



Inside the Edible Schoolyard Classroom
THE KITCHEN COMPANION

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The Kitchen Companion:



CHEZ PANISSE FOUNDATION



Cultivating a New Generation





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Foreword

The Edible Schoolyard in Berkeley, California, is a place where the traditional educational setting is turned upside down: in the kitchen, teachers are cooks and cooks are teachers; in the garden, students are the keepers of the soil and shepherds of the harvest. They learn by doing and are engaged with all of their senses. All of this takes place in a standard public middle school, each and every day.

A few years ago, we started to imagine what might change if children across the United States participated in their education in this way. We began to document our best practices so others could learn from our decade of work. The result has been a series of documents that provide lessons, inspiration, and stories from 10 years of Edible Education. This series begins with *Inside the Edible Schoolyard Classroom: The Kitchen Companion* and its counterpart, *Inside the Edible Schoolyard Classroom: The Garden Companion*.

At the time of publication, the Edible Schoolyard has a network of affiliate programs in five cities across the country. Our programs are no longer located only in public schools; affiliates now include after-school programs and a children's museum. These programs and institutions share our mission to build a movement that will change the way your children eat and think about food for a lifetime.

Our goal is not to create programs identical to the Edible Schoolyard in Berkeley. This guide is meant to be instructive; through telling our story we hope to share the core values that guide our work. We hope it will inspire new ideas and programs everywhere.

Carina Wong
Executive Director
Chez Panisse Foundation





Introduction

Like kitchens in homes, the Edible Schoolyard's kitchen classroom is a space at the heart of a community. Students come to the kitchen at Martin Luther King Jr. Middle School before classes, on their breaks, during lunch, and after school. Many think of the space as an extension of home. If it's a rainy day and students get muddy, they can come use our washer and dryer to clean their clothes. Students also know that they can make peanut butter sandwiches in the kitchen if they have forgotten their lunch, or simply grab a glass of water and find a willing ear. The fact that there is no microwave in the kitchen is a subtle reminder to students to simply slow down and take the time to do things by hand.

Every year, new sixth grade students make quick stops at the kitchen a regular part of their routine. Sixth graders come with the hope of using the industrial dishwasher or playing the piano; by seventh grade, students come looking for tasty leftovers or to help set up for another class. And by eighth grade, students know that they can come to socialize and connect with adults and other students. Some students maintain these connections well into high school, coming back every so often to catch up. The Edible Schoolyard staff works continuously to create a space that is warm, inviting, and stimulating for all students. Students notice the smells and atmosphere the instant they walk through the kitchen door. By creating a familiar space that connects students to their senses and to one another, we help them experience ownership in a world of rapid change. Perhaps you wish to use the Edible Schoolyard as a model for projects in your own community, or maybe you are simply interested in learning more about what we do. Either way, we hope this book will inspire you.

How to Use This Book

The kitchen at King Middle School is a distinctive space. The layers of equipment and artifacts that give our kitchen its special character have taken more than a decade to accumulate. This book is our attempt to document the tangible and intangible pieces that make our kitchen classroom tick.

In the first chapter, "Evolution and Values," we describe the evolution of our kitchen classroom, outlining the basic principles that inform the physical space of the kitchen and the experience we provide for our students. The second chapter, "Creating the Kitchen Classroom: Nuts and Beets," outlines the material specifics of

our classroom, from the people who occupy it to the tools and routines that keep it running efficiently. Some items described are must-haves for any kitchen: quality equipment, the best ingredients available, and mindful attention. Others, like the piano, speak more to the spirit of our space. If you are in the process of creating a kitchen classroom in your school or community, you may not need every item listed in this section, but it provides a good a starting point for planning your own inventory.

Finally, in the “Recipes and Resources” chapter, we get to the heart of the matter: preparing delicious, seasonal food with kids. There is not enough space here to include our entire recipe collection, so we’ve chosen our favorites. We’ve also included a sampling of activities and special events that have been most successful in bringing our recipes—and our mission—to life. Further resources appear in the Appendix.

*I remember the first
time I came to the kitchen.
I was afraid to do any-
thing. But then I realized,
this is my kitchen. So then
I started to enjoy it.*

—Jose





Evolution and Values

Kitchen History

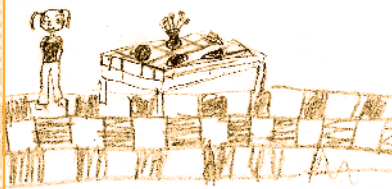
King Middle School sits on 17 acres and, initially, the kitchen and garden were on opposite ends of campus. The original kitchen was restored from King Middle School's long-unused cafeteria over the third year of our program. Our staff lovingly revitalized the space, clearing cobwebs, arranging furniture, and creating a space that was inviting as well as functional; we started cooking with students in 1997, two years after the garden began. As beautiful and stately as this old kitchen was, it was not designed to host 30 student chefs. Sightlines were broken by thick, weight-bearing pillars, one six-burner stove had to suffice for an entire class, and worktables were topped with aluminum, so all prep required the use of cutting boards—even kneading dough!

The distance between the kitchen and garden created a mental and physical separation for students. An impromptu harvest during class was out of the question, and even essential tasks such as taking out compost involved using hand trucks and being away from the classroom for 20 minutes. Consequently, the job was most often done by teachers and excluded students from participating in this vital cycle.

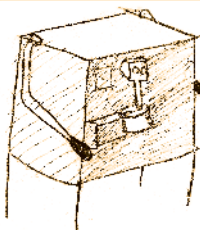
In 2000, the opportunity for change arrived. The entire school campus was retrofitted and refurbished, and our plan was to move the kitchen to a 40-year-old “portable” at the south end of the garden. Though the kitchen staff was excited, our students were ambivalent. To give them ownership in the change, we asked them to write and illustrate cards showing which aspects of the old kitchen they wished to see in the new space.

Feedback from our students was informative. We learned, for example, that our emphasis on kitchen aesthetics had not been wasted. Students repeatedly mentioned their appreciation for the flowers on each table, our red and white checkered tablecloths, and the hanging Chinese lanterns. Who knew that a haiku to a French fry or a vintage print of vegetables could inspire a loyal following?

I like being here &
The Food.



I like the Dish Washer.



I Like the Chinese Lamps
Because they are pretty.



I Like the People
working at the table.



I LIKE THE FLOWERS



We took as many fittings and fixtures as possible with us. Drawers were pulled from their housings and the dishwasher was reconfigured to fit into a corner. As there would be no gas supply in the new kitchen, the old stove and convection oven were gifted to other programs. Thankfully, our treasured flat-top griddle is electric and made the move to the new space.

Since the vibrant garden would be visible through our new windows, we wanted the kitchen to be bright and welcoming, too. We chose a deep, sea blue for the floors; walls were painted turmeric yellow and an earthy burgundy. The wall abutting the garden was given an organic sensibility by a local artist who “combed” layers of paint to create movement and pattern. He used this same technique inside the garden tool shed.

Improvements were also made through the creation of three separate cooking stations, each with two electric burners, counter and storage space for equipment, and a sink. This gave students better access to equipment and designated cleanup areas. The spacious new kitchen also allowed for a dishwashing station away from the eating area, room for backpack cubbies, and a piano for music to clean up by. There was an office for the kitchen teachers and even room for our burgeoning kitchen library.

The best feature of the new kitchen was that the garden was right outside. The scent of acacia wafted through open windows, and students could step out for lemon verbena to put in water pitchers or for flowers to decorate the table. What’s more, pairs of students could now carry the compost bucket to the garden themselves, saying hello to the chickens and perhaps finding a few cape gooseberries along the way.

The proximity of the new kitchen to the garden had many benefits. Staff could collaborate more easily, and began to better coordinate planting and harvesting schedules. Also, it was easier to incorporate more foods from the garden into the kitchen classroom. For example, our mashed potatoes may include celeriac, garlic, or kale; our pancakes are made with eggs from our own hens as well as flour ground from our own amaranth; and even our freshly-churned butter is improved by the addition of seasonal herbs or edible flowers. This allows students

to sample more new foods and experiment with different combinations. They also learn methods for cooking, rather than simply how to follow recipes. Once students understand the formula for a frittata, for example, they can add asparagus and green garlic in spring, squash and corn in summer, or leeks and greens as the weather cools.

Cooking from the garden is a two-way street, and occasionally we must be creative to ensure that our produce does not go to waste. With this, students and their families are a big help. A seventh-grade student once went home carrying a sheaf of cardoon leaves over his shoulder, only to return the next day with a package of savory fried cardoon and a handwritten recipe. Families contribute from the yields of their own gardens as well, sending students to school with bags of backyard lemons, kiwis, and pomegranates.

Clearly, as the Edible Schoolyard evolved and changed over the years, it came to produce more than delicious food. Today an entire extended community is woven around it, held together by the experiences, memories, and hard work of thousands of students and their families. In return, the lessons of the kitchen and garden continue to bloom in each student long after he or she has graduated.

Guiding Principles

The foundation of the kitchen experience is the reverence given to students for both their questions and their answers. Middle school students are at a crucial time in their lives; as they seek and test boundaries, begin formulating value systems, and define their interests and talents, the opportunities for learning are staggering. When creating a kitchen classroom for these students, it is essential to establish a stimulating environment.

CONNECTING TO THE GARDEN

When students are able to participate in the production of food from seed to table, they come to see the kitchen and garden as inextricably linked. Every day, the kitchen classroom uses at least one ingredient from the garden. At the hands of eager students, juicy tomatoes become salad or tomato sauce for pizza. Garden-fresh fava beans may be cooked and mixed with spices to create a flavorful dip for bread or vegetables. Eggs from our chickens may be used to prepare steaming plates of frittata for a community event.



To facilitate the coordination between kitchen and garden, garden teachers create a weekly harvest sheet for the kitchen. The garden cannot supply every ingredient for every dish prepared by students, but each dish includes at least one product from our harvest. After students are done making a day's dish, food scraps are returned to the garden for use as compost. This interrelationship demonstrates for students not only the value and pleasure of eating seasonally, but also of maintaining sustainable cycles of food production.

USING REAL TOOLS



Young people today lead very busy lives. By eschewing machines in favor of hand tools in the kitchen, we provide students the opportunity to slow down, be creative, and use all their senses. Making pesto with a mortar and pestle, for example, is a more invigorating experience than using a food processor. By allowing students time to taste, smell, and touch food as they cook, we convey the message that “This is a worthy use of time.”

We see the positive results of using real tools time and time again. Students vie for a chance to operate our restaurant-style dishwasher and feel pride after chopping with an eight-inch chef's knife. Tools designed for children tend to be inferior, but real, professional tools instill a feeling of responsibility in students as well as an expectation of serious effort.

SPACE FOR REFLECTION AND EXPRESSION

Beauty can deliver a message of optimism and expectation without saying a word. By creating a space that is bright, clean, and filled with interesting objects, we invite reflection and conversation. As we prepare the classroom for students, we ask ourselves: Is this classroom welcoming? Does it appeal to different ethnicities and genders? Will it make students want to stay and explore? Later, as students begin to use the space, we ask them what they notice and appreciate about it.

In addition to making students feel welcome, a kitchen classroom can also inspire creative expression. For example, our kitchen altar holds flowers and produce from the garden and a list of ingredients from the garden that will be used in that day's recipe; our students love to take turns writing and drawing on the altar chalkboard. For weeks following Hurricane Katrina, students maintained the altar with notes and flowers dedicated to victims of the storm. As many of our students have family in the Gulf Coast, this act was meaningful and cathartic. Students can also express themselves as they play our piano, arrange flowers for the table, or create their own copies of recipes.

*In the kitchen, I learned
a lot of things. I found
out that chard doesn't
kill you. I finally came to
appreciate soy sauce too.*

—Alec

DEMONSTRATING PASSION

As teachers, our task is to make learning memorable. We can't be afraid to make spectacles of ourselves. By rhapsodizing on the tiny *pop* of a crispy peapod or squealing over the sourness of a fresh cranberry, we give students permission to enjoy food with all of their senses. If the smell of pretzels right out of the oven makes us feel like dancing, we do so! This motivates students to seek joys and surprises as they cook, as well.

SHARING EXPERIENCES



We frequently ask students to try something new in the kitchen classroom. When students do this collectively, they tend to feel braver and encourage one another to take risks; an enthusiastic endorsement from one student may inspire an entire table of peers to try something new. For this reason, the kitchen is a perfect place for students to share and learn from one another's experiences. To facilitate this exchange, we encourage students to discuss and compare their reactions. Negative responses must be framed in a constructive manner. If a student dislikes a dish, for example, we ask him or her to give specific reasons why. This reminds the group to utilize its powers of observation and description as it offers feedback.

SOLITUDE

For students, the individual epiphany is as important as the shared experience. As they master the meditative art of mincing herbs or observe the complex patterns inside a cut cabbage, students feel the satisfaction of learning. A student's personal experience sometimes supercedes the intended "goal" of a lesson.



POSITIVE FEEDBACK

Encouragement is a key feature of our classroom environment. Indeed, one of our kitchen rules states that students showing great kindness or initiative will receive a positive phone call home. This rule provides a wonderful way to give parents insight into their child's life at school. It also lets students know that generous and mature actions will be acknowledged.







Creating the Kitchen Classroom: Nuts and Beets

Who's in the Kitchen?

STAFF AND COMMUNITY

The Edible Schoolyard maintains a staff of dedicated kitchen and garden teachers. In the kitchen, the Chef Teacher and Assistant Chef Teacher conduct day-to-day activities. They gather and adapt recipes, keep the kitchen stocked and organized, coordinate with garden and classroom teachers, and develop lessons.

Kitchen class periods take place as part of students' humanities classes. The classroom teacher accompanies an entire class, about 30 students, to the kitchen. This teacher participates by working with chef teachers to create curriculum ties and facilitate group work during cooking tasks. The kitchen class period also gives classroom teachers a chance to interact with students in a less formal way.

Volunteers are also crucial to the kitchen classroom. These volunteers—adult members of the school and local community—work with groups on cooking tasks and share conversation. There is usually at least one volunteer per class.

SIXTH-, SEVENTH-, AND EIGHTH-GRADE STUDENTS: ADAPTING INSTRUCTION

About 950 sixth-, seventh-, and eighth-grade students attend King Middle School. Edible Schoolyard lessons are designed with the developmental level of each grade in mind.

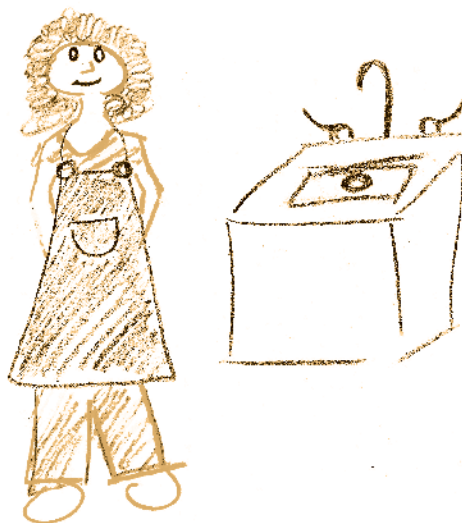
In the sixth grade, students arrive at the kitchen classroom with great enthusiasm; for these students, it can be a challenge to simply slow down and take time to do things properly. We present a 45-minute orientation for sixth graders to show them where things are, how to behave, and how to use equipment—especially knives. For their second kitchen class, sixth graders prepare Neolithic Fruit Salad. This is an opportunity for students to work closely around the table and to practice knife skills. On their third visit, sixth graders prepare a 10-grain cereal using grains from the garden, which they grind into a beautiful porridge. It isn't until their fourth or fifth visit to the kitchen that students are asked to execute more complex recipes.

1. I like to make food.
2. I like to eat food.
3. I like to talk to food.
4. I like to talk about food.
5. I like to clean up.



One of the qualities that really develops as sixth grade students move through the year is self-confidence. At some point during the year, they no longer have to ask where mixing bowls are, and can move through the kitchen with fluidity and knowledge.

