



POWELL CENTER FOR  
ECONOMIC LITERACY

*Lesson Plan*

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## Little Nino's Pizzeria:

### Developing Job Skills

### Time Required

15 Minutes

### Economic Concepts

**Consumer** – *People who satisfy their wants by using goods and services*

**Goods** – *Something people want that you can touch and hold*

**Producer** – *People who make goods or provide services*

**Services** – *Something that one person does for someone else*

### Grade Level and Subject

Primary Grades; Children's Literature

### Keystone Principle

Principle #8 – Quantity and Quality of Resources Impact Living Standards

### Overview

This lesson was developed as a complement to the book *Little Nino's Pizzeria* by Karen Barbour. It is the story of a young boy who helps in his father's pizza business, and describes the different tasks involved in running the business. As the store opens in a larger location and expands its business, Nino and his son, Tony, find they miss the personal touch of the smaller store. While the story illustrates the way in which the restaurant's growth expands employment opportunities for many people, it raises the question of whether bigger is better. This lesson plan can be adapted easily to fit with any book about the variety of jobs in a community.

## Objectives

- Students will understand the link between acquiring skills and being qualified for certain jobs.

## Materials and Handouts

- *Little Nino's Pizzeria* by Karen Barbour. Harcourt Brace & Company, c. 1987
- Chart paper
- Handout #1, explanatory letter to the home
- Handout #2, template for student note-taking

## Teaching Activity

1. Review/teach the above definitions
2. Review why people have jobs
3. As you read the story to the students (or have them read it), tell them to mentally note the different tasks Tony and his father do in the pizza business. (*knead the dough, stir the sauce, grate the cheese, bus tables, serve the pizzas*)
4. Divide your class into pairs for a Think/Pair/Share exercise: **think** – take a quiet minute to recall the different tasks mentioned in the book; **pair** – have each student look their partner in the eye and each share as many tasks as they can remember from the story; **share** – raise their hands to share with the class their ideas.
5. List the class ideas on a chart paper
6. Ask the class how they think that Tony and his father learned the skills they used in the pizza shop.
7. Discuss as a class that every job requires a certain amount of training and a set of specific skills.

## Follow-up Activity

Invite the parents of your students (or other family members or acquaintances) to visit your class to explain the specific skills they need to do their job and the training that was necessary to obtain that job. If the parents are unable or unavailable, ask your own acquaintances. In my class, I sent a form home to each willing volunteer so they would know how to prepare (Handout #1).

When the volunteers come to the classroom, have the children take notes on a clipboard (Handout #2) After the guests leave, make a set of class notes on chart paper from what the students share from their class notes.

Thank you for your willingness to share information about your job with our class. The following list of questions will help you prepare for your visit, but your talk is certainly not limited to these six questions.

1. *What type of training did your job require?*
2. *What type of tasks do you do in your job?*
3. *What type of goods or service is involved with your job?*
4. *What is the best part of your job?*
5. *What is the most challenging part of your job?*
6. *Show and Tell – bring any item or photograph that will help tell about your job.*

**Job** \_\_\_\_\_

**Training**

**Tasks**

**Interesting Facts**

**Show and Tell**