

PREPAID CARD versus PACKAGE:

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?"

Context Everyday life

Content
Quantity and number

How do I choose the telephony package best suited to my needs?

Target group (incl. necessary prior skills and competences)

Adults with basis in numeracy

Outcomes and results

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

Cognitive processes
Processing information
Reasoning
Critical thinking

Dispositions
Self-confidence
Motivation





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 Make a choice based on numerical information 			
Reference to National Qualification Frame	Optional (country's decision)			



Working plan

	W OI KIII B	p. com	
Time (lessons)	Description of content/activities	Material	Methodical and didactic information ¹
15'	Introduction The teacher projects the image in Appendix 1, and asks the learners: what do you need to make a phone call? → A telephone and a SIM card. What is a SIM card used for? To have a telephone number and credit to call, send messages and surf the Internet. 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? Each trainer (or volunteers) explains how they chose their operator and plan. Let's take a look at how to compare the different offers.	Appendix 1	Questioning Discussing
	Identifying and classifying data	Appendix 2	
45'	The trainer forms as many sub-groups as he has collected offers from different operators (in this example, 3 sub-groups). 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	Internet connexion	Collaborative learning
	Then each sub-group presents its table: does it show the same information, the		

 $^{^{\}rm 1}$ for description and explanation of kinds of tasks, HITS and other background information please consult the teacher's/user's guide





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



Appendix 1

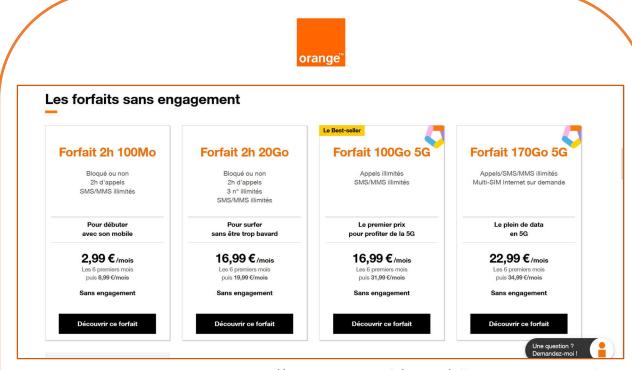


Pixabay.com



Appendix 2

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



https://boutique.orange.fr/mobile/offres?withOpenPrices=false

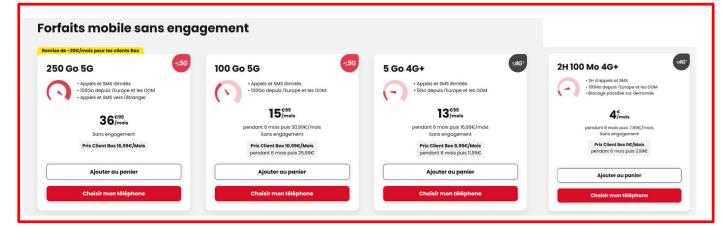


https://boutique.orange.fr/vitrine/rechargements-mobile/mobicarte/

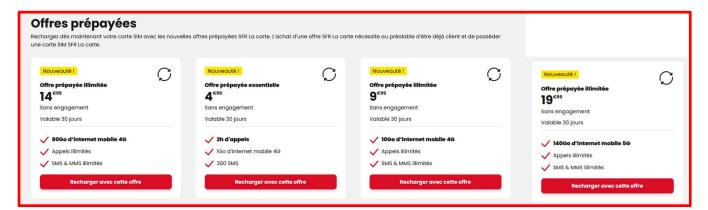








https://www.sfr.fr/offre-mobile



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







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





This material was produced in the Erasmusplus project **Numeracy in Practice**, projectnumber 2021-1-NL01-KA220-ADU-000 026 292. In this project, 11 partners in 11 countries worked together in designing, evaluating and improving the materials. All materials can be found on the website (www.cenf.eu).





















