



PLANET PIZZA

FEEDBACK & EVALUATION



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PLANET PIZZA BACKGROUND AND TIMELINE

In February 2023 at the Synergy Grant Workshop University of York: Planet Pizza was conceived. Participants included academics from a number of different universities across the UK and other organisations including Rethink Food.

The overall aim was to make research and innovation work more accessible to the public. This included the greenhouse gas emissions of food.

February 23-April 23: Rethink Food partnered with the University of York to create a Planet Pizza physical resource for trial in schools.

April 2023 Planet Pizza Pilot: Rethink Food facilitated Planet Pizza in 7 schools across West Yorkshire-43 children aged between 7-11 yrs.

Feedback from Teachers and pupils was very positive: 100% of children would recommended it to their peers and teachers were keen to complete the activity with more children across their school.

July 2023 The University of York commissions Rethink Food: Rethink food to make Planet Pizza more accessible to a greater number of schools and to create further resources to support educators and engage and inspire children.

September 2023 - March 2024: Planet Pizza content creation including animation film, teacher film, teacher notes and updated classroom resources.

February 2024: Planet Pizza Phase 2 - school recruitment for the Planet Pizza Pilot Phase 2, including a support webinar.

April 2024: In celebration of Earth Day, Planet Pizza is launched on the Rethink Food Learning Platform and Website and Take a Bite Out of Climate Change Website. Schools taking part in the project use the resources in their schools and educators complete a Feedback Form.

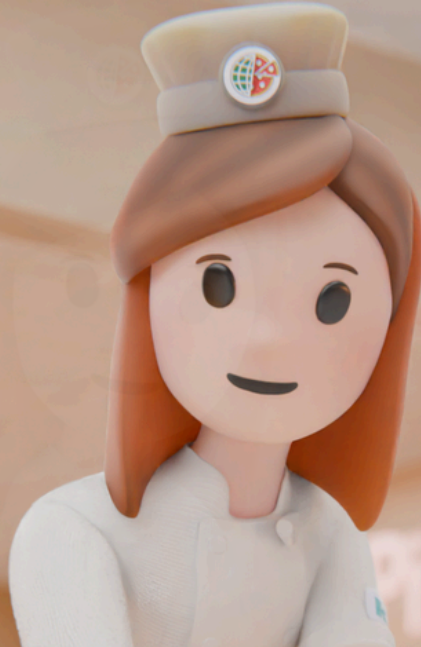
May-June 2024: Rethink Food provide a facilitated climate friendly pizza-making session in the pilot schools. The pizzas made are designed by the children using the Planet Pizza resource. This also provides an opportunity to capture pupil voice on the resource.

June 2024: Planet Pizza Feedback and Evaluation - feedback and evaluation analysed, summarised, recommendations and potential next steps identified.





THE STORY SO FAR



INTENT

To present the challenging concept and emotive subject of climate change in a fun and positive way.

To provide an exciting and engaging resource to evoke awareness of the impact of food choices on the climate.

To provide an opportunity for the development of climate literacy.

IMPLEMENTATION

Audience is 10 schools, 10 educators and 100 pupils aged 7-11 years.

A practitioner in school will deliver a Planet Pizza session using the resources accessible through the Rethink Food Learning Platform including:

- Teacher Video – top tips for delivery.
- Planet Pizza Teacher Notes.
- Animation Film – set in the Planet Pizza restaurant, meet the chef who will present the problem, and use this to introduce the session to the children.
- Downloadable printable resources to explore solutions to the problem.
- Positive action through creating their own climate-friendly pizza – recording their ideas on the sheets provided.

IMPACT

- Teacher Feedback Form – takes approximately 10 minutes to complete and is vital for evaluation and further improvements.
- Pupil Voice: captured through a verbal questionnaire during climate friendly pizza making session.

PUPIL VOICE

96%
OF CHILDREN WOULD
RECOMMEND
PLANET PIZZA
TO THEIR PEERS

When the children were asked if they would recommend Planet Pizza to their peers 96% said YES they would and 4% said MAYBE they would. The children scored Planet Pizza an overall 4.5 out of 5 stars.

Only one child thought that Planet Pizza could be improved and this was by offering more ingredients for the toppings as he didn't like many of them. However he didn't have any suggestions for additional toppings.

Feedback from the pupils suggests that the things they enjoyed most about Planet Pizza was choosing the ingredients and designing their own pizza.

However, they also enjoyed the animation film, choosing the name for their pizza and doing the calculations.

“THE ANIMATION VIDEO WAS REALLY GOOD, I LIKED PLANET PIZZA.”

“I LIKED DOING THE CALCULATIONS.”

“DESIGNING OUR OWN PIZZAS.”

“DISCUSSING WHAT WE WANTED ON THE PIZZA.”

