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THE GAMES CHILDREN PLAY:

**A Look at Children's Past
Times in Southern Ghana**

By

**Johannah H. Coleman
Students for International Training
Cape Coast, Ghana
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Independent Study Project**

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I would first and foremost like to thank my parents for being patient with me on the telephone for an hour when I mentioned for the first time my interest in coming to Africa. I will always remember my father's first comment, "Johannah, Africa's a long way away. All the way across the ocean." Well, I made it, thanks to their consent.

I would like to thank Naana and Kwadwo Opoku-Agyemang for all of their guidance during the three months I was in Ghana. Thank you Kwadwo, for your sly jokes that you put a lot of confidence in (maybe too much). Thank you Naana, for your smiles throughout the time I was there, but especially from the doorways of your house during those Fante lessons.

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ABSTRACT

This Independent Study Project will focus on children throughout Ghana. It will be compiled by using notes, observations, journal entries, lectures, and conversations of the author. I wish to pinpoint the everyday life and activities of a child in Ghana, oftentimes more specifically in Cape Coast in Komenda. This paper will be divided into three chapters. The first chapter will give a general outlook of children's past times as observed and interpreted by myself, such as favourite sports, activities, and games.

The second chapter will consist of aspects of home stay life and what was observed during my stay, mainly through the three children in the household.

The third chapter will show actual pictures and drawings that will be interpreted and explained. This will be helpful in understanding children's past times to a greater length, and allowing the reader to get a firm grasp on children's past times in various locations in Ghana.

My conclusion will be based on personal thoughts about what I observed in Ghana, and suggestions that I believe would be beneficial for further studies and for the children that are directly involved.

INTRODUCTION

Forty-three percent of Ghana's total population is compiled of children ages 0 – 14 years of age.¹ Given the figures from this census, the final estimate comes out to 7,820,332² for boys and girls under the age of fourteen in Ghana. More than half of these children are in an educational atmosphere. What about the other children that are not given the opportunity to attend school? Twenty-eight percent³ of the total amount of children are active in some form of child labour. Of these numbers, only two-thirds of the twenty-eight percent (approximately 3,772,528) are attending school. When these children come home from school, they are put to the task of helping the homeowner with daily chores. What do the other children, who are not house servants,⁴ take part in when they are not in school?

There have been a plethora of previous studies conducted on children in Ghana. I have objectively noticed that most of these studies have focused on the important topic of education in Ghana, and the child labour force. It is in my opinion that what Ghanaian children do after school, those who are not house-helps, is somewhat overlooked. This is not to say that this topic is not important, but in every country and especially because Ghana is a developing country, it is recognized that the children are the most important investment. I spent most of my three months in Ghana observing and asking questions and learning in an objective manner about what children under the age of fourteen are doing with their free time. At first I took on the assumption that because of the status of the country as a developing nation, the children would have much different interests. It is interesting to note that what these children are doing is a different, but similar, version of the activities I see children in the United States participating in. They enjoy stuffed animals, stickers, watching television when it is available, and playing with their friends and classmates. The time that I spent with my eight and five-year-old host sisters was extremely helpful in understanding a small portion of children's pas times in Southern Ghana.

Children all over the world are oftentimes referred to as being the investment of the communities and the families. I believe this to be an understatement. All that we, as humans, have acquired will be thrown into the hands of today's children in the days to come. I researched children in Ghana prior to my visit, and found very little information on their

¹ Est. 1997. Web site <http://innocentlost.org/ghanadetails.html>.

² Ibid.

³ Summary of article date Nov. 1997. "Child Labour and Schooling in Ghana." Sudharsan Canagarajah and Harold Coulombe.

⁴ Throughout my stay in Ghana, I noticed a child labour world dominated by young, females who are school age children. The word "helps" is to recognize that not all child labour participants are females.

past times and daily, non-educational activities that they participate in. This is an important topic, especially with the rise of a Western-style influence on the country. The number of televisions per home is increasing, and most parents are letting their children watch with no time limit.⁵ Televisions do not allow the child to enhance their brain where it is needed during this important part of their lives. Prior to the age of television and Western technology influences, the children might come home from school and play oware⁶ with their family members or friends, or just simply play outside of their home. Instead, more and more children are coming home from school and watching television for most of the afternoon. When the mother is not in the home, the children are unsupervised, unless there is a house-help present.

