



**Activity name:** Jumping over a hundred

**Time:** 15-20 minutes

**Educational objective (operationalised):** The pupil knows the different properties of numbers.

**Materials needed:** learning by moving boards, four-sided dice, six-sided dice

**Experience/activity:**

Students stand on a square of their choice. The game is then played in a similar way to Twister. Using two dice – one four-sided and one six-sided – commands are drawn:

- which limb the students should place on another square (1 – right hand, 2 – left hand, 3 – right foot or 4 – left foot)
- what property the number on which they are to place that limb should have:
  - it is a prime number
  - it is an even number
  - it is a number divisible by 3
  - it is a number whose digits add up to 10
  - it is an odd number whose digits also add up to an odd number
  - it is a multiple of six

9 1	9 2	9 3	9 4	9 5	9 6	9 7	9 8	9 9	100
8 1	8 2	8 3	8 4	8 5	8 6	8 7	8 8	8 9	9 0
7 1	7 2	7 3	7 4	7 5	7 6	7 7	7 8	7 9	8 0
6 1	6 2	6 3	6 4	6 5	6 6	6 7	6 8	6 9	7 0
5 1	5 2	5 3	5 4	5 5	5 6	5 7	5 8	5 9	6 0
4 1	4 2	4 3	4 4	4 5	4 6	4 7	4 8	4 9	5 0
3 1	3 2	3 3	3 4	3 5	3 6	3 7	3 8	3 9	4 0
2 1	2 2	2 3	2 4	2 5	2 6	2 7	2 8	2 9	3 0
1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0
0 1	0 2	0 3	0 4	0 5	0 6	0 7	0 8	0 9	1 0



**Modifications, or how else you can play/conduct the activity:**

You can freely change the characteristics of the numbers determined by the roll of a six-sided dice.



**Another experience (e.g. example tasks/riddles):**

The student stands with their right foot on the card with the number 55, now they have to put their left foot on a number that is a multiple of six - which of the cards that meet this condition will be comfortable for them to stand on?