Neighbouring Numbers

Since the numerical aspect of the task is too trivial to be considered an objective, skill development is about working through trial and error and following the rules.

We always start with the direct format. Once a solution has been found, we are asked:

Are there different solutions?

We wonder, could we add another token that carries the next number?

Is the problem simplified or complicated?

What would happen if we had many tokens as spaces to fill?

We then move on to the **"reverse" scheme**, also looking for alternative solutions. **In this case, is it easier to add or to quit tokens?**
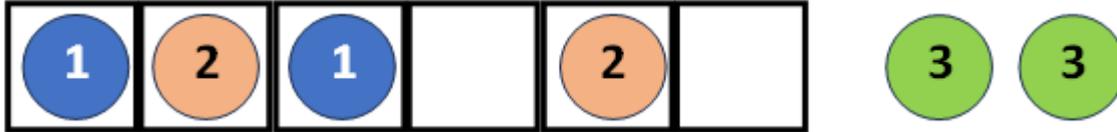
Do you think we can change the starting conditions by adding or resting spaces and numbers to put in?

Tips:

If you find some interest in this activity, you can introduce a variant: **Maintain the distance between equals**

In a diagram of 6 boxes, three pairs of numbers must be introduced, from 1 to 3, so that between each pair there is the same number of boxes:

Ex:

You can repeat the activity with a pattern of eight boxes and four pairs of numbers, significantly increasing the difficulty of the challenge:
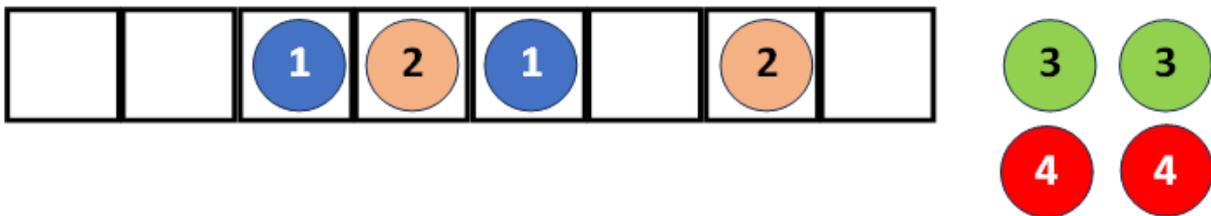
Even more interesting is that the challenge with ten boxes and five pairs of consecutive numbers is insoluble, even if the demonstration is of a complexity that is impossible for the users of the project.