Being an elementary education and psychology major, I have an automatic interest in children and their activities because it all contributes, either positively or negatively, to their intellectual growth. It is important to realize this. I was immediately stricken with the observation that most of the children that I came across in Ghana were advanced in their intellectual growth in ways that American children are lacking. I maintain my opinion that children in the United States are lacking due to the overuse of social media, and the children in Ghana are contributing from their “lack of” social media. The numbers are rising in Ghana, but not at all close to the numbers of the United States. This needs to be helped before it becomes a problem with tomorrow’s children. Throughout my stay in Ghana, I was able to watch my host sisters, their friends, and some Junior Secondary students on the University of Cape Coast campus and focus on the various activities they took part in their free time. Even though there was a lot of time spent in front of the television, there are other activities involved.

⁵ Puplampu, G. B. The Child – the Root of the Nation. 1997. Accra: Royal Gold Publishing. Chapter 10 P. 41.

⁶ Oware – see Chapter One for full description.

METHODOLOGY

In order to fulfil this project, I took on the natural task of observing all that was possible having to do with children and their activities. The first chapter is compiled of basic observations that took place in Cape Coast, located in southern Ghana. This chapter includes a conversation with a group of female students from the University of Cape Coast Junior Secondary School about how they pass time in a typical recess. This is a conversation that took place naturally, with some questions spontaneously asked by the author. On the topic of sing/clap games,⁷ these questions were asked:

Are there more patterns?

How long have you been playing these games?

At what age did you start to play them?

Who taught you how to play them?

Various students answered and questions, so they were not pointed at one particular person.

Throughout my stay at my host family's flat, I sometimes asked my host mother, Victoria Gharthey, questions because a primary school teacher. These questions were not written down. Many observations took place in this household as well in Cape Coast. For all of the chapters in this report, information is being derived from lectures that took place, mostly in Cape Coast, and journal entries written and dated by author. The third chapter includes pictures and drawings taken between the month of February and May 1999, by the author.

I had compiled questions for various teachers, including Constance Acquah, a Class 1A teacher at UCC Primary and Agnes Gyimah, the headmistress of that that same school. I had met them in Cape Coast, and I had planned and set up to meet during their month break from teaching. Due to very unpleasant and unfortunate circumstances, I was not able to follow through with my plans and conduct actual interviews with the various teachers. This was due to circumstances that were beyond my control. The questions that were for the teachers included:

How long have you been teaching?

What level⁸ do you teach?

Have you taught at any other schools?

How many students are in your classroom?

⁷ *Sing/clap games* are games normally played by young females. They consist of a pattern of clapping that is produced in the same rhythm as a song. There are various songs to go with the clapping patterns.

⁸ Levels in Ghana are equivalent to saying "grade" in the United States.

How is their overall performance as teaching?

What is your biggest obstacle in teaching?

What is your favourite subject to teach?

What is the student's favourite subject to learn?

How has made that obvious? By enthusiasm? By the student's grades?

During recess, what are the majority of the girls participating in?

During recess, what are the majority of the boys participating in?

What sort of songs do you teach in the classroom?

Did the students know them (or most) prior to class?

Who do you see as their teachers away from you?

What folktales⁹ do you teach in your classroom?

Who do you see as influences to the children? Where are they found?

What recreational activities do you see a majority of your students interested in?

There were separate questions compiled for people in the Department of Primary Education at the University of Cape Coast. These people included Mr. Peter Brown in the Resource Centre, Mr. Paul Amawah, and Mr. Koomson in the Educational Psychology department. These questions were also unable to be completed due to the same very unfortunate circumstances. The questions compiled were:

How long have you been an employee at the Department of Education?

Did you do any work in a specific field prior to this job?

What (if any) organisation(s) supports this department?

Where do you see a majority of the problems facing primary education in Cape Coast?

How could these problems be helped?

How are the students directly affected by the problems that may face primary education?

How do you see to it that the problems, if any, are being worked on?

Through the teachers? The parents? The students themselves?

What is needed for the children, the most important thing you see?

Are you in direct contact with the school on a normal basis?

What schools do you cover? Just UCC?¹⁰

⁹ The oral tradition of teaching is still an integrated part of learning in Ghana, as well as many other African countries. Many proverbs are spoken to teach moral behaviour.

¹⁰ University of Cape Coast, Cape Coast, Ghana.

Are there programmes available to students after school or during breaks?

What kind of programmes, and what age?

Are the students able to be tutored if the need arises?

Where do you see the children find their role models?

What recreational activities do you see a majority of your students interested in?