In the seventh grade, students continue to acquire kitchen skills and the larger social skills engendered by collaborative activities. These students have an easier time slowing down and listening to one another. One activity we like to use with seventh graders is the “Iron Chef” competition, described at greater length in the “Sample Activities and Events” chapter. This game allows students to utilize the skills they have mastered and compete in a structured, positive environment.



By the eighth grade, students have completed two years of kitchen and garden education. They spend less time in the garden and kitchen than their younger counterparts. We have worked through the years to provide an enriching and engaging experience for these students, and opportunities to go deeper into the work of the kitchen. We have built strong connections to their classroom curriculum, for example, focusing in particular on food preservation and its role in the settling of the Americas. At the beginning of the school year, we devote two class periods to “putting up” food. One class is spent making tomato sauce, half of which students eat with pasta and half of which they freeze. The second class prepares pesto and fresh ricotta cheese, freezing a portion of the pesto and enjoying the rest with crusty bread and the ricotta. Both the sauce and the pesto take advantage of our fall bumper crops of tomatoes and basil.

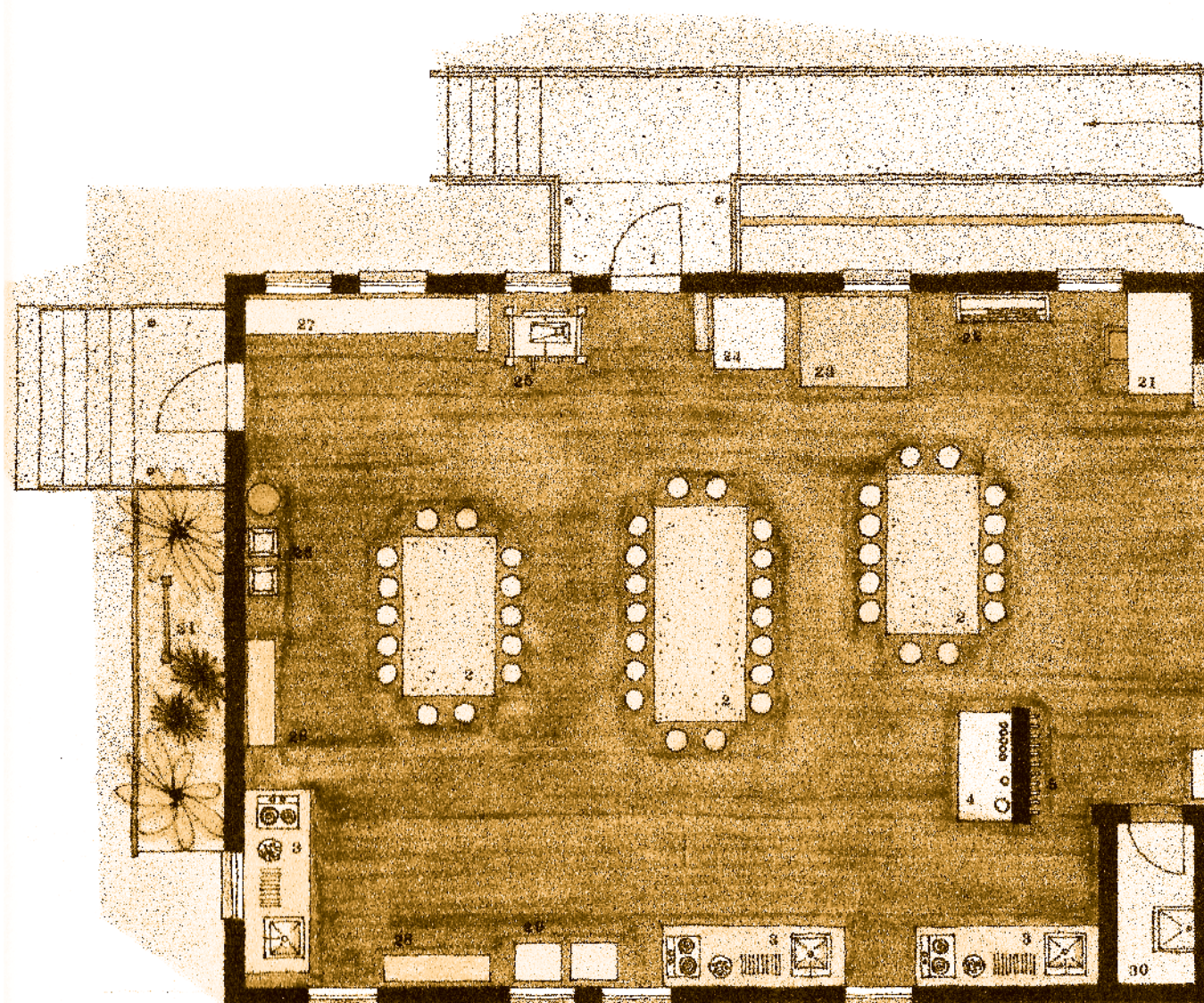


In the spring, we spend two consecutive class periods celebrating the three years students have spent in the garden and kitchen by enjoying the food that they have preserved. In the first class, students make pizza in our wood-fired oven. One group of students grinds wheat berries for flour, the second group makes dough and prepares toppings, and the third group bakes pizzas using the tomato sauce and pesto from the fall.

In the second class there are three activities as well: garden races and games, “Garden and Kitchen Jeopardy,” and a snack in the kitchen. For the Jeopardy game, we add two sections of kitchen questions to one of our garden boards. Please refer to *The Garden Companion* for details on how to set up a Jeopardy board. For the snack we set up crepe-, pancake-, onigiri-, and mochi-making stations. Working in small groups makes the experience meaningful and manageable for both students and staff. At the end of this class, we present a slide show of their cumulative eighth-grade experiences in the kitchen and garden.

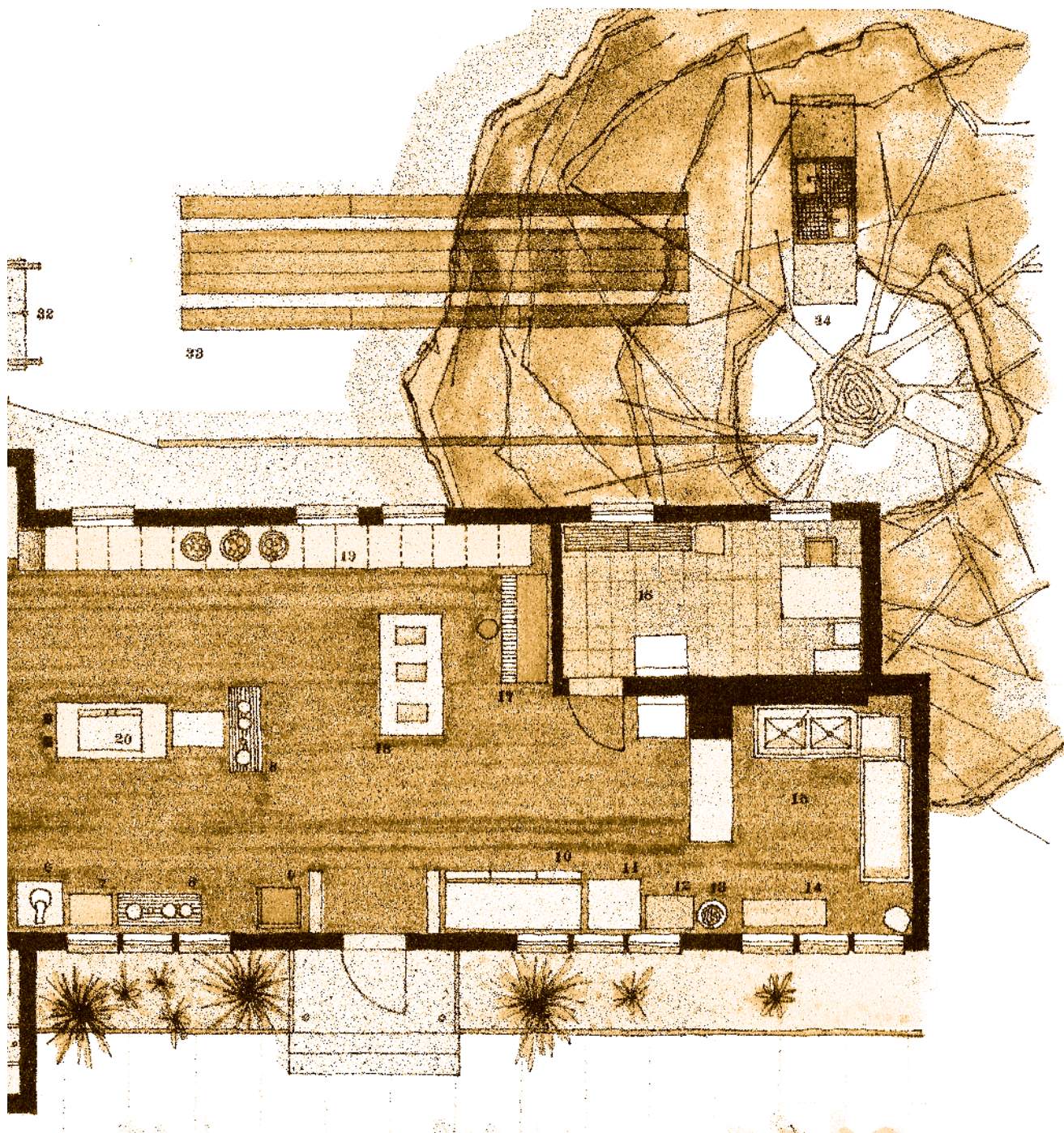
Class Routines and Rituals

THE KITCHEN



LEGEND

- | | | |
|----------------------|---------------------------|-------------------------|
| 1. Main Entry | 6. Mixer | 11. Freezer |
| 2. Dining/Work Table | 7. Small Appliances | 12. Paper Goods |
| 3. Cooking Station | 8. Storage/Shelving | 13. Laundry |
| 4. Spice Table | 9. Dish Tower | 14. Storage |
| 5. Apron Hooks | 10. Reach-in Refrigerator | 15. Dishwashing Station |



16. Teacher's Office

17. Piano

18. Busing Station

19. Cubbies

20. Flat-top Griddle

21. Desk

22. Library

23. Harvest Table

24. Oven

25. Apple Press

26. Recycling/Trash Cans

27. Visitor Bench

28. Cupboard

29. Altar

30. Custodial Closet

KITCHEN ORIENTATION



When students first arrive at the kitchen classroom, they usually want to begin cooking right away. Before this can happen, however, they must be introduced to the space. Our kitchen orientation includes a tour of the classroom and an introduction to “kitchen culture,” which includes our philosophy on food and community, basic safety and hygiene practices, and kitchen classroom rules. Students’ initial visit to the kitchen always includes orientation, writing a food memory, and having a seasonal snack from the garden.

Orientation begins with an explanation of our philosophy of the kitchen. Students learn that they will participate in a hands-on, group effort to make seasonal, organic dishes using produce from our garden. They learn that we prepare vegetarian foods not only because we are cooking from the garden, but also to ensure an inclusive experience. Then we discuss the practical side of the kitchen, like where to find a broom and dustpan. Students also need to know kitchen vocabulary, so we introduce them to terms such as Metro shelf, bussing station, and griddle. We have found that a call-and-response technique helps them remember terms well.

Students also learn about the following kitchen routines:

Getting ready As soon as students enter the classroom they stash their belongings in cubbies, wash their hands, put on aprons, and gather for the chefs’ meeting.

Working with table groups Classroom teachers assign students to three permanent groups, keeping harmony and diversity in mind.

Recycling We discuss the issue of waste and point out receptacles for recycling compost, glass, metal, paper, and plastic. We explain that the small red trashcan is a last resort for waste.

Using the cooking stations Each group is shown its own cooking station and equipment. Students learn how to use, clean, and store the tools at their stations.

Using the toolbox During orientation, terms from the toolbox are introduced and knife care and safety is demonstrated. We also display the more unusual items that make cooking fun, such as the garlic peeler, crinkle cutter, zester, and reamer.

Cleaning up “Clean as you go” is often a new concept for students. We remind them to finish one task before starting another, and to work collectively. We facilitate cleanup by using the job cards.

Knife Rules

- Get a cutting board before taking a knife from the toolbox.
- Carry knives by the handle, arms straight at your side.
- Knives stay at the table and are cleaned with damp cloths kept at the table.

Using the bussing station After eating, students take their dishes to a bussing station where bins for compost, cups, plates, and silverware organize the dishes for the crew working at the dishwasher.

Sharing the table Our time at the table is often the most meaningful part of the class. Here, students reflect on what they are grateful for and learn to politely pass food, wait until all are served before eating, and engage in group conversation.

After students have completed the kitchen orientation, they enjoy a seasonal snack from the garden such as tomatoes, green beans, apples, or figs.

FOOD MEMORIES

Each year during orientation, students write about food memories. This practice illuminates the vastly different ways food fits into our lives. It also teaches students that the kitchen is indeed a classroom where they can expect to write, debate, draw, do math, and learn new vocabulary.

Activity directions are written on laminated cards for repeated use. Several prompt cards, a worksheet, and plain and colored pencils are provided. Students are given 15 minutes to write and illustrate their memories. They can then share their work with the group.

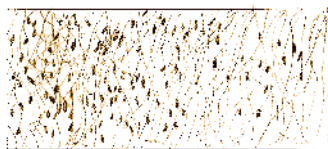
Food Memories

Describe a food memory. Include details about the following:

1. What was the occasion?
2. Who were the people there (if any)?
3. What was the season?
4. What did you eat?

Please be descriptive (colors, flavors, feelings).

NAME: _____ DATE: _____



It was the first day of school and I was in the garden. All around rose towering walls of bushes. Again and again, my hand went in and came out with a prize. A sweet, juicy, succulent prize. As I searched, they became more scarce. There were others on the prowl. I scanned again and again for any I had missed. I was a tiger, silent and deadly. I was the hunter, and they were my prey. It was raspberry season.

—Sierra



One Christmas Eve at my house, my dad said I should try some Nutella. At first I refused but then I decided to try it. And when I did, it was soooooo gooooooood! And it made me feel how lucky I am to be alive!

—Antoine

A TYPICAL CLASS PERIOD

In the early days of our kitchen classroom, students cooked from the limited yield of our garden: greens, root vegetables, and garlic. Today our garden flourishes throughout the year, producing a wide array of flowers, fruits, herbs, grains, vegetables, and even eggs. This bounty allows our kitchen staff to tailor countless lessons depending on factors such as the season, the grade level of the students, and the needs of classroom teachers. Our typical class period is based on a set of routines that provides students and teachers with both structure and room for flexibility.

Each kitchen class is 90 minutes long, and the food students prepare and eat together is in addition to that which they eat during lunch and the rest of the school day. Classes begin when students line up outside of the kitchen, knock at the door, and are greeted by the kitchen teachers. We ask them to calm down and show respect for the kitchen experience even before entering. Students then file into the classroom and prepare for the chefs' meeting.



The chefs' meeting is where students learn about the recipe or method that will make up the day's class. Every ingredient and technique is explained, and produce from our garden is highlighted. We also explain links to the classroom curriculum during the meeting. This is a great time for students to share prior knowledge and cultural connections to the food. We generally allow 10 to 15 minutes for chefs' meetings.

After the chefs' meeting, students break into groups and begin making the day's dish. A chef teacher, classroom teacher, or adult volunteer is assigned to each group. Each group works at its own pace and students clean as they go. They also taste as they cook, which ensures that everything prepared is delicious. We encourage conversation while food is being prepared. In particular, our community volunteers often spark amazing discussions with students as they work. We allow anywhere from 30 to 45 minutes for this step.



