



enabling ECD | unlocking the FUTURE

WOFO PLAY ACTIVITIES

Name of Activity/Game	Materials Required	Instructions	Cultural Links/Importance	Learning Outcomes	Open-Ended Questions/Adult Role	Country of Origin	Other Notes
<b>Unoccupied play</b>	Watch colours around, rollover, holds & explore control eye muscles, stretches & kicks.	There are no instructions -Children interactions happen naturally; children are still at this stage of growth	No cultural link but it is important for the child to interact with the universe & exploring, children play is scattered at this stage	Manipulating materials, mastering their self-control, and learning about how the world works	Does the child have movements? Can the child use body limbs/parts? Is the child generally responding? Do parents keep on talk to the child? Do parents tell stories to the child? Do parents sing to the child? Do parents make sounds to the child?	South Africa	General
<b>Solitary play</b>	This can be Age-appropriate, the child can use and focus on a certain object to play	There are no instructions - Children entertain themselves, there is social involvement	None- children do not notice or acknowledge other children, they explore freely, master new personal skills	Motor or Cognitive skills and children prepare themselves to play with others.	Fine Motor Skills- Is the child able to play using hands or feet with playdough? Is the child able to do rough colouring? Gross Motor Skills- Is the child able to skip, throw a ball, kick, move small objects?	South Africa	General

<b>Onlooker Play</b>	Age-appropriate and depends on child emotions and mood- require stimulation	There are no instructions- Children here sit back and engagingly watch other children playing	There can be cultural links- Children learn about social rules of play at times in their environment and social context as they build relationships	Children explore different ways of playing or they use available safe to play materials and they learn about the world in general	Are children onlooking play activities in general or those that they are interested in? What is the take of the adult’s observation and what is the interaction or intervention of the adult in the situation?	South Africa	General
<b>Parallel Play</b>		children play next to each other but are not really interacting with each other (together)	Not linked to any specific culture	The child might be interested in a different object to play that is either challenging or enjoyable	Are parents generally observant to check if a child can play successfully with others using the same objects/resources? Do parents encourage children to play together? What exercises supports social skills and why are Social Skills important?	South Africa	General
<b>Associate Play</b>	Free- play by children and holistic development use of resources, e.g., balls, skipping ropes, running, listen to rhymes, music and the use of emotions on the activity	Children interact with others as per the adult interaction/organised play under supervision at times for certain planned observations required or for children to just learn through fun/play generally	Children play generally with any other players- Children are socially free in playing with others (This can be linked to culture at times)	The children have an activity or object involved in play; children begin to be more interested in other players	Do children play according to gender notification? Are children playing with objects they understand or are they object mixed and they choose they ones they want to play with? Is the playing space indoor or outdoor following the identified objects? Do the children play on a safe space? Is the space they play at big enough for the chosen play resources used? Do the children play under supervision or on their own?	South Africa	General

					What does the play activity hope to achieve?		
<b>Cooperative Play</b>	All children activities that develop children holistically	The play is categorized by cooperative efforts between players; it can be age set or have a mixed group of players that share the space	Children might adopt group goals, and establish rules for play – children can learn to play from each other or learn a play activity in cultural context (or be taught a play activity)	Children learn to share, take turns and negotiate control	Do other children perform bullying when playing with others or younger children? Who leads the play and how is it fair for all children to participate? What skills are built during the playing activity? Do the children all get an opportunity to play the different playing games/activities?	South Africa	General
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<b>Phumu La (Get out here)</b>	Children run after each other-developing large muscles	Game rules- Run, dodge, sprint, pull and stretch.	No cultural link-children use the flexibility of thinking best ways dodge and stretch when participating using different forms of participation	Cognitive, Affective and Social – there is application of rules, relations awareness, self - acceptance, creativity, leadership, cooperation, & mixed gender participation	Are the children playing the game in a safe space? Is there no bullying in the leadership space by others? Is there mutual respect amongst the children and do they take turns so that they all get an opportunity to lead the game?	South Africa	<b>IsiZulu Language</b>

<p><b>iKathi Negundane</b> (Cat and mouse)</p>	<p>Children run after each other</p>	<p>Game rules- Run, dodge, sprint, pull and stretch.</p>	<p>No cultural link – Children get involved and share the understanding of the game rules across cultures</p>	<p>Cognitive, Affective and Social- Judge and strategize on how to dodge the opponent, engage in role- play, develop caring, group cooperation and dynamics</p>	<p>Do children share roles and take turns on who is the Cat and who gets to be mouse? Do they understand that there should be cooperation and exchange roles?</p>	<p>South Africa</p>	<p><b>IsiZulu Language</b></p>
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<p><b>Ingwenya</b> (Crocodile)</p>	<p>Swimming pool, lake, river, big bath, plastic pool</p>	<p>Game rules- Coordination, balance, speed, power development in arms and legs; cardiovascular and muscle endurance.</p>	<p>No cultural links – Children awareness and understanding the concept of water resistance. Some children from rural areas can be scared of large water surfaces based on their exposure, experiences, the context and the environment</p>	<p>Cognitive, Affective and Social- water resistance, buoyancy, cardiovascular endurance. Develop unique and creative strategies in the water. Tolerance, acceptance of own ability and assertive behaviour. Social inter-action especially between boys and girls.</p>	<p>Are all children used to play with or in water surfaces? Do all or most children know how to swim? Are children comfortable in playing in large amounts of water? Is water readily available for children to play with? What is the general experience of children in relation to water surfaces? Do they have rivers closer to their areas of growth?</p>	<p>South Africa</p>	<p><b>IsiZulu Language</b></p>