Most of the information under this topic is based on observation by the author between the months of February and May 1999. I feel this is an important mode of learning because it gives a natural way in which all parties involved participate in the process. Some were conducted naturalistically and some were conducted during normal, everyday life.

I tried over a time to get personally involved with the Department of Primary Education on the UCC campus. This is an organisation head by Professor D. K. Fobih to make sure primary education meets competency and quality levels that have been set. It includes many sub-organisations and centres within the full department, some of which offers courses and workshops for present and future primary school teachers. There was an administrative strike, therefore it was difficult, if not impossible to have begun a relationship with this department. This was the main constraint with the Department, along with the unfortunate circumstances of becoming ill. Other obstacles included the times of observation. It was my ethical duty to inform participants that they were being observed for a purpose. This was not always the case because I felt the activities would have been altered. The students at the JSS¹¹ understood that I was observing, but I did not feel the information they were telling me was altered in any way. I often found that it was though to get an honest observation because I am a foreigner, and was treated a certain way. Time was always in issue, but that is a lot of times the case; it came as no surprise to me. The educational system in Ghana is closed from the middle of April 14th until May 3rd and that provided quite an obstacle.

¹¹ Junior Secondary School, University of Cape Coast, Cape Coast, Ghana

CHAPTER ONE

“Activities, Games and Sports of the Ghanaian Child”

Being an aunt of five children and a future educator, I am used to seeing children using their imagination. Most people are used to it. There are also times when children’s imaginations are not being used to its fullest capacity due to distractions. These distractions include the television, computers, video games, along with various other forms of media and devices. I was brought up watching many hours of television, and at the same time using my artistic abilities wisely. It was evenly distributed when I was growing up, but that is not always the case. The child’s environment and parental influence have much to do with the child’s activities.

Immediately, I noticed in Ghana that children were everywhere. I noticed them outside of their homes and out in the community, often times playing with many other children. I saw them helping their families with chore duties around their homes and villages. I saw them in groups playing *foot*¹² on numerous occasions during the day. When I saw them actually playing with toys, there was no limit to their imaginations. This was very apparent in my home stay, which is discussed in the following chapter. This is not to say that children in the United States are not using their imaginations properly, but I find that because Ghana is less developed, there are not as many distractions (televisions, computers etc) to get in the way. There were televisions and computers in some homes, but they are not as evident as in the American culture.

In my observation at the J.S.S. on the University Campus, I noticed that many young girls were in small, circular groups playing clapping games and singing along. I watched them for a while and when they have finished, I called them over for me to learn about their games. I have seen young girls, who are not attending school, playing these same games. One of the games in particular was one where about thirteen girls were standing with their arms out to make a circle. I named this game “2- 4-6-1-1-, Hurry, hurry” because that was the cheering song. There is a certain pattern that the girls must follow¹³ that becomes faster as the cheer “2- 4- 6-1- 1, hurry, hurry” is sung. More students can join in if they are interested. If one of the girls messes up, then they are out of the circle until the next round. The cheer continues until two girls are left, and one of them makes a mistake. It is interesting to note that some of the girls were taking this very seriously, while some of them were being casual.

¹² *Foot* is a term used as the word soccer in the United States.

¹³ The pattern begins with two claps, a clap with each of their neighbours, followed by two more claps.

No matter to what extent the girls were taking this, they all got along well enough to have the same degree of fun. When I asked if there were more patterns other than 2-6-1-1, a young girl named Sylvia answered, “No, just this one,” They said they learned this in Level One at school by watching the older girls when they were five and six years of age.

Another song the students taught me was a learning/clapping song they learned by their older sisters at home on Level Two. This is one that teaches the days of the week in their proper order. It goes like this:

All those born on Sunday, get up, get up. (x 2)

La, la, la, la, la, la, la, la, la, la

All those born on Monday, get up, get up. (x 2)

La, la, la, la, la, la, la, la, la, la

All those born on Tuesday, get up, get up. (x 2)

This continues with the rest of the days of the week. They begin this song being in a crouched position, and depending on what day of the week they are born, they will stand.