Next, students set the table with nice dishes and flowers from the garden. This step is crucial for creating an aesthetically pleasing and respectful place where students can gather and share more than food. Students learn table manners, the pleasure of serving others, and the calming effects of slowing down as they enjoy each other's company at the table. During winter, when there are not many flowers in the garden, students may use gourds, pumpkins, mortars and pestles, or other items to construct centerpieces for the table. Students may also fold napkins decoratively.

Once food is ready and the table is set, everyone takes time to share how they contributed to preparing the food on the table. If this doesn't happen naturally, we use question cards to facilitate conversation. Talking and eating generally takes about 20 minutes. We have noticed that some students love to linger here for as long as possible; for many of them, this is one of the few times they get to share a meal and conversation with others at a table.



After eating, everyone at the table chooses a cleanup job. This is a group activity. When students first come to the kitchen, they are often surprised at how quickly the cleanup process goes, and at how large tasks become manageable or even easy when everyone works together. We encourage students to help others when they have finished their own tasks. Cleanup usually takes about 10 minutes. Students using the dishwasher may need more time, but are usually happy to sing, laugh, or whistle while they work.

At the end of class, students gather around the largest table for a closing question. This question often asks for a reflection on the day's experience. The closing circle gives students one last opportunity to engage with peers in a meaningful way; each student is encouraged to voice his or her answer to the entire class. We also include teachers, volunteers, and passersby in the discussion to reinforce a welcoming and inclusive tone.

Defining and Organizing the Kitchen

ORGANIZING THE SPACE

A warm, clean, well-organized kitchen draws students in and encourages creativity. Below, we outline the key physical features of our space.

Organization of cooking stations Each cooking station has two burners, counter space, a cupboard, and a sink. Color-coded cutting boards are stored on the counter. We use white or green cutting boards for garlic and onions and blue cutting boards for all other fruits and vegetables. Each has a container holding metal, wooden, or plastic utensils. The utensils are kept separate for ease of use and organization. Every cooking station has the same set of simple cookware: one ten-inch cast-iron skillet, one two-quart saucepan, one five-quart saucepan, one cast-iron stovetop griddle, and one salad spinner.



Storage shelves and cupboards There are two large, open wooden cupboards for mortars and pestles, tortilla presses, and an assortment of colanders. Silverware and serving utensils are also kept on the shelves. Tablecloths, clean towels, and napkins are stored in one cupboard while the other is used for rice cookers, pasta makers, juicers, and extra measuring cups. Shelves are clearly labeled.

Metro shelving Two Metro shelves store extra utensils and tools used on a regular basis. Like tools are stored together. We separate smaller plastic and metal tools into bins. There are also separate crocks for tongs, spatulas, and strainers. A large assortment of stainless steel mixing bowls, stockpots, and water pitchers are also stored on the Metro shelves.

Dish tower The tower is a tall, wooden shelf where dishes are stored. We use enameled steel plates and platters for serving food and clear plastic cups for drinks.

Bussing station Students “bus” their eating utensils from the table to the dishwashing area. Here a large wooden table holds a compost bin for food scraps, and three tubs—one each for cups, plates, and silverware.

Altar We display food from the garden on the altar. The altar connects students to time and place, allowing them to share events that affect their lives through drawings, writings, and meaningful found objects. There is a small chalkboard on the altar with a welcome message and list of ingredients that will be used from our garden. Students who are eager to know what they will cook that day can look to the chalkboard for hints.

Harvest table Food from the garden, new books from our library, and any other items of current interest are displayed on the harvest table. A basket of freshly picked lemons in winter or fava beans in spring signals the change of season and sparks conversations about ways to use different ingredients.

Library The kitchen library is not just a repository for cookbooks; it can also be used to remind students of the world outside. We include reference books, books on food history, atlases, food literature, and picture books in our library. A set of Laura Ingalls Wilder's classic series *The Little House on the Prairie* serve as a testament to the work involved in growing, cooking, and preserving seasonal foods. Books by artist Andy Goldsworthy open students up to the idea of nature as a creative palette. If a student is having a difficult day or just needs some quiet time, we encourage him or her to take a break and appreciate the beauty of Andy Goldsworthy's work. Copies of Peter Menzel's *Hungry Planet* and *Material World* remind students about the diversity of living conditions in the world.

Work table toolboxes The toolbox is a wooden tray with compartments for basic kitchen tools. It serves as the centerpiece for each table and is instrumental in keeping groups working together. The toolbox is a great way to display equipment and keep it organized. Because items are readily accessible, students are less likely to roam and borrow. Instead, they practice being mindful of others as they wait to share tools such as the ever-popular crinkle cutter, used to cut vegetables into wavy shapes. Tools are color-coded with tape to ensure that each table's equipment remains separate. This fosters accountability among the groups. If a knife turns up in the sink, teachers know which group needs to be reminded of the rules regarding knives.

Items in the toolbox range from the practical to the whimsical and students discover how to handle each one. Students learn that a dull knife is more dangerous than a sharp one, a knife must be carried by the handle, with its blade pointing down, and that sharp knives are cleaned with damp towels at the table. Another tool students learn to use is the zester; most have never handled one before and are intrigued by the strands of peel it creates. They learn that tools such as the zester must be washed at the sink before being returned to the toolbox. They also learn to use the two-cup beakers in each toolbox to measure and compare with a variety of units.

The variety of items provided in the toolbox is key to the hands-on experience of the kitchen classroom. In keeping with this emphasis, one student is responsible for checking that each tool has been cleaned, organized, and accounted for at the end of every class.



Question cards Question cards are a set of provocative questions written on individually laminated cards. The goal of the cards is to generate a unified conversation at the table. Questions cover a wide array of topics that tap into students' hopes, dreams, and opinions. As they discuss the questions, students learn to debate, disagree, and expand their thinking by sharing ideas. This activity also gives every student at the table a chance to be heard.



To use the cards, students begin by selecting one from the stack. The question on the card is discussed with the whole table before food is served. Cards are basic enough in design that students can also use their imaginations to make up games with them, leading to impromptu debates and discussions.

Students' ideas for questions are incorporated whenever possible. We have even enlisted the help of students to develop a second set of cards. Students become attached to the fact that their questions will remain in the kitchen even after they have graduated from middle school.

SAMPLE QUESTIONS:

1. What is the scariest thing about becoming an adult?
2. What is something you want to learn that isn't taught in school?
3. If you could change anything about yourself, what would it be?
4. Why do you think people give up on their dreams?
5. If you could be famous, what would you be famous for?
6. If you could live anywhere, where would you live?
7. If you could bring back one person from the dead, who would it be?
8. What is the first step toward solving racism?
9. If your house was burning and you only had time to rescue three things, what would they be?
10. Why do you think you need to go to school?

KITCHEN RULES

Kitchen rules ensure that students stay safe and respectful of one another. The rules of our classroom are hand-written on card stock, laminated, and placed on the kitchen door and bulletin board. These rules are introduced during student orientation.

RULES

To have a wonderful time in the kitchen, please follow these simple rules:

- Gum is never allowed.
- Use respectful, appropriate language.
- Keep your hands to yourself.
- During the chef's meeting, only one voice is allowed at a time.
- Students demonstrating exceptional kindness, initiative, or leadership will receive a positive phone call home.

*I think cleaning up is
as important as eating.
Cleaning up is sort of
fun. And we can't just
leave it for the teachers,
because we made the
mess.*

—Mati

CLEANING UP

Cleanup cards are a set of laminated index cards, each listing a particular job. At the end of class, each student chooses a card and that task becomes his or her responsibility. Students have been known to mark popular jobs, such as using the restaurant-style dishwasher, by bending the corners of their cards. The jobs are as follows:



- Wash the pots, pans, and serving platters at your station. Clean out the sink. Make sure that there is no food in the drain.
- Empty the compost bin at your table. Wash it, dry it, and put it back on the table.
- Empty and wipe down your toolbox. Make sure all knives, tools, and other items are clean and in their proper places.
- Sweep under and around your table. Sweep piles into a dustpan and empty into the trash.
- Put all stools under the table. Shake out the tablecloth. Fold and put the tablecloth in the cupboard if clean or in the laundry if dirty.
- This is a wild card! Ask the teacher at your table where your help is needed most.
- Clean and organize the spice table.
- Wash and dry tables, the counter, and the cooking station.
- Remove all cutting boards from the rack. Wipe under the rack. Replace the boards. Put out a clean towel for the next class.
- Load dish racks, rinse dishes, and wash, dry, and put away all plates, cups, and silverware.
- Take the compost out to the pile in the garden. Rinse out the bucket and put a layer of dry straw in the bottom of the bucket.
- Make sure all aprons are hanging neatly on their hooks.

We add new elements to our kitchen frequently. At one point we added an upright piano to a corner of the room to inspire spontaneity and expression. It has become one of the most popular items in the kitchen. When cleanup is finished, the piano offers a new way for students to interact. It is amazing to see normally shy and unassuming students surrounded by appreciative classmates.







Recipes and Resources

We take many factors into account when choosing recipes to use with our students. We are guided, however, by the yield of our garden. By using garden produce in every lesson, we hope to instill in students the importance and pleasure of eating seasonally.

Another factor we consider is timing. Often the hardest part of lesson planning is making sure that everyone has meaningful work to do for an entire class period. Even large baskets of vegetables can be washed and prepped in a matter of minutes by a group of eager students. Therefore, we choose recipes that can keep students busy from the beginning to the end of a lesson.

We also consider that classroom teachers have varied approaches to using the kitchen. These distinct approaches have led to variations in the format of our recipes. Some have been developed to illuminate specific curriculum or reflect ingredients and methods referenced in textbooks. Others are linked to distinct cultures. Still other recipes support student understanding of seasonality and garden science.

In keeping with these multiple needs, our recipes are written for flexibility. They may be adapted from traditional recipes to avoid common allergens. Many provide basic formulas that can be adapted to create a variety of dishes. Ultimately these recipes—and our approach to using them—allow students go home and recreate what they have learned in class, and feel comfortable about making their own substitutions and additions.

When prepared as a snack, each recipe makes 10 to 12 tasting-sized portions. When prepared for a meal, each recipe serves 4 to 6 people.

Neolithic Fruit Salad

METHOD

Wash all fresh fruits in cold water. Core the apples and pear before slicing. Cut fruits in a variety of shapes to showcase their beauty; place in a large bowl. Add pomegranate seeds, dried cranberries, raisins, flax seeds, sunflower seeds, and dates; mix to combine. Add the sauce and toss gently.

To make the sauce, use a mortar and pestle, crushing the cranberries a few at a time to break the skins. Place the cranberries in a medium-sized bowl and add the orange juice; stir just to blend.

NOTES

Neolithic Fruit Salad, named for its use of Stone Age tools, incorporates fresh and dried fruits, seeds, and nuts, and is typically the first hands-on cooking lesson for sixth-grade students. It is perfect for orienting them to the kitchen and aligns with their classroom studies of early humans. Students can apply their knowledge of kitchen organization and use basic tools such as knives and cutting boards. This is also a wonderful introduction to the kitchen because students don't need to use the stove and work together at their tables for the entire class.

This is a simple recipe; what makes it special is the presentation. When introducing the ingredients, take time to admire their characteristics and beauty. Show how the pomegranates look like rubies, how the fuzzy kiwis reveal a starburst seed pattern when sliced, and how persimmons also contain a secret star when sliced through the equator. Take the opportunity to talk about how cranberries are grown and harvested, and point out the role that the little air pockets play when fields are flooded to gather the cranberries. Show how to peel clementines and oranges and how the fruit glistens when peeled with a knife. Encourage students to use creative shapes, cut with intention, and engage their senses to make a beautiful presentation. Use bowls and serving platters that will also enhance the beauty of the salad.

SEASONAL ADDITIONS

Generally, the Neolithic Fruit Salad lesson is taught in late fall or early winter, after students have spent some time in the garden. Many seasonal variations are possible, however.

Spring cherries, strawberries, and apricots.

INGREDIENTS FOR SALAD

3 apples
1 pear
2 persimmons
1 pound grapes
2 kiwi
3 clementines (or mandarins or oranges)
Seeds from 1 pomegranate
1/2 cup dried cranberries
1/2 cup raisins
2 tablespoons flax seeds
1/4 cup sunflower seeds
4 dates, pitted and chopped

INGREDIENTS FOR SAUCE

1 cup fresh cranberries
Juice of 1 orange



Neolithic Fruit Salad



3 apples

1 pear

2 persimmons

1 lb. grapes

2 kiwi

3 clementines

(or mandarins or oranges)



Seeds from 1 pomegranate

$\frac{1}{2}$ cup dried cranberries

$\frac{1}{2}$ cup raisins

2 T flax seeds

$\frac{1}{4}$ cup sunflower seeds

4 dates - pitted and chopped

Wash all fresh fruits in cold water. Core the apples and pear before slicing. Cut fruits in a variety of shapes to showcase their beauty; place in a large bowl. Add pomegranate seeds, dried cranberries, raisins, flax seeds, sunflower seeds and dates. Mix to combine. Add the sauce and toss gently.

Sauce

1 cup fresh cranberries

juice of 1 orange



Using the mortar and pestle, crush the cranberries a few at a time to break the skins. Place the cranberries in a medium sized bowl and add the orange juice, stir just to blend.

Summer strawberries, blueberries, raspberries, cherries (leave the stems on for fun), plums, peaches, nectarines, apricots, watermelon, cantaloupe, honeydew melon, and figs.

Fall apples, pomegranates, persimmons, grapes, pears, cranberries, and kiwis

Winter citrus such as kumquats, pomelos, oranges, grapefruit, and tangerines.

CURRICULUM LINKS

At this point, sixth-grade students are studying early humans. To illustrate how nomadic groups began to settle, have a student carry a mortar and pestle. This demonstrates the significance of carrying heavy stone tools. Also discuss how early humans foraged for food and used nuts and seeds as protein sources.

This recipe can also link to concepts of food preservation. To compare fresh versus preserved foods, point out to students the difference between grapes and raisins, or fresh and dried cranberries. Talk about different methods of preserving food, including drying. Ask students why foods are preserved.

Frittata

METHOD	INGREDIENTS
Preheat oven to 375°. Crack the eggs into a large mixing bowl and whisk just to blend. Set aside.	<i>8 to 10 eggs</i>
Wash and roughly chop the vegetables and herbs. Add 1/4 cup (half) the cheese, the water, and the salt and pepper to the eggs; stir to blend. In a large cast iron skillet, heat the olive oil over medium heat. Add the vegetables and herbs and cook until they are tender but not completely cooked. Pour the egg mixture over the vegetable and herbs; stir to blend. Heat until the eggs are half cooked. <i>Do not over-cook</i> , as the frittata will finish cooking in the oven.	<i>2 to 3 cups assorted fresh vegetables and herbs</i> <i>1/2 cup grated cheese</i> <i>2 tablespoons water</i> <i>1 1/2 teaspoons salt</i> <i>1/2 teaspoon fresh ground pepper</i> <i>2 tablespoons olive oil</i>

With the back of a spoon, smooth the top of the frittata and sprinkle with the remaining cheese. Transfer the skillet to the preheated oven and bake for about 15 minutes, or until the frittata is puffy and golden brown. Remove the frittata from the oven and let it cool for a few minutes before slicing into wedges, like a pie. The frittata can be served hot from the skillet or at room temperature.

NOTES

We are fortunate to receive a steady supply of nutritious eggs from the chickens in our garden. All of the food we make in our kitchen is vegetarian, so these eggs provide a useful source of protein. Not only are our eggs fresher than any we could buy commercially, but using them also provides students with valuable lessons about cycles of life and the responsibility of caring for animals. Many students think differently about eating animal products after working with the chickens in our garden and gathering their eggs for use by classmates.

POINTS TO SHARE WITH STUDENTS

- Frittata is good for breakfast, lunch, or dinner.
- This is a flexible recipe; once you know the method, you can easily make substitutions.
- Frittatas are a wonderful way to use leftovers.
- With salad and whole grain bread, this makes a complete, nutritious meal.
- Choose a cheese that compliments the flavors of your vegetables and herbs. Cheddar, jack, Swiss, and parmesan are all good choices.

