

Montessori
Adolescence
Kitchen/Cooking
Program



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1. Introduction

This program has been put together by a group of specialists, adolescence practitioners/guides - and teenagers' teachers. We first had the orientation to adolescence studies and met and worked with Montessori Farm School (MFS) students with their daily chores in the kitchen for a week. Later we met twice online to discuss the purpose of our Kitchen/Cooking Program sharing our local/international experience and challenges with establishing effective ways of involving and empowering adolescents in the fundamental mechanism of society is how we take care of our nutrition needs - how we can take care of ourselves in the kitchen.

Kitchen is the project that many adolescence programs being established around the world these days introduce first. It is because it is purposeful (meaningful) work that involves the adolescents into the work and study program (Montessori adolescence syllabus).

2. Food Preparation Before Adolescence

Food preparation is part of the Montessori program and has been introduced as early as the first (ages 0-6), through the second (ages 6-12) to the third plane of development which is Adolescence (ages 12-18). Montessori toddlers all over the world are introduced to many food prep materials, and utensils and can successfully prepare simple snacks and feed themselves. For sharing reasons, we are attaching here the document called "Importance of snack preparation in the Montessori 3-6 environment" together with the guidance from a professional dietitian called "Snack Guidelines". As there are many similarities between the first and third plane of development we believe these two documents will help you in the process of establishing your own kitchen program.

3. The Positive Personality of Montessori Adolescent and the Role of an Adult

This chapter - this article written by an experience adolescence trainer Pat Ludick, teacher and long-term practitioner - should be read by anyone willing to start the adolescence program with the kitchen project.

THE POSITIVE PERSONALITY OF THE MONTESSORI ADOLESCENT

by Pat Ludick

A theory paper that gives a universal portrait of the “noble adolescent” directly quotes from Montessori. Pat Ludick defines the adolescent as they search for their future roles in a changing world, seek a happy life, form a compatible and collaborative personality, learn humility, and become aware of the head-heart duality. The teacher’s role in the prepared adolescent environment is to bring out a stunning list of virtues. The Montessori educational syllabus shows how academic expectations are rooted in the character development that matures with meaningful socially oriented work, self-expression, and referencing to inner virtues. The more we see, the more bedazzling the adolescent’s moral and spiritual development will appear.

I love the idea of a refresher course! Whether you are a parent, a practitioner, a head of school, or a professional who works with young people in any area of life, my sense is that mid-February denotes a time when we are probably breathing under water and in need of rejuvenation and revitalization in spirit. Understanding our work in a deeper way helps us to see our way forward; it really does. Hopefully by exploring this afternoon’s topic, where positivity and personality is wrapped in an adolescent package of mystery, we will be able to come up for air.

It is clear that becoming a fully developed human being is both a significant and a complex task. It is a slow process that is influenced by experiences and interactions within a community or

Pat Ludick began the adolescent program at Hudson Montessori School where she served as program director for eight years. She taught humanities in the middle school program of Ruffing Montessori School East (Cleveland Heights, OH) for eleven years and served as middle school coordinator at Ruffing. She also spent two years as project director of the land school model at Montessori School of Raleigh (NC).

This talk was presented at the NAMTA adolescent workshop at the AMI/USA Refresher Course, titled Montessori: Engaging the Human Personality, Fort Worth, TX, February 17-20, 2012.

many communities in which we learn, work, serve, and grow. Whether you find yourself in the first or second half of life, it is riveted with all kinds of questions, curious insights, and provocative considerations. During the first half of life, psychologists tell us that we are building the container

To me, honoring the presence of the developing personality means being able to objectively view each adolescent as they are: a complicated wonder with paradoxical aspects galore. However, one must do so with the accepted fact that there is *so* much more than is evident.

(ego) that will eventually be emptied out generously in service during the second half of your life. Work with the adolescent seems to speed up that first-half/second-half process! Perhaps we come to see that serving our young people takes a generosity beyond comprehension, a magnanimity of spirit, which is my favorite mantra! We are cast into the realm of understanding life (often our own lives), of clarifying citizenship roles (often our own), of sorting spiritual and social dilemmas, of dealing with the grand mysteries of life on this planet and then embracing the wonder of human personality development, all on a daily basis. That being said, here we are: ready to reflect, ready to see what principles are at the heart of this important lifework, ready to be renewed in spirit and revitalized in understanding.

What I would like to do initially is to give you an outline of how we will move through this topic. I would like to establish a platform from Dr. Montessori's impressions regarding personality development, particularly at the adolescent level of formation. Next I would like to jump right into a critical area of the prepared environment by taking a penetrating look at the role of the adult guide as an integral part of the adolescent's formation process. My reason for this is simply that we can only see the positivity aspect of the adolescent personality if our lenses are polished and focused in the right direction and if we have done our own inner work. From those two reflections we will explore the positive personality of the Montessori adolescent within the context of a Montessori program, mindful of their characteristics, their corresponding needs, and the celebration of their capacity for life. Finally, I will share with you in a brief introductory manner, (for there are numerous workshops ahead this weekend), the guiding

support we have in our practice by way of the “Plan for Studies and Work” as found in “Montessori’s Vision Statement” in the appendices of *From Childhood to Adolescence*.

So, to set the stage, I will discuss the Montessori’s mindset; the practitioner, a role we play in this process of seeing the more-researched characteristics that guide our responses; and then the support we find in Montessori’s syllabus as we enable young people to become their best human selves.

PERSONALITY DEVELOPMENT

The study of personality requires that we understand what we mean by the terms *personality* and *development*. That is a little intimidating for me as I do not claim to be a psychologist. I have the work boots and the heart of a Montessori practitioner. To me, honoring the presence of the developing personality means being able to objectively view each adolescent as they are: a complicated wonder with paradoxical aspects galore. However, one must do so with the accepted fact that there is *so* much more than is evident. Montessori speaks to that when she suggests that to be a Montessori guide, one must possess a keen sense of imagination. One must honor the idea that nature is at work and we must have faith in its designs. I must accept their temperament, their natural gifts, their interests, their style of learning, their hurts, their experience in life thus far, and I must respond with fervor to their natural human tendencies as revealed at the third plane.

By development, I go back to the constructive stages of human growth, knowing that there are sensitivities (social and spiritual), and that there are unique characteristics evident at the third plane. There has been the experience of infancy and childhood, just as surely as there will be the experience of young adulthood and mature adulthood. Mario Montessori Jr. makes this argument in his book, *Education for Human Development*. He boldly states,

It is a mistake to think that development will happen of its own accord, or that the personality traits considered necessary for well-adjusted behavior within a community come into being only during adolescence. A long and indirect process of preparation is necessary before these

traits become manifest. Personal experiences during early childhood determine the role they play in the mature personality, as well as how they are expressed. (75)

We embrace life as a process rather than an event and that makes all the difference. We know that human personhood is at the core of all human structures, so it is not surprising that Dr. Montessori reminds us often of the importance of basing our work upon that premise. She is bent on social reform, we all know that. In the appendices of *From Childhood to Adolescence* as well in several of her lectures as collected in *Education and Peace*, she lays out the condition of society and then directs us to consider our guidance of the adolescent from that vantage point. She sees the influence and power of culture and how it forms our attitudes so deeply that we don't recognize them as chosen attitudes. It is an emotional seeing that is not easily overcome. There is something urgent in her repeated message. She makes the point over and over that we need to respond to the natural unfolding of the human being, to

use that as our guide in education. In speaking of the need of the young person to understand their role as a man/woman/citizen, she shares a strong thought that certainly could have been lifted right out of this moment in our twenty-first century of life. She sees our role with adolescents as centered in the need to both protect and encourage the blossoming of their personalities and refers to them as “the human energy on which the future depends” (*From Childhood to Adolescence* xii).

If we must specify which of the social circumstances of our time that has the greatest effect on the problems we are considering, [that of educating the adolescent] we should say that it is the fact that the future seems insecure and full of unknown factors. The material world is in the process of rapid evolution and contains the dangers and uncertainties of a new adjustment. The world is partly in a state of disintegration and partly in a state of reconstruction. It is the alternation of progress and regression that produces this characteristic instability. The world is like a piece of land that is going through the vicissitudes of a settlement of the soil. Such being the condition of society, we ought to remember that there is one thing that education can take as a sure guide, and that is the personality of the children who are to be educated. (*From Childhood to Adolescence* 98)

From *Education and Peace* we read,

Education must concern itself not only with the protection of the personality but also with guiding man towards the treasures that will ensure him a happy life—the intelligence of humanity and a normal human personality. We must not waste even one ounce of this wealth; we must hoard it as the riches of this earth were hoarded in the past. Intelligence, a balanced personality, and the unity of all mankind as a single organism are man’s wealth. What is needed today is an education that will lead the human personality to recognize man’s grandeur.

What is the task confronting education? It is above all the task of mending breaches, filling in the gaps that are vast and serious. Its primary goals must be the realization of the values of the human personality and the development of mankind. (54)

These are just a few of Dr. Montessori's strong directives. I invite you yourself to pick up any piece of her literature and you will recognize the word *personality* woven again and again throughout her impressions of life, human development and the role of education.

SEEING THE MORE: THE ROLE OF THE ADULT AS PART OF THE PREPARED ENVIRONMENT

This topic is a challenging one even though it has been addressed and continues to be reflected upon over and over again as part of the formal training courses, as part of our personal efforts toward renewal and refreshment, and as part of our professional development. However, as I continue to serve young people in an adolescent community and as I work with teachers in workshops during our summer orientations, I know that it is in need of revisiting. Why? Because we are called constantly to recognize our need to go to the edges and discover what impact our interactions with these young personalities means to their development. We are constantly called to deal with paradox. In fact, every time we lean too far in any one direction, we will be slammed in the face with paradox.

