



Food Education Standard 1: Food connects us to each other.

My Mix

Grade Levels & Subjects: Grades 9-12 English Language Arts

Learning + Food Objectives:

Students will learn how food connects us to ourselves around by writing a paragraph about snack mix using descriptive language that represents who they are.

Common Core Standards:

Common Core English Language Arts

Writing: Using Details and Figurative Language

[CCSS.ELA-LITERACY.W.9-12.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.11-12.3.D](#)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.



MATERIALS NEEDED

- Pilot Light Video: Granola* with Chef Jordan Rawlings: <https://vimeo.com/419037946>
 - *Note: The video used in this lesson is for granola, but if preferable, the teacher can also talk about trail mix or snack mix if students are more familiar with that.
- Student Worksheet (Attached below)

CLASSROOM PROCEDURE

INTRODUCTION (5-7 minutes)

1. Ask students to jot down three characteristics about themselves. (You can leave this open ended or give students some ideas like personality traits, favorites, culture, physical traits, etc.)
2. Have 3 students share out their responses.

3. Using the student sheet below, have students use different types of figurative language to add to the three details students provided in the introduction (teacher option: spend 3-5 minutes reviewing different types of figurative language).
 - a. EXAMPLE: small → smaller than all of their friends, energetic → an explosion of energy, favorite color is yellow → as yellow as a freshly picked daisy
4. Explain that today they will be writing a paragraph describing a snack mix that represents who they are.

INSTRUCTION (20+ minutes)

1. Share the video, "Granola" (<https://vimeo.com/419037946>) with students.
2. Give students 1-2 minutes to write down other ingredients (not included in the video) that could be added to a snack mix or granola.
3. Have students share out 5-10 additional ingredients so students begin to see how many options there are to include in snack mix!
4. Modeling first, explain that students are going to be creating their own snack mix based on characteristics about themselves. Each ingredient added to their snack mix should somehow represent them. ****Challenge your students to not use the word "because" during their explanation. This will help students lean on their knowledge of word choice as a way to explain the connection between the ingredients and the characteristics.**
 - a. EXAMPLE: an explosion of energy → My snack mix would include chocolate covered espresso beans. These beans are the reason for my explosion of energy.
 - b. EXAMPLE: smaller than all of their friends → The next ingredient to my snack mix would be mini M&M's. Mini M&M's are smaller than all their other friends but still make everything a little sweeter!
5. Have 3-4 students share out their ingredients and explanations. Ask students what they added to their descriptions after hearing their peers' explanations.

CLOSING (teacher discretion)

1. Give students a specific amount of time (recommended minimum of 15 minutes) for their "quick write." During this quick write, students should write a paragraph detailing how to make their snack mix. Students should focus on the flow of their piece as they introduce new ingredients and the reason that ingredient is a part of their snack mix.
2. After, have 2-3 students share their favorite/funniest/most unique/important ingredient and explanation.
3. Give students 3-5 minutes to fill out the Reflection section of their sheet.
4. Ask students to share their answer for "After students have shared out their responses, consider why everyone's snack mixes might be very different. Write down your thoughts below." Listen for common themes between answers. Ask students what they noticed about people's answers to this.
5. Have students share out their answer for, "How did you choose what ingredients to include?" If possible, reflect student answers back such as, "So what I'm hearing you say is _____ (you thought about what characteristics most define you, you included foods that are a part of your culture, etc.)"
6. End the lesson by asking students to name their snack mix. Share out as many as you have time for!

ADDITIONAL RESOURCES

- Articles explaining the history of snack mix:
 - "Food Holiday National Trail Mix Day" - <https://blog.thenibble.com/2013/08/31/food-holiday-national-trail-mix-day/>
- "Your Favorite Healthy Snack" - <https://naturesgarden.net/blogs/natures-garden-blog/your-favorite-healthy-snack-fun-facts-about-trail-mix>

RECIPE FROM VIDEO

Video: "Granola" - <https://vimeo.com/419037946>

Below is the recipe from the video in this lesson. Pilot Light Anywhere lessons are designed to be able to be delivered from a remote setting; however, this recipe can be demoed by the teacher virtually/in person, sent home to families, or used for reference.

Granola

Serves 8

Ingredients:

- ½ cup oil, such as canola, olive, or coconut (melted)
- ½ cup liquid sweetener such as maple syrup, honey, or agave
- 3 cups rolled oats
- 3 cups nuts and seeds, such as almonds, pecans, pepitas, sunflower seeds, or unsweetened coconut
- pinch of salt
- 1 cup dried fruit or chocolate chips

Preparation:

1. Preheat your oven to 300F. Prepare a rimmed sheet pan with parchment, or grease generously with oil.
2. In a large bowl, combine all ingredients aside from any dried fruit or chocolate, and stir until all ingredients are evenly distributed and coated with oil and syrup.
3. Spread into an even layer on your sheet tray and bake for 20-30 minutes, stirring every 10 minutes, until granola is evenly golden brown, toasty smelling, and almost dry looking.
4. Allow to cool for about 5 minutes before you add any dried fruit or chocolate. If you like less clumpy granola, stir often in the oven, but if you like your granola with more clusters, add fruit right after removing from oven, and tamp down granola with the bottom of a glass before allowing it to cool completely in the pan. Granola can be kept at room temperature in an airtight container for up to a month.

The student worksheet below can be printed or copied onto
any online learning platform.



My Mix

1. Write five characteristics about yourself below

1.
2.
3.
4.
5.

2. Using the details you wrote above, add at least one more type of figurative language to add detail about the characteristics above.

1.
2.
3.

3. Watch "Granola" (<https://vimeo.com/419037946>)

4. What other ingredients could be included in granola or snack mix? List as many as you can!

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Reflection

8. After students have shared out their responses, consider why everyone's snack mixes might be very different. Write down your thoughts below.

9. How did you choose what ingredients to include?

10. Now that you have created your own snack mix, what would name it and why?