

# Y1 The Perfect Pizza Party - PPDAC cycle

**NEW** June 2024

Year level: 1

Approximate number of lessons: 1

## Learning goals

- suggest broad areas for an investigative question that can be answered with data
- anticipate what the data might show
- collect data by making observations or questioning others
- discuss how the data-gathering process might affect other people
- collect categorical data
- use data cards to collect primary data
- create data visualisations for categorical data, eg pictographs and physical dot plots
- describe data visualisations for categorical data, giving the frequency for each category
- choose statements from class created descriptive statements that best answers the investigative question
- agree or disagree with others' statements about simple data visualisations, eg pictographs and physical dot plots

## Resources

- 'Pete the Cat and the Perfect Pizza Party' - a book by Kimberley and James Dean. Available as a read together book [online](#)
- Post it notes, or paper for each child cut to the same size, to create data cards.
- Opportunity to create real pizzas, a suggestion of English muffins, tomato paste, cheese and toppings as defined by the categorical data. (Consider allergies.) Or, you might make pretend pizzas with paper plates and coloured paper cut into shapes of toppings. Or, you might make your pizzas out of loose parts.

## Activity

### Introduction

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Class discussion

- Enjoy the text 'Pete the Cat and the Perfect Pizza Party'.

- Notice how thoughtful Pete and his friends were when they considered what each other liked, and tried to build the perfect pizza.
- Discuss the toppings that Pete and his friends were thinking about having on their pizza.
- Notice that they all start with the letter P.
- Decide to hold your own pizza party. This might also be a Pretend Perfect Pizza Party.

### ? PROBLEM:

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- Talk about pizza, how it is made, how large pizzas can be cut into slices and how small pizzas can be created to suit an individual's taste.
- Agree to create mini pizzas so that everyone is able to build their own idea of a perfect pizza.
- Agree on a small selection of toppings that you might have as optional toppings.
- Agree to explore pineapple as one of your toppings, so that you know how much pineapple to buy for the party.
- Pose the investigative question, **Do ākongā in our class prefer pineapple on their pizza?** Open a discussion, what do ākongā anticipate the answer will be? Why?

### 📋 PLAN:

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Make a plan to collect information (data) so that you can find out ākongā preferences about pineapple on their pizza.

- On a large sheet of paper record the investigative question across the top of the page. **Do ākongā in our class prefer pineapple on their pizza?**
- What survey question should we ask so we can answer our investigative question about our class preferences? **Do you prefer pineapple on your pizza?**
- Consider the possible answers, discuss how stating preferences might affect people. What will ākongā who have never tasted pineapple before say? Is anyone allergic to pineapple?
- Decide on three possible answers, yes, no, no preference.
- Decide to record the answers on a big piece of paper showing the three possible answers, example below.

**Do ākongā in our class prefer pineapple on their pizza?**

Yes ✓	No x	No Preference ?

## ### DATA:

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- Invite ākonga to create their own data card (use Post it notes or same sized pieces of paper). Each ākonga will draw their face and either a tick ✓ (yes), a cross x (no) or a question mark ? (no preference).

## ▮ ANALYSIS:

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Ākonga place their own data card onto the large sheet creating a picture graph with the data cards.

Describe the data that you can see.

- How many ākonga would prefer pineapple on their pizza?
- How many ākonga do not want pineapple on their pizza?
- How many are not sure?
- Which category is the most common?
- Which category is the least common?

Discuss the original anticipated outcomes from earlier in the lesson, does the data support these anticipated outcomes? Has the data surprised us?

## 💡 CONCLUSION:

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Pose the investigative question again, **Do ākonga in our class prefer pineapple on their pizza?**

- Relate your answer back to the original purpose, to create perfect pizzas you need to know how many people will be wanting pineapple so that you know how much pineapple to buy.
- Conclude with a statement, we will need enough pineapple for x ākonga to have pineapple on their pizza.

## Notes for teachers

- The app [Preschool Data Toolbox](#) could be used to collect the data and display it digitally for ākonga to discuss.
- Ākonga may wish to go on and collect data for other toppings. Follow their lead and know that multiple iterations will bring purpose to the process and outcomes.



Data Detectives use PPDAC

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