

The Use of Indigenous Materials in the Teaching and Learning of Geometry

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ABSTRACT This paper reports on an exploration of grade nine learners' experiences in the design and construction of double-storey artefacts project at a secondary school in KwaZulu Natal, South Africa. The project engaged a process of drawing and construction of those artefacts in a technology education classroom to enhance and inform the teaching of geometry and to allow learners to both reflect and use the Geometry they know as a springboard for further study of Euclidean Geometry. This was qualitative study in which data was collected through observations of artefacts and semi-structured interviews with a purposefully selected sample of five learners. The analysis of data revealed that Geometry taught in a free environment allows learners to reflect and share their experiences for better understanding mathematics concepts.