

Pizza

Session 2

TIME

90 min.
including
break



Art of learning

THEME

17



WARM-UP: 'PIZZA, PIZZA, PIZZA' – HOPPING

This will happen:	The whole group will stand in a circle and those who like the Pizza Chef's topping hop to the centre and touch the pizza box. The last person to touch the box becomes the Chef.
Materials needed:	Pizza box approximately 30 cm or 10 inches, the pack of 'Pizza, Pizza, Pizza' warm up cards.
Preparations in advance:	None.
Preparations in the space:	Place the pizza box in the centre of the open space.
The space looks like this:	Open space.

GUIDANCE:

1. Everyone stands in a circle with the pizza box in the centre.
2. Explain that everyone is going to do 'Pizza, Pizza, Pizza' again. Ask the students if they can remember how the game was played. Invite one student to explain and ask others to provide further explanation if it isn't clear. Say that it is going to be more difficult and ask them to think about how? Today they have to hop on one leg to get to the centre.
3. Select a card from the pack and call out 'Pizza, Pizza, Pizza' and say the topping from the card selected (the last card used each day should be pizza). If the students like that topping, they must hop 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. Ask the students what other toppings they would like to have on pizza – and think about their toppings from yesterday! Make a note of these and create new cards for them for future sessions using the blank cards in the 'Pizza, Pizza, Pizza' warm up cards.
5. Students get into their pairs from the previous day and move into the main activity.

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 three slices on it. Each slice should have its own number: 1, 2, 3. 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 again. Remind the students they must think about a statement and depending on whether they agree, are in the middle or disagree, they put a sticky dot on the correct slice of pizza. The green dot is for agree, the yellow dot if they are in the middle and the red dot if they disagree.
 1. I was happy with the comments from the Pizza Chef about my pizza
 2. I found it hard to work out how much our pizza cost
 3. I would like to make my pizza and eat it
2. Begin with slice 1 and 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.
 1. I was happy with the comments from the Pizza Chef about my pizza
 2. I found it hard to work out how much our pizza cost
 3. I would like to make my pizza and eat it
3. Again, highlight that the pizza has been divided into three parts and ask if anyone can remember what each part is called.

NOTES

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MAIN ACTIVITY: PIZZA PRICES

This will happen:	The students work out how much their pizzas would cost to make. They line their pizzas up, lowest cost to highest cost.
Materials needed:	Craft materials from the previous session. Sticky notes. Pizza ingredients price list, a ruler, a large piece of paper and something to write with for each pair of students. Classroom resources that help with counting and adding up.
Preparations in advance:	Feedback from the Pizza Chef (for example emojis, stars and simple words) written on sticky notes and placed on each of the pizzas. Agree on and insert the prices of the ingredients and include any new ingredients used by the students in Session 1 in the pizza ingredients price list. The prices should reflect the level of mathematical skills the students have.
Preparations in the space:	
The space looks like this:	Classroom space.

GUIDANCE:

1. In their pairs the students find a place to work and are told the Pizza Chef visited the school this morning and was very excited to see their ideas and their work as Young Pizza Chefs. Explain that the Pizza Chef looked really carefully at the pizzas and gave each one some comments. Each pair is invited up and their feedback is shared and everyone claps.
2. Explain that the Pizza Chef was pleased that there were so many amazing ideas of pizza toppings that children like. But they need help again. To run a good pizza business, they need to know how much every pizza costs to make. If the ingredients for a pizza cost too much then they won't make any money from making and selling them. Ask the students how they would work out how much their pizzas cost to make? What information would they need to know? Have they had to work out the costs of things before? Ask each pair to think about that. After some thinking and discussion time, their ideas are shared. If needed, include other ideas (the size of the base, the number of toppings, the price of each of the toppings, the fact that some toppings might be more expensive (vegetable toppings are generally less expensive than meat such as pepperoni)).
3. Each pair is given a ruler, a large piece of paper, something to write with, their Chef's hats, aprons and the pizza ingredients price list (which is explained to them). Now to help the Pizza Chef, they must work out how much their pizza will cost to make. What is the first step? They need to measure their pizza to see how much the base costs and write that down. What will they do next? Highlight that they can use other classroom resources/tools for counting and adding up.
4. The students put on their Chef's hats and aprons and start work. Offer scaffolding through questions (not answers) either to the whole group or to pairs as needed but this should require them to think and to try to work out how to complete the task.
5. Once the pairs are finished, bring them together and each pair shares the cost of their pizza. Ask some pairs to explain, step by step, how they completed the task. Highlight similarities and differences in the processes. Ask them: Why did some pizzas cost more than others?
6. Finally, invite the pairs to place their pizzas in order on a line with the one that cost the most at one end and the one that was the lowest cost at the other with all the others in order along the line. They should be allowed to do this with as little support as possible. Remind them that all the class should work together to work this task out.

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