SEASONAL ADDITIONS

Spring: spring onions, green garlic, peas, or spinach

Summer: zucchini, potatoes, garlic, parsley, basil, or tomatoes

Fall: corn off the cob, squashes and pumpkins, rosemary, or thyme

Winter: broccoli, greens (kale, chard, collards), garlic, marjoram, oregano, or lemon zest



Frittata



8-10 eggs

2-3 cups assorted fresh vegetables and herbs

1/2 cup grated cheese

2 tablespoons water

1 1/2 teaspoons salt

1/2 teaspoon fresh ground pepper

2 tablespoons olive oil



Preheat the oven to 375°. Crack the eggs into a large mixing bowl and whisk just to blend. Set aside.

Wash and roughly chop the vegetables and herbs. Add 1/4 cup (half) the cheese, the water, and the salt and pepper to the eggs, stir to blend.

In a large cast iron skillet, heat the olive oil over medium heat. Add

the vegetables and herbs and cook until they are tender but not completely cooked. Pour the egg mixture over the vegetables and herbs, stir to blend. Heat until the eggs are half cooked. Do Not Overcook

as the frittata will finish cooking in the oven. With the back of a spoon, smooth the top of the frittata and top with the remaining cheese. Transfer the skillet to the preheated oven and bake for about 15 minutes, until the frittata is puffy and golden brown. Remove the frittata from the oven and let it cool for a few minutes before slicing into wedges, like a pie.

I enjoy being in the kitchen. I have so much fun here! I wish I could learn even more recipes to cook at home. I wish I could come here every day of the week.

—Emily

Citrus Dressing

METHOD

In a medium-sized bowl, combine orange juice, rice vinegar, shallot, lemon peel and salt. Add the olive oil by pouring a thin stream, while whisking constantly. This dressing is best if made ahead to allow the flavors to develop.

Makes approximately 1 1/4 cups.

NOTES

Many students are wary of salad when they enter middle school, so it can be helpful to introduce them to flavorful dressings such as this one. Citrus dressing makes wonderful use of raw shallots, which are plentiful in early autumn.

INGREDIENTS

*1/2 cup fresh-squeezed orange juice
(blood oranges make a beautiful,
ruby colored dressing)*

1 tablespoon rice vinegar

1 small shallot, peeled and minced

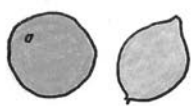
*1 inch strip of lemon peel – use a potato
peeler for this*

1 teaspoon salt

3/4 cup extra virgin olive oil

POINTS TO SHARE WITH STUDENTS

- Because we should eat a salad daily, we should know how to prepare a variety of dressings.
- Dressing can be as simple as a squeeze of lemon juice and a sprinkle of good salt.
- Add proteins to your salad by including garbanzo beans, hard-boiled eggs, tuna, or nuts.
- Include a variety of textures in your salad, such as sesame seeds, citrus segments, grated apple, or cooked potatoes.
- A good way to emulsify a dressing that has separated is to shake it up in a jar with a teaspoon or two of good mustard.



Citrus Dressing



$\frac{1}{2}$ cup fresh-squeezed orange juice, (use blood oranges for a beautiful ruby colored dressing.)

1 tablespoon rice vinegar

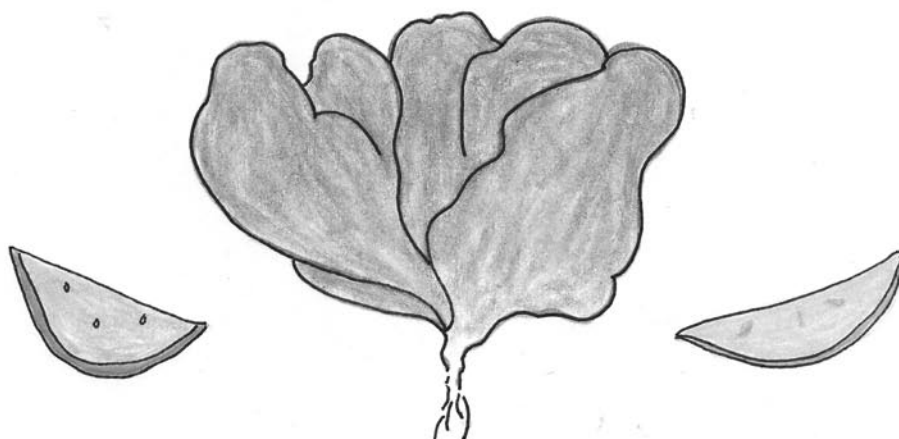
1 small shallot, peeled and minced

1 inch strip of lemon peel - use a potato peeler for this

1 teaspoon salt

$\frac{3}{4}$ cup extra virgin olive oil

In a medium sized bowl, combine orange juice, rice vinegar, shallot, lemon peel and salt. Add the olive oil by pouring in a thin stream, while whisking constantly. This dressing is best if made ahead to allow the flavors to develop. Makes approximately $1\frac{1}{4}$ cups.



Basic Vinaigrette

METHOD

Combine the vinegar, salt, pepper, and garlic in a medium-sized bowl. Add the olive oil by pouring in a slow trickle while whisking constantly. This will ensure that the dressing emulsifies, which creates an even flavor. If the dressing separates, whisk again or transfer to a small jar, tighten the lid, and shake vigorously. Makes approximately 1 1/2 cups.

NOTES

Basic vinaigrette may be the most versatile of all dressings. It works well not only on salads but as a marinade for lightly cooked vegetables.

SEASONAL ADDITIONS

Spring: sliced green garlic, chives, or fresh mint

Summer: minced basil, crushed tomato

Fall: toasted fennel seeds, pomegranate juice

Winter: mashed avocado, freshly-squeezed orange, lemon, or grapefruit juice

INGREDIENTS

1/4 cup vinegar (red wine, champagne, balsamic, cider, rice wine vinegar, or a combination)

1/2 teaspoon salt

1/4 teaspoon freshly ground pepper

1 small clove garlic, peeled and crushed

3/4 cup extra virgin olive oil

Basic Salad Dressing



$\frac{1}{4}$ cup vinegar

$\frac{1}{2}$ teaspoon salt

$\frac{1}{4}$ teaspoon pepper

1 small clove garlic - peeled & crushed

$\frac{3}{4}$ cup olive oil

Combine the vinegar, salt, pepper & garlic
in a small bowl. Whisk in olive oil S L O W L Y
by pouring it out in a small trickle while
whisking constantly.

Fresh herbs, mustard, shallot or a touch of honey can
also be added if you like.

Creamy Miso Dressing

METHOD

Combine the miso, toasted sesame oil and sugar in a small bowl. Gradually whisk in the milk. Add the ground sesame seeds, whisking well.

Makes approximately 1 cup.

To toast sesame seeds, put them in a dry, heavy-bottomed skillet over medium heat. Stir constantly until sesame seeds are shiny, fragrant and golden brown.

NOTES

This dressing is wonderful on a salad of simple mixed lettuces, steamed green beans, and cottage cheese, or as a dip for baby carrots, radishes and sugar snap peas. It is a heavier dressing, so it is also perfect for coleslaw or apple and carrot salad.

INGREDIENTS

2 to 3 tablespoons miso (red miso is especially nice for this recipe; use yellow miso for a milder flavor)

1 teaspoon toasted sesame oil

1/2 teaspoon sugar

1 cup milk (use half & half for a creamier dressing)

2 tablespoons sesame seeds, toasted and ground (a mortar and pestle works well for this)

Creamy Miso Dressing



2 to 3 tablespoons miso (red miso is especially nice for this recipe.
Use yellow miso for a milder flavor.)

1 teaspoon toasted sesame oil

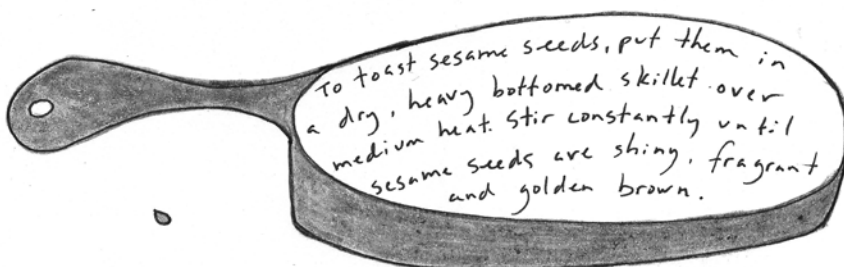
$\frac{1}{2}$ teaspoon sugar

1 cup milk (use half & half for a creamier dressing)

2 tablespoons sesame seeds, toasted and ground (a mortar and pestle works well for this)

Combine the miso, toasted sesame oil and sugar in a small bowl.

Gradually whisk in the milk. Add the ground sesame seeds, whisking well. Makes approximately one cup.



Edible Schoolyard N'dole (Greens Simmered in Coconut Milk)

METHOD

In a large, heavy-bottomed pot, heat 1/4 cup of the coconut milk (reserving the remaining) to a simmer. Add the onion, garlic, ginger, and chili flakes, and sauté for 3 minutes. Add the greens and remaining coconut milk, stirring to coat the greens. Cover and simmer until the greens are tender, approximately 10 minutes. Season with salt and pepper to taste. Serve with brown basmati rice.

NOTES

N'dole is wonderful served over brown rice; choose brown basmati rice for a deep nutty flavor and chewy texture. We use a peanut-free version of traditional African n'dole, as some students may be allergic to peanuts. Nevertheless, the creamy, slightly spicy sauce makes this a very appealing way to get students to love greens! One seventh-grade teacher even dubbed this “Rainy Day African Lunch” because, when served with brown rice and fried plantains, it is a perfect comfort food.

INGREDIENTS

1 14-ounce can coconut milk
1 medium onion, peeled and chopped
6 to 8 cloves garlic, peeled and minced
2 tablespoons fresh ginger, peeled and minced
1/2 teaspoon red chili flakes or more to taste
2 large bunches greens, washed, destemmed and torn into medium sized pieces (collard greens are especially good for this recipe)
Salt and pepper

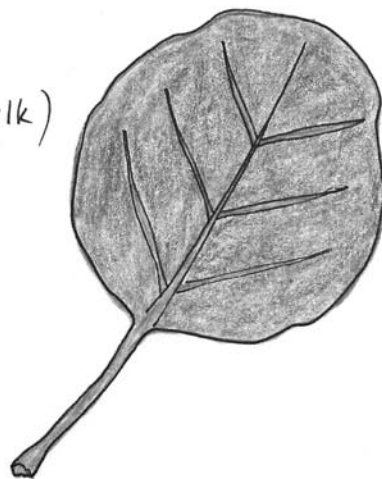
Cutting with Intention

During the chefs' meeting at the beginning of each class, we often demonstrate how to cut a fruit or vegetable properly for that day's recipe. We explain which knife would be best for the job and show students the size, shape, or method for cutting. “Cutting with intention” gets students to focus on the task and understand the relationship between action and outcome. To illustrate

this further, we act out cutting a stalk of celery with haphazard focus; the result is a piece of celery with many cuts, none of which actually go all the way through. Then we model a slower, deliberate method in which each piece is cleanly cut with one decisive stroke. We also explain to students that speed comes after mastering the motion of cutting.



Edible Schoodyard N'dole (Greens Simmered in Coconut Milk)



- 1 14 ounce can coconut milk
- 1 medium onion, peeled and chopped
- 6-8 cloves garlic, peeled and minced
- 2 tablespoons peeled and minced fresh ginger
- $\frac{1}{2}$ teaspoon red chili flakes or more to taste
- 2 large bunches greens, washed, destemmed and torn in to medium sized pieces. Collard greens are especially good for this recipe.
- salt and pepper



In a large, heavy bottomed pot, heat $\frac{1}{4}$ cup of the coconut milk, (reserving the remaining) to a simmer. Add the onion, garlic, ginger and chili flakes, and sauté for 3 minutes. Add the greens and remaining coconut milk, stirring to coat the greens. Cover and simmer until the greens are tender, approximately 10 minutes. Season with salt and pepper to taste. Serve with brown basmati rice.



Autumn Harvest Soup

METHOD

In a large stockpot, heat olive oil over medium heat. Add the leeks, carrots, celery and garlic, and sauté for 5 minutes. Add the pumpkin, squash, thyme, parsley, and vegetable stock, bring to a simmer and cook for 10–15 minutes or until the squash and pumpkin are tender. Add the bulgur, chard, and tomatoes, and simmer for another 10 minutes. Season with salt and freshly ground pepper. Serve to friends and family!

NOTES

Soup is the food of autumn, especially when it makes use of the abundant vegetable harvest. Make a double batch of this soup and freeze half for later.

POINTS TO SHARE WITH STUDENTS

- Fall is traditionally a time of bountiful harvest, when crops are picked and many are preserved for winter. Beans are dried, winter squashes are stored, basil is made into pesto, and tomatoes are dried or cooked into sauce and frozen or canned.
- When making soup remember to save peels, stems, seeds, and other scraps for stock (see recipe on the next page). Explain that scraps sometimes put into compost can be used instead to make stock.

INGREDIENTS

4 tablespoons olive oil

2 leeks, thinly sliced—white stalk only, save greens for stock

3 carrots, peeled and chopped – save peels for stock

3 ribs celery, chopped—save ends for stock

3 cloves garlic, peeled and minced – save peels for stock

3 cups pumpkin, peeled and cubed – save peels and pulp for stock

3 cups squash, cubed

5 sprigs thyme

3 tablespoons minced parsley leaves—save stems for stock

10 cups vegetable stock

3/4 cup bulgur soaked in water until tender, drained (approximately 20 minutes)

1 bunch chard

5 medium tomatoes - diced

Salt and fresh ground pepper



- 4 tablespoons olive oil
- 2 leeks, thinly sliced - white stalk only, save greens for stock
- 3 carrots, peeled and chopped - save peels for stock
- 3 ribs celery, chopped - save ends for stock
- 3 cloves garlic, peeled and minced - save peels for stock
- 3 cups pumpkin, peeled and cubed - save peels and pulp for stock
- 3 cups squash, cubed
- 5 sprigs thyme
- 3 tablespoons minced parsley leaves - save stems for stock
- 10 cups vegetable stock
- $\frac{3}{4}$ cup bulgur soaked in water until tender, drained (approximately 20 minutes)
- 1 bunch chard
- 5 medium tomatoes - diced
- salt and fresh ground pepper



In a large stock pot, heat olive oil over medium heat. Add the leeks, carrots, celery and garlic, and saute' for 5 minutes. Add the pumpkin, squash, thyme, parsley and vegetable stock, bring to a simmer and cook for 10-15 minutes or until the squash and pumpkin are tender. Add the bulgur, chard and tomatoes, and simmer for another 10 minutes. Season with salt and freshly ground pepper. Serve to friends and family!

Vegetable Stock

METHOD

Measure 2 gallons of cold water into a large stock pot. Wash, peel, and roughly chop the carrots, onions, and celery. Add 2 teaspoons of whole peppercorns. Bring to a boil over a medium-high flame. Turn down to a simmer for 30 minutes. Strain vegetable stock into a large plastic bucket and store in refrigerator.

INGREDIENTS

2 gallons cold water

2 carrots

2 onions

1/2 head of celery

2 teaspoons whole peppercorns

NOTES

The easiest way to add depth of flavor to any soup is to include a rich stock. Our recipe is for basic vegetable stock. While stock-making is associated with using peels and scraps of vegetables, remember that it is nevertheless best to start with quality ingredients. Add herb stems, leek tops, squash or pumpkin peel, pulp, and seeds. Cloves of garlic can be added whole, or toss in just the skins. Keep in mind that the very dominant flavor of brassicas strengthens when simmered, so unless you are making a broccoli or cabbage soup it is best to avoid adding them to the stock. Flavors emerge as the water comes to a boil, so always start with cold water over a low flame to get the most from your ingredients. After stock comes to a boil, turn it down to simmer.

