## How do I choose my phone package?

These days, it's almost impossible to do without a smartphone, whether it's for your social or professional life. It's not enough just to have a handset - you also need credit, for calls and increasingly for the internet. But how do you find your way around all the offers available from service providers? Am I sure I'm getting the package best suited to my needs?

Overview "How do I choose my phone package?"


## Outcomes and results

Identify numbers in a commercial offer
Compare figures
Make a choice based on numerical information


|  | Main information |
| :---: | :---: |
| Content | Basic arithmetic operations Order and classify data |
| Target group | All learners who know the basics of numbering (classifying numbers) |
| Learning intention | Numeracy for personal issues |
| Duration | 1 lesson |
| Material and resources | Available offers, grouped by operator |
| Group size | 5 to 12 learners |
| Problem statement | Choosing a mobile phone operator is often a matter of habit (I already have a subscription with this operator) or peer-to-peer advice. But it can be interesting to take a closer look at the different offers, and make a choice based on this information. To do this, you need to be able to identify the differences between the offers, and categorise and classify them. |
| Working questions | What information do operators provide? How should this information be classified? How can I compare the different offers? |
| Learning outcomes and results | - Be able to classify figures in order to compare them <br> - Make a choice based on numerical information |
| Reference to National Qualification Frame | Optional (country's decision) |

## Working plan

| Time (lessons) | Description of content/activities | Material | Methodical and didactic information ${ }^{1}$ |
| :---: | :---: | :---: | :---: |
| 15' | Introduction <br> The teacher projects the image in Appendix 1, and asks the learners: what do you need to make a phone call? <br> $\rightarrow$ A telephone and a SIM card. <br> What is a SIM card used for? To have a telephone number and credit to call, send messages and surf the Internet. <br> There are several operators and options for obtaining a SIM card. How did you choose yours? Do you find it easy to compare and choose? <br> Each trainer (or volunteers) explains how they chose their operator and plan. <br> Let's take a look at how to compare the different offers. | Appendix 1 | Questioning Discussing |
| 45' | Identifying and classifying data <br> The trainer forms as many sub-groups as he has collected offers from different operators (in this example, 3 subgroups). <br> The task of each sub-group is to: - Identify the figures contained in the bids which they feel are relevant to a proper analysis of them - Organise/categorise them in a table <br> Then each sub-group presents its table: does it show the same information, the | Appendix 2 <br> Internet connexion | Collaborative learning |

[^0]|  | same classification? Focus in particular <br> on the question of changes in the <br> monthly tariff. <br> Where necessary, the various tables are <br> completed with the missing indicators. <br> If they have any questions, learners can <br> consult the operators' websites for more <br> details about an offer. |  |  |
| :--- | :--- | :--- | :--- |
|  | Comparing data <br> The complete tables for the 3 operators <br> are taken by each sub-group. <br> The aim now is to choose the offer or <br> offers that appear to be the most <br> advantageous, explaining why. <br> Each sub-group then presents its choice <br> and arguments. | Collaborative |  |
| $10^{\prime}$ | learning |  |  |
| Final challenge <br> The learners now answer the question: <br> when is a fixed-rate package more <br> advantageous than a prepaid offer? | Discussing |  |  |
| $15^{\prime}$ | Individual research, then pooling | Discussing |  |
|  | Reflect on the process <br> Participants discuss what they have <br> learned. <br> What is new for me? What does this <br> mean for me in my personal or <br> professional life? | Open the discussion to other reasons <br> that may influence the choice, in <br> particular the question of direct debit in <br> the case of a package, and the banking <br> risk if the account is not topped up -> <br> may make it possible to introduce a <br> session on personal budget <br> management and/or the relationship <br> with your bank. | Discussing |

## Appendix 1



Pixabay.com

## Appendix 2

To be adapted and updated according to the offers available in the country concerned

https://boutique.orange.fr/vitrine/rechargements-mobile/mobicarte/

## SFR

Forfaits mobile sans engagement

https://www.sfr.fr/offre-mobile

https://www.sfr.fr/offre-mobile/carte-prepayee\#RechargeSim

## Lyca


https://prepay.lycamobile.fr/fr/tradedoubler/


[^0]:    ${ }^{1}$ for description and explanation of kinds of tasks, HITs and other background information please consult the teachers' guide