“WORKING IN TEAMS TO LOOK AT THE INGREDIENT PIECES AND MAKE THE PIZZA.”

“CHOOSING THE PIZZA NAME.”

“MY FAVOURITE PART WAS DECIDING WHAT YOU WOULD LIKE TO PUT ON THE PIZZA, LIKE THE CHEESE AND BALANCING IT SO IT IS GOOD FOR THE PLANET BY MAKING CHOICES THAT ARE NOT JUST ABOUT THE FLAVOUR.”

“I REALLY ENJOYED DECORATING IT, DECIDING WHAT IS GOOD FOR THE PLANET AND NOT GOOD FOR THE PLANET.”

PUPIL VOICE

When asked about one thing they had learned by taking part in the Planet Pizza project, the children were able to talk about their learning using climate literacy and demonstrated a raised awareness of the impact of food choices on the planet.



“I WAS SURPRISED THAT THE FOOD YOU CHOOSE CAN CHANGE THE WORLD.”

“I DIDN'T KNOW ABOUT GREENHOUSE GAS EMISSIONS FOR FOOD.”

“I DIDN'T KNOW WHAT EMISSIONS WERE BUT I DO NOW.”

“COW FARTS ARE HARMFUL TO THE WORLD BECAUSE THEY HAVE METHANE IN THEM.”

“THE CHEESE! VEGAN WAS MUCH LOWER THAN DAIRY.”

“ABOUT THE DIFFERENT TYPES OF TOMATOES AND THE BIG DIFFERENCE IN EMISSIONS.”

“THAT PEPPERONI IS ONE OF THE WORST TOPPINGS FOR THE ENVIRONMENT!”

“WE WERE LIKE WOW AT SOME OF THE DIFFERENCES IN EMISSIONS.”

“HOW YOU CAN MAKE A PIZZA THAT DOESN'T HARM THE PLANET.”



TEACHER FEEDBACK

100%

OF TEACHERS WOULD
RECOMMEND
PLANET PIZZA
TO OTHER SCHOOLS

100% of Teachers taking part in the project would recommend Planet Pizza to other schools and gave it an overall star rating of 4 out of 5.

They scored 5 out of 5 stars for the teacher support materials including the explanation film and teacher notes created by Rethink Food.

They scored a 4.5 out of 5 star rating for the learner's animation film created by Rethink Food and they scored a 4 out of 5 star rating for the downloadable game resources.

They scored a 5 out of 5 star rating for how well Planet Pizza met the aim of the learning opportunity: to use and develop climate literacy and become more aware that their food choices impact on the planet.

The practitioners were asked what they thought was good about Planet Pizza and why. Here are some of their responses...

“THERE WERE LONG DISCUSSIONS BETWEEN THE LEARNERS ABOUT WHETHER TO CHOOSE TOPPINGS THAT THEY WOULD NORMALLY SELECT, COMPARED WITH THOSE WITH LOWER IMPACT ON THE PLANET. IT MADE THE CHILDREN THINK HARD ABOUT THE MORAL CHOICE AGAINST WHAT THEY WERE USED TO EATING.”

“IT GAVE US THE CHANCE TO DISCUSS CARBON FOOTPRINTS AND FOOD MILES IN A FUN WAY.”

“THE ANIMATION FILM WAS ALSO GREAT FROM A TEACHER'S POINT OF VIEW AS IT DID ALL THE INTRODUCTION FOR US.”

“CHILDREN ENJOYED IT AND WERE DEFINITELY MORE AWARE OF HOW FOOD CAN IMPACT CLIMATE CHANGE.”

“VIDEO SET THE BACKGROUND INFORMATION OUT CLEARLY AND THE TASK.”

“IT WAS BRILLIANT AT MAKING THE CHILDREN THINK ABOUT WHAT THEY EAT ON A REGULAR BASIS AND WHAT IMPACT IT HAS ON THE ENVIRONMENT.”

“I REALLY LIKED THE WAY THE GAME PRESENTED INFORMATION ABOUT THE IMPACT OF FOOD CHOICE ON THE PLANET.”

“I THOUGHT THE FILM WAS CLEAR, ENTERTAINING AND PITCHED WELL FOR KS2.”

TEACHER FEEDBACK

The practitioners were asked what they thought the learners thought was good about Planet Pizza and why they as educators thought this was. Things mentioned reflected what the children said they enjoyed captured in the Pupil Voice.

Reasons the Teacher's gave for this included the following...

“THE RESOURCES IS SUITABLE FOR A VARIETY OF CHILDREN IN REGARDS TO AGE/ABILITY.”

“IT ALLOWED CHILDREN TO THINK ABOUT TASTE AND WHICH TOPPING WOULD BE GOOD FOR BOTH THE ENVIRONMENT AND THE APPEARANCE, AND TASTE OF THE PIZZA.”

