

## Comparison Challenge

### Introduction

It is preferable to implement this challenge and the Fruit Salad Challenge in succession.

For these parts, you will need to buy the fruit and vegetables necessary to make a salad and a fruit salad. See the recipe cards for ingredients. This is a special occasion so it could be an end of topic treat. It could also be a healthy eating enterprise project. The produce could be sold to other pupils or parents invited.

This could also be developed as a transition project. Secondary pupils could have the role of being the stall holders.

## Support Notes for Challenge

This session will focus on making comparisons between quantities and prices, estimating quantities and developing the skills involved in reading scales. This session does not require the children to speak in French but the teacher should continue to model the questions and encourage the children to speak French, if they wish.

Begin the session by explaining the importance of being able to make price comparisons. Demonstrate this, using the real fruit and vegetables and a set of scales.

Ask the children which they think is a better deal: 6 apples for 2€ or 1 kilo of apples for 2€? Test this with the scales and explain to the children that it also depends on the size of the fruit.

Repeat this exercise for various fruit and vegetables, trying different quantities. Talk about special deals offered in shops and markets and how it is important to check whether an offer is actually a bargain. Once the children are comfortable with the concept of trying to judge which is better value, they can work independently.

Working in groups, they need to set challenges for the other groups. Each group writes a list of questions, following the same format as above. It is important to emphasise the importance of creating questions which are a real challenge. Therefore it shouldn't be immediately obvious which quantity is better value e.g. 'which is better value: 2 apples for 2 Euros or a kilo of apples for 2 Euros?'

The questions will rotate round other groups in the class. The group also needs to write the answers to their questions before the challenge starts. The questions are distributed between groups and they need to be answered in two parts. The group must estimate which they think is better value and then use the weighing scales to check if they are correct. Recording grids and question and answer grids can be used for this process. These will be useful to assess how the children's ability to estimate is developing. The recording grid is based on a group answering questions given to them by 4 other groups. This means that, at the end of the challenge, they will have answered 20 questions. Each group should be assigned a number to be written on the recording sheets.

Questions for the teacher to use as they circulate around the groups:

- Laquelle est plus avantageuse?
- Laquelle est moins avantageuse?

(Explain **plus** and **moins** and use actions pointing **up** for **plus** and **down** for **moins** as you speak)

Come together as a class, to discuss the finding of the challenge and for the learners to assess how well they estimated the quantities.