

The Dion's Virtual Tour

Guide for Facilitators

Program Overview

Dion's is pleased to provide your students with *The Dion's Virtual Tour*. This program provides students in grades Pre-K to 5th with an opportunity to apply what they are learning in the classroom to real-life experiences through involvement in a number of activities. It includes pre and post lessons along with a virtual tour of a Dion's restaurant. Each student receives a workbook containing a number of activities designed to reinforce the knowledge and skills necessary to demonstrate mastery of educational standards in the subjects of English/language arts and mathematics. Also, other subject areas including science and social studies. Separate workbooks have been developed for students in grades Pre-K to 2nd and students in grades 3rd to 5th.

In lesson one, Pre-K to 2nd students complete an activity that introduces them to the pizza ingredients they will see during the virtual Dion's tour video and reinforces the development of fine motor skills. Students in grades 3rd -5th will complete a job resume designed to introduce them to the steps necessary to obtain a job. In addition, all students will complete an activity that introduces them to "MyPlate" and requires them to categorize pizza ingredients into those groups. This lesson also provides the information necessary to prepare for the tour.

The Dion's Virtual Tour provides the opportunity for students to see how a business operates. The video will provide an overview of how Dion's runs and gives a behind-the-scenes tour of the kitchen. As part of the overview, the tour guide will reinforce the concepts students learned as part of the first lesson. In addition to the virtual tour video, and materials, pizza will be delivered to the school.

Lesson two is taught following the tour video and is designed to reinforce the students' Dion's experience. The lesson begins with a guided discussion designed to let students identify what they saw while on the tour. They will be asked to explain how what they saw applies to their understanding about the jobs people do and the importance of doing well in school in preparation for a future career. Following this discussion, students will complete selected activities included in the workbook they received while at Dion's. In order to complete the second lesson, collect the workbooks from each student at the conclusion of the Dion's tour.

Extended learning activities are also included for use at the discretion of the facilitator to provide students with opportunities to reinforce the concepts they have learned through the program.

As a result of their completion of the two classroom lessons and viewing the virtual tour of the Dion's restaurant, students will:

- Apply the English/language arts, mathematics, science and social studies knowledge and skills they are learning in school through hands-on activities.
- Understand that developing knowledge and skills in all of the subjects they learn in school are important for success later in life.
- Learn that businesses obtain the resources they need to make their products from all over the country and around the world.
- Develop an understanding of how a business operates.
- Learn that the foods they eat are categorized into a number of groups and that nutritional health can be achieved by eating a balanced diet from “MyPlate”.

What to Expect

Through *The Dion's Virtual Tour*, Dion's offers an educational and fun opportunity for children Pre-K through 5th grade to view a behind-the-scenes look at our restaurants. During the video, students learn about “MyPlate”, safety, and teamwork. Also, students will be provided with pizza.

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Session One – Getting Ready for the Virtual Tour!

Overview

This lesson involves students in activities that will prepare them for the Dion's virtual tour they will take as part of *The Dion's Virtual Tour* program.

Objectives

The students will be able to:

- Demonstrate an understanding of math concepts by counting the number of pizza toppings illustrated on a worksheet and writing those numbers next to the name of each topping. (Pre-K-2)
- Successfully perform a motor skills activity by coloring, cutting, and pasting illustrations of pizza toppings on a worksheet. (Pre-K-2)
- Complete a writing activity by developing a personal résumé. (3-5)
- Identify ingredients in "MyPlate" and place different pizza ingredients into the correct group. (Pre-K-5)

Preparation

Prior to presenting this lesson:

- Review the lesson to become familiar with the information you will be providing to students.
- Review the activities students will complete as part of the lesson and determine whether any modifications need to be made relative to the age and abilities of your students. For example, some kindergarten students may have difficulty using scissors to cut out pictures of pizza toppings. If that is the case, you may need to pre-cut some of the ingredients for them.
- Obtain the materials that students will use to complete the activities included in the lesson.

Recommended Time

This lesson typically takes 45 minutes to complete.

Materials

- What's Your Slice? Worksheet (Pre-K-2)

- Crayons, Colored Pencils and/or Color Markers (Pre-K-2) (not included)
- Scissors (Pre-K-2) (not included)
- Paste or Glue (Pre-K-2) (not included)
- Personal Résumé Form (3-5)
- Pencils (3-5) (not included)
- Food Group Matching Game (Pre-K-2)

Presentation

Introduction (5 minutes)

Tell students they will be learning how a pizza business operates. Let them know they will be completing two activities to help them get ready for the virtual tour.

Ask students to raise their hand if they have eaten at Dion's or another pizza restaurant. Call on a few students and ask them to identify one thing they saw the employees doing.

Some of the responses may include taking orders, making pizza, calling customers to the counter to pick up completed orders, or cleaning tables. Unless identified by students, point out that most restaurants have a manager that supervises all of the workers to make sure everything runs smoothly. Other jobs that are not as visible but are very important, are the trainers, the people that purchase ingredients, workers that prepare food in the kitchen, employees that wash dishes, and those that clean the restaurant after closing.

