



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

Frijoles de la Olla

Grade Levels & Subjects: Grades 3–5 English Language Arts

Learning + Food Objectives:

Students will learn how food behaviors are influenced by external and internal factors by discussing the factors that impact their food choices and then write and narrative about their family’s food history.

Common Core Standards:

Common Core English Language Arts

Narrative Writing of Real Events

[CCSS.ELA-LITERACY.W.3-5.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.



MATERIALS NEEDED

- Pilot Light Video: Frijoles de la Olla from Chef Iván <https://vimeo.com/517315173/760b734b96>
- Student Worksheet (Attached below)

CLASSROOM PROCEDURE

INTRODUCTION (5 minutes)

1. Ask students to think of a meal their family eats together.
2. Have 4–5 students share out.
3. Teacher will ask students to think about why their family eats that type of food. Teacher will model thinking such as “My family often eats hummus together. I know my mom’s family grew up eating hummus, so it is an important memory for their family. I also know that buying chickpeas is inexpensive, so it was also an affordable snack for her family to make. I also have memories of making hummus with my mom when I was growing up.”
4. Have students write down 3–4 reasons they think their family eats that food together.

INSTRUCTION (50 minutes)

1. Explain to students that today they will be exploring the factors that impact the food choices their family makes and how it can be written as a story.
2. For an example, students will watch Chef Iván make Frijoles de la Olla. Ask students to write down factors that Chef Ivan mentions for why this meal is important to his family.
 - a. Watch Pilot Light Video: Frijoles de la Olla from Chef Iván
<https://vimeo.com/517315173/760b734b96>
3. Share out the factors students noticed after watching.
4. Now ask students to pick a meal that is important to your family (they can choose the one they discussed in the introduction or choose another meal their family eats together).
 - a. If students have a hard time picking a meal, ask them to think about what they eat during a holiday their family celebrates.
5. Ask students to draw a picture of the meal to visualize all the components of it.
6. Have students complete the “Brainstorm” section of the student worksheet, thinking about the factors that influenced their family’s meal choice.
7. Share out factors to continue brainstorming.
8. Ask students to write a short story explaining how that meal came to be important to their family.
9. Remind students to include the following in their story:
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Provide a conclusion that follows from the narrated experiences or events.
10. Give students time to draft their family’s food history story.

CLOSING (15 minutes)

1. Ask students to share their story with a peer. Encourage students to give each other feedback based on the components of a narrative.
2. Share out stories if time allows
3. Discuss the reflection question at the bottom of their page, “Why is it important to understand the factors that impact our family’s food choices?”

ADDITIONAL RESOURCES

- *Bring Me Some Apples, and I’ll Make You A Pie: A Story about Edna Lewis* by Robin Gourley
- “Why We Hold Tight to Our Family’s Holiday Food Traditions” *NPR* by Jessica Pupovac and Eliza Barclay (podcast and article) <https://www.npr.org/sections/thesalt/2013/12/25/256605220/why-we-hold-tight-to-our-familys-holiday-food-traditions>

RECIPE FROM VIDEO

Video: "Frijoles de la Olla" - <https://vimeo.com/517315173/760b734b96>

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.

Frijoles de la Olla

Ingredients:

- 1 cup of pinto or black beans
- 4 cups of water
- 3 or 4 garlic cloves
- Salt to taste
- 2 dried chiles (optional)
- Oil, to taste
- Optional toppings:
 - White onion, diced
 - Jalapeno / Serrano, diced
 - Cilantro
 - Oregano (any variety – fresh or dried!)

Materials:

- Medium pot
- Measuring cup
- Spoon (to mix)

Preparation:

1. Heat 4 cups of water with garlic, chile, salt, and oil.
2. Measure, clean, and rinse the beans.
3. Add beans to the pot.
4. Cook beans for 2–3 hours (you may need to add water while cooking).
5. Prepare toppings to add once the beans finish cooking.
6. Enjoy warm!

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



Frijoles de la Olla

Today, you will learn how food behaviors are influenced by external and internal factors by discussing the factors that impact your family's food choices and then write and narrative about your family's food history.

Introduction

What is an example of a meal your family often eats together?

Why does your family eat that meal?

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Video

As you watch Chef Iván make Frijoles de la Olla, record factors that Chef Iván mentions for why this meal is important to his family.

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Brainstorming

Draw a picture of a meal that is important to your family. Be sure to include all components of it.



Looking at the picture above, list some of the reasons your family eats that meal.

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Now, you are going to write a story about your family's meal! Write the story of how your family decided to eat that meal. Make sure to include:

- Use dialogue and descriptions of actions, thoughts, and feelings
- Transitional phrases to help show the order of the events
- An ending to your story

Reflection

Why is it important to understand our family's food choices?