

Pizza

Session 6

TIME

90 min.
including
break



Art of learning

THEME

17



WARM-UP: 'PIZZA, PIZZA, PIZZA' – YOU DECIDE BUT NEVER ON 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:	Pizza box approximately 30 cm or 10 inches, the pack of "Never On Pizza, Pizza, Pizza" cards (only use these if students find it difficult to come up with their own ideas).
Preparations in advance:	Print and cut out the 'Never On Pizza, Pizza, Pizza' cards into single cards.
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'. This time it is different and the students decide a topping they like but it must be something that would never be put on pizza. Give them a moment to think and ask some students to share an idea.
3. Ask a student to start. The last person then becomes the Pizza Chef. If they find it difficult to come up with an idea, they can select a card from the 'Never On Pizza, Pizza Pizza' pack but try to encourage them to think first.
4. Have a practice and do several rounds.
5. Move directly into the main activity from the warm-up. Students work in the same small groups as Session 5.

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 five slices on it. Each slice should have its own number: 1, 2, 3, 4, 5. 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.
2. Begin with slice 1 and take the students through the following four 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 pleased with my guessing
 2. I was worried about the adding up
 3. I liked this pizza theme
 4. I am getting better at working with others
 5. I would like to become a pizza chef when I grow old
3. Again, highlight that the pizza has been divided into five parts and ask if anyone can remember what each part is called.
4. Finally thank the students for all their work on this pizza theme.

NOTES

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MAIN ACTIVITY: PIZZA FAVOURITE TOPPINGS

This will happen:	Students guess and then work out the most popular pizza toppings. The guesses and the results are compared and the final results shared with the Pizza Chef.
Materials needed:	A printout of the pizza photographs from Session 5. Green sticky dots. A printout of the pizza toppings posters. A digital tablet for each group to record their videos (only if time is available at the end).
Preparations in advance:	Print out the pizza photographs from Session 5. Check that all the ingredients & toppings the students have used are on the pizza ingredients poster and insert any new pictures and words. Print the pizza ingredients posters. Feedback from the Pizza Chef (for example emoji's, stars and simple words) written on sticky notes and placed on the photo of each pizza.
Preparations in the space:	Place the pizza ingredients posters around the classroom.
The space looks like this:	Open space (and classroom space).

GUIDANCE:

1. The students work in their groups from Session 5 and find a place to work. They are told that the Pizza Chef from the restaurant has looked at the photographs of the pizzas and was very very happy. Tell the students they are great Young Pizza Chefs. Each group is invited up, they hold up the photo of their pizza, the feedback from the Pizza Chef is given and everyone claps. Explain that the Pizza Chef is really busy and needs help again. Explain that the students need to tell the Pizza Chef what the most popular toppings on the pizzas were so that he can make a special children's pizzas menu with them.
2. The posters for each of the toppings are displayed alongside the photographs of each pizza. The students look at them.
3. In their groups they guess which is the most favourite topping and the answer from each group is written on the board. The adults should also guess. They then guess which are the least favourite toppings and the answers from each group and the adults are also written on the board.
4. Ask them how they might work out the correct answer. They might find their own solution but if not suggest that each group places one green sticker on the poster for each ingredient in their pizza (the sheets from the previous day should be on hand if they need them). Once this is complete, distribute all the posters amongst the groups making sure that each group has some adding up to do. Ask them to add the number of green dots on each and write the total on the sheet of paper.
5. Each group should read out the totals from the toppings posters they were given. These are written on the board. In their groups they compare the totals to their guesses. Ask if they were good at guessing. Ask which was the most popular topping. Pepperoni is the most popular dish in the world. Ask which ingredients were very unpopular. Ask the students if they listened to the parents and put lots of toppings on their pizza?
6. Finally, explain that the results will be given to the Pizza Chef today. If time is available, the groups could record a short video for the Pizza Chef to share their findings, the ingredients on their pizza and why they think children will like it very much.

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