Can I revisit my training and remember that moment when I was able to let go of our present culture, that chorus of voices all talking at once, and then center my attention upon the gift of life?

Dr. Montessori invited us to study our humanness and our role as educators in the light of perceiving the child as a gift, as a creature equipped with incredible natural powers and with a great destiny looming. If the child is nurtured by a prepared environment suiting his natural being, he would become a power for good, a change agent in our ailing and confused society. Do we still believe that? Do we see that same power in our adolescents, that there is something sacred at work? Do we believe that the human at the third plane of construction is poised to be a light in our world? Is our lens focused in the right direction so that we can hear and respond? Do we need to refresh our spirits and draw a larger brightness around our work? Do we see the charge that is ours by the very fact that we are not by vocation teachers of subjects, although skill and depth are very important,

but rather good, consistent, and tolerant adult guides who must keep our students in touch with their own gifts and spirits? As guides who *love* them?

Montessori spoke of the condition wherein teachers must see the child, the adolescent.

The teachers must have the greatest respect for the young personality, realizing that in the soul of the adolescent great values are hidden, and that in the minds of these boys and girls there lies all our hope of future progress and the judgment of ourselves and our time. (*From Childhood to Adolescence* 112)

She invited us to be humble so that we could see the more positive characteristics within the formative personality. We must serve the developing human with all-out generosity. The adolescent expects us to work hard, to act morally, to be well-prepared, to listen and to process thoughtfully, and to do what is right when it is hard to do right. We must separate ourselves from what she names as judgments about the child, the adolescent, those stemming from pride and power. Radical grace is needed as we recognize being and goodness as the same thing.

When we took the personality of the child into account in and of itself and offered it full scope to develop in our schools—where we constructed an environment that answered the needs of his spiritual development—he revealed to us a personality entirely different from the one we had previously taken into consideration with traits exactly the opposite of those attributed to him by others. (*Education and Peace* 15)

Given that we are operating from this place of humble belief, what do we see as identifiable positive personality characteristics in adolescents and when do we see these revealed within our prepared environments? And then how do these personality traits instruct our practice?

Years ago, when we were just beginning Montessori work at the third plane, Larry Schaefer, from Lake Country School in Minnesota, delivered a moving and charming presentation in Chicago that was titled, “Dancing with the Adolescent.” How I love that analogy! In it he shared several meaningful observations that have endured over time and place. My thoughts will probably echo some of his revelations because they have proven to be constant and true to the personality of these emerging adults over time and place, in both urban and rural environments in my own experience.

THE POSITIVE CHARACTERISTICS

The Montessori Adolescent Is Curious, Creative, and Original

There is a freshness of thought and a joy in learning. Thanks to the work of the Children’s House and elementary workshops, Montessori adolescents arrive in our communities with a richness of view and an eagerness to explore. They are set for reality-based learning and application of all that has come before. They have a wide range of intellectual pursuits in spite of a somewhat low rate of sustainability in those pursuits, at least in young adolescents. How they love to ask the deep questions and to express themselves in polished and explosive ways. Mind you, the stage must be set. The conscience must be pricked with precise questions, but oh, are they able and strong little people when we provide an environment that respects their human tendencies: movement, activity, exploration, and work of the hands and head. They certainly prefer active rather

than passive learning experiences, particularly if those experiences connect with their world and themselves. They need lots of opportunities to integrate the arts within the content areas of science and humanities and mathematics, then these positive characteristic meets us head-on.

The value of the personality must have been nurtured by each individual through active efforts and positive experiences. (*From Childhood to Adolescence* 130)

They Are Authentic

They know on some level that they are classic examples of paradox. Yet and not yet; Now and not now; Here and not here! Montessori's words that "they live in a state of expectation" ring true. They accept this in each other better than we can totally accept that part of their beings, and our own state of being for that matter. They live in the realm of sometime rather than time. Oh, what a curious place to be and yet how refreshing! Listen to a work from the pen of a Montessori adolescent as he grapples with the tensions within his heart and his head:

I, the heart, am a lover of all things, and open to all things.
I, the head, only accept what I think is correct.
I, the heart, use pure instincts to guide me.
I, the head, organize my thoughts and let nothing distract me.
I, the heart, am free of chains and bindings.
Oh, Heart, I am not bound up or chained to my studies. I am just fixing a world that you have scrambled up.
Oh, Head, I have embraced the world with love and emotion, and you should consider the same.
Oh, Heart, I have learned knowledge, from mathematical algorithms to the accursed questions of life. I have loved these more than you ever could.
Oh, Head, you give me anxiety and frustrate me down to my core. Why can't you stick your head in the clouds and see what I see?
Oh, Heart, when shall you come down to earth and realize that knowledge is everything?
Oh, Head. Love is a forever hungry beast that will never rest.

Montessori Adolescents Are Big Picture People

It continues to amaze me that they really come to us with those seeds of Cosmic Education planted deeply in their beings.

They see the world in unique ways, with open arms and with ever opening minds. As their power to abstract increases, they tend to examine the world with that awareness; waiting, wondering, and realizing that there is more to see, more to understand, more to experience. They see themselves as members of a diverse human community. Their prejudices are relatively few as they thirst for justice, their innate understanding of interdependence is ripening with an invitation to deal with the harsh reality of a polarized and often ignorant citizenry. They see hope and they see solutions. They recognize the world as huge but amazingly accessible. They are connected with the natural world with an innate sense of advocacy and dedication.

They Are Compassionate and Forgiving

Montessori adolescents can be guided to embrace that important virtue of empathy, especially with their peers. They are forgiving of adults, if adults place themselves in that humble place of asking for forgiveness. They long for justice and order. Just a few weeks ago, as part of the study of world views, the students composed *This I believe* statements as part of the third period of their journey into some understanding of world religions. As each young person voluntarily came to the lectern to read their statements, honesty, genuine compassion, and pure trust filled the little community room. One spoke of the pain of her parents' divorce, but now she had come to love her stepmother; another of his close call to death as a ten-year-old and of his mother's vigilance during that time; another of his struggle with faith for he felt he was purely a scientist and wished to stay that way; another of her feeling of abandonment due to her mother's absence as a high powered CEO. "I know you all think I am really sure of myself and that I have everything, but guess what, I am not. I am confused and long for a stable simple family life." The revelations continued. However, what I noticed was that each struggled to see what they had learned about life through their pain. They looked at each other with love and awe and total understanding. Tears were flowing in response to the hon-

I am convinced that they are much more open to paradox than most adults as long as they can process experiences in a safe and respectful way within a community of learners.

est sharing within the group; it was more than touching. It was a genuine community response as compassion was poured out freely. They were embracing each other's pain while proclaiming themselves victorious over their own life's struggles.

They Have High Expectations of Themselves

There is that beautiful element of idealism, and their expectations are high of the adults who surround them. Having absorbed the honored culture of work in a Montessori primary and elementary environment, they compete with themselves in unique ways. Remember, they are pointing us toward an enlightened society. They are telling us that it is possible to stretch, that they must follow their tendencies toward developing their innate potential. Conversations with parents often show us such characteristics. The parent feels that the student is burdened with studies or work of the home or even manual work, but then says that her daughter is driven and says repeatedly that she loves what she is doing and wants to push forward because she can. The parent worries but the adolescent persists. Their self-evaluations always indicate that they are hard on themselves. There is something deeply embedded that drives them toward full development, perhaps self-perfection.

They Value the Gift of Independence and of Choice

They are coming to understand the implications that freedom and responsibility bring and are willing to learn what duty is all about. They need to test this out. They still rely on significant adults for advice in making major decisions; it is all the more important to be in the wings when those times evolve. They need to make mistakes and to sort those occurrences out. They need to determine what went right and where did it go wrong? Why? You see this when they make their own guidelines for behavior, when they work on topics of conscious choice based on interest, when they organize the community as it reaches out to others. When they take on the dynamics involved in a small business venture and when they sort out social issues in a council meeting, the process is very meaningful. They are also concerned with major societal issues as their own personal value systems develop. This calls for a lot of processing and critical thinking opportunities.

While they can be problem makers, (a bit tangled at times in social situations that tend to go awry—always dramatically), they are also talented problem solvers. With their increased capacity for logical thought and their gradually developing critical thinking skills, they can take on the multi-dimensional facets of living on earth, of being human. They have a capacity for seeing through the frosted glass of world problems. Often Thomas Merton's words come to my mind when I deal with that darkness: "We live in a world of organized despair." I wonder how the adolescent will rebound. While we are a bit soured by what we see again and again in our own human experience, they are not influenced in that way. Just last week a student came to me to explain that a waitress in a restaurant was rude to her when she and her friends came to eat after their Irish dancing class. As she approached their table with menus in hand and a smirk on her face, she sarcastically said, "Hmm, I suppose you and your friends just want water." Mary told me it stung for a moment but then she explained politely that she and her friends came for a nice meal and would enjoy seeing a menu. She overlooked the remark with maturity and moved forward. When I pressed her on the situation she said that she knew she could teach the waitress by way of her respectful comment. She said that perhaps some teenagers in town did that stunt and that she and her friends needed to set the situation straight! This was seemingly such a little experience from a little girl who at the seventh level would barely speak. However, for her it was a milestone. It was a rite of passage, let alone the seed of mission!

