



I am £40 ... find three-quarters of me

PRICE TAG loop cards

Instructions

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- 1 Distribute the cards among the pupils. There are 18 cards in the set ie one card each for a class of 18. If you have more pupils in your class, you can ask some pupils to share; alternatively, if you have fewer than 18 pupils in your class, you can ask some pupils to hold two cards.
- 2 It doesn't really matter which card you use to start off the loop but let's say for example you choose the card with the £12.50 price tag on it. The pupil with this card should read out, '*I am £12.50 . . . double me*'. The pupil with the £25 price tag on his card should now read out '*I am £25 . . . find three times me*'. The next pupil should now read out, '*I am £75 . . . find 10% of me*'. After this, the pupil with £7.50 on his card should read out, '*I am £7.50 . . . halve me*'. Pupils should continue in the same way until eventually one of them reads out, '*I am £6.25 . . . double me*', to which the very first pupil should respond with, '*I am £12.50*'. This completes the loop.
- 3 You will need to run through the loop several times before the pupils become familiar with it; at this stage you can introduce the stopwatch and start timing the whole process. Parallel forms can compete against each other or individual forms can keep trying to beat their previous 'best times'. To make the thing run smoothly there have to be some basic rules as follows.
- 4 Each pupil must be allowed to finish speaking before the next pupil begins. When two pupils are sharing a card both must speak at once when it is their turn. Pupils must speak out clearly so that the next pupil in the loop knows when to come in. Naturally pupils will want to speak as quickly as possible but what they say must be intelligible.
- 5 Sometimes penalties (such as adding 5 seconds for any infringement of the rules) are needed to make sure that the whole thing runs sensibly and fairly.
- 6 The same set of cards can be used often but the cards should be distributed randomly each time; the idea is that all the pupils should 'learn' all the sequences involved in the loop.