Ask students which job they would like to have if they worked at a pizza restaurant. Call on a few students to share their answers. Let them know that a lot of students work part-time at a restaurant while they are in high school as a way to gain work experience and earn money.

Pre-K-2 Student Activity – What's Your Slice? (20 minutes)

Tell students they will be completing an activity that will help them prepare for some of the things they will see while watching the virtual tour.

Provide each student with a *What's Your Slice?* worksheet and ensure each student has crayons, colored pencils and/or color markers; a pair of scissors; and paste or glue.

Let the students know they will be seeing a lot of different types of pizza toppings while they view the video. Ask them what they like on the pizzas they eat at home or when they eat at a restaurant. Some of the toppings they may identify include cheese, sausage, pepperoni, mushrooms, tomatoes, bell peppers, pineapple, onions, and olives.

Tell the students they are going to complete an activity that will include counting the number of pizza toppings included on their worksheet and writing the number of each next to the name of that topping.

Explain that after they count and record the number of toppings they see on the worksheet, they are going to color each of the toppings and cut out the ones they like to eat on their pizza. Let students know they will be pasting their favorite toppings to the pizza slice on the worksheet. Tell them they should color the slice and then paste the toppings to the slice.

Walk around the room to monitor each student's progress as they complete the activity, helping individual students as needed.

After completing the activity, ask a few students to share their slices with the rest of the class. Point out the variety of toppings that students chose for their slices to reinforce that it is important for a restaurant business to provide a variety of options for its customers in order to meet their wants and needs.

This activity should take 20 minutes to complete. However, depending on the age and ability of your students, more or less time can be taken to complete the worksheet.

3-5 Student Activity – Completing a Personal Résumé (20 Minutes)

Ask students what kind of work they do either around the house or in the community. Some examples might be cleaning their rooms, washing dishes, taking out the trash, volunteering in their community, or helping their parents with other tasks.

Explain that the tasks they do around the house or in their community provide experiences that will be helpful as they get older and apply for jobs.

Let students know that most employers ask their prospective employees to complete a job application and/or submit a personal résumé when applying for a job. Explain that a personal résumé is a document that summarizes their education, work experiences, and other skills that have prepared them for a particular job for which they might apply.

Tell students they will be completing their own personal résumé then provide each student with a copy of the Personal Résumé form.

Review the questions contained on the Personal Résumé form with students to make sure they understand what is being asked of them as they complete the activity.

After answering any questions raised by students, have them begin completing the resume. Walk around the room to monitor students' progress as they complete the activity, answering questions and helping individual students as needed.

This activity should take 20 minutes to complete. More or less time can be taken for its completion based on the abilities of your students.

Pre-K-5 Activity – Learning About “MyPlate” (15 minutes)

As a final activity, students will learn about the five food groups.

Tell students that learning about the different food groups and the types of food that fall within each is important to know because the key to eating well is to enjoy a variety of nutritious foods from each of those five groups.

Write the names of the five food groups on the chalk or white board with space underneath to write examples of foods that fall within each group.

Fruits
Vegetables
Grains
Protein
Dairy

Call on students and ask them to identify a food item and the group in which it belongs. Provide examples if students are unable to identify one or two foods for each group.

Let students know that foods are grouped together because they provide similar amounts of the key nutrients. For example, the key nutrients of the Dairy Group include calcium and protein, while food included in the Fruit Group are a good source of vitamins. (This may be a difficult concept for some students. Check for understanding by asking students to put in their own words the concepts of healthy eating.)

Explain that in order to meet the requirements for good health, they should eat a variety from each of the five food groups.

Explain that understanding the five food groups will be important as they view the virtual tour. Dion's takes the nutritional value of the ingredients they include in the salads, subs, and pizzas they prepare seriously.

Provide each student with a copy of the Food Group Match Game.

Take one of the ingredients from the list of foods and ask students to identify its food group. Have students draw a line between that ingredient and the food group. Continue by naming one or two other ingredients, have students identify the food group they are part of, and have them draw a line between that ingredient and its food group.

Instruct students to complete the remainder of the Food Group Match Game on their own. Walk around the room to monitor students' progress as they complete the activity, answering questions and helping individual students as needed.

Students should take about 10 minutes to complete the remainder of this activity. More or less time can be taken for its completion based on the abilities of your students.

Following completion of the match game, go down the list of foods and identify the group in which each one falls.

Summary and Review (5 minutes)

Ask students if they have any questions about the activities they completed during the lesson. By the raise of hands, call on students to identify one thing they learned from the lesson they didn't know before.

Tell students the activities they completed during this lesson will help them understand what they will see when they participate in the Dion's Virtual Tour.

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Session Two – What Did You Learn?

Overview

This lesson provides an opportunity to guide students through a discussion of the video tour. Through this discussion, students will share what they saw during their virtual tour of Dion's. As part of the lesson, students will also complete selected activities from *The Dion's Tour Student Workbook*. Based on the activities selected for students to complete, English/language arts, mathematics, science and/or social studies concepts and skills important to their overall education will be reinforced.