They Are Content With Creative Tensions

They are aware of the tensions that surround the human experience and can accept these tensions once they are empowered as non-dualistic thinkers and once they have a sense of a stable community in which they can talk out their theories. Perhaps this is more defined in the older adolescent but I see it in its early form at the younger adolescent level. We visited a Buddhist temple, a Jewish temple, and a mosque as part of our studies of world views. The adolescents' reflections were so insightful as they took in the hard questions of understanding diverse and complex views. It was not unsettling for them; it was as if they knew those tensions all along! I am convinced that they are much more open to paradox than most

adults as long as they can process experiences in a safe and respectful way within a community of learners. As we concentrate on issues of war and peace, the same situation seems to prevail.

Now, I must say that those positive personality traits just don't happen. The prepared environments we create and maintain within our vibrant communities enable those attributes to be revealed over and over again. We create places where the human tendencies are respected and honored as personal drives that begin as personal and innate and end up as energies that drive the community forward.

Community, a safe and recognizable place of belonging, enables the positive characteristics to unfold and to be recognized and eventually valorized. Mario Montessori Jr. boldly states in *Education for Human Development*, that "Man cannot be understood as an individual. It is only in a community that he becomes human and that his potentialities can be recognized" (38). The function of community is to sustain us in our weaknesses, model for us the ultimate of our ideals, carry us to the next level of spiritual growth even when we are unaware that we need it, and give us a strength beyond ourselves with which to attain it. Communal life should be a well-articulated code of ethics, grace and courtesy, with a place for the little voices as well as the big voices to be honored. The adults should gather with youth and listen with loving hearts and patient spirits, where silence is respected, where order is exacted, and where problems are seen as opportunities. Community is a place where we come to make life work together! Within an authentic community we live our way into a new way of thinking. We are bound in relationships that call us to a new way of relating, of working, of vision making. We don't pull out when the picture seems dreary. We celebrate the small successes and the opportunity to grow.

Meaningful Work

Meaningful work is a value, a respected culture, established in their earlier Montessori years. It is another venue where we see the positive attributes revealed and flourishing, especially in a collaborative setting. Work on the land, work in the area of their small business, work in places within the local community of adults, work with elders, and work that serves others in need. Work that is col-

laborative and even risky. Work that calls them to deep research and challenging intellectual activity. Work that responds to their natural gifts. (It has been speculated that the closer we are in touch with the strength of our gifts, the less likely we are drawn into negativity and conflict.) Work that is real and hard and tiring! Work that stretches their experience of life! Yes, again, the culture of work created in the Children's House and in the elementary workshops takes on new importance. It enables engagement and peace and well-being on so many levels. How many times have we heard the adage: *work normalizes!* Indeed, it does just that!

Then there is the "Program for Work and Study" as found in the appendices. As the adolescents experience the many facets of active learning within this framework, they are combining the work of the learning community with the respected ethic for work itself. The Montessori adolescent really exhibits a desire to be challenged, to cultivate habits of the mind that will lead her forward into an intelligent adulthood. There is a conscientiousness and a desire for competency that is evident. Even conventional studies reveal this attribute as blossoming during the teenage years (Santrock 10). Those

studies affirm Montessori's belief in specialists for this age, stating that adolescents need access to positive social contexts and competent people in the community. We may see it as a greater sense of duty, one they wish to assume with credibility. It feels to me as if they are waiting for the naming rights to their best selves all around!

The Montessori Syllabus responds to the development of the construction of the personality in an explicit and implicit manner. Its design provides us with a venue where we can indeed recognize the Montessori adolescent in both profound and beautifully simple ways. It aligns with their characteristics and developmental needs so we are gifted with a path. We are so fortunate as teachers to have this plan for it sharpens our awareness and invites us to active implementation. Several of the presenters will be speaking to the specifics of these guidelines during this weekend but allow me to mention briefly a few apparent connections to personality development.

Personal Expression

When the adolescent, younger or older, has the opportunity to access the prepared specialist in a small peer group setting and is free to express himself through the arts (language, music, photography, movement, cooking, and the like), you will see engagement, joy, and a new self-awareness revealed. For some students, that is the key that unlocks the self. "The human personality must be given a chance to realize every one of its capabilities" (*Education and Peace* 131).

Psychic Formation

We gave a lot of time last February to the development of personality through this area of the educational syllabus. It is through these areas of focus that the collective experiences of the mind and spirit pave the way for conscience personality development: a conscience that is educated to deal with that world of disintegration and reconstruction mentioned earlier.

In the fierce battle for civil life, a man must have a strong character and quick wits as well as courage; he must be strengthened in his principles by moral training and he must also have practical ability in order to face the difficulties of life." (*From Childhood to Adolescence* 99)

The issue of adaptability looms. The adolescent becomes the skater, pushing both right and left. She will eventually get to where she desires to go for the balance of freedom and responsibility reigns. At the same time, we as informed adults are challenged to ask the hard questions about life, about social responsibility, about world citizenship. We need to skate right along with them, fearless and eager to learn ourselves.

Preparation for Adult Life

Oh the richness and the positive glimmers of hope we receive when this section of the syllabus is unpacked within our prepared environments for learning. Activity, depth, breadth, and reflection are woven into this beautiful work. The human story is one that captivates the adolescent and enables us to introduce her to noble figures and diverse personalities of the past. The outrageous and the strong, the weak and the powerful are all poised to teach us about the human condition. The sciences come alive through occupations and real life investigations about problem-solving strategies that instruct and aid in our understanding of nature and supranature. Scientists and their searches for truth, the use of technology and its effect upon change, all of these revelations inspire and call out to the adolescent for insights, discourse, and problem-solving.

Finally, I would like to share a portion of the third appendices with you. I feel that it puts some proper closing thoughts upon all that we have tried to recognize as part of the unfolding personality of our teenagers from a positive perspective. It seems to combine the human with the divine, the earthling with the heavenly creature, the flesh with the deep spirit, and the yet with the not yet.

In the final pages of *From Childhood to Adolescence*, Montessori asks us to consider a strong analogy between Christ as an adolescent, which is quite curious and bold of her, I think. She speaks simply and beautifully of this human story that serves as an allegory on so many levels.

Then comes the epoch of adolescence, an epoch of inner revelations and social sensibilities. Christ as a boy, forgetful of his family, is heard to discuss with the doctors. He does not talk as a pupil but as a teacher, dazzling by the flashes of his light. (134)

Dazzling by flashes of his light! Then she suggests, he returns to his family, his community, to carry on with practical life and to continue his humble formation process. The light is there. It will be revealed in a variety of ways but it is there! It will come and go. It will blind us and yet light the way. It will allow us to stumble through the darkness and weariness on life's journey.

I wish for all of us to be dazzled by our adolescents—really dazzled. They have secrets we are yet to discover and their personalities are indeed flashes of light that ultimately can warm and enlighten us and the world. It is our work to see more by providing prepared environments that reflect protection and understanding and clear expectations, all the while teaching responsible citizenship. We must look lovingly but honestly at ourselves, polishing our lenses, changing what must be changed within our hearts, and adjusting the art of our practice accordingly. We must guard and guide the places that enable community life to flourish. This is the most important aspect of our presence with the adolescent, and it never provides much of a plateau upon which to rest. With all of these elements in place, the noble adolescent will emerge and dazzle and delight and question and argue and take on life with energy!

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After reading the chapter and before starting to work with your adolescence students on the kitchen project ask yourself if you are an adult who:

- have faith in the adolescents?
- who have the patience to work with this age group of students?
- can you be kind but firm? And most of all
- consistent?
- is order something you could share with your adolescent students?

Experience shows that you do not have to be able to cook well or be a professional chef (it is an asset) but to be a role model and work side by side with the adolescents in the kitchen you have to train and practice the above-mentioned qualities yourself.

In the successful implementation of our kitchen and cooking project at the adolescent farm school, the role of adults is paramount. Working together - side by side.

It requires having faith and patience in adolescents while being role models themselves—consistent, punctual, kind, yet firm in guidance. Adults must be well-prepared with kitchen instructions, job charts, and explanations of daily rituals. These elements not only contribute to the smooth functioning of the kitchen but also serve as educational tools for students, ultimately leading to the success of our kitchen and cooking project. Through our collective dedication and guidance, we instill valuable life skills, foster a sense of responsibility, and create a nurturing environment where students can thrive and grow.

4. Montessori is an Answer to Adolescence

To establish an effective kitchen/cooking project Montessori way one should not only be a prepared adult (the role of an adult) but should study and understand the needs and characteristics of adolescents. This chapter will help you to understand the vision of adolescence that Montessori education supports. It is unlike much of the cultural messaging about adolescents (teens) inspiring and hopeful.

Why Montessori is an answer to adolescence?

- according to Dr Montessori Adolescence is the time when the child enters the state of manhood and becomes a member of society
- time of transition from the child who has to live in a family to the man who has to live in society

Two needs of adolescents (social newborn, social embryo):

1. protection during the time of the difficult physical transition (struggles, hormonal/physical change/they are on fire)

2. understanding of the society which he is about to enter to play his part as a man

Montessori 0-12 prepared environment consisting of child, adult, and material now (12-18) changes to adolescents, adults as materials and experiences of purposeful work and social organization (micro-economy and society)

As they are experiencing RE-BIRTH - we should provide all that is necessary to encourage development and independence

And we do it through WORK as an applied effort (energy being placed into the tasks of running a farm and the hotel) with responsibility consequences and ownership - they have the power to run the farm and the hotel as it is their environment.

