

Pizza

Session 5

TIME

90 min.
including
break



Art of learning

THEME

17



WARM-UP: 'PIZZA, PIZZA, PIZZA' – BABY STEPS

This will happen:	The whole group will stand in a circle and those who like the Pizza Chef's topping move to the centre using baby steps 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:	Create and print out any new pizza toppings cards from the students' ideas and cut these into single cards. There are blank cards in the document.
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. If needed, explain again that they are the Pizza Chef and they are going to call out 'Pizza, Pizza, Pizza' and say an ingredient that they have decided or from a card selected from the pile (the last card used each day should be pizza). This time the students should move to the centre using baby steps if they like that topping. The last person then becomes the Pizza Chef and they say an ingredient or select the next card in the pack. Encourage students to think of their own ideas for toppings and only use the cards if they are really finding this difficult.
3. Have a practice and do several rounds.
4. Move directly into the main activity from the warm-up.
5. Put the students into small groups of 3 or 4.

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 two slices on it. Each slice should have its own number: 1, 2. 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. 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 agree, 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 following two 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. Today I think my ideas were listened to
 2. It was hard to make a good pizza with the money we had
3. Again, highlight that the pizza has been divided into two parts and ask if anyone can remember what each part is called.

NOTES

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WARNING

 preparations

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MAIN ACTIVITY: MAKING REAL PIZZA WITHIN A BUDGET

This will happen:	The students make real pizzas to a set budget.
Materials needed:	A Chef's hat and apron for each student. All the ingredients & toppings needed to make pizza. The pizza shop price list. A cloth to cover the shop. Existing classroom resources/tools for counting and adding up. Fake money – enough for each group to have a total budget to work with and also some for the shop. Envelopes for the money for each group. A till/box for the shop money. A plastic container for each group purchases from the shop. A camera for taking a photograph of each pizza.
Preparations in advance:	Buy enough pizza bases (and some spares) and all the ingredients you need for each group of 4 students to make a pizza together. So that the students have lots of choice, you should buy extra ingredients. Chop/prepare ingredients. Decide on the maximum budget each group has to buy all the ingredients for their pizza. Decide on the price of each ingredient in the pizza shop and insert them into the pizza shop price list provided. Put the budget of fake money in separate envelopes for each group. Decide who will be the strict shopkeeper.
Preparations in the space:	Create the pizza ingredients shop by displaying all the food and their individual prices (using the pizza shop price list provided). Create a till for the shop and put the money in it. Cover the shop with a cloth.
The space looks like this:	Open space (and classroom space).

GUIDANCE:

1. In their groups students find a place to work and put their Chef hats and aprons on. They are told that the Pizza Chef has called this morning. The Pizza Chef completely agrees that children will really love to eat the pizza the students have been working on, BUT they have spoken to some parents. The parents said they want as many toppings as possible on their children's pizza but the most they would spend is [insert a total figure]. So the Chef wants some real pizzas to be made for real children to eat (state that who these children are will be revealed later!) and the pizzas must look very professional. The Chef has some money to buy ingredients. Each group receives an envelope containing their budget and they open it.
2. The pizza shop is revealed. The students look at the ingredients and prices but the shop is not open yet.
3. They go back to their groups and discuss the challenge, share what they know about it and how they should approach it. After some discussion time, the groups share their ideas with each other. These can be developed further through additional questions.
4. The shop is now open for business and they begin their task. Remind them that parents want as many toppings as possible. They have to decide on the ingredients they want to purchase and list them and how much they cost. They have to decide if they have enough money to buy them and show how they have worked this out. Once they are satisfied with their ingredients and that they can afford them, they visit the shop and make their purchases. The shopkeeper is very strict and will not let anyone overspend!
5. Everyone washes their hands very thoroughly. In their groups the students begin making their pizza – they are reminded that it needs to look very professional.
6. Once the making is complete, each group prepares to present their pizza – each person in the group should have a role in presenting. They explain the ingredients, how many they used and the total cost of their pizza. Keep their workings out for Session 6. Photograph each pizza (either before or after the cooking).
7. Explain that the Pizza Chef has asked to see the photographs and will give each group some feedback. The pizzas are taken away, cooked and shared with class at some point in the day.

NOTES