**INSTRUCTIONS FOR INTRODUCING EWC GAMES**

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**Play – Learning language through play**

Ask participants to volunteer as a time keeper and record keeper for their group.

Each group has a handout – Words children learn from play and how adults can support them.

| **Game** | **Equipment for station** | **Instructions for each station** | **Words children learn** | **Concepts children learn and summary** |
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| **Water Play** | Bowl of water  Different size  yoghurt cups  Different sized plastic bottles  Squirting bottles  Funnels  Polystyrene trays for floating  Corks  Stones  Shells  Floating toys eg. boats, ducks | Invite participants to take turns playing with the water using the objects provided to play with.  Ask participants to give the words for:   * what others are doing * objects they are playing with.   Encourage participants to use the sprays and other objects in the water such as sponges.  Mix water with colourants to make different colours and soap to create bubbles. | Wet/Dry  Damp  How many  How much  Full/Empty  Half full/empty  Full/fuller/fullest  Fuller than  Overflowing  Heavy/heavier/  heaviest  Light/lighter/lightest  Big/bigger/biggest  Small/smaller/smallest  In/out  Sinking/floating  Squirt/spray  Squeeze  Splash  Stream (of water)  Flow  Bubbles  Foam  Drain | How things work (why some things float and others sink).  How much water different containers hold (volume). |
| **Play with puzzles** | Pieces of puzzles  To make puzzles:  Pictures  Cardboard  Puzzle template  Glue, scissors  Pencil  Post it box from *Make your own* | Demonstrate how to make the puzzles, talking through the different strategies – corner pieces, straight edges, matching the pictures/colours, finding shapes that fit together.  Make jigsaw puzzles by pasting pictures onto cardboard; draw jigsaw shapes & cut out. Keep it simple (4 to 6 pieces for children under 3). Give each puzzle a number & write this number on the back of each puzzle piece. | Picture  Match  Whole/Part  Corners/Sides  Top/Bottom  Left/right  Next to  Under  Piece  Shape  Straight/Curved  Fit | How to look carefully and notice detail.  How to plan and develop strategies (eg. noticing shapes and how they fit together; working out which pieces to fit first - corners and straight edges; working on small areas first; matching colours).  Trying and seeing what works.  Persevering with a challenge.  Managing a task. |
| **Pretend Play** | Video  Boxes (household/food in different sizes)  Dolls  Cloth  Old clothes and shoes  Plastic spoons and plates  Tins (use as pots)  Empty bottles  Old clothes, shoes | Ask participants if they ever encourage pretend play with children, and if so, what materials they provide.  **Show video**  **Question-** Why is pretend play important?  **Suggested answers:**   * It develops clear thinking and problem solving. * Children use language to think and work things out. * It encourages children to think flexibly, use their imagination and be creative. * Children learn to improvise and that one thing stands for something else (symbolic representation). * Children take on different roles, eg teacher, parent, doctor, which can require different, ‘grown up’ language. |  | * Children learn to take initiative, make choices and decisions. * During pretend play children use language to think clearly and solve problems. * Adults should strike a balance between leading children’s learning and allowing their children time to learn independently. * They learn from errors to be independent and creative learners. * Children learn to cooperate and understand the feelings of others. |
| **Card games** | Animal cards and instruction booklet;  Barrows matching animal cards;  Home-made single and matching cards (from *Make your own booklet*) | Play all these card games with a few participants to demonstrate the game. Ask different participants to play each time you change to a new game.  *3-5 years:*  **Sorting and matching:**  Follow instructions on pages 4 and 5 of the Animal cards instruction booklet.  **Naming and sorting:**  Follow instructions on pages 8 and 9 of the Animal cards instruction booklet.  **Memory game:** play with a few participants. Follow instructions on pages 6 and 7 of the Animal cards instruction booklet.  Focus on playing together for fun, not winning. | Animal names in different languages.  Animal sounds, characteristics, categories.  Sort  Different  Match  Same  Pair  Deal  Pick up  Throw away | Learning step-by-step how card games work.  Children learn to take turns, follow rules, play fairly, win or lose easily.  Builds categorising/ matching skills.  Children learn to order their thoughts and think critically.  Matching  Categorising  Counting |
| **Listening games** |  | Play with a few participants, and once you have demonstrated encourage participants to have a turn to lead the activity.  Ask participants to close their eyes and listen to the sounds around them. Then open eyes and ask them to say what they heard. Draw attention to sounds that are (i) on their body, eg breath, heartbeat, (ii) close to them eg chair scraping, (iii) in the room, if possible identify the direction where the sound is coming from, e.g. a fan, kitchen noise, (iv) outside the room, e.g. the wind, voices, car, (v) very far away, e.g. a train, an aeroplane.  Tell participants you are thinking of a food and you want them to guess what it is. **They must ask questions,** not just shout out the answer, to start to categorise (Animal cards instruction booklet).  I spy: Tell participants you are thinking of something and it starts with (a letter sound) … They must look around them to find an object that starts with that letter. They can all shout out their answers until the right answer is given. (Tip – to keep the game going for a while, have a few objects in mind that start with the same letter in case someone gives the correct answer immediately).  Give participants a chance to generate words staring with [S] and count how many words you have come up with. Encourage participants to play this game in the predominant home language. (Tip – write a list of words in a few different categories that you can refer to.)  Syllables – ask participants to clap or hop the syllables in their names, and also in long words, in home language and English. |  | Explain that we start with initial letter sounds:  (i) that are single consonants, not blends,  (ii) that in isiXhosa and isiZulu we stress the first consonant, not the vowel that precedes it.  It is important to switch off the television as too much background (white noise) stops children from being able to tune in and hear the different letter sounds in words.  **Initial letter sounds** are usually the first letters children learn to identify, and especially the first letter in their name.    **Syllables:** breaking words down into parts helps them to learn to read and write when they start school. |