

Pizza

Session 1

TIME

90 min.
including
break



Art of learning

THEME

17



WARM-UP: 'PIZZA, PIZZA, PIZZA'

This will happen:	The whole group will stand in a circle and those who like the Pizza Chef's topping run to the centre and touch the pizza box. The last person to touch the box becomes the Chef.
Materials needed:	A pizza box approximately 30 cm or 10 inches, the pack of 'Pizza, Pizza, Pizza' warm up cards.
Preparations in advance:	Print out the 'Pizza, Pizza, Pizza' warm up cards on thick card and cut them into single cards.
Preparations in the space:	None.
The space looks like this:	Open space (this works well in an outdoor space).

GUIDANCE:

1. Everyone stands in a circle with the pizza box in the centre.
2. Ask the students what they can see in the circle.
3. Explain that they are the Pizza Chef (they also stand in the circle) and they are going to call out 'Pizza, Pizza, Pizza' and say a pizza topping from a card they have selected from a pile (the last card used each day should be pizza). If students like that topping, they have to run into the centre and touch the pizza box. The last person then becomes the Pizza Chef and they select the next card in the pack. Have a practice and do several rounds.
4. Move directly into the main activity from the warm-up.

REFLECTION: PIZZA REFLECTION

This will happen:	Students are asked to respond to a statement and place a red, yellow or green dot on the correct slice of pizza to reflect their feelings on the statement.
Materials needed:	A large sheet of paper – draw a pizza cut into four slices on it. Each slice should have its own number: 1, 2, 3, 4. Red, yellow and green sticky dots.
Preparations in advance:	Make the pizza reflection sheet.
Preparations in the space:	
The space looks like this:	Classroom space.

GUIDANCE:

1. Explain that the pizza is going to be used to reflect on the session. The students must think about a statement. Depending on whether they agree, are in the middle or disagree, they put a sticky dot on the correct slice of pizza. Ask them what they think the green dot should be used for to check they understand. Do a quick practice.
 1. I like sweets – invite the students to put their dot in slice 1.
2. Take the students through the following three statements and after each one they should think, select a coloured dot which reflects their views/feelings and place this on the correct slice of pizza.
 2. Today was fun
 3. Today I worked well with my partner
 4. It was hard to agree on the toppings for our pizza
3. Highlight that the pizza has been divided into four parts. Each part is called a fraction and in this pizza each question represents one fourth of a pizza, $\frac{1}{4}$.

NOTES

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MAIN ACTIVITY: PIZZA – WHAT WE KNOW AND HAVING A GO

This will happen:	Students will identify what they know and don't know about pizza. They will be Young Pizza Chefs working in a pair to create a pizza from craft materials.	
Materials needed:	Flipchart and pens, or whiteboard. A Chef's hat and apron for each student. A large cloth, a wide range of art/craft supplies and recycled materials that the students can craft into a pizza base and pizza toppings (a range of different colours, textures, for example, shredded paper is perfect as cheese!) and types of materials will be important – card, felt, felt pens, paint, paper towels, glue and scissors (enough for each pair of students). A short video or postcard/flyer from the Pizza Chef using the template provided. Projector and screen (if you are using a video)	youtube.com 
Preparations in advance:	Make Chef's hats from paper and plastic bags for each student. You might get the students to do this in advance as part of a craft lesson or a lesson about how to follow instructions. This video shows how to do it. https://www.youtube.com/watch?v=khkYdsPlt_0 . Each student might be asked to decorate their hat and put their name on it but do not reveal what they are for. Create the video from the Pizza Chef or create the postcard/flyer (a template is provided).	
Preparations in the space:	Hide the craft materials from view under a cloth. Get the projector and screen and videos ready if needed.	
The space looks like this:	Classroom space.	

GUIDANCE:

1. Students sit either in small groups on the floor or at tables.
2. Ask them to close their eyes. Ask what they think they need to do to be a good team member and think back to other times they have worked in groups. The students need to keep their eyes closed. Explain they will be tapped on the shoulder and that is the signal for them to share an idea. Take a few ideas and then ask everyone to open their eyes. Remind them about listening, contributing, taking turns and making sure everyone gets a turn. Remind them of specific examples when they have worked well in groups.
3. Ask what they think this theme is about and explain it is pizza. In their groups they should begin by discussing everything they know about pizza. Then ask them to agree their two best facts and a person from the group to share these with the class. When they are ready, invite the student from each group to share. Write all the facts on the flip chart/whiteboard as a mind map or list. These should remain in view for the session.
4. Repeat again but this time the groups discuss the things they don't know about pizza or would like to know. A different student from each group shares and the ideas are written up separately on the flip chart/whiteboard. These should be saved/recorded as they will be returned to in a future session.
5. Ask the students why they have been asked what they know about pizza. Then share the video, postcard or flyer from the Pizza Chef. Ask them again if they are willing to help the Chef in this important task as Young Pizza Chefs.
6. Give each student a Chef's hat and an apron, ask them to find a partner from one of the other groups and a place to work.
7. Remind them of the facts they know about pizza and introduce others, for example: pizzas can be different sizes, they can have different types of bases (thin, medium, thick), there are lots of different ingredients/toppings for pizza – some that people like and others that people don't (remind them of some from the warmup).
8. To help the Pizza Chef, their first task is to agree on toppings they would both like on a pizza. They might record their ideas in simple sentences or pictures.
9. Remove the cloth and reveal all the art materials. Explain that they now must work as a pair to create one pizza using the materials. They need to create both a base and also add the topping they have agreed on. Each pair works together to create their pizza.
10. Thank the students for their hard work and say that they will work on the pizza theme again tomorrow.

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