CURRICULUM ENRICHMENT THROUGH INDIGENOUS ZULU GAMES

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ABSTRACT

In the South African context, education has emerged from missionary, colonial and Afrikaner ideology (Euro-centric education) (Gelderblom, 2003) to outcomes-based education without tapping into the rich knowledge base of the African population. An African philosophy of education has not yet been embraced and it is deemed necessary in an effort to understand the African way of life (Mkabela & Luthuli, 1997). The aim of the study was to document and analyze indigenous Zulu games for possible curriculum enrichment of physical education in schools and the promotion of cross-cultural interaction between learners. This necessitated the identification and description of indigenous Zulu games in order to assess their potential in obtaining overt educational outcomes related to the cognitive, affective, psycho-motor and social development of school learners. Quantitative (questionnaires) and qualitative data (focus group discussions, interviews, video and audio tape recordings) were triangulated to constitute context and gather data from isiZulu-speaking participants (N=274). A sample of 217 grade seven learners (10-17 years old) and 57 adults (40 years and older) participated in the research. The majority of the most prominent clans from six communities, three urban and four rural schools in selected areas in KwaZulu-Natal (Northern, Southern and Western areas) were represented in the sample. The dissemination and presentation of indigenous Zulu games as means for reaching educational outcomes hold significant potential and value for curriculum enrichment and social inclusion in the South African school context. Indigenous Zulu games, a symbolic representation of the Zulu cultural expression, hold potential to be utilized and to meaningfully contribute to the physical, cognitive, affective, social and cultural developmental needs of learners.

Key words: Indigenous games; Zulu culture; Curriculum.