Farm School - Dr Montessori's idea for adolescent education EDUCATION THAT REFERS TO DEVELOPMENT OF PERSONALITY

LAND/FARM/HOTEL/SHOP

WHY - because these prepared environments/materials will give the students social experiences - experiences of social organization (they live and work together) and purposeful work (they work and live together). It is a real experience of community and division of labor. There is work and responsibility and discipline, you will not feed the chickens there will be no eggs and eventually they will die...

WMMS as of September 2016 in the yellow villa:

- urban-based settings,
- place based pedagogy
- an interdisciplinary approach
- parts of the program: Community Meetings, Fast&Healthy Kitchen

(microeconomy), Organic Garden Project + chickens

Toddler Community - Infant Community, Interdisciplinary approach, three-period lesson, Socratic seminars

Montessori Farm School - MFS Bialka as of September 2022

- limitless field for scientific studies
- all work is noble - said Dr Montessori and here we have many prepared environments:

*Barn: chickens and sheep and pony recently

*Woodshed

*Garden: greenhouse, vegetable garden, herbal garden, orchard

*Bee farm

*Kitchen

*Hotel

*Shop

production and sale - help social and moral development - it is also an answer to their developmental struggles, to their fire...

What is Adolescent Montessori Education/Program/School?

- preparation for real life (adolescent as a social newborn)
- transition from living in a family to living in a society

- as it is a time of rapid physical growth - education should offer a variety of work: both physical and intellectual (Montessori as a holistic approach - mind, body, and spirit)
- as it is a delicate age of doubts and hesitations we need to provide purposeful work to make adolescents engaged
- school of experience in the elements of social life
- our job is to prepare an environment where the adolescents can feel responsible - freedom and responsibility (with an adult working side by side)
- center for study and work

WORK HELPS STUDENTS TO EXPERIENCE ADULT LIFE AND THEREFORE SUPPORTS THEIR MORAL AND SOCIAL DEVELOPMENT.

- a place where they could experience economic independence both communal and individual
- fundamental mechanism of society - how we take care of ourselves (kitchen, garden, cleaning, COOKING, looking after toddlers)
- place providing freedom of CHOICE VOICE AND ACTIVITY

Role of adults - Montessori guides - SPECIALISTS:

- recognizing the two needs of adolescents
- mentoring
- working side by side
- LOVE AND FAITH

IMPORTANT NOTE: WE ARE THERE TO SERVE THEIR DEVELOPMENT, TO GUIDE THEM, TO BE THEIR ROLE MODELS not to be their friend and partners

WE ARE IN SERVICE OF THEIR DEVELOPMENT.

WE HAVE TO:

- not only love to work with adolescents
- but have knowledge of their needs and characteristics (third plane)

- to understand their struggles, their fire, their rapid physical and hormonal growth
- to understand why they are behaving "like this"

Why Farm (with Shop and Hotel) School? And can we provide similar experiences in urban-based settings - YES AND NO!

- farm provides multiple opportunities to interact within a social organization: *with roles *division of labor *individual and collective contributions
- contributions are recognized and valued by the community
- farm never sleeps so does not kitchen (if only in urban-based settings)
- provides practice in social life
- provides responsibility/shared spaces/duties-chores
- it is a limitless field for scientific and historical studies
- there are so many prepared environments (garden, barn, chickens, bees, sheep, etc.) with urban-based: kitchen, organic gardens, toddler rooms, broom room
- provides meaningful work, they work for one another, and this work will give them dignity
- at the farm, you cannot cheat the system - If you do not feed the chickens they will die

Adolescence is a time of rebirth.

Adolescents believe they have the power to change the world - they have all the choices they need on the farm or at the well-prepared (according to their needs) center for study and work - we believe we have built one authentic environment there at Montessori Farm School.

Here at Montessori Farm School, we believe unlike much of the cultural messaging about adolescents (teens) and their struggles, that the vision of adolescence that Montessori education supports is inspiring and hopeful.

5. Practical Consideration of Implementing Kitchen/Cooking Program at Montessori Farm School - No Waste Kitchen

Each Montessori Adolescent Program is different, it is located differently, it has various facilities, cultural backgrounds, and a range of adolescents ages and adults working side by side with different numbers of students. These all have to be considered when establishing a kitchen/cooking project.

We are hereby sharing what we have established at the Montessori Farm School. It was a two years process and we are still working on some of the below-described aspects.

At our Montessori Farm School, we opt for a full meal plan five days a week, covering breakfast, lunch (a two-course menu including salad and dressing), snack (including cut fruits and vegetables), and dinner.

This choice aligns with our holistic approach to education, providing adolescents with valuable life skills in nutrition, meal preparation, and kitchen management.

At our adolescent farm school, cooking is seamlessly integrated into our daily routines, enhancing our work, study programs, and residential life.

In our work programs, students take turns in the kitchen, learning essential cooking skills and responsibilities through daily rotations. Starting with basic tasks, they progress to more complex cooking techniques, fostering teamwork and a sense of ownership in their work.

In our study programs, English classes are taken into the kitchen - cooking activities are integrated into various subjects, and while measuring quantities, aspects of math is pulled in. Talking about ingredients, biology, and chemistry is brought in.

Providing practical applications for academic concepts, enrichment of vocabulary, and teaching valuable life skills.

In our residential life, for dinners, adolescents prepare meals together, which helps them bond and share tasks.

Themed cooking days on special occasions showcase diverse cuisines, fostering cultural appreciation and understanding among students.

Implementation is straightforward, with a rotating schedule for kitchen duties, integrated cooking activities in the curriculum, and student involvement in meal preparation. Cooking becomes more than just a task; it becomes a vehicle for learning, community building, and personal growth at the farm school.

We're making sure our kitchen has the best ingredients by getting them from nearby markets, farmers, and our garden and barn. Every week, we go to local farmers' markets with students to pick out fresh produce, dairy, and meat. We talk to the people who grow the food and learn about what's in season. We focus on getting organic and sustainable food and teach students about budgeting too.

This helps them understand the farm-to-table process. This approach not only supports sustainability and local agriculture but also provides invaluable educational experiences for our students.

By growing our own food on the school farm and taking care of animals in the barn, students learn about gardening and animal care.

Adolescents are involved in planting, maintenance, and harvesting tasks on the farm.

They also help care for chickens, sheep, and ponies in our barn. They learn about animal welfare, feeding routines, and the production and collection of eggs. We use what we grow and produce in our meals.

We also compost to make soil healthier and set up and maintain a composting system for kitchen and garden waste.

Here is a weekly simple menu.

Monday:

Breakfast:

Tuna spread, graham roll, butter, cold meat, cottage cheese, vegetables: tomato, cucumber, bell pepper.

Lunch:

Cucumber soup.

Minced meat meatballs, potatoes, white cabbage salad.

Afternoon:

Fruit salad, apple, banana, oranges.

Rice wafers, water.

Dinner:

Silesian sausage, iceberg lettuce with tomato and vinaigrette dressing.

Tuesday:

Breakfast:

Scrambled eggs with tomato, vegetables (lettuce, cucumber), cold meat, butter, bread, cream cheese.

Lunch:

White borscht.

Turkey in tomato sauce with bulgur, red cabbage salad.

Afternoon snack:

Pieces of vegetables with yoghurt dip.

Dinner:

Pancakes with cottage cheese, cocoa.

Wednesday:

Breakfast:

Oatmeal on milk, jam, cream cheese, vegetables: tomato, cucumber, lettuce, butter, cold meat.

Lunch:

Poultry broth with noodles.

Braised pork loin with brown rice, iceberg lettuce salad.

Afternoon:

Banana cake.

Dinner:

Risotto with vegetables.

Thursday:

Breakfast:

Millet flakes with fruit, cold meat, cottage cheese, butter, jam cream cheese, tomato with mozzarella.

Lunch:

Tomato soup with rice.

Beef stew, baked potatoes, pickled cucumber.

Afternoon snack:

Fruit with yogurt topping.

Dinner:

Casseroles, tomato with onion.

Friday:

Breakfast:

Cottage cheese with vegetables graham roll, egg spread, vegetables, cold meat, butter.

Lunch:

Leek soup.

Baked fish with vegetables, potatoes, sauerkraut salad.

Afternoon:

Oatmeal cookies.

Dinner:

Pasta salad with pesto.

With a professional kitchen setup and chef on hand, students have access to top-tier facilities and guidance, fostering a safe and enriching environment for culinary exploration and learning.

Montessori Farm School Program Structure and Support:

Adult Supervision: The presence of a professional chef ensures that adolescents are supervised and guided effectively, maintaining high standards of safety and quality.

Rotational System: A rotational schedule allows all adolescents to experience different aspects of meal preparation, from cooking to serving and cleaning.

Ingredient Preparation: Chopping, measuring, and prepping ingredients for various meals.

Cooking: Hands-on cooking under the guidance of the chef or teacher-in-charge.

Serving: Setting up and serving meals to the community.

Cleaning: Ensuring the kitchen is clean and organized after each meal.

Healthy Eating Habits: Regular involvement in meal preparation encourages healthier eating habits and an appreciation for whole foods.

Mindfulness and Gratitude: Preparing and sharing meals promotes mindfulness and gratitude, contributing to adolescents' overall well-being.

No Waste Kitchen Program

* Food Waste Management

We began by educating students about the importance of reducing food waste and its environmental impact.

