



**Food Education Standard 4:** Food behaviors are influenced by external and internal factors.

## Build Your Own Toast

**Grade Levels & Subjects:** Early Childhood and K-2 English Language Arts

### Learning + Food Objectives:

Students will learn how food behaviors are influenced by external and internal factors by explaining the ingredients they would put on a piece of toast.

### Common Core Standards:

Common Core English Language Arts

Writing Explanatory Text about Ingredient Choices

### [CCSS.ELA-LITERACY.W.1.2](#)

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



### MATERIALS NEEDED

- Pilot Light Video: Build Your Own Toast with Katie Kelley: <https://vimeo.com/517306220/eb5f270638>
- Student Worksheet (Attached below)

### CLASSROOM PROCEDURE

#### INTRODUCTION (3-5 minutes)

1. Students begin with two prompts: What would you eat for a healthy snack? Why would you choose that snack?
2. Teacher models example of why someone would choose a particular snack.
  - Example: One of my favorite snacks is apples with peanut butter. I chose an apple because that was a food we always had in my house growing up. I remember my mom always having apples out for us after school. Peanut butter was always on sale at our grocery store, so we also had peanut butter.

3. Students reflect independently on prompts, then share out aloud or via Jamboard. Students and teacher discuss external factors (i.e. commercials, what parents buy, culture, weather) as well as internal factors (i.e. personal tastes, nutrition) that determine what they eat.
4. Teacher will record the different factors as students share out.
  - Possible examples: friends, family, culture, weather, what you see on TV, feelings, memory, knowledge, etc.

## INSTRUCTION (20 minutes)

1. Tell students they will be watching a video that shows how internal and external factors influence their choices when making a snack. Ask students to complete the questions under the section, "While Watching the Video."
2. Students watch Pilot Light Video "Build Your Own Toast" (<https://vimeo.com/517306220/eb5f270638>)
3. Discuss the choices Chef Katie made as she made her own toast.
4. Ask students to brainstorm what kind of toast they would make and why they would choose each ingredient.
5. Have 3–5 students share out the toast they would make.
6. Give students time to write a short paragraph describing their toast ingredients and why they chose that ingredient.
7. Ask students to draw a picture of the toast they just created to share with the class.

## CLOSING (teacher discretion)

1. Have students share their drawings and explanations of their toast.
2. Students may submit a photo of their own toast.

## ADDITIONAL RESOURCES

- *Bilal Cooks Dal* by Aisha Saeed and Illustrated by Anoosha Syed
- Kids' Healthy Eating Plate from Harvard T. Chan School of Public Health's Nutrition Source: <https://www.hsph.harvard.edu/nutritionsource/kids-healthy-eating-plate/> - visual guide and resources for learning about nutrition

## RECIPE FROM VIDEO

Video: "Build Your Own Toast" - <https://vimeo.com/517306220/eb5f270638>

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.

## **Peanut Butter Toast**

*Serves 1*

### Ingredients:

- 1 slice of whole wheat bread
- 2 TB peanut butter
- ½ ea banana, cut in ¼" slices
- Cocoa nibs (optional)

### Materials:

- Counter space
- Butter knife
- Spoon
- Small cutting board or plate
- Toaster (optional)

### Preparation:

1. (Optional) Toast whole wheat bread in toaster.
2. Spread a thick layer of peanut butter on top of toast.
3. Lay banana slices on top of peanut butter.
4. If using, sprinkle cocoa nibs on top, and enjoy!

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



## Build Your Own Toast

*Depending on the level of the student, this activity can be completed independently, with the help of someone else, or questions could be answered orally to show understanding.*

*Answers can be written using words or drawings.*

1. What would you eat for a healthy snack?

2. Why would you choose that snack?

### While Watching the Video

3. What is one food Chef Katie chose to add to her snack?

### Your Own Toast!

4. Draw a picture of a piece of toast you would like to eat.



5. Write a sentence explaining the food you chose to put on your toast.