A couple of these songs are sung to the same rhythm as clapping songs I learned as a child as well. Here is one of those songs:

I went to the Chinese Restaurant

To buy a loaf of bread, bread, bread

They wrote my name on the brown paper

And this is what they said, said, said

My hair is honey planning, sugary planning

Rolling, rolling

Chinese, Japanese, Chinese, Japanese, Chinese, Japanese

STOP¹⁴

In conversing with these girls during their recess, I asked them if these were only played by females. A couple of the girls answered, “just girls play them, but boys can play. The boys will spoil the games.” I heard another student in the background say, “They are just human beings.” I asked a couple of the boys that had ventured over to participate, and while they were most of the girls were trying very hard to control their laughter. The students said that the boys only play football, volleyball, and table tennis. They sometimes play basketball at a University facility.

A song that was taught in Class 2¹⁵, in math class, is one about the multiples of two.

¹⁴ This clapping rhythm consists of two students facing each other. Both hands are used to follow a pattern to the same beat as the song.

¹⁵ Class Two is compiled of eight and nine year old students.

Practical set – you make a mistake
And the lower and the upper and the 2 4 6
If you say one, you are out
But if you say two, then you are in.

This was very interesting to act as the learner in a situation. I sat in a wooden school chair under a tree while students between the ages of eleven and thirteen taught me their songs. They were excited to have me there watching and learning from them, and they were eager to show me as many of these songs as they possibly could in the time allotted. Each of the students introduced themselves and told me their ages, after which I had to answer some of their questions.

As mentioned in the introduction, oware is another activity I came across quite often with children. It is one that is homemade, and comes in various shapes, sizes, and types of wood. It is a game played by two people, and I found at least one in almost every home I visited. It is a wood-carved board with circular dugouts carved into the wood. There are twelve holes to play from, but sometimes two extra holes are found at the end of the unit. Each of these units comes with a bag of about fifty dried seeds, about the size of an acorn. Four seeds are placed in each circle to begin the game. Each player controls the side of the board that is closest to them. The first player to start begins by picking up a circle of seeds from any hole they choose, making sure it is from their side. One seed is dropped in each consecutive hole, in a clockwise pattern, until there are no more seeds left in the player's hand. When the last seed is dropped, the player picks up this hole seeds and continues on around the whole unit. When there are no seeds in the last circle to be picked up, it is the next player's turn.

When there are four seeds back in the hole, after a go, the player on that same side picks up all four seeds. If the last seed is dropped in a hole that already holds three seeds, that player keeps the four seeds no matter whose side. The game continues until only four seeds are left in the whole unit. The seeds are placed, in groups of four, by the players in their side's holes. If one player has more seeds, then they carry over to their opponent's side and take over how many circles he or she needs to. This is a game that enables children to think strategically and use their fine motor skills. I was taught to play oware by my host sisters during my stay in Cape Coast.

CHAPTER TWO

“Aspects of the Home Stay”

I arrived in Cape Coast, Ghana with the hope that I could settle myself in with a family consisting of young children. I had no idea who I was to end up living with. An excerpt from my journal entry the night I found out says,

4 February 1999

Before dinner at the Teacher’s Annex, a woman named Gifty Nyomi came to talk to us about our home stay families. It ended up that she handed out our actual families who we are going to be staying with. Mine is a husband and wife with two little girls. I’m quite excited about moving in with them. I know I am excited to learn first hand about life here and really get to know some children.¹⁶

Well, I did just that. As I mentioned earlier, I am studying to be an elementary school teacher, so it is important for me to become connected with children. I believe it is even more important for me to become connected to children that are culturally different in order to gain a broad perspective. The more I learn outside of the classroom, the more I can bring into the classroom. That is one of my personal philosophies that ties into my whole experience in Ghana.

When I arrived at the Ghartey’s home, I immediately began to include myself into the children’s activities. I remember the first night I was there, my two sisters, eight-year-old Araba and five-year-old Kuukua were on the outside patio with two of their friends playing with colourful Legos and magnetic letters. Kuukua had made a schoolyard with the letters and the limited collection of Legos. I was intrigued by her level of imagination in accordance with her resources. American children have plastic fences and plastic schools. Therefore, the level of imagination sometimes is not taken this far. Children’s imaginations are one of the many reasons why I want to pursue a career in education. This first afternoon playing with the children and observing their choices of toys and their activities turned out to be a regular occurrence at my home stay.

