

# Pizza

## Session 3-4

TIME

90 min.  
including  
break



Art of learning

THEME

17



### WARM-UP: SESSION 3 'PIZZA, PIZZA, PIZZA' – DON'T LIKE

<b>This will happen:</b>	The whole group will stand in a circle and those who don't 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.
<b>Materials needed:</b>	Pizza box approximately 30 cm or 10 inches, the pack of 'Pizza, Pizza, Pizza' warm up cards.
<b>Preparations in advance:</b>	Create and print out any new pizza topping cards from the students' ideas and cut these into single cards. There are blank cards in the document.
<b>Preparations in the space:</b>	Place the pizza box in the centre of the open space.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Everyone stands in a circle with the pizza box in the centre.
2. If needed, explain again that they are the Pizza Chef and they are going to call out 'Pizza, Pizza, Pizza' and say a topping from a card selected from the pile (the last card used each day should be pizza). But this time the students should run to the centre if they do not like that food. The last person then becomes the Pizza Chef and they select the next card in the pack. Have a practice and do several rounds.
3. Move directly into the main activity from the warm-up.

### WARM-UP: SESSION 4 'PIZZA, PIZZA, PIZZA' – OWN CHOICE

<b>This will happen:</b>	The whole group will stand in a circle, the Pizza Chef makes a decision about a topping they like on pizza and those who like that topping run to the centre and touch the pizza box. The last person to touch the box becomes the Chef.
<b>Materials needed:</b>	Pizza box approximately 30 cm or 10 inches, the pack of 'Pizza, Pizza, Pizza' warm up cards.
<b>Preparations in advance:</b>	None.
<b>Preparations in the space:</b>	Place the pizza box in the centre of the open space.
<b>The space looks like this:</b>	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 but today the Pizza Chef is going to call out their own ideas for toppings they would like on pizza. If the students like that topping, they have to run into the centre and touch the pizza box. The 'Pizza, Pizza, Pizza' warm up cards are available if needed. Try to encourage the students to think of new ideas rather than repeating those of others. Have a practice and do several rounds. 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.
3. Move into the main activity.

### REFLECTION: SESSION 3 & 4 PIZZA REFLECTION

<b>This will happen:</b>	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.
<b>Materials needed:</b>	A large sheet of paper with a pizza cut into a number of slices (depending on the number of statements made) drawn on it. Each slice should have its own number: 1, 2, 3. Red, yellow and green sticky dots.
<b>Preparations in advance:</b>	Make the pizza reflection sheet. Decide on the reflection statements.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Classroom space.

#### GUIDANCE:

1. Explain that the pizza is going to be used to reflect on the session again. If necessary, 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 agreement, the yellow dot if they are in the middle and the red dot if they disagree.
2. Begin with slice 1 and take the students through the 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.

### NOTES

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### SUGGESTIONS FOR MAIN ACTIVITIES:

- In Session 3, prepare for a visit to a pizza restaurant. Begin by reviewing what the students knew and didn't know about pizza from Session 1 and build on this by asking them to identify questions they want to ask the Chef about their job and about making pizza. Visit the pizza restaurant during Session 4 or have someone in the role as the Chef come into the school to be interviewed by the students. They should begin by sharing what they know about pizza and then ask their questions. (Ensure that the Chef understands about the feedback the students received following Session 1.)
- In Session 3, explain that the Pizza Chef wants the students to work out a shopping list of ingredients they need to make real pizzas (which they will make in Session 5). (Note: if pizza bases are not available, any kind of flatbread can be used). You may want to limit the range of ingredients so that more expensive items like prawns are not included on the shopping list. You might also get the students to make a list in separate groups (the ones that they will work in for Session 5). Each group adds up their part and then all the lists are brought together and added up to make one shopping list.
- In Session 4, take the students on a shopping trip to the local supermarket to buy the ingredients to make the pizzas in Session 5.
- Do a fun pizza quiz with the students
  1. Where does pizza come from? **a) Italy** or b) America
  2. Pineapple is the most popular pizza topping – True or **False**
  3. How much time does it take to cook a pizza in the oven? a) 5 minutes **b) 15 minutes** or c) 30 minutes
  4. It is against the law to put sweet things on a pizza – True or **False**
  5. What is the record for the most pizzas made in one hour a) 44 b) 104 or c) **206. They were made by a man called Brian Edler in the USA**
  6. Pepperoni is the most popular pizza topping – **True** or False
  7. What is the world record for quickest time anyone has eaten a whole pizza? a) 45 seconds **b) one minute and 45 seconds** or c) 2 minutes and 45 seconds. Josh Anderson from New Zealand holds the record
  8. Pizzas have been delivered to astronauts in space – **True** or False
  9. How many pizzas does a rabbit weigh? **a) 2** b) 4 c) 6
  10. Pizzas aren't sold in Norway/Hungary – True or **False**
- Get students to smell and taste a range of pizza toppings whilst wearing blindfolds. Include some toppings from the Never On 'Pizza, Pizza, Pizza' warm up cards like chocolate, banana or carrot.
- Explore a range of mathematical concepts using pizza: agree how to share a pizza equally between 2 people, 3 people and 4 people – explore what happens when you share a pizza between more people, explore fractions using pizza.
- Explore philosophical questions with a pizza theme: should the person making the pizza get the biggest piece? Should the person making the pizza get to choose the toppings? Should children be able to eat pizza every day? Ask the students to explain their decision.
- Watch the following videos about making pizza and then ask the students some questions: What are three things you noticed in the video? Where do you think this is? How many pizzas were being made? Did you recognise any of the toppings – which ones? Do you like any of the toppings? What did you like or not like about the video? (decide how much of the video(s) to watch):
  - (1) <https://www.youtube.com/watch?v=bwGE1Ggd2kQ>
  - (2) <https://www.youtube.com/watch?v=IW9CY9UITNEI>
- Find and read books related to pizza for example Pete the Cat and the Perfect Pizza Party by James and Kimberly Dean.

youtube.com (1)



youtube.com (2)



### NOTES