We have introduced Waste Segregation - Set up separate bins for compostable waste, recyclables, and non-recyclable waste.

As part of daily practices, in Kitchen, they have been shown prepping efficiently -

Teach students to peel and chop vegetables with minimal waste. Encourage the use of whole vegetables and fruits when possible.

Collect vegetable peels, trimmings, and scraps in a compost bin during food prep.

Reusing and Repurposing - Ms. Rose models to adolescents how to repurpose leftovers into new dishes. For example, use leftover vegetables to make soups, stews, or stir-fries.

Stock and Broth: How to use vegetable scraps to make homemade vegetable stock for vegetarian meals.

Preservation Techniques: Such as pickling, fermenting, and freezing to extend the life of surplus produce.

Examples:

Bread: Use stale bread to make croutons, bread pudding, or breadcrumbs.

Fruits: Turn overripe fruits into smoothies, jams, or fruit leathers.

Post-Meals: After meals, students help in sorting leftover food, properly storing what can be reused, and collecting scraps for compost and chicken feed.

* Feeding the Chickens

Waste food Bin: Designate a container for food scraps that are suitable for chicken feed, such as vegetable peels, fruit scraps, and grain leftovers.

Morning Routine: Adolescents check and empty the food waste bins from the previous day, separating compostable waste and chicken feed. This is a routine where students collect and take the scraps to the chicken coop as part of their daily responsibilities.

We talk to the adolescents to Explain the concept of the nutrient cycle, where food waste is repurposed to feed chickens, which in turn produce eggs and manure that can be used in the school garden.

This brings about an awareness of the importance of reducing food waste, contributing to a more sustainable future.

6. The Role of the Master of Ceremony

As a Montessori Farm School, empowering adolescents to take on roles such as MC (Master of Ceremonies) during mealtime is integral to their development. Here's how we guide students in this role:

Gathering the Community:

Call to Gather: The MC invites everyone to the dining area, ensuring that all are present before the meal begins. This could be done through a gentle call or a designated signal. Here at MFS we use a meditation bowl.

Knowledge of What is Served: Students are encouraged to understand the food served, the ingredients used, and how meals are prepared. This knowledge fosters a deeper appreciation for food and encourages healthy eating habits.

Sample: "Good afternoon, everyone! For Today's lunch, the first course, we have tomato soup, spaghetti and bread croutons. For second course we have meat cutlets and for vegetarians we have, rice and vegetable curry. We also have a colorful salad made with freshly harvested vegetables from our farm, mixed with garlic sauce made by Ms.Rose. Have a good meal"

Public Speaking Aspect: Students practice delivering announcements with confidence and clarity, addressing the community before meals and sharing information about the food being served, upcoming jobs, or special announcements.

Sample: "Hello, everyone! We have 5 more minutes to finish our lunch. I would like to read the list of jobs for after lunch."

Encouraging Gratitude - Acknowledgments: The MC acknowledges the efforts of everyone involved in meal preparation, from the chef, teachers to the adolescents who helped. This fosters a sense of gratitude and appreciation within the community.

Responsibility: Students take ownership of their role as MC, ensuring that mealtime runs smoothly by coordinating with kitchen staff, addressing any dietary restrictions or special requests, and handling any issues that may arise during the meal.

By coordinating with Ms. Rose and the teacher incharge, introducing the meal with care, and enhancing the dining experience with poetry and thoughtful reflections, the MC helps build a stronger community.

By providing students with the opportunity to serve as MC during mealtime, we empower them to develop valuable leadership skills, foster a sense of responsibility, and contribute to the sense of community within our school.

Role Rotation: Rotate the role of MC among students to ensure everyone has the opportunity to develop public speaking and leadership skills.

Training Sessions: Conduct training sessions where students learn how to gather information, present effectively, and engage the community. This could include tips on public speaking, storytelling, and reading with expression.

7. Montessori Adolescent as a citizen of the world - can cooking help?

Montessori Adolescents can gain the international cooking experience and become a citizen of the world by working in the kitchen and experiencing different cuisines:

While we work on any Indian cuisine, we first go through the ingredients with the adolescents. Introduce the specific ingredients used in Indian cooking, such as spices (cumin, coriander, turmeric), masalas, grains (rice, lentils), and dairy products (yogurt, ghee).

Then we offer a sensory exploration of ingredients and comparison with Polish cooking staples.

Next comes the preparation steps - The adolescents measure out quantities of the ingredients, then prep the vegetables needed as per the recipe.

As I guide them, with step-by-step instructions, they start the cooking process. Hands-on practice is followed. Students actively participate in making the curry, or snack, kneading the dough, rolling it out, and cooking the chapathi (Local Bread).

Ms. Rose is also involved and she observes the process and helps when needed.

While the meal is being cooked, we talk about the significance/ memories attached to that recipe (Like Paneer Bhurji Curry is my mom's recipe and how we as children

enjoyed this during school lunches). We also discuss if adolescents have eaten something similar in Indian restaurants or on their travels.

After the meal is ready, we discuss why it is necessary to follow a recipe to the dot for a few meals.

For example, when we made local bread in India - called as Chapathi or Roti, we used milk in place of water to knead the dough. And why it is important that we don't use cold milk.

While we made parathas similar to chapathi, we used yogurt instead of milk.

Adolescents actively question and reflect on the reasons behind each step. All of these discussions call for Active Reasoning Minds.

Lastly, Recipe Documentation -

After cooking, students will write down the recipes, including ingredients, measurements, and steps.

Adding to Recipe Book - Students will add their written recipes to their common recipe book for future reference.

This approach not only cultivates practical cooking skills but also promotes cultural appreciation and critical thinking, in line with Montessori principles.

8. Practical Consideration of Implementing Kitchen/Cooking programs in our partners' settings

Norway

1. What are your options/preferences for cooking with the adolescents at your school?

- full meal plan like at MFS - 5 days a week
- just breakfast
- just lunch
- salad/sandwich bar maybe

describe the reasons for your choice eg. time, facilities, adults needed, etc.

We are planning to cook/make soup, easy meals, sandwiches/bake bread (minimum) once a month with the adolescents' group and serve it to all the students on Fridays. We hope we can use some of the ingredients we are planting in the garden this year.

We are quite limited in time, so we have to find out what kind of options we have for the next school year, we have to find a new cooking teacher in addition to me as a practical work teacher (I cook as often as possible, but we need time to build up the garden first).

In addition, should the adolescent group prepare food for all the different events and celebrations we have at school and during regular cooking class which used to be once a week 1,5 hours.

For this it would be necessary to have a minimum of 2 adults in the class of 13 students (now).

Our kitchen is well equipped and makes it possible to cook for a big group of people.

2. Describe the facilities at your school, have you got access to a commercial kitchen or just some kitchen tools?

Our kitchen is fully equipped and it is possible to cook for a big group of people (up to 50 maybe). We do not have access to a commercial kitchen. In the past we only sold meals to our younger students and adults/parents at school. It is not possible to sell food to others outside the school, also because of the location of the school (industrial area, not many people pass by our school).

Slovakia

1. What are your options/ preferences for cooking with the adolescents at your school?

Options/preferences of cooking with adolescents at our school:

For now, we prefer to make breakfast and a salad/sandwich bar maybe 3 times a week. It is because we don't have a Residency program yet (not enough time). But we are planning to move to a bigger school in a year or two, which means also better facilities options and we would like to cook lunch or at best a full meal plan then.

2. Describe the facilities at your school, have you got access to a commercial kitchen or just some kitchen tools?

We don't have commercial kitchen equipment, only basic kitchen tools to make simple meals.

Latvia

1. What are your options/ preferences for cooking with the adolescents at your school?

In our school, cooking takes place as part of the lessons, learning the basic education program.

Pupils prepare food during lessons based on the educational program in Latvia.

The students agree on what they will cook, get the products and in two lessons (40 min x2) cook, set the table and enjoy the food (this is possible only once a week).

The food is prepared by students from 4th - 9th grade (age about 10 - 15 years).

2. Describe the facilities at your school, have you got access to a commercial kitchen or just some kitchen tools?

The school has a fully equipped kitchen for teaching, so that you can prepare sandwiches, salads, soups both cold and hot, second courses, e.g. chops, and bake cakes.

The cooking cabinet, where the cooking takes place, has an electric stove, an electric oven, a refrigerator, a mixer, etc. There are also dishes for cooking and serving.

Germany:

Describe the reasons for your choice eg. time, facilities, adults needed, etc.

For us it is possible to prepare breakfast and lunch. We also like to bake some cookies and some cakes. There is a group of adolescents and they have got the school subject „AES-Alltag, Ernährung und Soziales-Everyday routine, Nutrition and pedagogy “. Most of time they cook and bake with one or two adults. But there are also timeslots in which I prepare some breakfast or bake some cookies with adolescents which are having a special day and are not concentrated enough for having subjects.

Next school year we will have a „Erdkinder-Day “on Wednesday and we want to have every Wednesday also cooking, woodwork and gardening projects.

Describe the facilities at your school, have you got access to a commercial kitchen or just some kitchen tools?

There are only kitchen tools. But in 2 years we will have got a big school-kitchen for having our subjects. And then we want to prepare breakfast and also lunch by ourselves. In the moment we get lunch from a caterer – there is only an oven in the container-school.