There are a couple of children in the apartment building across from the Ghartey’s who Araba and Kuukua play with on a normal basis. Two little girls in particular are Kwansama and Bebe, who are the same age as my host sisters. I quickly found out that these girls enjoy stickers. One morning, I came out of my room with a sheet of stickers for each of

¹⁶ Excerpt from journal entry dated 4 February 1999 – by the author.

the four girls, and our twelve-year-old house girl Agie. I waited around to see what they were going to do with them. Araba and Kuukua went into their room and brought out an old grammar exercise book of Araba's from school. In the couple of pages in the middle, they already had collected a few stickers, so they added mine to pages. Handing out stickers began to be quite a popular trend. Araba and Kuukua were never selfish with their stickers. They put both of their sheets in the same book, and they were both allowed to play with the notebook. On a couple of occasions, I saw them huddled over that notebook turning and pointing at the pages with stickers on them. This continued throughout the three months I stayed in their home. Those stickers never ceased to put a smile on their faces.

I noticed in America that children are very protective of their own possessions. If one sibling has an item, the other sibling must have one of equal status. Sharing is starting to become more and more something that needs to be emphasized with American children. In Ghana, I felt that the children were very good about sharing and not fighting over objects. I tend to believe this is because of the limited number of items available to every child.

There was one afternoon when I came out of my room to find Araba and Kuukua sitting on the living room floor playing another imaginative game with the Legos and alphabet magnets. Kuukua was setting up some kind of landscape with them and had them colour-coded to make a garden and a runabout.¹⁷ I quickly ran in my room and got a notebook. I thought her use of the coloured Legos and alphabet letter as flowers and vegetables was worth noting.

- Yellow Lego squares = bananas
- Red Lego squares – red peppers or tomatoes, depending on where they were located in the garden
- Green Lego squares = green peppers
- Blue Lego squares – blue peppers¹⁸
- White Lego squares = white flowers
- Orange letters = carrots
- Yellow letters = pineapples
- Purple letters = purple flowers or grapes, depending on where they were located in the garden.

When Kuukua was putting this garden and runabout together to match her own knowledge of the two landscapes, I couldn't help but compare this to one of an American

¹⁷ Runabout – the schoolyard.

¹⁸ Red and green peppers exist, why not blue ones? That's the benefit of having a child's imagination.

girl of the same age. While I was sitting on the sofa and asking Kuukua what every colour meant, she knew exactly what was what. If she mixed up the violets and the grapes, Araba was there to correct her. They were both working together, but Kuukua was the one putting it together. I noticed how proud Kuukua was when she had put it all together and when she was explaining it to me.

These two girls also enjoyed playing the board game “Scrabble.” I recall afternoons before dinnertime, when Araba and I would sit on the front porch putting words together for points. It was somewhat of ritual at their house, and time when I was able to play with the girls. On some occasions, while Araba and I were playing, Kuukua would sit and with us and brush and twist my hair. She was not quite old enough to play with us, but she did a good job acting as a beautician.

One important past time that I noted during my stay was that of Agie’s. Agie is a young girl who is living at the Gharthey’s as a house girl. House girls are quite common in Cape Coast, as well as throughout Ghana. They are girls, usually from villages near the main towns, who are given a better life. They are granted room and board in return for doing chores around the household. Agie was one of these girls. She woke every morning at five o’clock, and helped the mother with breakfast and the children’s baths until she left for school. When she returned from school, she shed her school uniform, took a bath on the back patio, and continued her chores. She would sneak-peek at Araba and Kuukua playing in the afternoons and evenings, and watch how they played because she was not able to play herself. It was not a voluntary past time that Agie chose to do, but my host mother said, “If she had stayed in the village, she would have no guidance, no education, and no future.”¹⁹

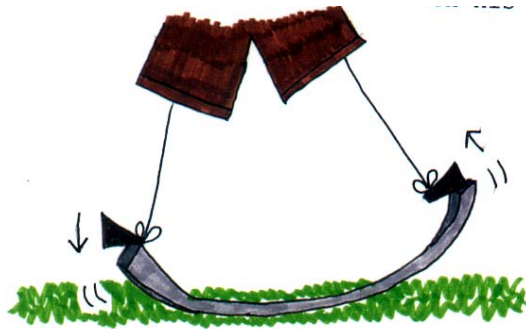
¹⁹ Conversation with Victoria Gharthey dated 3 March 1999. Quoted from author’s journal, entry this same day...

CHAPTER THREE

“A Pictorial Understanding”

Picture 1

One afternoon in Komenda, located about forty-five minutes from Cape Coast, I was walking through the yard of the Primary School. This same time was the student’s thirty-minute break. All of the children were running around the schoolyard pointing and yelling “*Hey Broonie!*”²⁰ While walking next to the eating area, I noticed a piece of cement that had broken from its matching half resting on the ground. A boy in his school uniform ran right up to it as I was walking away from the school and jumped up to it and started swinging on the two sides with his feet.