Stock can be described as a “vegetable tea.” Have students taste both the stock and the cooked vegetables to discover for themselves where the flavor has settled. They can also identify plant parts as they determine which parts are for soup and which parts are for stock. The making of vegetable stock provides a perfect opportunity to illustrate two important concepts: interdependence and resourcefulness.

Interdependence and Resourcefulness

By having one class prepare stock for the next, we are able to use recipes which otherwise could not be completed during one class session. This process also allows us to build generosity, attachment/detachment, and community as we contribute to a meal for someone else. Students take enormous pride in doing this work.

When making stock, we often use scraps that would normally go into the compost bucket. Students can grasp the cycle of kitchen compost to garden beds, but most would balk at the notion of eating compost. The comparison of stock and compost is an apt one, however, as both involve extracting valuable elements of food to fortify something else.

Vegetable Stock:

- 2 gallons cold water
 - 2 carrots
 - 2 onions
 - 1/2 head of celery
 - 2 t whole peppercorns
-

Method: Measure 2 gallons of cold water into a large stock pot. Wash, peel and roughly chop the carrots, onions and celery. Add 2 t whole peppercorns. Bring to a boil over medium/high flame. Turn down to a simmer for 30 minutes. Strain vegetable stock into a large plastic bucket, and store in refrigerator.



Potato and Broccoli Empanadas

METHOD

To make the filling, steam the potatoes until tender (about 8 minutes). Sauté the onion and broccoli. Mix in the paprika, cumin, salt, and pepper.

To make the dough, sift the flour and salt into a large bowl. Stir in the butter and add enough water to form a soft dough. Knead the dough briefly, wrap it in plastic wrap, and leave it to rest for 30 minutes at room temperature.

To assemble, roll out the dough to 1/8-inch thick. Using a 5-inch saucer as a guide, cut out 16 rounds. Knead and re-roll any trimmings. Place 1 tablespoon of filling on each round, a little off center. Dampen the edges of each pastry with a little water and fold in half over the filling. Seal the edges by pressing them with the tines of a fork. Place empanadas on a sheet pan and bake at 425°F for 10–15 minutes.

INGREDIENTS FOR DOUGH

1 2/3 cups flour
1/2 teaspoon salt
7 tablespoons melted butter
2–2 1/2 tablespoons water

INGREDIENTS FOR FILLING

4 medium potatoes, peeled and cubed
1/2 red onion, peeled and minced
1 1/2 cups broccoli, chopped
1/2 teaspoon cumin seed
1/2 teaspoon paprika
Salt and pepper to taste

NOTES


Empanadas are great to make with students because they are so versatile. There are multiple jobs involved, from the rolling of the dough to the preparation of filling, and everyone must cooperate to create a delicious final product. The dough recipe here can easily be used with other fillings.

Reuse

We structure our kitchen lessons so that students are able to replicate their experiences at home. Showing them that objects can be reused demonstrates that it is possible to make recipes even without special tools.

When making empanadas, for example, bottles can be used in place of rolling pins and the lids of quart-sized yogurt containers can be used to cut circles in the dough.

Potato & Broccoli Empanadas

4 medium potatoes — peeled and
cubed: 

$\frac{1}{2}$ red onion — peeled and minced

$1\frac{1}{2}$ cups broccoli — chopped

$\frac{1}{2}$ teaspoon cumin seed

$\frac{1}{2}$ teaspoon paprika

salt + pepper to taste.

Steam the potatoes ~~for 8 minutes~~ till tender —
about 8 minutes. Sauté the onion and
broccoli — mix in the paprika, cumin, salt + pepper

Buttermilk Whole Grain Pancakes

METHOD

In a large bowl, combine the flours, sugar, baking powder, baking soda, and salt. Stir to mix. In another bowl, lightly beat the eggs, buttermilk, and melted butter. Add the liquid ingredients to the dry ingredients all at once, stirring just enough to blend. The batter should have a few lumps.

Heat griddle to 375°F and oil lightly. (You can also cook the pancakes in a cast-iron skillet or a nonstick pan.) Use a 1/4 cup ladle to portion batter onto the griddle, spacing them apart. When bubbles cover the surface of the pancakes and their undersides are lightly browned, turn the pancakes and cook for 2 minutes more. Serve with butter and maple syrup.

INGREDIENTS

3 cups white flour

1/2 cup buckwheat flour

1/2 cup amaranth flour

1/2 cup sugar

2 tablespoons baking powder

1 teaspoon baking soda

1 teaspoon salt

4 eggs

4 cups buttermilk

6 tablespoons melted butter

NOTES

The making of buttermilk pancakes without help from adults is a good challenge for sixth graders. This recipe can coincide with the Egypt walk in the garden, where classes grind and save grain that they helped to grow themselves.

Buttermilk Whole Grain Pancakes

3 cups white flour

1/2 cup buckwheat flour

1/2 cup amaranth flour

1/2 cup sugar

2 T baking powder

1 t. baking soda

1 t. salt

4 eggs

4 cups buttermilk

6 T melted butter



In a large bowl, combine the flours, sugar, baking powder, baking soda and salt. Stir to mix. In another bowl, lightly beat the eggs, buttermilk and melted butter. Add the liquid ingredients to the dry ingredients all at once, stirring just enough to blend. Your batter should have a few lumps.

Heat griddle to 375° and oil lightly. [You can also cook the pancakes in a cast iron skillet or a non-stick pan.] Use a 1/4 cup ladle to portion batter onto the griddle, spacing them apart. When the bubbles cover the surface of the pancakes and their undersides are lightly browned, turn the pancakes and cook for 2 minutes more. Serve with butter and maple syrup.

Onigiri

METHOD

Wash and cook the rice ahead of time; keep warm. With scissors, cut the nori into inch-wide strips. Prepare the fillings of your choice.

To form the triangles, wet your hands before handling the hot rice to prevent sticking. Measure 1/2 cup rice into your hand. Make an indentation in the rice and tuck one of the fillings into the center (about 1 tablespoon is good). Close your fingers around the rice and gently shape it into a triangle. Wrap each onigiri with a strip of nori. Dip in the furikake or dipping sauce.

NOTES

Given students' limited time in the kitchen, one would think that they would never want to repeat recipes. If there is one recipe that all students would love to try again, however, it is onigiri. This recipe is perfect for a short day, keeps everyone around the table, and is fun to eat. Onigiri is the equivalent of a sandwich in Japan and making onigiri is a unique way to have our students connect to their Japanese counterparts. We often use a variety of greens from our garden, such as bok choy, tatsoi, and even mustard greens. We also have served onigiri with salted plums.

This recipe can also set up a lesson about the cultural symbolism found in foods from around the world. Round onigiri are traditionally served at funerals, for example, whereas the pyramid or mountain shape is the traditional everyday shape. We often prepare the dipping sauce ahead of time so students can focus on making onigiri together at the table.

INGREDIENTS

5 cups hot, cooked short grain rice
4 sheets dried nori (seaweed)

POSSIBLE FILLINGS

2 cups sautéed greens such as bok choy, tatsoi or mustard greens OR umeboshi (pickled plums)

POSSIBLE ADDITIONS

5 tablespoons furikake (Japanese rice condiment)

Dipping sauce: equal parts soy sauce and rice vinegar

Making Multiples

Students especially love to eat treats that they have prepared themselves. They also love to work with their hands and derive much satisfaction from perfecting their

technique. Well-loved treats that allow students to practice making multiples include dolma, crepes, phyllo triangles, tortillas, empanadas, and potstickers.



Onigiri

for 8-10 triangles

Rice

5 cups hot, cooked short grain rice

4 sheets dried nori (seaweed)

Fillings: 2 cups sautéed greens such as bok choy, tatsoi or mustard greens

or

pickled plums (umeboshi)

Extra 5 tablespoon Furikake

Dipping sauce: equal parts soy sauce and rice vinegar

Wash and cook the rice ahead - keep warm. With scissors cut the nori in to 1 inch wide strips. Prepare the fillings of your choice. To form the triangles: Wet hands before handling the hot rice to prevent sticking. Measure $\frac{1}{2}$ cup rice into your hand. Make an indentation in the rice and tuck in one of the fillings - about 1 tablespoon is good. Close your fingers around the rice and gently shape in to a triangle. Wrap each onigiri with a strip of nori. Can be dipped in the furikake or dipping sauce.

1-2-3 Butter

METHOD

Put 3/4 cup whipping cream in a container with a tightly fitting lid.

Shake and shake and shake and shake! It starts out easy, then gets hard to shake, and then separates into a lump of butter and buttermilk. Pour off the buttermilk and drink it—delicious!

Keep shaking until the butter comes together in a lump. With clean, cool hands squeeze out any buttermilk. If you like you can add a tiny pinch of salt.

Be sure to put a few rubber bands around the jar for gripping because the jar can get slippery. You will know that you have butter when the milk has been separated from the solid. Rinse the butter in cold water to get rid of remaining “buttermilk;” this prevents the butter from going rancid.

INGREDIENTS

3/4 cup whipping cream

NOTES



Nothing could be simpler than fresh butter. Before we got our butter churn, we used sterilized quart jars to make butter; glass jars allowed students to observe how cream changed during the butter-making process.

There are endless possibilities for flavoring butter. Tasty additions include garlic, nasturtiums, honey, herbs, lemon zest, or simply salt.

We encourage students to taste the “buttermilk” that separates out and note its change in color. We also like to point out to students that the rinsing technique has traditionally been used to keep butter fresh for longer—not that we ever have that problem, of course, as freshly-churned butter is always gone in a day.

Making Instead of Buying

It's particularly satisfying to teach students to prepare food that they would normally only buy. Along those lines, we have used recipes for mayonnaise, aioli, butter,

tortillas, and salad dressing with students. Students are amazed to learn how simple some of these items are to make.

1 → 2 → 3 Butter!

- ① Put $\frac{3}{4}$ cup whipping cream in a container with a tightly fitting lid
- ② Shake and shake and shake and shake! It starts out easy - gets hard to shake and then separates into a lump of butter and buttermilk. Pour off the buttermilk & drink it - delicious!
- ③ Keep shaking until the butter come together in a lump. With clean, cool hands squeeze out any buttermilk. If you like you can add a tiny pinch of salt!

Tortillas

METHOD

Place masa in a large mixing bowl and slowly add warm water to it. Use one hand to mix and keep one hand clean for adding more water as needed. Mix and knead until the masa forms a dough that is soft and smooth, but not sticky. If dough is too sticky, simply add a little more masa. Shape dough into ping pong ball-sized rounds. Flatten in a tortilla press between plastic wrap or wax paper. Cook tortillas on a hot griddle for 1–2 minutes per side. Stack tortillas and cover with a towel to keep warm.

INGREDIENTS

2 cups masa

Approximately 2 cups warm water

NOTES

Making tortillas encourages Latino students to share their cultural background and, for some, their kitchen expertise. We are fortunate in the Bay Area to have many Mexican markets from which we can purchase prepared corn flour for making masa.

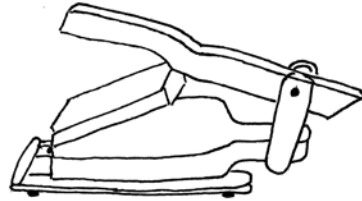
You will need tortilla presses to shape the tortillas. Although metal ones are available, the wooden ones are heavier, easier to use, and more beautiful.

Tortillas

Ingredients:

2 cups masa

Approximately 2 cups warm water



Place masa in a large mixing bowl and slowly add warm water to masa. Use one hand to mix and keep one hand clean for adding more water as needed. Mix and knead until the masa forms a dough that is soft and smooth, but not sticky. If dough is too sticky, simply add a little more masa. Shape dough into ping pong ball sized rounds. Flatten in a tortilla press between plastic wrap or wax paper. Cook tortillas on both sides on a hot griddle for 1-2 minutes per side. Stack tortillas and cover with a towel to keep warm.

Aioli

METHOD

Grind the garlic and salt into a paste using a mortar and pestle. In a medium-sized mixing bowl, combine the egg yolk and half the lemon juice. Whisking constantly, add the oil in a tiny stream. Add the garlic, remaining lemon juice, and salt to taste.

NOTES

We originally used this recipe with French classes coming to the kitchen. It has since morphed into a wonderful opportunity to discuss healthy choices and portions, as mayonnaise is a part of many students' diets. There is no better way to demonstrate why we only use a little mayonnaise; once students realize what is in it, they naturally only want to use a bit at a time.

INGREDIENTS

1 tablespoon minced garlic

1 teaspoon salt

2 egg yolks

3–4 tablespoons lemon juice

1 1/2–2 cups mild olive oil

Aioli



1 tablespoon minced garlic

1 teaspoon salt

2 egg yolks

3-4 tablespoons lemon juice

$1\frac{1}{2}$ - 2 cups mild olive oil



Grind the garlic + salt in to a paste using a mortar and pestle. In a medium

mixing bowl combine the egg yolk and half the lemon juice. Whisking constantly, add the olive oil in a tiny stream. Add the garlic, remaining lemon juice and salt to taste.

Chapati

METHOD

Measure and mix ingredients in a small bowl. Shape into small rounds. Flatten and cook on griddle or in a cast-iron skillet. Remove from heat, brush with ghee, sprinkle with salt, and enjoy.

NOTES

For such a simple recipe, making chapati sparks a wide array of lessons. The main ingredient—whole wheat flour—allows us to discuss the concept of wholeness, which is so central to Indian culture. We often set up grain grinders so that students can grind wheat berries into flour, as it is important for them to examine what we mean when we say “whole” wheat. As students grind grains, they also learn to value the work that goes into preparing staples such as flatbreads.

Ghee gives students the opportunity to learn about separating butter into two types of fat. Students also learn that in India, ghee has multiple uses—it can be used as a hair or skin conditioner, for example, as fuel for lamps, or to anoint statues in religious ceremonies.

For this recipe, each student measures enough ingredients to make a small bowl of dough. This allows each student to mix dough with his or her hands, learning about different levels of moisture in the flour as they add more or less water than the recipe suggests. We also show how to use the dough to wipe the bowl clean so that no food is wasted. This demonstrates that food is precious and we have much to learn from cultures in which people have limited access to food.

INGREDIENTS

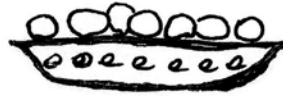
1/3 cup whole wheat flour

3 tablespoons water

1 teaspoon ghee (clarified butter)

2 shakes or small pinches of salt

Chapati



$\frac{1}{3}$ cup whole wheat flour

3 tablespoons water

1 teaspoon ghee (clarified butter)

2 shakes or small pinches of salt

Measure and mix ingredients in a small bowl. Shape into small rounds.

Flatten and cook on griddle or in a cast iron skillet. Brush with ghee, sprinkle with salt and enjoy.

Baklava

METHOD

Preheat the oven to 350°F. Cut the phyllo sheets into 3- by 12-inch strips. Phyllo will quickly become dry and brittle if left uncovered. To prevent the strips from drying out, wrap them securely in plastic.

Combine the nuts, honey and cinnamon. Mix to blend and set aside.

To assemble, place 2 strips of phyllo dough side by side on a dry, flat surface. Brush 1 strip with butter, top with the second strip, and brush with butter. Place 1 tablespoon honey nut mixture at the base of the buttered strips of phyllo dough and fold the dough over the filling, forming a triangle, and continue folding, as if you were folding a flag. Another idea is to roll the strips up to form small logs. Place on a baking sheet and brush tops lightly with butter. Repeat process. Bake in the preheated oven for 10 minutes, or until golden brown. Let the baklava cool for a few minutes, and serve with fresh mint tea.

INGREDIENTS

8 ounces phyllo dough sheets

*2 cups walnuts and/or pistachio nuts,
finely chopped*

2 tablespoons honey

1/2 teaspoon cinnamon (optional)

1/3 cup melted butter

NOTES

This is a recipe that requires students to make multiple pieces. By the time they fold up their fifth or sixth piece, they are pros at working with the delicate dough. We always talk to students about the history of baklava and how people made the dough by working in teams around a large table.

