

Legs 11-  
Levels F-3

PLAY

To foster problem-solving, teamwork, and number sense through a quick-fire game where groups aim to show a total of 11 fingers by thinking strategically and collaborating.



## Learning Intentions

### Applying Strategic Thinking and Collaboration:

Students work together to plan and adjust their choices to reach a target number.

### Strengthening Mental Maths and Problem-Solving Skills:

Students develop quick calculation and reasoning skills in a playful setting.

### Encouraging Positive Communication and Leadership:

Students practise turn-taking, guiding peers, and encouraging group success.



## Success Criteria

Students explain and use strategies to reach the total of 11.

Students communicate respectfully, taking turns to contribute ideas.

Students reflect on their strategy during the debrief.



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**Duration:** 5–10 minutes

## Objective

To foster problem-solving, teamwork, and number sense through a quick-fire game where groups aim to show a total of 11 fingers by thinking strategically and collaborating.

## Players

- Groups of three students

## Materials

- None required

## Setup

- Students form groups of three.
- The teacher demonstrates how the total is counted and models examples of successful and unsuccessful rounds.

## Gameplay

1. Groups count down: “3, 2, 1, show!”
2. Each player displays 0–5 fingers.
3. If the group total = 11, they celebrate (cheers, high-fives, silly celebration).
4. If the group total is not 11, students pause and briefly discuss: “*What could we try differently?*”
5. Play continues for several rounds, with groups tracking how many times they reach 11.
6. Key rules - students cannot use the same number of fingers twice in a row and students cannot discuss what number of fingers they are going to display prior to each round.

## Debrief

- Ask: “*What strategies worked best for your group?*”
- Ask: “*How did communication help or make the game more challenging?*”
- Ask: “*What did we learn about working together when things didn’t go as planned?*”



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## Variations

- **Maths Challenge Edition:** After each round, groups write down the total number they made (not just 11) to practise addition facts quickly.
- **Timed Edition:** See how many times groups can reach 11 in 2 minutes.
- **Leadership Rotation:** Assign one leader per round to suggest a strategy before the group plays.

## For Wheelchair Users / Accessibility

- Students can raise fingers, hold up number cards, or tap the number on a desk/lapboard.
- Celebrations can be adapted to include clapping, table taps, air-fives, or verbal cheers.
- Teachers ensure all actions are safe and comfortable while keeping the activity playful.

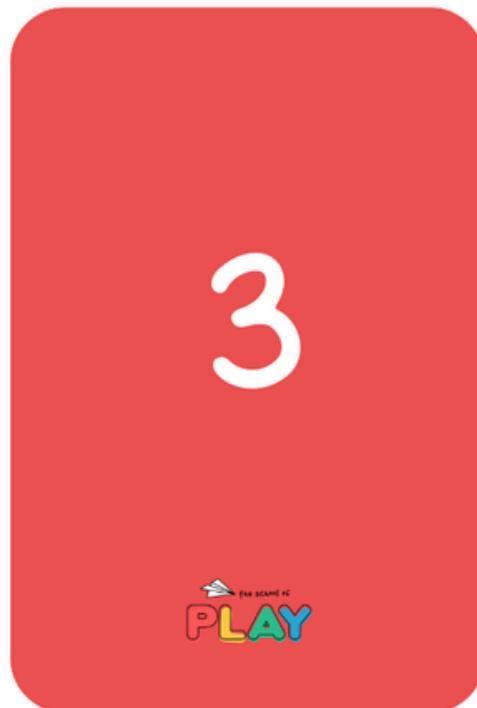
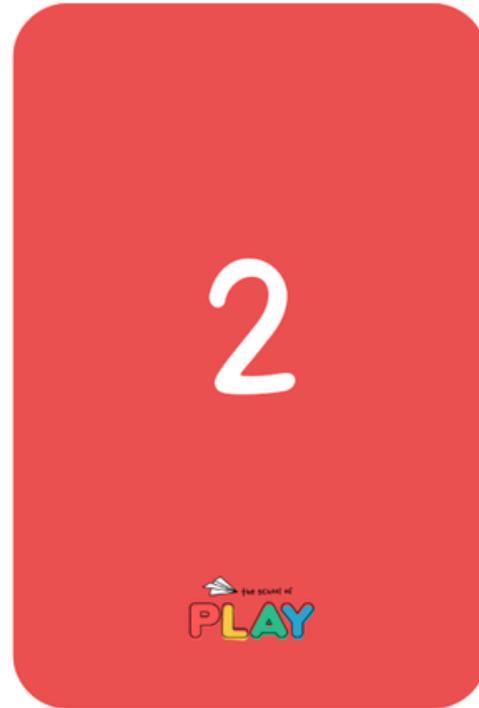
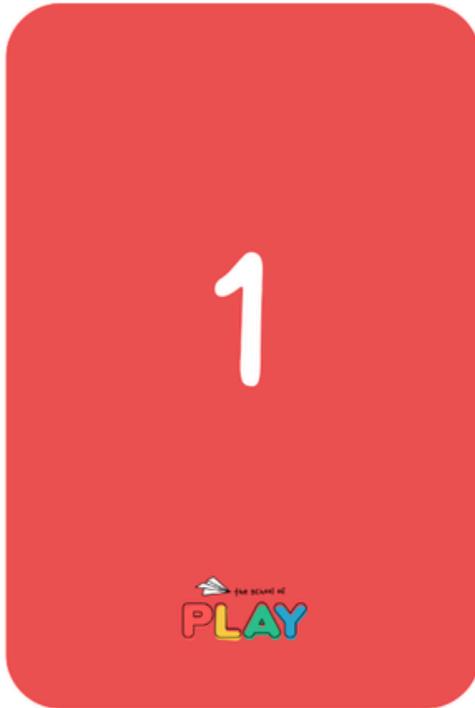
## Notes for Inclusion

- Allow multiple ways to show numbers (hands, cards, AAC devices).
- Provide extra time or teacher support for students who need help adding quickly.
- Encourage peer support so every group member has a role (e.g., counter, strategist, encourager).
- Reinforce that mistakes and retries are part of the learning process.
- Ensure all celebrations are inclusive, joyful, and accessible.



# NUMBER CARDS

PRINT AND CUT OUT THE CARDS. DURING THE COUNTDOWN ("READY... 3... 2... 1... SHOW"), STUDENTS HOLD UP A NUMBER CARD. THE TEACHER COUNTS ALL SHOWN NUMBERS ALOUD AND CHECKS IF THE TOTAL EQUALS 11. CELEBRATE TOGETHER IF IT IS 11, OR CALMLY RESET AND TRY AGAIN.



# NUMBER CARDS

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