Picture 2

Walking around the town in Komenda, I really took in what I was seeing and basically spent my week observing children. I would be walking, and see a young boy with a bucket hanging on a stick with wheels. It was a homemade apparatus to help him carry water to and from where he was walking.



²⁰ *Broonie* – a foreigner or more specifically, a white man. The children sometimes sing Broonie, how are you, I am fine, thank you! When they saw me coming. It seems that Broonie became my name during my stay.

I saw a couple of these around Komenda and admired the imagination and creativity it would take for something like this.

I saw this boy doing this and my eyes darted around the whole schoolyard. There was nothing else for the children to play except items that either broke or placed there for other uses. I believe there was a swing set, but I do not recall seeing any swings. Now this was a schoolyard where children are supposed to have playthings available to them to play on and with during their break and lunch recesses. Former S.I.T. students have taken it upon themselves to provide the schools in Komenda with outdoor play items.

Picture 3

During my home stay in Cape Coast with the Ghartey's, I had the opportunity of witnessing many different aspects of Ghanaian life. I observed many children's activities, some of which I mentioned in chapter two. The following picture portrays a birthday party my host sisters and their two friends put together after school. They decided to give their baby doll a party and invite her friends (a few stuffed animals) to join. To make the party, the girls decided to set up trays of food with their Legos and various other pieces of plastic toys. I asked Kuukua what each of the trays were and she said there was a plate of rice jollof, fried plantains, Milo, hot water, chicken, and beans.



Picture 4

At Brenu Beach, a local beach resort in Cape Coast, I observed several children putting a high jump together to play on. There were four small children of various ages, who had found a straight stick on the ground near the restaurant of the resort. They placed it between limbs of some sort they had placed together in order to form this set-up. These limbs allowed the children to increase or decrease the height level of the jump. They were extremely grateful to me for taking these pictures.





CONCLUSION

Throughout my three month stay in Ghana, I carefully observed children and their recreational activities. I saw activities ranging from at-home imagination games to outdoor sporting games. The children's ideas of their activities were endless. I was able to see first hand, through my stay with the Gharthey's, how a typical young child in Ghana uses his or her time. This was very helpful in my understanding. An estimation of about 7,820,332 children, as noted in the introduction, under the age of fourteen live in Ghana. Seven million children are constantly thinking and wondering how they are going to spend their free time. I, as an educator, focused my work in Ghana on this subject. It is extremely important to realize how the children are affected by what they choose.

Every afternoon at the Gharthey's I asked the girls what they did that day. Every time my question was answered with Araba saying, "we played and we learned." The interesting thing is that most of these children's games are ones in which learning is taking place. Sometimes the two are interchangeable. The clapping games that I found with the UCC Primary students emphasise some form of learning the days of the week, the multiples of two, and even general rhyme schemes. The game oware focuses on learning strategies and thought processes, and possibly even counting (when the game is over and the players count their seeds). Legos and magnet letters emphasis differentiating colours and shapes, as well as working with fine motor skills. The young children at Brenu Beach were testing their levels of how high they could jump, along with simply being physical.

I realize that Ghana is a developing country, so they say, and not all that is available to every other child in the world is available to those in Ghana. This is no excuse for there not to be an emphasis on what we can do to increase the amount of activities available. What programs are out there for Ghanaian children? At a school in Accra that I visited, every Friday afternoon the teachers and volunteers hold programs such as, Scouts, Writing Leadership Classes, and various others. Why doesn't every school in Ghana have these programs and activities readily available? If one can, why couldn't others? The children's imaginations are already voluntarily pushed to unbelievable lengths, why not push it more? If this could happen, the peoples' confidence in tomorrow's future could potentially be amazingly positive. The first step is taking time out to really look and watch the children of today, and see what is happening and what can be done tomorrow.

The availability of televisions in Ghana is rapidly rising. More and more children are coming home from school and sitting in front of the television for hours. This is time that

could be spent with other groups of children playing activities and stimulating games, like oware and Scrabble. What I did see in Cape Coast and Komenda was extremely pleasing. I focused myself on learning what children are doing when they are not in school, or in front of the television. This is a time that is almost as important as their education when they are learning in the classroom. It would be interesting to find out just how much time is actually spent watching television. The actual effects of this time on the child are also important. Perhaps, this could be a future study for someone interested in children's activities, or someone who would like to study the increase in Western influence.

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