Czech Republic

1. What are your options/preferences for cooking with the adolescents at your school?

- full meal plan like at MFS - 5 days a week

Our school: 2 days a week, Wednesday, Thursday

- just breakfast

- just lunch

Our school: Just Lunch

- salad/sandwich bar maybe

Our school: once in a while pie-cake-cookies bar

Describe the reasons for your choice, e.g. time, equipment, need for adults, etc., because classes start at 9:00 am and end at 4:00 pm - lunch is important for the children and we plan to prepare snacks in the future

because pupils learn cooperation between themselves and the teacher, responsibility, consistency, planning, independence and self-esteem is increased.

The classes start at 9:00 a.m. and end at 4:00 p.m. - Lunchtime at our school is a valuable opportunity for adolescents and teachers to bond and share experiences. Preparing snacks for the morning break is a great idea to keep everyone energized and focused until lunchtime. It's important to make the most out of the limited time and space available during school day.

In the future we`re going to prepare snacks for the morning snack break.

2. Describe the facilities at your school, have you got access to a commercial kitchen or just some kitchen tools?

Our school is equipped with a training kitchen: a fully equipped school kitchen includes a food processor, induction hob, electric oven and stove, home size fridge with freezer, potato peeler, coffee machine, juicer, kettle, washing dishes machine.

9. Recipe Book:

Norway

Norwegian Ribbe (Roast Pork Belly): Traditional Christmas dish

Ingredients:

- 1.5-2 kg pork belly with skin
- 1 tablespoon sea salt
- 1 teaspoon ground black pepper
- 1 teaspoon ground caraway seeds (optional)
- 1 onion, sliced
- 2-3 cloves of garlic, minced
- 240-480 ml water or broth

For the sauce:

- 2 tablespoons butter
- 2 tablespoons all-purpose flour
- 240 ml beef or pork broth
- Salt and pepper to taste

Instructions:

1. Preparation:

- Preheat your oven to 230°C.
- Score the skin of the pork belly with a sharp knife, making cuts about 0.5 cm apart. Make sure to cut through the skin and fat, but not into the meat.
- Rub the salt, pepper, and ground caraway seeds (if using) evenly over the entire pork belly, including the skin.
- Place the sliced onions and minced garlic in the bottom of a roasting pan or baking dish, creating a bed for the pork.

2. Roasting:

- Place the seasoned pork belly on top of the bed of onions and garlic, skin side

up.

- Pour water or broth into the bottom of the pan, enough to cover the onions but not touch the pork skin.
- Roast the pork in the preheated oven for 30 minutes to allow the skin to start crisping up.
- After 30 minutes, reduce the oven temperature to 350°F (175°C) and continue roasting for another 1.5 to 2 hours, or until the pork is cooked through and the skin is crispy and golden brown. If the skin isn't crispy enough, you can finish it off under the broiler for a few minutes, but keep a close eye on it to prevent burning.

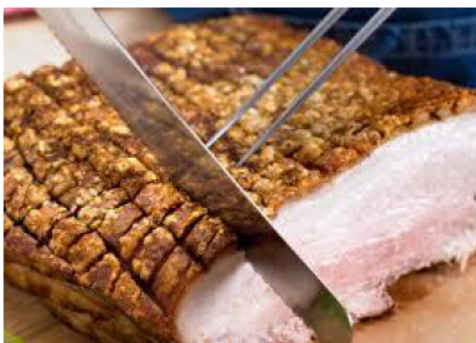
3. Making the sauce:

- While the pork is roasting, prepare the sauce. Melt the butter in a saucepan over medium heat.
- Add the flour and whisk constantly for 1-2 minutes until the mixture turns golden brown.
- Gradually pour in the beef or pork broth, whisking continuously to prevent lumps from forming.
- Bring the sauce to a simmer and cook for 5-10 minutes, stirring occasionally, until it thickens to your desired consistency.
- Season the sauce with salt and pepper to taste.

4. Serving:

- Once the pork is done, remove it from the oven and let it rest for 10-15 minutes before carving.
- Serve the sliced pork belly with the crispy skin alongside the onion and garlic bed, and drizzle the sauce over the top.

Enjoy your Norwegian ribbe with all the delicious flavors of Scandinavia!



Norwegian Lamb Leg Roast (Lammelår): Traditional Easter dish

Ingredients:

- 1 whole lamb leg, bone-in (about 1.8-2.3 kg)
- 4-5 garlic cloves, thinly sliced
- 2-3 sprigs of fresh rosemary
- 2-3 sprigs of fresh thyme
- 2 tablespoons olive oil
- Salt and pepper to taste
- 240 ml beef or vegetable broth
- 240 ml red wine (optional)

Instructions:

1. Preparation:

- Preheat your oven to 160°C.
- Score the lamb leg with a sharp knife, making small incisions all over the surface.
- Insert the thinly sliced garlic into the incisions, distributing it evenly throughout the lamb leg.
- Strip the leaves from the rosemary and thyme sprigs, and finely chop them.
- In a small bowl, mix together the chopped rosemary, thyme, olive oil, salt, and pepper to create an herb paste.

2. Seasoning and Roasting:

- Rub the herb paste all over the lamb leg, ensuring it's evenly coated.
- Place the lamb leg in a roasting pan or baking dish, fat side up.
- Pour the beef or vegetable broth into the bottom of the pan. Optionally, you can add red wine for extra flavor.
- Cover the roasting pan with aluminum foil.

3. Roasting:

- Roast the lamb leg in the preheated oven for about 1.5 to 2 hours, depending on the size of the leg and desired level of doneness. For medium-rare, aim for an internal temperature of appr. 60°C, and for medium, aim for appr. 65°C.
- Halfway through the cooking time, remove the foil to allow the top to brown.
- Baste the lamb leg occasionally with the pan juices to keep it moist.

4. Resting and Serving:

- Once the lamb leg reaches the desired temperature, remove it from the oven and transfer it to a cutting board.
- Cover the lamb leg loosely with foil and let it rest for 15-20 minutes. This allows the juices to redistribute, resulting in a juicier roast.

- After resting, carve the lamb leg into slices and serve with your favorite side dishes, such as roasted vegetables, mashed potatoes, or a fresh salad.
- Optionally, you can strain the pan juices and serve them as a sauce alongside the lamb.



German Beef Rouladen (Rinderrouladen): Traditional German Christmas dish

Ingredients:

- 4 beef rouladen slices (thinly sliced beef, about 0,5 cm thick)
- 4 slices bacon
- 1 large onion, finely chopped
- 4 medium-sized dill pickles, cut into strips
- 4 tablespoons mustard
- Salt and pepper to taste
- 2 tablespoons vegetable oil
- 480 ml beef broth
- 120 ml red wine (optional)
- 2 tablespoons all-purpose flour
- 2 tablespoons cold water
- Chopped parsley for garnish (optional)

Instructions:

1. Preparation:

- Lay out the beef rouladen slices on a cutting board.
- Season each slice with salt and pepper.
- Spread 1 tablespoon of German mustard on each slice.
- Place a slice of bacon, chopped onion, and strips of dill pickle on each slice of beef.

2. Rolling the Rouladen:

- Starting from one end, roll up each rouladen slice tightly and secure with

toothpicks or kitchen twine.

3. Browning the Rouladen:

- Heat the vegetable oil in a large skillet over medium-high heat.
- Brown the rouladen on all sides until nicely browned, about 2-3 minutes per side on high temperature.
- Remove the browned rouladen from the skillet and set aside.

4. Deglazing the Pan:

- If using red wine, pour it into the skillet and scrape up any browned bits from the bottom of the pan.
- Add the beef broth to the skillet and bring to a simmer.

5. Simmering the Rouladen:

- Return the browned rouladen to the skillet.
- Cover the skillet with a lid and reduce the heat to low.
- Let the rouladen simmer gently for 1.5 to 2 hours, or until the beef is tender. If the liquid reduces too much, you can add more beef broth or water during cooking.

6. Thickening the Sauce:

- Once the rouladen are tender, remove them from the skillet and set aside.
- In a small bowl, mix the flour and cold water until smooth to create a slurry.
- Slowly pour the slurry into the simmering sauce, stirring constantly.
- Let the sauce cook for a few more minutes until it thickens.

7. Serving:

- Remove the toothpicks or twine from the rouladen.
- Serve the rouladen hot, sliced, and topped with the thickened sauce.
- Garnish with chopped parsley if desired.
- Serve with sides like mashed potatoes, red cabbage, or spaetzle (egg noodles) for an authentic German meal.

German Hefezopf (Braided Yeast Bread): Traditionally served for Easter breakfast

Ingredients:

For the dough:

- 500g wheat flour
- 100g granulated sugar
- 1 packet (7g) active dry yeast
- 1 teaspoon salt
- 120ml lukewarm milk

- 120ml lukewarm water
- 115g unsalted butter, softened
- 2 large eggs

For the glaze:

- 1 egg, beaten (for egg wash)
- 1 tablespoon milk (for egg wash)

For topping (optional):

- Sliced almonds
- Coarse sugar crystals

Instructions:

1. Prepare the Dough:

- In a large mixing bowl, combine the lukewarm milk and water. Sprinkle the yeast over the liquid and let it sit for 5-10 minutes until foamy.
- Add the softened butter, sugar, salt and eggs to the yeast mixture.
- Gradually add the flour, stirring until a soft dough forms.
- Turn the dough out onto a lightly floured surface and knead for about 8-10 minutes until the dough becomes smooth and elastic. You can also use a stand mixer with a dough hook attachment for kneading.