Baklava



Ingredients:

- 8 ounces phyllo dough sheets
- 2 cups walnuts and/or pistachio nuts, finely chopped
- 2 tablespoons honey
- $\frac{1}{2}$ teaspoon cinnamon (optional)
- $\frac{1}{3}$ cup melted butter

Preheat oven to 350° . Cut the phyllo sheets into 3-inch by 12-inch strips. Phyllo will become dry and brittle if left uncovered. To prevent the strips from drying out, wrap them securely in plastic.

Combine the nuts, honey and cinnamon. Mix to blend and set aside.

To assemble, place 2 strips of phyllo dough side by side on a dry, flat surface. Brush 1 strip with butter, top with the second strip and brush with butter. Place 1 tablespoon honey nut mixture at the base of the buttered strips of phyllo dough and fold the dough over the filling, forming a triangle, and continue folding as if you were folding a flag. Another idea is to roll the strips and filling up to form small logs. Place on a baking sheet and brush tops lightly with butter. Repeat process. Bake in the preheated oven for 10 minutes, or until golden brown. Let the baklava cool for a few minutes, and serve with fresh mint tea.

Cucumber and Lime Cooler

METHOD

Measure the water into a pitcher. Add the sugar and stir until it is dissolved. Juice the limes and add the juice to the pitcher. Wash and grate the cucumber. (Leave the peel on if using an English cucumber.) Add the grated cucumber to the pitcher and stir well to mix. Serve in tall glasses over ice.

INGREDIENTS

8 cups water

Sugar

12 limes

1 cucumber

NOTES

As this recipe demonstrates, there are many ways to eat vegetables. This cooler is very refreshing on a hot day and looks especially beautiful in a glass pitcher. To get the most juice from the limes, roll them back and forth on the table under the palms of your hands, until they are soft.



Cucumber & Lime Cooler

12 limes

$\frac{3}{4}$ cup sugar

1 cucumber

8 cups water

Measure eight cups of water into a pitcher.

Add the sugar and stir until it is dissolved.

Add the juice of 12 limes. Wash and grate one

cucumber. (You can leave the peel on if it's an

english cucumber.) Add grated cucumber to the

pitcher and stir well to mix. Serve in a

tall glass over ice.

Potato Smash with Kale

METHOD

Heat the olive oil in a large skillet and add the minced garlic, stirring quickly. Add the kale right away and cook until tender, stirring occasionally, about 10 minutes. Meanwhile, while they are still warm, smash the cooked potatoes in a ricer (or mash with a potato masher) and put into a large bowl. Add in the milk, salt, and pepper. Mix well. Add the kale, stirring to combine.

NOTES

This is a healthier version of mashed potatoes. The potato skins add flavor as well as fiber and potassium. Substitute sweet potatoes for a beautiful variation.

INGREDIENTS

3 tablespoons olive oil

6–8 cloves garlic, peeled and minced

3 bunches kale, washed, stems removed, leaves coarsely chopped

4 pounds potatoes, boiled whole until tender (leave the skins on!)

2/3 cup milk

Salt and pepper to taste



Potato Smash with Kale

3 tablespoons olive oil

6-8 cloves garlic - peeled and minced

3 bunches kale - washed, stems removed, leaves coarsely chopped

4 pounds potatoes - boiled whole till tender - leave the skins on!

$\frac{2}{3}$ cup milk

salt and pepper to taste

Heat the olive oil in a large skillet and add the minced garlic stirring quickly. Add the kale right away and cook till tender (about 10 minutes) stirring occasionally. Meanwhile, when still warm, smash the cooked potatoes in a ricer (or mash with a potato masher) and put into a large bowl. Add in the milk, salt and pepper. Mix well. Add the kale, stirring to combine.

Red Bean Stew

METHOD

In a medium-sized stock pot, heat olive oil over medium heat. Add the onion, carrots, garlic, bay leaf, thyme, pepper flakes, coriander, and cumin seeds, and sauté for 5 minutes. Add the red beans, tomato sauce, greens, and vegetable stock. Bring to a simmer and cook for 10 to 15 minutes. Add salt and pepper to taste, and serve!

NOTES

In the winter, we raid our larder for dried beans, coriander (saved from our cilantro plants), and garlic. This stew is savory, filling, and delicious when served with crusty bread.

INGREDIENTS

1/4 cup olive oil
2 yellow onions, peeled and chopped
5 carrots, peeled and chopped
3 cloves garlic, peeled and minced
1 bay leaf
4 sprigs fresh thyme
1/2 teaspoon red pepper flakes
1/2 teaspoon coriander
1/2 teaspoon cumin seeds
2 cups cooked red beans
2 cups tomato sauce
2 bunches assorted greens, washed, destemmed and roughly chopped
10 cups vegetable stock

Red Bean Stew

$\frac{1}{4}$ cup olive oil

2 yellow onions, peeled and chopped

5 carrots, peeled and chopped

3 cloves garlic, peeled and minced

1 bay leaf

4 sprigs fresh thyme

$\frac{1}{2}$ teaspoon red pepper flakes

$\frac{1}{2}$ teaspoon coriander

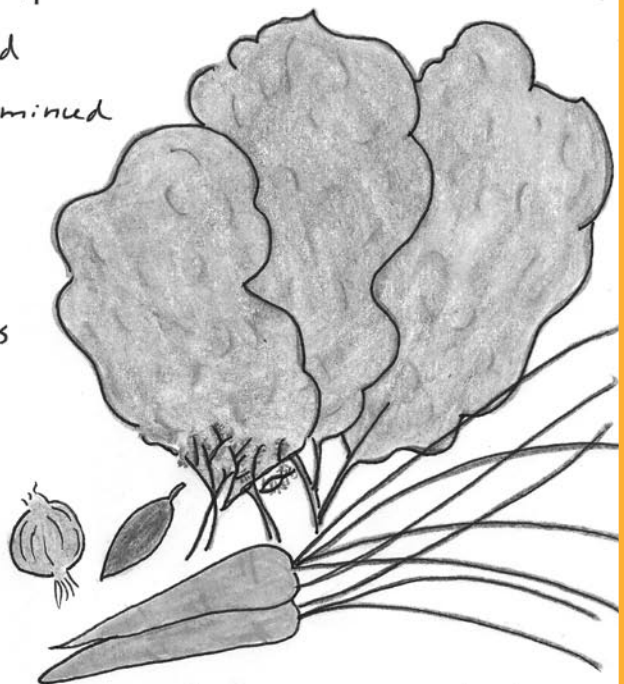
$\frac{1}{2}$ teaspoon cumin seeds

2 cups cooked red beans

2 cups tomato sauce

2 bunches assorted greens, washed, destemmed and roughly chopped

10 cups vegetable stock



In a medium sized stock pot, heat olive oil over medium heat. Add the onion, carrots, garlic, bay leaf, thyme, pepper flakes, coriander and cumin seeds, and sauté for 5 minutes. Add the red beans, tomato sauce, greens and vegetable stock. Bring to a simmer and cook for 10-15 minutes. Add salt and pepper to taste and serve!

Pumpkin Curry

METHOD

Heat the olive oil in a large pot and add the pumpkin, onion, greens, and curry mixture. Sauté for 10 minutes until pumpkin is tender. Add the garbanzos, coconut milk, vegetable stock, salt, and pepper. Simmer for 5 minutes. Serve.

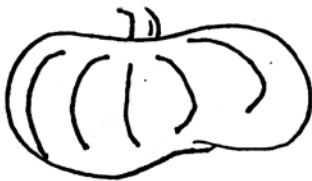
NOTES

Expand students' horizons with this simple curry by teaching them that pumpkins are good for more than just carving. Explain that deep green and orange vegetables are among the healthiest; kale and pumpkin provide a nice change from the usual broccoli and carrots. Be sure to save the pumpkin seeds; toss them with a bit of olive oil and salt and roast them on a sheet pan at 350°F until golden brown.

INGREDIENTS

2 tablespoons olive oil
2–3 cups pumpkin, peeled and diced
1 onion, peeled and diced
1 bunch greens, washed and roughly chopped
2 tablespoons curry spice mixture
2 cups cooked garbanzo beans
2 cups coconut milk
6–8 cups vegetable stock
Salt and pepper to taste

PUMPKIN
.....



CURRY
.....

- 2 tablespoons olive oil
- 2-3 cups pumpkin - peeled + diced
- 1 onion - peeled + diced
- 1 bunch greens - washed + roughly chopped
- 2 tablespoons curry spice mixture
- 2 cups cooked garbanzo beans
- 2 cups coconut milk
- 6-8 cups vegetable stock
- salt + pepper to taste



Heat olive oil in a large pot and add the pumpkin, onion, greens and curry mixture. Sauté 10 minutes till pumpkin is tender. Add the garbanzos, coconut milk, vegetable stock, salt + pepper. Simmer 5 minutes. Serve!

Vegetable Fried Rice

METHOD

In a large, heavy-bottomed skillet, heat the olive oil over medium heat. Add the garlic and ginger; cook for 30 seconds. Add all of the vegetables and cook for about 5 minutes until done but still a little crisp. Add the rice and sesame oil, stir to combine. When the rice is hot, add the eggs and soy sauce, cooking until the eggs are dry. Season with salt and pepper.

NOTES

Students need to be taught to use leftovers, so as not to waste good food. This recipe provides a perfect opportunity to reinforce this concept, since making fried rice is a great way to use rice left over from the previous day.

This is one of the most popular recipes at the Edible Schoolyard because of all of the fun jobs involved: mincing with a chef knife, cracking and whisking eggs, and lots of chopping. Fried rice makes a great breakfast, lunch, or dinner and allows for fun practice using chopsticks.

INGREDIENTS

3 tablespoons olive oil

4 cloves garlic, peeled and minced

1 tablespoon fresh ginger, peeled and minced

5 cups assorted vegetables, washed and chopped (bok choy, tatsoi, carrots, chard, scallions, celery, peas, squash)

5 cups COLD cooked rice

2 teaspoons toasted sesame oil

5 eggs, lightly beaten

¼ cup soy sauce

Salt and pepper

Vegetable Fried Rice

3 tablespoons olive oil

4 cloves garlic, peeled and minced

1 tablespoon peeled and minced fresh ginger

5 cups assorted vegetables, washed and chopped (bok choy, tat soi, carrots, chard, scallions, celery, peas, squash)

5 cups COLD cooked rice

2 teaspoons smoked sesame oil

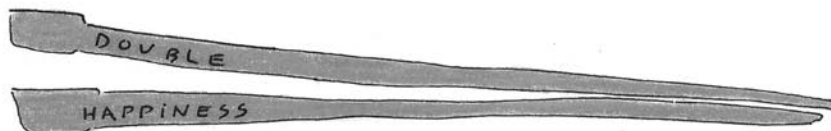
5 eggs, lightly beaten

1/4 cup soy sauce

salt and pepper



In a large, heavy bottomed skillet, heat the olive oil over medium heat. Add the garlic and ginger; cook for 30 seconds. Add all of the vegetables and cook for about 5 minutes until done but still a little crisp. Add the rice and sesame oil, stir to combine. When the rice is hot, add the eggs and soy sauce, cooking until the eggs are dry. Season with salt and pepper.



Bread Salad

METHOD

Preheat the oven to 350°F. Tear the bread into crouton-sized pieces and bake on a sheet pan until crisp but not browned, about 8 minutes. In a large bowl, combine the olive oil, lemon juice, salt, pepper, and garlic. Whisk well to mix. Add the parsley, mint, cucumber, tomatoes, bell pepper, and scallions. Mix well. Add the toasted bread and mix again. Taste to check seasoning. Add more lemon juice, salt, or pepper as needed.

NOTES

This recipe demonstrates another way we can prepare leftover foods—in this case, stale bread—in a delicious way. It also allows for interpretation and flexibility; for example, other ingredients that would go well here include basil, zucchini, summer squash, or blanched green beans. For a Middle Eastern touch, substitute 6 loaves of pita bread for the rustic bread.

INGREDIENTS

1/2 loaf unsliced rustic bread
1/2 cup olive oil
3 tablespoons lemon juice
1 teaspoon salt
1/2 teaspoon freshly ground pepper
1 clove garlic, crushed
1/3 cup parsley, chopped
1/3 cup mint leaves, chopped
4 cucumbers, peeled and diced
6 tomatoes, diced
1 bell pepper, diced
4 scallions, sliced

Bread Salad!

$\frac{1}{2}$ loaf unsliced, rustic bread

$\frac{1}{2}$ cup olive oil

3 tablespoons lemon juice

1 teaspoon salt

$\frac{1}{2}$ teaspoon freshly ground pepper

1 clove garlic - crushed

$\frac{1}{3}$ cup chopped parsley

$\frac{1}{3}$ cup chopped mint leaves

4 cucumbers - peeled + diced

6 tomatoes - diced

1 bell pepper - diced

4 scallions - sliced

Preheat oven to 350°. Tear bread in to croton sized pieces and bake on a sheet pan till crisp but not browned - about 8 minutes.

In a large bowl combine the olive oil, lemon juice, salt, pepper and garlic, whisking well to mix. Add the parsley, mint, cucumber, tomatoes, bell pepper and scallions. Mix well. Add the toasted bread and mix again. Taste to check seasoning. Add more

• lemon juice, salt or pepper as needed.

Spring Vegetable Ragout

METHOD

Shell the peas and fava beans. In a large skillet, heat the olive oil over medium heat. Add the onion, carrots, fava beans, thyme, mint and parsley, and sauté for about 5 minutes. Add the water and peas, bring to a simmer and cook for 2 to 3 minutes more. Season with salt and pepper to taste. And don't forget, 5 peas in a pod is good luck!

To shell fava beans, bring a quart of water to a boil in a medium-sized saucepan. Take the fava beans out of their pods, drop them into the boiling water and cook for one minute. Drain the beans and put them into a bowl of icy water (2 cups). When they are cool, slip the beans out of their outer skins.

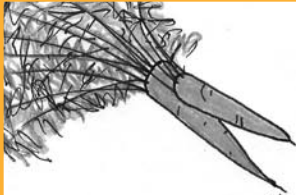
INGREDIENTS

1 pound peas in their pods
3 pounds fava beans in their pods
3 tablespoons olive oil
3 spring onions, cleaned and chopped
6 baby carrots, cleaned and chopped
1 tablespoon thyme, chopped
1 tablespoon mint leaves, chopped
1 tablespoon parsley, chopped
1 cup water
Salt and pepper

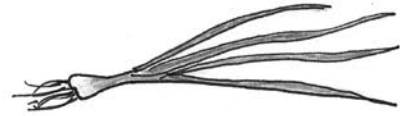
NOTES

The benefits of eating seasonally are many. Not only does eating seasonally allow students to taste foods at peak flavor, but it reminds them that not all things are available all of the time.

Though this particular recipe is simple, it does involve much shelling of peas and fava beans. This provides the timeless experience of shared work and conversation.



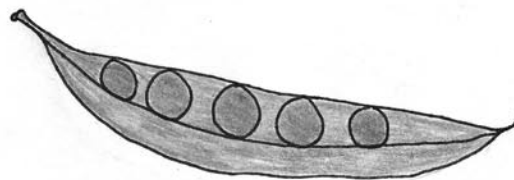
Spring Vegetable Ragout



- 1 pound peas in their pods
- 3 pounds fava beans in their pods
- 3 tablespoons olive oil
- 3 spring onions, cleaned and chopped
- 6 baby carrots, cleaned and chopped

- 1 tablespoon thyme, chopped
- 1 tablespoon mint leaves, chopped
- 1 tablespoon parsley, chopped
- 1 cup water
- salt and pepper

Shell the peas and fava beans.* In a large skillet, heat the olive oil over medium heat. Add the onion, carrots, fava beans, thyme, mint and parsley, and sauté for about 5 minutes. Add the water and the peas, bring to a simmer and cook for 2 to 3 minutes more. Season with salt and pepper to taste. And don't forget, five peas in a pod is good luck!



