



# Checkout challenge

Goal: to add and subtract amounts to \$20

## You need

- > a pack of 30 grocery cards
- > at least 2 participants

## What to do

1. Shuffle the cards. Deal out 5 cards each to each participant. The rest of the pack stays **face down** in the centre. You can place dealt cards **face up** on the table in front of you.
2. The aim of the game is to have all of your 5 cards add up to \$20. Take it in turns to first pick up one card from the pick-up pile and then discard one card to the discard pile.
3. The winner is the first one whose 5 cards add up to \$20. When your cards add up to \$20 call out **'CHECKOUT'!**



## Challenge yourself further

- > Change the checkout total to \$30, \$40 or \$50.
- > Change the values on the cards to decimal amounts (eg \$2.20).
- > Make the game harder by having to discard a card **before** you pick up.



## Where the task came from

Aboriginal Education Workers sometimes put fun into shopping by challenging each other to get the closest to \$20 at the checkout.

## The numeracies include...

- > using mental addition and subtraction, and calculating money amounts to monitor the total cost of shopping
- > monitoring a budget
- > spending within a budget
- > making choices about items to keep or discard.

## The mathematics include...

- > recognising money; adding and subtracting whole numbers; using chance and data; making predictions; rounding off; ordering numbers.

## Curriculum framework key ideas

- > developing understanding of the four operations (addition, subtraction, multiplication and division) and the relationships between them. Learners use mathematical terminology, symbols and conventions to communicate their understanding to others
- > using number sense to refine the ability to estimate, calculate and present amounts of money in personal, family and community activities, and experiences in other learning areas (eg Science, Studies of Society and Environment)

## Educator options

- > Monitor and assess to inform future practice:
  - What questions are the learners asking?  
*eg 'What do my cards add up to?'*
  - What do you hear the learners talking about?  
*eg cards needed to get to \$20.*
  - What strategies are the learners using?  
*eg watching others' cards; grouping cards to add up to certain amounts (eg \$10); watching which cards the other participant(s) discards.*
- > Encourage learners to use food shopping catalogues to calculate: items they can buy for \$20; numbers of items they can buy for \$20; whether they can buy enough items to feed a family of 7 one meal; the cost to feed themselves for a week etc.
- > Discuss buying for quality or quantity. What's the best deal?
- > Discuss buying value for money. What does this mean?

## Learner options

- > Use the cards to play other games eg *Snap*, *Fish*, *Memory*.
- > How many items can be bought for \$20?
- > What's the most expensive item you can buy with \$20?
- > What's the cheapest way? What's the healthiest way? Group the cards to show this.
- > Which items could feed a family of 6 one meal?
- > Design your own set of cards.



Link to CD: Shopping  
Digital tasks software:  
Checkout challenge