secondary analysis. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont (Eds.), *Research at Grass Roots for the Social Sciences and Human Service Professions* (3rd ed.) (pp. 314-326). Pretoria: Van Schaik.
- Strydom, H. & Delpont, C.S.L. (2005b). Sampling and pilot study in qualitative research. In A.S. De Vos, H. Strydom, C.B. Fouché & C.S.L. Delpont, (Eds.) *Research at Grass Roots, for the Social Sciences and Human Service Professions* (3rd ed.) (pp. 327-332). Pretoria: Van Schaik.
- Stumbo, N.J. & Peterson, C.A. (2004). *Therapeutic Recreation Program Design: Principles and Procedures* (4th ed.) (p. 500). San Francisco, Calif.: Pearson / Benjamin Cummings.
- Subbarao, K., Mattimore, A. & Plangemann, K. (2001). *Social Protection of Africa's Orphans and other Vulnerable Children: Africa Region*. Washington, D.C.: World Bank (Working Paper Series.), p. 3.
- Tesnear, S. (2004). Die effek van 'n avontuurgerigte ervaringsleerprogram op die persoonlike funksionering van jeugdiges. M.A. Dissertation. Potchefstroom: Noordwes-Universiteit (Potchefstroom kampus).
- UNAIDS (2002). *Children on the Brink 2002: A Joint Report in Orphan Estimates and Program Strategies*. Washington, D.C.: TvT Associates, p. 36.
- UNAIDS (2009). *AIDS epidemic update*, at www.unaids.org/en/knowledgeCentre/HIVdata/EpiUpdArchive/2009/default.asp January 2010.
- UNICEF (2003). *Africa's Orphaned Generations*. New York: United Nations Children's Fund, p. 52.
- World Leisure and Recreation Association (WLRA). (2001). World Leisure and Recreation Association: International position statement on leisure education and youth at risk. *Leisure Sciences*, 23(3), 201-204.