Objectives

The students will be able to:

- Explain what they saw during the virtual tour of Dion's through a class discussion.
- Describe some of the tasks they saw and relate their observations to their own career preparation.
- Demonstrate their understanding of English/language arts, mathematics, science, and/or social studies concepts through the completion of workbook activities.

Preparation

Prior to presenting this lesson:

- Review the contents of the lesson in preparation for presenting it to students.
- Prepare the materials students will use during the lesson.
- Review the activities included in *The Dion's Tour Student Workbook* and select those you would like students to complete during the lesson. The activities included in each workbook relate to the following subject area concepts:
 - Pre-K-2 Workbook Activities
 - Page 1 – Motor Skills (coloring)
 - Page 2 – Mathematics (addition)
 - Page 3 – English/language arts (letter recognition)
 - Page 4 – English/language arts (writing)
 - Page 5 – Mathematics (money recognition)
 - Page 6/7 – Social Studies (identifying US states)
 - Page 8 – English/language arts (spelling)
 - Page 9 – Science (food groups)
 - Page 10 – Observation Skills (matching like objects)

- Page 11 – Reasoning Skills (sequencing events)
- Page 12 – Mathematics (addition)
- 3-5 Workbook Activities
 - Page 1 – Motor Skills (drawing)
 - Page 2 – English/language arts (spelling)
 - Page 3 – English/language arts (spelling)
 - Page 4/5 – English/language arts (vocabulary)
 - Page 6/7 – Social Studies (identifying US states)
 - Page 8 – Science (food groups)
 - Page 9 – Mathematics (division)
 - Page 10 – Mathematics (addition, multiplication)
 - Page 11 – English/language arts (creative writing)
 - Page 12 – Mathematics (fractions)

Recommended Time

This lesson typically takes 45 minutes to complete.

Materials

- *The Dion's Tour* Student Workbook
- Crayons, Colored Pencils and/or Color Markers (crayons will be provided by Tour Guides)
- Pencils (provided by Tour Guides)

Presentation

Introduction (10 minutes)

Begin the lesson by calling on students to share one thing they remember seeing while watching the video. Ask why the thing they identified was memorable to them.

Next, ask students what kind of tasks they learned from the tour guides. Ask if they could work at Dion's and had a choice of any job they wanted, what job would they choose? Have them explain why they would choose that job.

Ask students what kind of knowledge and skills they would need to be successful at the jobs they identified. Tie their responses to the importance of doing well in school. Tell them a good education is the key for pursuing a career and obtaining future employment. Steer the discussion to the steps they need to take to prepare for careers they might like to pursue.

Activity (30 minutes)

Start this part of the lesson by giving students their workbooks.

Depending on the skills you would like students to focus on during the lesson, select one of the workbook activities for students to complete. Ask students to turn to that page, and provide them with the instructions they need to complete the activity.

Walk around the classroom while students are working on the activity to monitor progress and help those who may be having difficulty. (Because the activities included in the workbook were developed to address the knowledge and skill abilities of a range of student grade levels, it may be necessary to modify activities to match the particular abilities of the students in your classroom.)

Depending on available time, select a second activity to have students complete. Ask students to complete a third activity if time allows.

Prior to the end of the time available, have students share the results of their work on the activity or activities completed during the lesson with the rest of the class. Provide feedback based on the information students share.

Summary and Review (5 minutes)

Call on students to share the most memorable thing they are taking away from *The Dion's Virtual Tour* program.

End the lesson by reinforcing the importance of doing well in school in order to obtain the knowledge and skills they will need for future success.

Extended Learning Opportunities

There are a number of ways in which the concepts and skills introduced through *The Dion's Virtual Tour* program can be extended beyond the scope of this lesson. Some of those extended learning opportunities can include:

- Completion of the activities remaining in the workbook that were not completed during the Dion's Virtual Tour or during lesson two.
- Using the tour of Dion's as a point of reference for additional career exploration activities.
- Having students visit the Dion's website to explore some of the nutritional information identified for the different food products that can be purchased at a Dion's Pizza restaurant.



Personal Résumé

A résumé is a short summary of your work experience and qualifications. Create your own personal résumé by filling in the blanks.

Your Name

Address

City State Zip

Telephone

Position Sought: _____
(A job you might want to have)

Abilities and Talents: List positive character traits and tasks in which you perform well.
For example: good listener, reliable, computer skills, good in math, great speller.

- _____
- _____
- _____
- _____

Achievement and Awards: List awards you have received and when. For example: Honor Roll for 3rd grade, Perfect Attendance 1st grade, Scouting Award 2020, or 2nd grade Citizenship Award.

- _____
- _____
- _____

Work Experience: List jobs you had or currently have. For example: dog walker, babysitter, lawn mower, shoveling snow. These do not have to be jobs for which you receive pay.

- _____
- _____

Education: _____
Grade Name of School

References: List people who will say good things about you.

- _____
- _____