<p>Izimpisi (hyenas)</p>	<p>Running space/track, stadium, physically healthy, space to hide (children hide and seek)</p>	<p>Game rules- Sprint, dodge, cardio-vascular endurance and muscle strength</p>	<p>No cultural links – children are able to follow the game rules across cultures</p>	<p>Cognitive, Affective and Social-communication between ‘mother’ and ‘child’. A sense of belonging and part of a group and/or team (Security and status). Daring Attitude. Social-interaction, cooperation, and team support.</p>	<p>Do parents/caregivers’ bond and have communication relationships with/their children? Are there any cultural influences and if any how can parent improve in ensuring that they communicate about every life related topic with children? Are children always friendly to each other? Do children accept each other easily? Do children work as a team without instruction easily or do they need to be instructed to work with each other?</p>	<p>South Africa</p>	<p>IsiZulu Language</p>
<p><b>Ushumpu</b> (kick/strike the ball)</p>	<p>Ball (use recycled paper &amp; plastics to make a ball)</p>	<p>Game rules - Run (sprint), catch, hitting a ball, space awareness</p>	<p>No cultural links – children are able to follow the game rules across cultures (Use of recycled material)</p>	<p>Cognitive, Affective and Social - Rules, game strategies, positional play and score keeping. Sense of trust, security and status as well as assertive behaviour and control of aggressive behaviour. Cooperation, winning and</p>	<p>Are the children fit/able to play the game? Do they understand the game rules? Do children understand that they are gifted differently? Do they take turns in the game roles? Do they accept lose in the game? Can children control their emotions? Do children get angry and do not want to play when they get upset? Is playing the game fun to all of them? Do parents encourage children to play? Do parents understand the importance of children to be</p>	<p>South Africa</p>	<p>IsiZulu Language</p>

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<i>Arigogo</i> (‘I am going’)	Ball (use recycled paper & plastics to make a ball)	Game rules- Cardio-vascular and muscular strength such as speed, agility (dodging), catching, throwing and chasing.	No cultural links – children are able to follow the game rules across cultures (Use of recycled material)	Cognitive, Affective and Social- New rules, game strategies striking skills and positioning for fielders. Respect, tolerance, diversity, caring and fairness. Social interaction, cooperation and team coherence.	Are the children fit/able to play the game? Do they understand the game rules? Do children understand that they are gifted differently? Do they take turns in the game roles? Do they accept lose in the game? Can children control their emotions? Do children get angry and do not want to play when they get upset? Is playing the game fun to all of them? Do parents encourage children to play? Do parents understand the importance of children to be involved in playing as part of their development and growth? Is it important to understand children behaviour?	South Africa	<b>IsiZulu Language &amp; general</b>

<p><b>Three-tin</b></p>	<p>Tins (canned recycled from fish or bean tins) &amp; balls</p>	<p>Game rules - Run, dodge, chase, catch and throw.</p>	<p>No cultural links – children are able to follow the game rules across cultures</p>	<p>Cognitive, Affective and Social- New rules and developing of new strategies. Uniqueness, self-acceptance, virtue, challenges, competitiveness, security and status. Social interaction, team cooperation and coherence, respect, tolerance, diversity, caring and fairness towards other team members as well as opponents</p>	<p>Is it always easy for children to understand game rules? Is communication/language a barrier for children to play together? How do children show respect to each other? Do children understand cultural tolerance issues or is it easy for them to play despite their differences? Do children in any case see differences in them? Do children understand the concept fair? What is a competition? What does competition involve?</p>	<p>South Africa</p>	<p>General</p>
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<p><b>U-Agi</b> (Donkey)</p>	<p>Uses a ball</p>	<p>Game rules - Run, dodge, chase, catch and throw.</p>	<p>No cultural links – children are able to follow the game rules across cultures</p>	<p>Cognitive, Affective and Social - Understand and apply space, effort and relation awareness.</p>	<p>What is to develop? How do children develop? What activities develop children? Who should develop children and why? What is the importance of developing children? How do parents develop</p>	<p>South Africa</p>	<p><b>IsiZulu Language</b></p>

