

Pizza

Overview



Art of learning

THEME
17



OVERVIEW OF THEME 17

GOALS	To encourage students' confidence and ability in applying maths concepts to practical tasks and challenges. Working in pairs and groups, students will share their own knowledge, apply this in the process of making pizzas and use a range of maths concepts including calculating the cost of food items, working within a budget, working with money, placing numbers by order high to low and estimating. Fractions are also introduced as part of the reflection.
SUMMARY	The students are asked by a local Pizza Chef for advice as children do not want to eat at their restaurant. The students explore their knowledge of pizza and the gaps they have in that knowledge. They have to negotiate with a partner to create a pizza that they would both like to eat. This is then made from a range of craft materials and then in pairs the students calculate how much it would cost to make. Students make real pizza with a budget set by the Pizza Chef. Using money, they purchase the ingredients from the pizza shop and make and eat their own pizzas. They guess and then calculate the most popular pizza ingredients. The theme ends with the students sharing their findings with the Pizza Chef so that they can create a new children's pizza menu.

GENERAL GUIDANCE ON THEME 17: Based on the maths skills of the students, make a decision on the costs of the food items in this theme so that they will be challenged but will be able to tackle the adding up elements of the theme. These need to be inserted into the pizza ingredients price list and the pizza shop price list. There is the possibility to include more challenging maths and explore fractions and other maths operations if the students require this additional challenge.



THEME 17	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
<p>Content Summary</p>	<p>Warm-up: Students run to the centre and touch the pizza box if they like the topping called out by the Pizza Chef. The last person becomes the Chef and they take the next pizza topping card.</p> <p>Main activity: 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.</p> <p>Reflection: Students respond to a statement on the pizza reflection sheet by placing a red, yellow or green dot on the correct slice of pizza to reflect their feelings on the statement.</p>	<p>Warm-up: Students hop to the centre and touch the pizza box if they like the topping called out by the Pizza Chef. The last person becomes the Chef and they take the next pizza topping card.</p> <p>Main activity: Using the pizza ingredients price list, the students work out the cost of their pizza. The pizzas are lined up lowest to highest cost.</p> <p>Reflection: Students respond to a statement on the pizza reflection sheet by placing a red, yellow or green dot on the correct slice of pizza to reflect their feelings on the statement.</p>	<p>Warm-up: Session 3: Students run to the centre and touch the pizza box if they do like the topping ingredient called out by the Pizza Chef. The last person becomes the Chef and they take the next pizza topping card.</p> <p>Warm-up: Session 4: Students run to the centre and touch the pizza box if they do like the topping called out by the Pizza Chef. The last person becomes the Chef and they take the next pizza topping card.</p> <p>Main activity: See suggestions for activities</p> <p>Reflection: Session 3 & 4: Students are asked to respond to a statement on the pizza reflection sheet by placing a red, yellow or green dot on the correct slice of pizza to reflect their feelings on the statement.</p>	<p>Warm-up: Students move to the centre using baby steps and touch the pizza box if they like the topping called out by the Pizza Chef. The last person becomes the Chef and they decide on a topping themselves or take the next pizza topping ingredient card.</p> <p>Main activity: Working in groups, students make real pizzas to a set budget.</p> <p>Reflection: 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.</p>	<p>Warm-up: The Chef decides on a topping they like but it must be one that would never be put on pizza. Students run to the centre and touch the pizza box if they like the topping called out by the Pizza Chef. The last person becomes the Chef and they decide on a topping themselves or take the next warm up card.</p> <p>Main activity: Working in groups, students guess and then work out the most popular pizza ingredients. The guesses and the results are compared. The final results are shared with the Pizza Chef.</p> <p>Reflection: 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.</p>
Space	Open space (and classroom space).	Open space (and classroom space).	To be decided.	Open space (and classroom space).	Open space (and classroom space).