“THEY WERE INTERESTED IN THE ENVIRONMENTAL INFORMATION AS NONE OF THEM REALISED HOW MUCH DIFFERENCE THERE WAS IN GREENHOUSE GASES.”

“CHILDREN ENJOYED CREATING THEIR PIZZAS WHILE THINKING ABOUT IMPACT ON THE CLIMATE WHICH THEY STATED THEY HAD NOT THOUGHT ABOUT BEFORE.”

“THEY ENJOYED COMPARING FOOD TOPPINGS BASED ON THE EMISSIONS. IT MADE THEM THINK ABOUT THEIR CHOICES DIFFERENTLY.”

“THEY LIKED THE MATHS SIDE OF THE PLANET PIZZA AND THE COMPETITION ELEMENT OF SEEING IF THEY COULD PRODUCE A PIZZA IN LOWER EMISSIONS THAN PEPPERONI PLANET.”

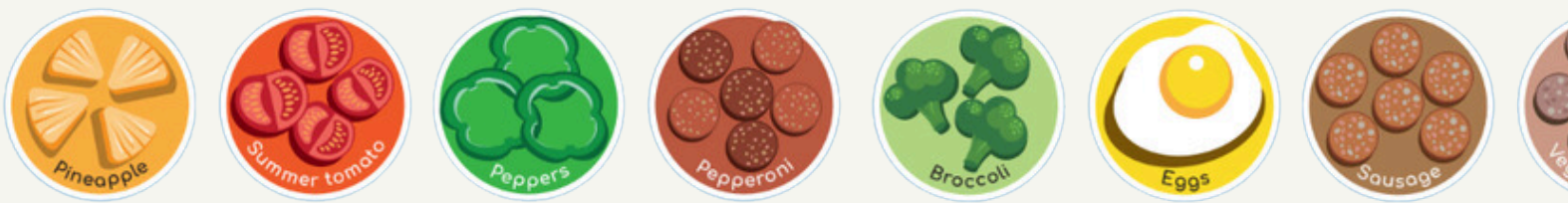
“INTERESTING TOPIC TO ENGAGE WITH CLIMATE CHANGE.”

TEACHER FEEDBACK

The practitioners were asked what they would recommend as improvements to the Planet Pizza resource. They were mainly around the downloadable resources to make the game.

Rethink Food reacted before full launch to one comment by one of the schools and reduced the size of the ingredient discs to make them more cost effective to download and more obvious that there was a back and front to the disc.

Other comments included the following...



“RESOURCES TOOK A LONG TIME TO MAKE.”

“IF THE RESOURCES WERE ALREADY PRINTED AND MADE.”

“INCLUDE THE EMISSIONS FOR THE BASE AND THE COOKING AT THE BEGINNING AS THESE ARE NOT OPTIONAL, AND HAVE TO BE INCLUDED. WE HAD A FEW UPSETS AT THE END FROM THOSE WHO HADN'T REALISED THAT THERE WAS THE EXTRA 200 TO ADD TO THE GRAND TOTAL.”

“PERHAPS MORE INFORMATION REGARDING EMISSIONS AND FOOD CHOICES. EXAMPLES OF THE PROCESSES FOOD GOES THROUGH BEFORE IT REACHES CONSUMERS. THE JOURNEY FOOD MAY TAKE.”

“DESIGN A PIZZA BOX.”

RECOMMENDATIONS AND NEXT STEPS

The high scoring of the Planet Pizza resource provides evidence of its success as an accessible resource for schools and as a vehicle to enable the wider public to access the results of research and innovation.

The teachers liked the mathematical element of the task and the children enjoyed calculating the greenhouse gas emissions using the data provided. Comments from practitioners shows that the films created by Rethink Food have enhanced the original product and supports delivery.

The practitioner and learner feedback express the enjoyment experienced by the children through the style of the task, the activities within it and the engaging resources. Teachers and pupils express the clear educational impact of the resource, by completing Planet Pizza their is a raised awareness of the impact food choices on the planet.

The use of words such as 'surprised', 'shocked' and 'wow' by the children shows that the impact of food choice is indeed a new concept to them and that there is a clear need for this and further resources to support the development of food citizenship and climate literacy in schools.

RECOMMENDATIONS AND POTENTIAL NEXT STEPS WOULD BE AS FOLLOWS...

Update the Calculations Sheet so that the cooking emissions are at the top of the document and therefore won't be missed.

Reduce the workload for Teachers by creating an electronic interactive Planet Pizza activity that requires no or limited downloadables and printing.

Explore ways that the resource could be used to support other areas of Design Technology such as packaging creation.

Explore the creation of more food citizenship resources.



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RETHINK FOOD



TAKE A **BITE** OUT OF
CLIMATE CHANGE



UNIVERSITY
of York



TRANSFORMING
**UK FOOD
SYSTEMS**
Strategic Priorities Fund



FixOurFood