

Food Scientist: Producers and Consumers

Adventure Description:

In this adventure, students will think like a food scientist and learn about how people can be producers and consumers

Activity

Step 1: Background on Food Scientists and Producers and Consumers (10 minutes)

- Show [Video: Producers and Consumers](#).
- Discuss the difference between producers and consumers. Explain to students that producers are people who make and sell things. Consumers are people who buy things from producers.
- Give each student a card from [Handout: Producers vs. Consumers](#). Have students read and look at the picture on their card.
 - Teacher note: If you have more than 10 students, you can give multiple students the same card.
- Explain to students that they need to find a partner in the room to match with their card- a producer with a consumer. A student with a consumer card needs to find a person who matches a producers card. (Example Card: “Jenny needs to buy milk“ matches with ”Greg is a dairy farmer who sells milk.“

Step 2: Activity Set Up (10 minutes)

- Explain to students that today, they will be food scientists who will both produce (or make) and consume (or buy) new foods.
- Remind students that a food scientist has different jobs such as testing foods to make sure they are safe to eat and they also come up with new recipes by putting flavors together.
- Tell students that, today, they will be designing a new kind of pizza with unique toppings. After they create their new pizza, they will have a pizza party to test and buy the new kinds of pizza.
- Give each student [Handout: Pizza Types](#). Read to students the three types of pizzas they could create: dinner pizza, dessert pizza, or snack pizza.
- Have students circle the type of pizza they want to create.
- Make a class chart that says, “Sauce and Toppings” at the top and “Dessert, Snack and Dinner” down the side. Have students get into three groups based on the type of pizza they chose. Have groups brainstorm types of sauces and toppings that could be used for their pizza.
 - Sauce Examples: Dessert- chocolate sauce, fluff, caramel sauce, Snack: salsa, hummus queso dip, Dinner: tomato sauce, buffalo sauce.
 - Toppings Examples: Dessert: Candy, nuts, marshmallows, sprinkles, fruit, Snack: Chips, pretzels, veggies, cheese cubes, Dinner: meat, veggies, olives
- Write students ideas for sauces and toppings on the chart for students to refer to.

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Step 3: Producing New Pizzas

- Explain to students that they will now be making their new pizza product as producers.
- Give each student [Handout: Pizza Plan](#). Have students start by writing their ideas for sauce and toppings under Step 1. Help students by referring to the class chart made in the previous activity.
- Read aloud Step 2. Have students draw a picture of their pizza in the circle template provided on the handout.
- Explain to students that they will now create a prototype, or an example, of their pizza to sell to consumers.
- Give each student a large construction paper circle. Explain to students that they will draw the sauce on and then use craft supplies to add and create the toppings.
- Show students the craft supplies that can be used to make the pizzas.
 - Examples include: glue, tape, pipe cleaners, pom poms, bottle caps, construction paper, markers, beads, foam shapes, recycled materials, tin foil
- Have students draw the sauce on their pizza. Once they are done, they can collect craft supplies to create their toppings.
- Next, explain to students that they will sell individual slices of their pizza at the pizza party. Have students use scissors to cut their pizza in half and then in half again to create fourths.
- When students are done creating their pizza, give them [Handout: Pizza for Sale](#) to have them fill out information about their pizza.
 - Read the first bullet. Have students name their pizza.
 - Read the second bullet. Have students circle the type of pizza.
 - Read the third bullet. Have students write or draw their pizza ingredients.

Step 3: Pizza Party

- Teacher Note: If pizzas need to dry from toppings being glued, this step may need to take place on the following day.
- Explain to students that as producers, they will sell slices of their pizza to consumers at the pizza party.
- Give each student a paper plate. Have students set up their pizza slices on the plate with their [Handout: Pizza for Sale](#) flyer next to it.
- Explain to students that they have already acted as producers by creating the pizzas, now they will be consumers by buying the pizza their friends have made.
- Give each student [Handout: Money](#). Have them cut out the four dollars on the handout.
- Explain to students that each slice of pizza costs one dollar. They will take their money and walk around to look at the pizzas their classmates have made. One slice of pizza costs \$1.
- Explain to students that when they find a slice they want to buy, they just pick up a slice and leave a dollar on the plate.
- Once students have had a turn being consumers, have them put the four slices together to create a new whole pizza. Students can glue these pieces down onto the paper plate to take home or use as a classroom work display.

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Materials List

Provided online:

- Video: Producers and Consumers
- Handout: Producers vs. Consumers
- Handout: Pizza Types
- Handout: Pizza Plan
- Handout: Pizza for Sale
- Handout: Money

Not Provided online (each student or group needs):

- Cardboard or card stock
- Assortment of art and building supplies (glue, tape, pipe cleaners, pom poms, bottle caps, construction paper, markers, beads, foam shapes, recycled materials, tin foil)
- Scissors

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