2. First Rise:

- Place the dough in a lightly greased bowl, cover it with a clean kitchen towel or plastic wrap, and let it rise in a warm place for about 1 to 1.5 hours, or until doubled in size.

3. Shaping the Hefezopf:

- Once the dough has risen, punch it down gently to deflate it.
- Divide the dough into three equal portions.
- Roll each portion into a long rope, about 45cm long.
- Place the ropes side by side and pinch them together at one end.
- Braid the ropes together, then pinch the ends and tuck them under to seal.
- Transfer the braided dough onto a parchment-lined baking sheet.

4. Second Rise:

- Cover the braided dough with a clean kitchen towel or plastic wrap and let it rise again for about 30-45 minutes, or until it doubles in size.

5. Baking:

- Preheat your oven to 175°C

- In a small bowl, mix together the beaten egg and milk for the egg wash.
- Brush the egg wash over the risen dough.
- If desired, sprinkle sliced almonds and coarse sugar crystals over the top of the Hefezopf.
- Bake in the preheated oven for 25-30 minutes, or until the bread is golden brown and sounds hollow when tapped on the bottom.
- If the Hefezopf browns too quickly, you can cover it loosely with aluminum foil during baking.

6. Cooling and Serving:

- Once baked, transfer the Hefezopf to a wire rack to cool completely before slicing.
- Serve slices of Hefezopf plain or with butter and jam.



Slovakia:

Fried Fish (Vyprážaná Ryba)

Ingredients: fish fillet (carp fish is traditional), egg, bread crumbs, flour, oil

Prep time: 20 minutes

The traditional meal to eat in Slovakia on Christmas is a fried fish with a potato salad.

This dish

typically follows a serving of sauerkraut soup (kapustnica).

1. Take a fully **fish** fillet, rinse it under running water, and pat dry with a paper towel.
2. Then coat it in **flour**, **egg** and **bread crumbs**.
3. Fry in **salted oil** for a few minutes on each side.
4. Serve with **potato salad**

Potato Salad (Zemiakový Šalát)

Ingredients: 4 potatoes, about half an onion, 15oz can of sweet peas, 3 carrots, 2 dill pickles, 2 eggs, 6 tablespoons of mayonnaise, salt, black pepper, paprika, mustard 2tbsp

Prep Time: 1 hour, plus few hours to sit in the fridge

1.Start by boiling **unpeeled potatoes**. Also boil 3 **carrots**, peeled, in salted water.

At some point also hard boil 2 **eggs**.

2.Chop up about 3/8 of an **onion** into small cubes. The carrots are done once they get soft (check them by occasionally poking them with a fork). Slice the carrots into thin quarter circle wedges.

3.Also chop up the **pickles**.

4.Combine vegetables in a pot.

5.Take out the potatoes when they are almost cooked through (soft outside with a slightly hard core in the middle). Peel them, dice them, and add to the pot.

6.Now stir in **mayo**. Put about 6 spoonsful. One thing that you could look into adding is mustard.

Before you mix in the mayo, in a separate bowl, mix in about 2 tbsp of mustard.

7.Finally, cut up the **eggs** and mix into the salad. Add **salt** and **black pepper** to taste. Let sit in the fridge for few hours before serving.



One of the **traditional Easter recipes** is for Fánky.

Easter Bowties (Fánky) also known by the name “Božie milosti”

(which means Lord's graces)

Dough: 2 cups (250g) flour, 1/2 teaspoon baking powder, 1/2 teaspoon salt, 1-2 yolks, 2 tablespoons (60g) powdered sugar, half a stick (50g) unsalted butter, 4 tablespoons cream, 1/2 cup of milk

Topping: powdered sugar, half packet vanilla sugar (optional)

Prep Time: 2 hours

1.Start by combining **flour, butter, sugar, yolks, cream, milk, baking powder, and salt.**

Mix together for 10 minutes until you get smooth elastic dough. Add more milk if needed. Form into a ball, dust with flour, and let rest in the fridge for an hour.

2.Roll the dough out to thickness of about 1/6th of an inch. It may help to cut the dough into two halves. Using a dough cutting wheel or a knife, cut the dough into rectangles about 2×3 inches.

Then cut two slots in each rectangle in direction parallel to the shorter edges. Loop one end piece through the slot closest to it.

3.Then repeat with the other end to make a dough bowtie.

4.You can also just cut the dough into thin strips which you roll around your finger. Fry all this goodness in oil that is not too hot. Fry on both sides until the dough gets pinkish light brown.

5.Scoop the fried fánky with spatula onto a plate covered with paper towels. Use another paper towel to pat dry off the oil from the top.

6.Then coat the fried dough in powdered sugar (You can also mix in half pocket of vanilla sugar).



Latvia

Easter

Hard boiled eggs

Choose fresh, clean eggs with a firm, undamaged shell.

Place the eggs carefully with a spoon in a flat pot of boiling water so that the shell does not break, and

boil the eggs for 8-10 minutes.

Boiled eggs are put in cold water for 1-2 minutes to better peel the shell.

On Easter, shelled eggs must be eaten with salt so as not to lie (belief).

Stuffed eggs

1- 2 eggs,

butter or sour cream 10g,

kilava 3 pcs.,

salt,

vinegar,

mustard,

greens

Hard-boil the eggs, peel the shells, cut them in half lengthwise and remove the yolk.

Rub the egg yolk through a sieve, mix with butter or sour cream, add salt, vinegar, mustard.

Then, using a spoon or pastry tube, fill a small pile in the egg whites.

Arrange in a flat dish and garnish with cleaned salmon, pieces of tomato, onions.

Carrot cake.

(I can't find the real recipe yet, will come later).

Christmas

Gray peas with lard

Peas 120g,

dried bacon 25g,

onions or leeks 15g,

salt.

Dip the peas and cook until soft.

The bacon is cut into small pieces, put on a pan and fried until light brown together with chopped onions or leeks.

Boiled peas in a deep dish and served with fried bacon, buttermilk or sour milk, kefir.

Bacon patties

Milk 1.5l,
yeast 20g,
flour 1kg,
butter 100g,
salt.

For the filling:

400g dried bacon,
1 onion,
pepper,
1 spoon of butter.

Leave the finished dough. Monitor the batter.

Prepare the filling. Make patties.

Germany

For the potato salad

1 kg potatoes (boiling solid)
1 big onion
2 eggs
1 paprika
6 EL white wine vinegar
3 EL oil
125 ml vegetable broth
1 TL mustard
1/2 TL sugar
salt & pepper
chives

Preparation

1. First, brush the potatoes and cook in a saucepan covered with salted water for 25 minutes. Then drain, rinse with cold water and peel. Cut the potatoes into slices while still warm.
2. Peel the onions and cut into fine cubes. Wash the peppers and also cut into fine cubes or strips. Boil the eggs hard for about 10 minutes.

3. For the dressing, mix vinegar, oil, sugar, mustard, vegetable broth, salt and pepper together and season to taste.
4. Put the potatoes, onions, most of the peppers and sliced chives in a large bowl, season with the marinade and stir vigorously. If the potato salad seems a little too dry, feel free to add some vegetable broth or vinegar.
5. Cut the egg into quarters or strips with an egg slicer and garnish the potato salad with it. Also spread some pepper strips and chives or parsley on top.
6. Heat the sausages in a pot of water (be careful: do not let them boil, otherwise they will burst). Serve the potato salad together with the sausages.



Enjoy your meal!

Ingredients

150 grams softened butter
130 grams sugar
1 pinch of salt
1 tsp lemon zest
3 egg (size M)
180 grams wheat flour (type 405)
2 tsp baking powder

3 tbsp lemon juice

Add some butter for the pan

Add some flour for the mold

Add some powdered sugar for dusting

1. Grease and flour the two halves of the Easter lamb baking pan (approx. 0.7 l volume). Tap off excess flour well. Assemble the tin and preheat the oven to 180 degrees top/bottom heat (convection: 160 degrees). Beat soft butter with sugar, salt and lemon zest until fluffy.
2. Gradually add the eggs one by one and continue beating. Mix flour with baking powder and stir in alternately with the lemon juice. Starting at the head, pour the dough into the inverted tin. Tap the mold a few times so that the dough is well distributed. Fill the tin just under 3-4 cm below the edge. Place the lamb tin on a baking tray at the bottom and bake in the preheated oven for approx. 40 mins.
3. Allow the cake to cool in the tin for at least 1 hour. Then carefully loosen the caps and remove the lamb from the mold. Straighten the bottom of the lamb a little with a saw knife and let it cool completely while standing. Dust the cooled Easter lamb with powdered sugar as desired.



Czech Republic

Potatoes salad with fried carp - Bramborový salát a smažený kapr

Czech classic potato salad is made of boiled potatoes, eggs, root vegetables, dill pickles, and mayonnaise. In addition to salt and pepper, pickle juice and yellow mustard are mixed into the salad.

Potato salad is traditionally served as a side dish with fried carp at Christmas Eve dinner. Not only at Christmas but also on other festive occasions, potato salad appears on the holiday menu.