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THEME 17	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5 	DAY 6
<p>Materials</p> <p>Warm up: A pizza box; The pack of 'Pizza, Pizza, Pizza' warm up cards.</p> <p>Main activity: 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: 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).</p> <p>Reflection: A large sheet of paper; Red, yellow and green sticky dots.</p>	<p>Warm up: A pizza box; The pack of 'Pizza, Pizza, Pizza' warm up cards.</p> <p>Main activity: Craft materials from the previous session; Post it 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.</p> <p>Reflection: A large sheet of paper; Red, yellow and green sticky dots.</p>	<p>Warm up: Session 3 & 4: A pizza box; The pack of 'Pizza, Pizza, Pizza' warm up cards</p> <p>Main Activity: to be decided.</p> <p>Reflection: A large sheet of paper; Red, yellow and green sticky dots.</p>	<p>Warm up: A pizza box; The pack of 'Pizza, Pizza, Pizza' warm up cards.</p> <p>Main Activity: A Chef's hat and apron for each student; All the ingredients 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, envelopes for the money; A till/box for the shop money; A plastic container for each group purchases from the shop; A camera.</p> <p>Reflection: A large sheet of paper; Red, yellow and green sticky dots.</p>	<p>Warm up: A pizza box; The pack of 'Never On Pizza, Pizza, Pizza' cards.</p> <p>Main activity: A printout of the pizza photographs from Session 5; Green sticky dots; A printout of the pizza ingredients posters; A digital tablet for each group to record their videos (only if time is available at the end).</p> <p>Reflection: A large sheet of paper; Red, yellow and green sticky dots.</p>	
<p>Preparations in advance</p> <p>Warm up: Print out the 'Pizza, Pizza, Pizza' warm up cards on thick card and cut them into single cards.</p> <p>Main activity: Make a Chef's Hat for each student; Create the video from the Pizza Chef or create the postcard/flyer (a template is provided).</p> <p>Reflection: Make the pizza reflection sheet.</p>	<p>Warm up: None.</p> <p>Main activity: Prepare feedback from the Pizza Chef on sticky notes and place on each pizza; Agree on and insert the prices of the ingredients and include any new ingredients used by the students in Session 1 into the pizza ingredients price list.</p> <p>Reflection: Make the pizza reflection sheet.</p>	<p>Warm up: None.</p> <p>Main activities: to be decided.</p> <p>Reflection: Make the pizza reflection sheets.</p>	<p>Warm up: None.</p> <p>Main activity: Premade pizza base or dough for each group (with some spares); ingredients for the pizza from the pizza shop list (with extras); Chop/prepare ingredients; Decide on the maximum budget for each group; Decide on the price of each ingredient in the pizza shop; Insert the prices into the pizza shop price list; Put the budget of fake money in an envelope for each group; Decide who will be the shopkeeper.</p> <p>Reflection: Make the pizza reflection sheet.</p>	<p>Warm up: Print out the 'Never on Pizza, Pizza, Pizza' warm up cards on thick card and cut them into single cards.</p> <p>Main activity: Print out the pizza photographs from Session 5; Check all ingredients used by the students are included in the pizza ingredients posters and insert any new pictures and words; Print the pizza ingredients posters; Prepare feedback from the Pizza Chef on sticky notes and place on pizza photos.</p> <p>Reflection: Make the pizza reflection sheet.</p>	
<p>WARNING</p> <p> preparations</p>					

Pizza

Session 1

TIME

90 min.
including
break



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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

Pizza

Session 1

TIME

90 min.
including
break




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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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Pizza

Session 2

TIME

90 min.
including
break



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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.

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Pizza

Session 2

TIME

90 min.
including
break



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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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Pizza

Session 3-4

TIME

90 min.
including
break



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

This will happen:	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.
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 topping 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 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

This will happen:	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.
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 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

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 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.
Preparations in advance:	Make the pizza reflection sheet. Decide on the reflection statements.
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 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.

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Pizza

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME

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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

Pizza

Session 5

TIME

90 min.
including
break



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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

Pizza

Session 5

WARNING

 preparations

TIME

90 min.
including
break



Art of learning

THEME

17



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

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

Pizza

Session 6

TIME

90 min.
including
break



Art of learning

THEME

17



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.

NOTES