

Learners' Experiences and Knowledge in Indigenous Activities: Opportunities for the Mathematics Classrooms

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KEYWORDS Indigenous Games. String Figure Gates. Mathematical Concepts. Mathematical Analysis. Learners' Demonstrations. Standard Instructions

ABSTRACT Learners bring a variety of experiences and knowledge to mathematics classrooms. These experiences and knowledge are shaped by and contributed by, among others, socio-cultural environments and in which they live and interact with other members of the community. This paper reflects on their experiences on an indigenous game called *Malepa* (String Figure Gates). First, the game is mathematically analysed to reveal the various mathematical concepts that are embedded in it and then followed by a demonstration of String Figure Gate Two by a number of learners. These demonstrations are analysed to determine how this knowledge can be used to enhance the teaching and learning of related mathematical concepts.