* Shelling fava beans:

In a medium sized saucepan, bring one quart of water to a boil. Take the fava beans out of their pods, drop them into boiling water and cook for one minute. Drain the beans and put them into a bowl of icy water, (2 cups). When they are cool, slip the beans out of their outer skins

Carrot and Raisin Salad

METHOD

This is so easy! Wash and peel the carrots. Grate the carrots into a large mixing bowl. Add the raisins and mix well. Enjoy just like this or with a basic vinaigrette

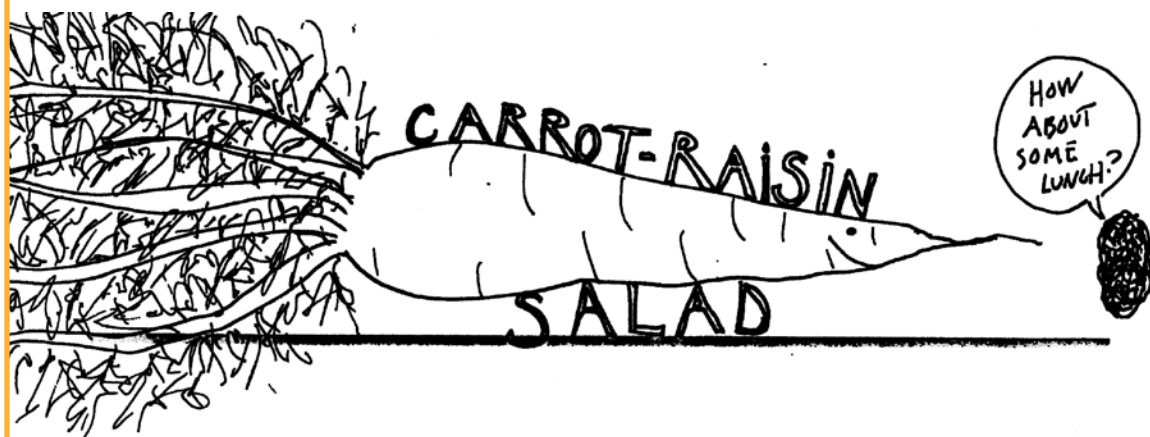
INGREDIENTS

10 carrots

1 cup raisins

NOTES

The simple, unadorned flavors of this salad appeal to students and encourage them to enjoy vegetables and fruits without dressing or sauce. Even children as young as 4 years old can make it on their own, allowing them to feel the accomplishment of contributing to a meal.



This is so easy! Wash and peel 10
carrots. Grate the carrots in to a
large mixing bowl. Add 1 cup
of raisins and mix well. You
can eat it just like this or
with poppy seed dressing

Mango Lassi

METHOD

Combine the yogurt, milk, rose water, mango, and sugar in a blender and blend on low until frothy. Serve in a glass over ice. Sprinkle minced pistachios on top.

NOTES

This is one of the few recipes we make with students that requires a blender. If you are making the rose water, this is also a great time to talk about the use of pesticide. Students marvel at the fragrance of the petals when peeling them from the stem and as they steep in the hot water. Students are also surprised to find that the combination of salty, crunchy pistachios complements the sweetness of the mango and sugar.

INGREDIENTS

2 cups plain yogurt

1 cup milk

*1 cup rose water**

1 cup mango, peeled and mashed

1 tablespoon sugar

2 teaspoons pistachios, minced

Ice

* To make rose water, boil 1 cup water. Put 5 rose petals in a small bowl. Pour boiling water over petals and steep for 5 minutes. Remove and compost the rose petals.

Mango Lassi

Serves 2

2 cups plain yogurt

1 cup milk

1 cup rose water *



1 cup mango - peeled and mashed

1 tablespoon sugar

2 teaspoons minced pistachios



ice

* To make rose water boil 1 cup water. Put 5 rose petals in a small bowl. Pour boiling water over petals and steep for 5 minutes. Remove and compost the rose petals.

Combine the yogurt, milk, rosewater, mango and sugar in a blender and blend on low till frothy.

Serve in a glass over ice. Sprinkle minced pistachios on top.

Afghan Fava Bean Spread

METHOD

To make the zahtar, combine all ingredients in a mortar and pestle, and grind to blend. This will smell sensational!

In a medium-sized saucepan, bring the water to a boil. Take the fava beans out of their pods. Drop them in the boiling water and cook for 1 minute. Drain the fava beans and put them into the bowl of icy cold water. When they are cool, slip the beans out of their outer skins and set aside.

In a medium-sized saucepan, heat the olive oil over medium heat. Add the fava beans and sauté for 8 to 10 minutes. Add the garlic and cook for another 3 minutes.

When the beans are soft and tender, remove from heat—add the zahtar and mash to a paste with a fork. Spread on warm pita bread and enjoy.

NOTES

Fava beans are a crop that we grow to replace nutrients in the soil, but they are also a delicious beginning to the spring harvest. The lengthy task of shelling them is great for a group of enthusiastic students. Toasting the sesame seeds before grinding them in the zahtar highlights how dry-toasting seeds and nuts can create another layer of flavor.

INGREDIENTS FOR SPREAD

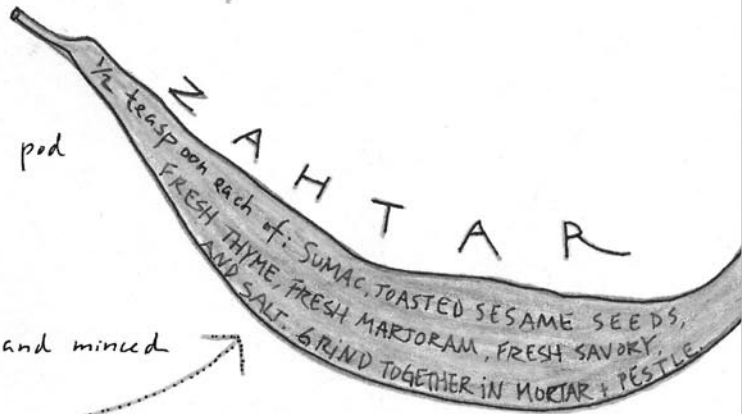
1 quart water
4 pounds fava beans in the pod
2 cups icy cold water
3 tablespoons olive oil
2 cloves garlic, peeled and minced
1 tablespoon zahtar

INGREDIENTS FOR ZAHTAR

1/2 teaspoon sumac
1/2 teaspoon toasted sesame seeds
1/2 teaspoon fresh thyme
1/2 teaspoon fresh marjoram
1/2 teaspoon savory
1/2 teaspoon salt

Afghan Fava Bean Spread

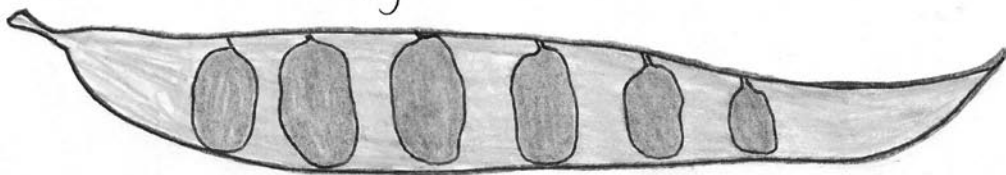
- 1 quart water
- 4 pounds fava beans in the pod
- 2 cups icy cold water
- 3 tablespoons olive oil
- 2 cloves garlic, peeled and minced
- 1 tablespoon zahtar



In a medium sized saucepan, bring the water to a boil. Take the fava beans out of their pods. Drop them in the boiling water and cook for one minute. Drain the fava beans and put them into the bowl of icy cold water. When they are cooled, slip the beans out of their outer skins and set aside.

In a medium sized saucepan, heat the olive oil over medium heat. Add the fava beans and saute' for 8-10 minutes. Add the garlic and cook for another 3 minutes.

When the beans are soft and tender, remove from heat - add the zahtar and mash to a paste with a fork. Spread on warm pita bread and enjoy.



Cold Chinese Noodle Salad with Toasted Garlic

METHOD

To prepare the dressing, mix all ingredients in a small bowl and set aside.

To make the salad, cook the noodles in a large pot of boiling water. When they are tender, drain and rinse the noodles with cold water and then set them aside in a mixing bowl. Heat the olive oil on medium in a small saucepan. Add garlic, keeping a close watch, and remove from heat when golden to light brown. Wash, prepare, and add carrots, radishes, sugar snap peas, lettuce, ginger, and cilantro to the noodles. Add garlic oil and sesame soy dressing. Toss well and serve with chopped peanuts sprinkled on top.

NOTES

This is a universally adored recipe. Students can be wary about eating cold noodles but once they taste it, they fall in love. Many students have shared this recipe with their families and incorporated it into their repertoires at home.

INGREDIENTS FOR SALAD

1 package fresh Chinese egg noodles

1/8 cup olive oil

6–8 cloves garlic, peeled and minced

4 carrots, grated

3–4 radishes, chopped

1 cup sugar snap peas, cut into bite size pieces

1 small head lettuce, washed and cut into ribbons

2 tablespoons fresh ginger, minced

1 cup cilantro, washed and leaves picked from stems

1/3 cup roasted peanuts, chopped (optional)

INGREDIENTS FOR DRESSING

1/4 cup soy sauce

1/8 cup sesame oil

2 tablespoons rice vinegar

1 tablespoon sugar

COLD CHINESE NOODLE SALAD WITH TOASTED GARLIC

1 package fresh Chinese egg noodles

$\frac{1}{8}$ cup olive oil

6-8 cloves garlic - peeled and minced

4 carrots - grated

3-4 radishes - chopped

1 cup sugar snap peas - cut into bite sized pieces

1 small head lettuce - washed + cut into ribbons

2 tablespoons fresh ginger - minced

1 cup cilantro - washed + leaves picked from stems

$\frac{1}{3}$ cup roasted peanuts - chopped (optional)

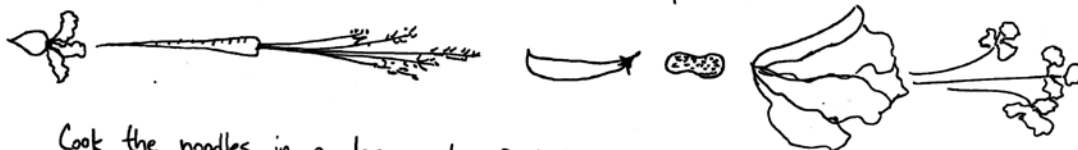
Sesame Soy Dressing

$\frac{1}{4}$ cup soy sauce

$\frac{1}{8}$ cup sesame oil

2 tablespoons rice vinegar

1 tablespoon sugar



Cook the noodles in a large pot of boiling water, drain, rinse with cold water and set aside in a mixing bowl. Heat olive oil on medium in a small saucepan. Add garlic, keep a close watch and remove from heat when golden light brown. Wash, prepare and add carrots, radishes, sugar snap peas, lettuce, ginger and cilantro to the noodles. Add garlic oil and sesame soy dressing. Toss well and serve with chopped peanuts sprinkled on top.

Criteria for Students to Create Their Own Recipes

STANDARDS

1. Your recipe must be seasonal.
2. Your recipe must use some of what is growing in the garden.
3. All other ingredients for your recipe must be organic.
4. Your recipe must have enough jobs for all students at each table.
5. Your recipe must be able to last for a full class period.

HARVEST LIST

The following are foods that we grow in the garden. Think about which of these could be used in your recipe.

Vegetables

chard
tomatoes
collard greens
kale
tomatillos
green onions
corn
cucumbers
peppers
leeks
potatoes
radishes
summer squash
beans (scarlet runner/bush beans)

Fruits

figs
grapes
apples
rhubarb

Herbs

basil
sage
mint
oregano



Sample Activities and Special Events

TASTINGS



Even before the Edible Schoolyard came to King Middle School, some teachers received boxes of produce from a local CSA, or community supported agriculture farm. A quick Internet search can locate a CSA in your community. Teachers used the produce to conduct seasonal tastings in their classrooms. Tasting is a truly worthwhile activity. For a very small investment—four or five fruit or vegetable pieces, a paring knife, and a cutting board—an entire class can engage in a sensory experience. Tasting also provides a perfect opportunity for students to forge their own opinions and identities.

At the Edible Schoolyard, we take tasting to a new level. We like to offer an array of related items at once, such as six types of apples or eight varieties of citrus. Students

are provided with “ballots” which they use to describe characteristics of the food, including aroma, texture, and flavor. We also ask students to predict which will be their favorites and follow up with conclusions when the tasting is over. As well as developing their palates, students have a chance to articulate their thoughts and practice descriptive writing.

We use the following format: first, students are given their ballots, pencils, and napkins. They look at all of the items, predict which will be their favorites, and record this information on their ballots. The teacher sits at the head of the table with the platter of fruits or vegetables, a knife, and a cutting board. Next, students decide which variety to taste first and record this on their ballots. Meanwhile, the teacher cuts the snack into small pieces then puts the pieces on a plate. The plate is passed around as students help themselves, but all must wait until everyone is ready to taste together: one, two, three—taste!

Students then record their thoughts on their ballots and share observations with the group, being as specific as possible about their findings. The process is repeated as students taste their way through all of the varieties and discuss their favorites. Finally, teachers tally the votes and report back to the class.

JOURNEY DOWN THE SILK ROAD

The sixth-grade humanities curriculum includes a study of the Silk Road. The trade routes of the Silk Road provide a rich opportunity to take a culinary and cultural journey in the kitchen classroom. Students discover the music, folktales, and recipes of cultures from China to Rome over the course of five weeks.

Each lesson begins with students silently entering the kitchen to the sounds of cellist Yo-Yo Ma’s “Silk Road Project,” which is playing in the background. Students soon gather around the center table for the telling of a folktale from the culture of the day. After the story, the chefs’ meeting begins and students are introduced

to the related recipe. Mango lassi, baklava, Afghan fava bean spread, and cold Chinese noodle salad with toasted garlic are all prepared during the Silk Road lesson. These recipes are included in the recipe section of this book.

Part of the success of the Silk Road lesson is that it creates the sense of a journey for students. After only a few weeks, they began to look forward to the next stop on the Silk Road.

FOOD SURVEY

As is the case in any kitchen, we sometimes experience “down times” between tasks, when activity slows. This often happens around Thanksgiving, for example, when students must wait for pumpkin pies or other treats to finish baking in our oven. For these occasions we keep fun, flexible activities on hand for students to complete independently or in groups. Our food survey is one such activity. Not only does it prompt students to make use of quieter classroom moments, but it also encourages them to think further about the role of food in their lives outside of school.

FOOD SURVEY

1. What is the *strangest* food you have ever eaten?
2. What food would you *never* eat?
3. What is the *healthiest* food that you like?
4. What is the *unhealthiest* food that you like?
5. What is your absolute *favorite* food?
6. What *strange eating habits* do you have?
7. When do you eat the most food?

Check one: A.M. ____ LUNCH ____ AFTER SCHOOL ____ DINNER ____ OTHER _____

8. What is a typical menu for the following meals and with whom do you eat?

BREAKFAST:

LUNCH:

DINNER:

9. What is something we do in the kitchen at the Edible Schoolyard that you don't do at home, but wish you did?
10. What is your favorite meal to cook and eat? Write a sample menu.

END-OF-YEAR SURVEY

At the end of each year, we like to conduct another student survey. The survey is simple: we ask students to vote for their favorite activities from the year. Students enjoy giving us feedback about their classroom experiences, which in turn helps us to shape future instruction.