Prep time - 20 minutes

Resting Time - 1 hour

Total Time - 1 hour and 20 minutes

Servings: 6

Calories: 463 kal

INGREDIENTS

- 2 pounds potatoes (900 g)
- 2 carrots mid-size
- 1 onion smaller
- $\frac{3}{4}$ cup green peas frozen
- 5 dill pickles smaller
- 2 Tablespoons pickle juice
- 5 eggs hard-boiled
- 1 cup mayonnaise (230 g)
- 1 Tablespoon yellow mustard
- 1 and $\frac{1}{2}$ teaspoon salt the exact amount of salt will depend on the type of mayonnaise used
- $\frac{1}{2}$ teaspoon black pepper ground

INSTRUCTIONS

- 1 step - Boil the potatoes in their skins and let them cool down completely, ideally overnight. Once cooled, peel them.
- 2 - Boil eggs for 8 minutes, let them cool, and peel them.
- 3 step - Allow the frozen peas to thaw.
- 4 step - Clean the carrots and cut them into 1-2 equal-sized pieces. Cook them in boiling water with a bit of salt and vinegar for about 5 minutes, then cool them quickly with cold water. The vegetables will be soft but not mushy.

- 5 step - Cut the potatoes, eggs, pickles, and carrots into cubes about ⅓ inch (0.8 cm) in size. Peel and finely chop the onion.
- 6 step - Put everything in a large bowl. Add mayonnaise, pickle juice, and yellow mustard. Season with salt and pepper and mix thoroughly.
- NOTES
- Makes 6 portions as a side dish.
- Let the potato salad sit in the fridge for at least an hour before serving.
- SERVING: Potato salad is a typical side dish in Czech cuisine, usually served alongside fried breaded meat. Garnish the salad on the plate with a sprig of green parsley as a final touch.
- OUR TIP: Let the potato salad sit in the fridge for at least an hour before serving. Or make it a day ahead. It's always better the next day when all the flavors have a chance to blend!

COOK'S TIPS

- For the potato salad, choose potatoes of roughly the same size to be cooked evenly.
- Some Czech recipes call for adding celery or parsley root to the salad. If you have a chance to get these root veggies, boil them briefly, cut them into small cubes, and add some to the salad. Taste it to see how its taste changes.
- STORAGE: Store the potato salad covered in the fridge and eat it up within three days. The salad is not suitable for freezing, as the low temperatures will change its texture; it would be mushy if thawed.
- NUTRITIONAL ESTIMATE PROPORTION
- Calories: 463 kal Carbohydrates: 35g Protein: 10g Fat: 32g Saturated Fat: 6g Polyunsaturated Fat: 18g Monounsaturated Fat: 8g Trans Fat: 0.1g Cholesterol: 152 mg Sodium: 1434 mg Potassium: 897mg Fiber: 6g Sugar: 5g Vitamin A: 3863 IU Vitamin C: 41 mg Calcium: 89 mg | Iron: 2mg

2. Sweet Easter bread! Also known as „velikonoční bochánek“, it's one of Czech Easter's main symbols.

Mazanec is a sweet yeast pastry baked on White Saturday (Holy Saturday). It is shaped like a round loaf, a symbol of the sun, marked with a cross in the middle, and sprinkled generously with almonds. On Easter Sunday, people used to take the “mazanec” to church to be blessed by the priest.

INGREDIENTS

1. 3 cups all-purpose flour, (390 g) plus for dusting the work surface
2. $\frac{3}{4}$ cup milk, (180 ml) lukewarm
3. 2 teaspoons active dry yeast
4. $\frac{1}{2}$ cup granulated sugar, (100 g)
5. $\frac{1}{2}$ stick unsalted butter, (60 g) softened at room temperature
6. 2 eggs, remove a piece of egg white from the eggs and reserve it for an egg brush
7. 2 und $\frac{1}{2}$ Tablespoons raisins, dried
8. 2 Tablespoons almonds, chopped
9. 2 Tablespoons lemon zest, freshly grated; the zest from about one small lemon
10. $\frac{1}{2}$ teaspoon vanilla paste, or vanilla essence
11. $\frac{1}{4}$ teaspoon salt

For finishing:

12. 1 and $\frac{1}{2}$ Tablespoons sliced almonds, to garnish
13. $\frac{1}{2}$ egg white, you reserved earlier when made the dough

INSTRUCTIONS

Heat $\frac{3}{4}$ cup milk to lukewarm, pour it into a cup, and stir in 1 teaspoon of sugar and 2 teaspoons of active dry yeast. Let stand in a warm place for about 15 minutes until the yeast has risen, and bubbles have formed on the surface of the milk.

Remove a piece of egg white from the eggs and reserve it for later. Before baking, it will serve as an egg wash to brush the Mazanec bread.

Put 3 cups of all-purpose flour, the rest of $\frac{1}{2}$ cup granulated sugar, $\frac{1}{4}$ teaspoon salt, $\frac{1}{2}$ teaspoon vanilla paste, 2 Tablespoons lemon zest, $\frac{1}{2}$ stick unsalted butter (softened), and 2 eggs in a large bowl. Pour in the yeast starter, including the milk.

Make the dough: First, roughly mix all the ingredients in the bowl with a wooden spoon, then dump the mass on the work surface. Spread a small handful of flour on the edge of the work surface. Process the dough until it is soft and smooth. If it sticks, always 'dip' it in the spread flour and work it in.

Now add the roughly chopped 2 Tablespoons almonds and 2 und $\frac{1}{2}$ Tablespoons raisins and work them into the dough.

Return the dough to the bowl, cover it with plastic wrap, and put it in a warm place to rise for an hour.

Knead the dough briefly, shape it into a loaf and place it seam side down on a baking sheet lined with baking paper. Leave in a warm place for another hour and a half to rise.

Make two cross-shaped cuts on the surface - a regular razor blade works best for me. You can also take a pair of scissors and cut the cross. Using a fork, whisk the 1/2 egg white you have set aside and brush Mazanec on all sides. Sprinkle the surface with 1 and 1/2 Tablespoons sliced almonds.

Place the cake in an oven preheated to 380 °F (lower and upper heating) for 10 minutes, then turn the temperature down to 320 °F and bake for a further 30 minutes. If the bread starts to brown too much on the surface, place the foil loosely over it.

NOTES

- The basic recipe makes one (28 cm) mazanec bread.
- Give the dough time to rise! The "mazanec" bread will crack during baking if you rush the second rise.
- SERVING: Let the baked "mazanec" cool down. Place the finished bread on a platter and set it on the Easter table. Next to "mazanec", arrange some spring flowers and colored Easter eggs.
- Eat this delicious bread on its own for Easter morning or Easter brunch. In our family, we spread butter on it, and sometimes we add some jam or honey. A day or two old "mazanec" tastes greatly toasted in a frying pan with a knob of butter or dipped in white coffee.

Nutritional estimate pro serving

Calories: 283 kcal Carbohydrates: 45g Protein: 8g Fat: 9g Saturated Fat: 4g

Polyunsaturated Fat: 1g Monounsaturated Fat: 3g Trans Fat: 1g Cholesterol: 47 mg

Sodium: 23 mg Potassium: 168 mg Fiber: 3g Sugar: 11g Vitamin A: 219 IU Vitamin C: 2mg Calcium: 49mg, Iron: 2mg

SERVINGS: 10

CALORIES PER SERVING: 283

Poland

Makuch Świąteczny - Poppy Seed Loaf

The concept involves equal measures (in volume) of

- flour
- poppy seed
- sugar
- melted butter
- egg whites
- dried candied fruit (include orange peel)

Also, you will want to add a small portion of

- baking powder
- vanilla sugar



In my kitchen the quantities I use are governed to a high degree by the amount of egg whites I manage to collect over a sensibly short period. The loaf is baked with basically 250 ml of everything (a full cup and a bit), plus a flat tsp of baking powder and a bit of vanilla sugar. The loaf pan takes about 1.5 l (or a bit more than 6 cups) in capacity.

So, what to do?

Simple:

1. Preheat the oven (450F, 220C?)
2. beat the egg whites
3. mix remaining ingredients (the result may become quite thick)
4. add egg whites
5. lay out the baking dish parchment paper – do allow for some raising of the dough, Leave it at room temperature– unless, like me, you are not a great fan of baking powder, then the raising is limited...)
6. pour the mix into it
7. bake at least 1 hour (check with a wooden stick)

Let it cool completely before attempting to taste. Store in cool place, tightly covered.

10. Conclusions

Each Montessori Adolescence Program is different but for the effective implementation of the kitchen (cooking program) the following factors have to be considered:

- a sufficient group of adolescents working in the kitchen - the whole group of students should not be less than 10 (social interactions in the mixed ages group), but when placing students in the kitchen at the same time, no more than two at the washing bay and four cooking in small groups of two
- students at each station need an adult to work side by side with them and model, it has to be a trained adult with patience to work with this age group of adolescence
- an adult at the beginning of the school year when the program starts should role model at least for a week a master of ceremony role - MC
- safety rules and any procedures of running the kitchen should first be printed out, practiced, and reminded at all times as adolescents tend to avoid any rules
- students should be acknowledged and empowered to run the kitchen themselves (side by side with the adults)
- students could make mistakes and learn from them to the point where if they are late for the kitchen chores the meal is not served and therefore the group is missing the food due to the mistake of the people in charge of the kitchen
- no waste kitchen, preserving food depending on your sources, and supplying your kitchen with local and organic products should also be considered
- when the adolescents are ready they could be in charge of hosting bigger groups of people around the table - this gives them pride and validation of being able to serve guests

Sharing food is sharing life and building a community is a main need of students of this age.

It might take a few months, a year or two to have your kitchen working properly with your adolescents working there alongside trained and consistent adults. Have faith in them and be patient; one day they will surprise you with a well-prepared meal, and

the kitchen will be cleaned. They will not regret the experience of working in the kitchen in the future.

11. Acknowledgments

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