

The Place of Indigenous Cultural Games by Educators in the Teaching and Learning of Mathematics

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ABSTRACT Many human activities have some mathematical ideas embedded in them. The use of indigenous games is one way of giving context that can help students enjoy and understand mathematics in order to apply it in their everyday lives. The paper gives an empirical assessment of the game of pada that is played by many indigenous children in Zimbabwe. The purpose of the study was to explore mathematical ideas that are embedded in the game of pada. Five children from Gweru urban participated in the study. Focus group interviews and observations were used to gather data and inductive analysis was then used to analyze the data. The study revealed that ideas of counting, inverse variation, geometrical constructions, projectiles, statistics, permutations, combinations and angles of elevation and depression are embedded in the game of pada. The study recommends the training of teachers to utilize indigenous knowledge systems and local cultural games when teaching mathematics in order to fight methophobia among African students.