				Develop strategy and creativity. Aspects of self-concept such as uniqueness, self-respect, self-acceptance, and confidence. Social inter-action. Tolerance and attitude to other participants are developed.	children? Why is it important that parents play a role in the development of their children and children in general? Do parents have influence in the upbringing of children?		
<b>Ukugenda</b> (Stones)	Stones – age-appropriate sizes of stones	Game rules- Develop eye-hand coordination, fine motor skills, strategies and patterns to achieve and maintain personal standards of performance.	No cultural links – children are able to follow the game rules across cultures	Cognitive, Affective and Social - Develop patterns and coordination for beginners. Develop self-acceptance, challenge, mastery of fine motor skills. Socialization aspects such as tolerance, equality and self- discipline.	Do parents play their role for children safety when they engage in their play activities/games? What does the game teach the children? Who observes the children when they play in the different areas? Do parents understand children’s developmental stages as they play and develop? What is the meaning of child development in society?	South Africa	<b>IsiZulu Language</b>
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<p><b>Ukungweka/Iinduku</b> (Stick fighting)</p>	<p>Sticks- children’s sizes per age group</p>	<p>Game rules- Coordination (quick arm response), wielding, blocking, agility, reaction time (swift leg response).</p>	<p>Cultural links – children relate to it through practice and from a cultural perspective, this is within their culture and seeing from adults as part of their exposure and local activities (in Nguni culture- IsiXhosa, IsiZulu and IsiSwati)</p>	<p>Cognitive, Affective and Social - Rules, formations, strategies; and interpreting biomechanical aspects of skill on when and how to strike and dodge. Self-concept such as uniqueness, respect, self-acceptance, virtue and confidence. Equality, acceptance, respect and self-discipline are involved.</p>	<p>How are children influenced by culture and what do parents support children when playing? What are parents’ observations and influences when children play? What is the responsibility of a parent when children play? Do parents make time to play with their children? Is it important for parents to play with children? Do children like to play with parents? Is it easy for parents or children to play with parents? Do children get an opportunity to lead playing when they play with parents? Are there turns when children play with parents? Is there a cultural barrier in playing with children?</p>	<p>South Africa</p>	<p><b>IsiZulu Language</b></p>
<p><b>Inqabeshu/Ugqabu</b> (Rope skipping)</p>	<p>Rope- strong enough for the activity, made by recycled plastics to form a rope to play with</p>	<p>Game rules - A variety of swinging, skipping forward, backward, sideways (Left and right) at different paces.</p>	<p>Linked to different cultures and using resources at hand (recycled material). Using a skill that is cost effective.</p>	<p>Cognitive, Affective and Social - Adaptation of rules, strategies and methods of skipping as decided upon for specific contest of the day. Self-acceptance, a sense of</p>	<p>Can age-appropriate parents skip? How do they feel when children see them skipping? Do children enjoy seeing their parents skipping? Is it fun? Would children enjoy the skipping games when playing with their parents? Can parents exercise and do they find joy and perhaps see the value of being part</p>	<p>South Africa</p>	<p><b>General</b></p>

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<p><b>Isango ligolide</b> (Golden gates) (Lemons and oranges)</p>	<p>Singing in a group circle, one child will run around and choose one person to get and the process repeats itself</p>	<p>Game rules - Develop strategies and patterns, expressive movements such as rhythm and coordination</p>	<p>No cultural links – children are able to follow the game rules across cultures</p>	<p>Cognitive, Affective and Social - Understand and interpret the concepts of games. Memorize isiZulu songs and actions. Self-acceptance, talent, mastery attempts, self-respect. Tolerance and respect towards others, equality, fairness and cooperation.</p>	<p>What are the developmental areas of a child when they sing or do rhymes? Can parents share their songs and rhymes they used to do when they were younger? How does society support children play activities in a safe environment? What is a safe environment for children?</p>	<p>South Africa</p>	<p><b>General</b></p>

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<p><b>Umlabalaba</b> (No English translation)</p>	<p>Chess, snake &amp; ladder, throwing of a dice</p>	<p>Game rules- Develop mastering of certain strategies to counter-attack specific game plans.</p>	<p>No cultural links – children are able to follow the game rules across cultures</p>	<p>Cognitive, Affective and Social - Facilitate constant problem solving and strategizing to outwit opponent(s). Talent, self-respect development of a sense of mastery. Develop fair play</p>	<p>How are children with different talents treated at home by parents? Do parents support children on problem solving strategies? What do problem solving games entail and why are they important to children? What kind of resources can be used to support children on problem solving activities? What role can children play in society when they understand and get exposure to problem solving games in play-based education?</p>	<p>South Africa</p>	<p><b>General</b></p>
<p><b>Gxum-gxa (Hop-scotch)</b></p>	<p>Floors- use chalk on hard surface</p>	<p>Game rules- hop on boxed drawn on the floor</p>	<p>No cultural links – children are able to follow the game rules across cultures</p>	<p>Physical, Cognitive, Affective and Social - Facilitate constant problem solving and strategizing to outwit opponent(s). Talent, self-respect development of a sense of mastery. Develop fair play</p>	<p>Can parents and children play the game? Is it an easy game to play?</p>	<p>South Africa</p>	