NUMBER OF STUDENTS	SOMETHING STUDENTS ENJOYED LEARNING/DOING IN THE KITCHEN
10	Mincing
5	Peeling garlic with the roller
2	Sautéing
1	Boiling
1	Frying
1	Kneading dough
1	Working with new ingredients: fresh herbs, garlic scapes, basil
3	Making pasta
2	Using the griddle
1	Using a mortar and pestle
1	Operating the dishwasher
2	Mincing garlic
1	Making aioli
3	Being open to new foods
1	Pitting a mango
1	Smelling vanilla while peeling onions
1	Shelling and blanching fava beans
1	Learning knife skills
1	Taking strings off sugar snap peas
1	Making mango lassi
1	Discovering that fava bean pods are furry inside

WRITERS' CAFÉ

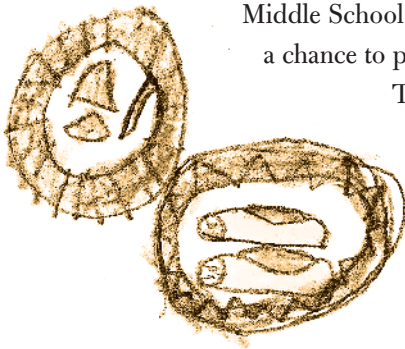
At times, our classroom teachers are torn between keeping up with their curricula and appeasing students' desire to attend regularly scheduled kitchen days. To accommodate them, we developed the Writers' Café.

During the Writers' Café, students come to the kitchen to work silently on writing assignments while kitchen teachers serve as wait staff. Students order from a menu and enjoy simple snacks and drinks while working on assignments. To provide an authentic café feel, kitchen teachers require that students “pay” for their food by publicly sharing their work.

The Writers' Café is another way we use the appeal and allure of the kitchen classroom for learning. The large worktables are cleared of equipment and fresh flowers are placed at the center of each one. Students have plenty of space to work and are often quite productive when writing outside the traditional classroom setting.

Many are also more open to sharing their work in this environment. One drama teacher at King Middle School teaches students about the concept of “risk and respect,” and students get a chance to put this concept into practice by expressing themselves in the Writers' Café.

The Writers' Café also introduces students to the idea of eating healthy snacks to fortify themselves as they work.



Other versions of the Writers' Café have evolved as more classes participate. During a poetry slam, for example, students read their work and snap—rather than applaud—to encourage one another. During the Jazz Café, students listen to jazz and write poems inspired by the music.

IRON CHEF

Iron Chef was the brainchild of one teacher who was nervous about bringing his group to the kitchen because he was not a confident cook. He modeled this lesson after the *Iron Chef* television show. At first we were ambivalent about introducing competition into an inclusive and nurturing environment, but Iron Chef has turned out to be an activity filled with hidden values and lessons.

The logistics of the Iron Chef competition are provided below:

The basics Iron Chef takes place over one class period. In this time, students have 45 minutes to prepare one hot dish and one cold dish, utilizing all of each ingredient they are given. Another 45 minutes is spent judging the dishes, eating, and cleaning up. Teachers may not assist students in any way as they prepare their food. The teacher's role is to judge students as they work, set oven temperature if requested, and make sure all teams abide by the rules. One judge also plays timekeeper and announces the time remaining at regular intervals. If any extra ingredients are allowed, such as olive oil, vinegar, salt, pepper, or ice, these are provided ahead of time. Students are reminded to cooperate and clean as they go. They are also reminded to time their cooking so they do not lose points for serving cold food.

Before beginning On Iron Chef days we create an authentic sense of competition by meeting students outside of the classroom and preparing them to enter the kitchen “stadium.” Students wash their hands and get into groups quickly. They are not allowed to peek under the tablecloths, where ingredients are hidden.

Next we explain the rules and remind students that teachers will not be allowed to answer any questions or offer advice. When groups are ready to start, judges reveal the ingredients simultaneously by lifting back the tablecloths with a flourish.

The competition is always based on seasonal foods. We also try to choose staples that are challenging as well as versatile. We might provide a loaf of bread, for example, but leave it unsliced. We avoid prepared ingredients such as hot sauce and salad dressing, but do include basics like milk and butter. We also avoid ingredients that are unfamiliar or labor-intensive. Some ingredients may be cooked ahead, such as steamed potatoes, rice, or beans. We encourage students to be resourceful by sweetening dishes with fruit or maple syrup. We also always make sure to throw in some ringers, such as a handful of sunflower seeds, fresh mint, or lime.

A sample selection for a winter competition might include the following:

- 4 cups cooked brown rice
- 1 avocado
- 2 grapefruits
- 1 bunch of kale
- 2 cooked sweet potatoes
- 6 eggs
- 1 cup milk
- 2 cloves garlic
- fresh herbs



The judging Students are judged on cooperation, cleanliness, taste, originality, presentation, and knowledge of food. Each judge evaluates only one group for cooperation and cleanliness, while all judges evaluate all groups for taste, originality, presentation, and knowledge of food. Judges use official ballots to tally scores and write comments. The ballots list all of the judging categories and a point scale of zero to five points per category. The team with the most points at the end wins the competition.

Each competition requires three judges. Competition judges are drawn from the school community, and include classroom teachers, garden staff, counselors, and community volunteers. Judges are always surprised by the level of commitment and seriousness that students demonstrate.

Cooperation Judges observe students during brainstorming sessions before cooking. One of the most difficult aspects of judging happens during the brainstorm. Students come up with brilliant ideas at a rapid pace, but when they overlook or dismiss a particularly unique idea, the judges must bite their tongues and simply listen. Judges observe the students to determine whether they are communicating and contributing or merely following the lead of one alpha personality. Judges continue to evaluate group cooperation throughout the competition.

Cleanliness Judges watch to see if the students clean as they go, leave workstations in the same condition as they found them, and stay clean and organized while making food.

Taste Judges evaluate students' ability to season and creatively use the ingredients at hand. During normal class sessions, students are encouraged to check for proper seasoning by tasting as they cook; during the Iron Chef competition, a group's taste score often boils down to whether or not students remembered to taste for flavor.

Originality All students have access to the same ingredients, so judges study each group's ability to think creatively. When explaining this category to students, we remind them that their first idea might be the exact same idea that other teams have, so pressing further in their brainstorming is advised.

Presentation and knowledge of food Judges evaluate the presentation of the food, looking for beautiful garnishes and arrangements on the plate. Judges also test students' understanding of preparation and knowledge of ingredients. During tasting, judges can also see just how proud students are of their accomplishments.

As teachers, we have learned to try new things and trust that when students say they want a real competition, they mean it. Students bring surprising energy and commitment to the Iron Chef competitions. It is always touching to see how much they respond to being trusted. Moreover, we get the chance to assess what they have really learned.

CONCEPTS

- for teachers: letting go
- demonstrating knowledge/skills
- independence from teachers
- dependence on each other/teamwork
- communication
- leadership—the emergence of natural leaders can be surprising
- presenting one's work
- working towards a common goal
- organization
- planning ahead

OUTCOMES

- huge investment in work well done
- confidence/lasting pride
- students are always surprised by what they know
- the progression of team spirit
- a transition of attitude during competition
- students rise to the occasion
- students practice attention to detail
- students are less likely to shy away from hard work when they are in control

ENGLISH LANGUAGE LEARNERS DINNER

The kitchen classroom is a great venue in which to host events for parents and students. One event the kitchen hosts annually is the English Language Learners (ELL) Dinner. On Back to School Night, the families of ELL students are invited to the kitchen for dinner and an orientation to the school is presented in multiple languages. Whole families attend this event to meet teachers and learn about the school.



ELL students are involved in decorating and setting up the kitchen for the event and also help prepare the meal. Students welcome their families to the kitchen, seat them at tables, and serve them their food and drinks. The ELL Dinner feeds over 100 parents, teachers, and students every year and helps teachers connect to families whose needs might ordinarily get lost in the shuffle. The event also introduces families to the Edible Schoolyard program and encourages them to volunteer and share recipes.

FAMILY VALENTINE-WRITING NIGHT

For one dark night each February, the kitchen becomes a cozy venue for Family Valentine-Writing Night. For this event, which is the brainchild of a seventh-grade writing teacher, the school community is invited to the kitchen to make valentines and write and read love poems. The kitchen becomes a hotbed of creativity and spontaneity as parents, teachers, and students read from *Romeo and Juliet* and Beatles songs and spend a few hours making valentines. Even parents who are tentative about participating because they have not picked up a pair of scissors to do something crafty in years are quickly seduced by the peaceful scene.

This event provides another opportunity for students to share the spirit of the kitchen classroom with families and for Edible Schoolyard staff to connect with parents. On a recent Family Valentine-Writing Night, one student attended the event with her younger sister, her mother, and her grandmother. The three generations crafted valentines all evening, laughing and talking around the table—the embodiment of the values we try to instill every day.

OPEN HOUSE

In the spring, King Middle School hosts an Open House for families of current and prospective students. Many parents get their first opportunity to tour our kitchen at the Open House.

Every year, a group of current students is trained to give tours of the kitchen and garden during Open House. We provide tour guides with badges and snacks, and they show off the Edible Schoolyard with pride. This event gives students the opportunity to take ownership of their contributions to the program. It gives us the opportunity to share popular recipes with parents and gain feedback about our program's impact on student eating habits.

BLACK HISTORY MONTH PERFORMANCE AND POTLUCK

The Edible Schoolyard is fortunate to be located in a school that is culturally diverse and eager to honor that diversity. Every February, one tireless member of the King Middle School staff organizes a Black History Month celebration. Hundreds of parents, students, and community members come to the school for an evening performance and potluck.

The Edible Schoolyard supports this event in a variety of ways. The garden staff plans ahead in order to provide plenty of collard greens and kale for the event. Garden classes harvest the greens and tie them into neat bunches. Parents and teachers pick up greens and cook them—one of the many dishes served at the potluck. Garden classes also make bouquets of fresh flowers to decorate tables that will be used during the feast.

Kitchen classes help by preparing salad, trays of macaroni and cheese, and sweet potato pie. The kitchen also becomes a resource for the event by lending everything from bread knives to tablecloths. Students proudly display the tablecloths and platters that they recognize from the kitchen while parents enjoy the bounty of the garden.

COMMUNITY WORK DAYS



The garden hosts a community work day four times a year, drawing volunteers from the immediate community and beyond. Dedicated community members show up in the mist of the garden early on a Saturday morning and take great pleasure in weeding herb beds, clearing brush, and tackling tasks that garden staff and students don't get to during class. Volunteers may be avid gardeners, those that are new to getting their hands in the soil, university students, retirees, and others.

The kitchen community contributes to work days by providing snacks, hot tea, and lunch for volunteers. We set the table with tablecloths and flowers and share conversation and delicious food. In the fall we might serve polenta with white beans and greens or a hearty soup, while in the spring we might serve grilled cheese sandwiches and salad. The community work days provide a valuable opportunity for the Edible Schoolyard staff to connect with adults from the community who have an interest in our work, and we try to give them a taste of the experience that we share with our students.







Appendix

Supplies and Equipment

The following is a list of supplies, equipment, and pantry items we use in the kitchen classroom.

Appliances

apple press
dishwasher
freezer
griddle
20-quart mixer
oven
refrigerator
stoves
washer and dryer
work and storage tables

Art

colored pens
pencils
markers
yarn
ribbon
watercolor paints
fabric
scissors
paper

Baking

baking pans (assorted sizes)

full- and half-sheet pans
muffin tins
pie pans
assorted pastry brushes
pastry bags/tips
rolling pins
parchment paper

Cleaning

brooms
dustpans
mop/bucket
towels
scrubbies (metal/brush)
sponges

Consumable pantry items

vinegars (balsamic, champagne, red wine, sherry, rice)
sesame oil
canola
spices
kosher salt
pepper
sesame seeds
rice (brown, sushi)

soy sauce
maple syrup
honey
sugar (brown and organic cane)
flours (unbleached white, wheat, buckwheat, amaranth)
baking soda
baking powder
cornmeal
polenta
dried beans (pinto, black-eyed peas, cannellini)

Dishwashing

racks
gloves
squeegee
dish soap

Food storage

crispers
food-grade containers with lids (assorted sizes)
labels
stainless-steel food pans

ingredient bins
bus tubs

Miscellaneous

paper towels
sheet pan liners
foil
food labels
hand soap dispensers
laundry soap
markers
plastic wrap
plastic bags
garbage bags

Non-essential but important

bookcases
boom box
chalkboard
(small, 11- by 14-inch)
chalk
coffeemaker
file cabinets
government-issued
produce nutrition
card set
maps
piano
pencil sharpener
world globe

Office

binders
page protectors
paper cutter
copy machine

Paper goods

napkins
to-go cups with lids
to-go pails

Chinese restaurant
take-away containers
paper bags

Pizza

pans
paddles for removing
pizzas from the oven
cutters
oven bricks for use in
commercial oven

Recycling and compost

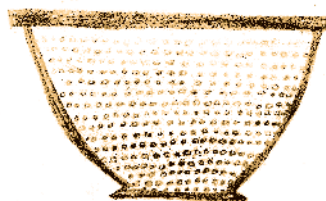
receptacles for glass, metal,
paper, plastic, compost
trash cans
compost bucket for each
worktable

Safety

fire extinguishers
first aid kit

Smallwares

agua fresca jars
bamboo steamers
baskets (assorted sizes)
blenders (three)
bowls (assorted sizes)
butter churner (hand-cranked)
butcher block rolling carts (three)
cast-iron skillet (assorted sizes)
chopsticks
colanders (colorful plastic)
compost buckets



cutting boards (wood and plastic;
colors designate specific use)

china cap
citrus juicer (press)
can opener
funnels
graters
Green Machine apple peeler
hand grinders
ice cream maker (Donvier,
by hand)
ironing board
iron
knives (chef, serrated, wavy,
paring)
ladles (assorted sizes)
metal steamers
mixer (Kitchen Aid 5-quart)
mixing bowls (assorted sizes)
mortar and pestle
mocajete
mochi maker
oven mitts
pasta machine (hand cranked)
platters
potholders
pots (sauce pans, 2-, 3-, and
4-quart pots, stock pots)
rice cookers (three)
rolling pins
sauté pans (regular and nonstick
surfaces)
salad spinners
serving bowls
shakers
shaved ice machine
(hand-cranked)
sewing machine
strainers (assorted; the Chinese
spider is especially handy)
spatulas (metal and rubber)
spring tongs (short and long)

scoops (assorted sizes)

*scale (ounces and pounds,
not digital)*

sharpening steel

scrapers

scissors

stainless spoons (assorted sizes)

tea kettle

thermometers

timers

tortilla press

towels (dish/clean-up)

vases

whisks (assorted sizes)

woks

wood spoons and stirrers

Storage

Metro shelving

*cubbies for student
backpacks*

Tableware

*silverware (knives, forks,
soup spoons, teaspoons)*

9-inch plates

6-inch soup plates

*water “glasses”
(clear plastic)*

tablecloths

Toolboxes at each worktable

10 paring knives

2 bread knives

3 chef knives

3 wavy knives

1 set measuring cups

2 sets measuring spoons

1 clear measuring beaker

2 zesters

2 peelers

salt shaker and pepper grinder

1 garlic peeler

1 wooden citrus reamer

1 set of job cards, laminated

*1 list of toolbox inventory,
laminated*

What's on Our Shelves

COOKBOOKS

- Alford, Jeffrey, Naomi Duguid and Richard Jung. *Mangoes and Curry Leaves: Culinary Travels Through the Great Subcontinent*. New York: Artisan, 2005.
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- , *The Art of Simple Food: Notes, Lessons, and Recipes From a Delicious Revolution*. New York: Clarkson Potter, 2007.
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About the Chez Panisse Foundation

Founded by Alice Waters in 1996, the Chez Panisse Foundation develops and supports educational programs that use food traditions to teach, nurture, and empower young people. The Foundation envisions a curriculum, integrated with the school lunch service, in which growing, cooking, and sharing food at the table gives students the knowledge and values to build a humane and sustainable future. The Edible Schoolyard is a program of the Chez Panisse Foundation.

For more information about our work and other publications, please visit our website at www.chezpanisse-foundation.org.

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