# Slow Food Education

## Handbook

# . Contents

Edited by: Valeria Cometti, Stefania Durante, Mariana Guimaraes, Michèle Mesmain

Are thanked for their contributions: Mariano Gomez, Fulvio Iermano, Ines Innocentini, Francesco Mele, Andrea Pezzana, Rita Tieppo, Francesco Surace, Micaela Mazzoli

This document has been drafted under the supervision of Cristina Bertazzoni and in collaboration with: Angela Berlingò, Giada Borra, Valeria Cometti, Annalisa D'Onorio, Stefania Durante, Chiara Fornari, Davide Ghirardi, Simona Luparia, Mariagiulia Mariani, Michèle Mesmain, Simone Saccardi, Carmen Wallace.

Translation: Carla Ranicki

Editing: Simone Gie

Design and layout: Alessia Paschetta

Photo: © Archivio Slow Food, La Gabbianella – Scuola dell'infanzia di Moncalieri, Fulvio Iermano, Marcello Marengo, Simone Saccardi

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# . Introduction

This handbook is aimed at Slow Food convivium leaders and educators, with the intention of providing them with practical advice on how to turn the principles expressed in Slow Food's education manifesto and policy into reality. To do this, we have selected particularly significant experiences and described some of the teaching methodologies and techniques that we believe work especially well, as well as the operational conditions that facilitate the expression of the manifesto's principles. We want this manual to become a point of reference and debate for anyone who plans educational programs, which is why we came up with a hypertextual development, using activity descriptions. This updated map of Slow Food's most successful educational experiences offers a chance to compare and relate them to each other.
The attached activity descriptions are examples that can be recontextualized to different geographic areas.

# . Political Introduction to the Slow Food Education Manifesto

Well aware that education and training of the next generations can no longer be provided entirely by institutions, we believe that we must offer a more broad-reaching educational approach, also involving other players active in the field in a cooperative manner.

Education is individual and collective responsibility that belongs to all but must be close to each of us. It should be adopted and applied in schools and in politics, associations, cooperatives, cultural centers, families and any other possible contexts.

It is important to recover and foster the role of the community, to ensure the passing on of all knowledge tied to material and social culture, including the culture of food.

We believe that food is the ideal instrument with which to experiment and promote an articulated, complex and creative education that gives value to interdependence, the environment and common good.

Slow Food upholds that everyone has a right to education, without distinction by sex, language, ethnicity or religion. Education should be available in various locations and at any age, in order that we don't pass on to the next generation that which we can help improve today. It is only through an educated, critical and motivated population that countries can give the best of themselves.

The right to education cannot remain an abstract declaration, as the principles are violated when they are not active.

# . Education Manifesto

## Education for Slow Food…

… is about **pleasure**, a light and convivial occasion to feel good and enjoy ourselves

… teaches the values of **slowness** and respect for our own and other people's rhythms

… is learning by doing, because hands-on **experience** increases and strengthens educational outcomes

… values the **diversity** of cultures, knowledge, skills and opinions

… recognizes everyone's needs, and stimulates the interests and **motivations** of each individual

… approaches topics in their **complexity**, favoring a multi-disciplinary approach

… means taking **time** to understand, internalize and elaborate one's own vision

… encourages **participation** by facilitating dialogue, self- expression, **cooperation**, listening and mutual acceptance

… is a personal journey that involves **cognitive, experiential and emotional dimensions**

… is nourished by its own **context**, giving value to memory, knowledge and local cultures

… facilitates exchange among local networks, reinforcing the sense of **community**

… develops **self-awareness** of everyone's own role and actions

… stimulates **curiosity** and trains intuition and **critical thinking**

… promotes **change** generating new and more responsible thoughts and behaviors

# . From the Manifesto to the Handbook

## .1 Pleasure

*Slow Food Education …*
*… is about **pleasure**, a light and convivial occasion to feel good and enjoy ourselves*

**Activity Examples**

- Organize "Taste Test" games for adults and children to discover likes and dislikes *(> See "The Honey Taste Test Game" description, p. 18-21)*
- Organize a treasure hunt for a product to follow its story and journey

**Methodological Recommendations**

- Choose or create a dynamic, light-filled and colorful environment
- Furnish and decorate the educational spaces with the involvement of the participants, for example at school. If they can express their tastes and creativity, the students will be able to construct an environment that they feel belongs to them. They will respect it and be more motivated to have a positive and participatory attitude towards the activities being held there
- Organize educational activities that involve games, like team quizzes, role-playing, memory games, etc.
- Suggest exercises that use all the senses
- Use music to accompany some of the educational and reflective moments
- Hold a group tasting, for example preparing and tasting a snack or organizing a picnic
- Let everyone express their own attitudes and preferences when choosing extracurricular activities
- Promote educational activities using performance and theatre

# .2 Slowness

*Slow Food Education…*
*… teaches the values of **slowness** and respect for our own and other people's rhythms*

**Activity Examples**

- Plant a school, urban or community food garden. It helps teach the rhythms of nature and how to respect them, an understanding of seasonality and how different plants are suited to different environments. It brings together generations with different paces, approaches and rhythms *(> See the "School Garden Project" description, p. 22-23)*
- Make traditional balsamic vinegar like one from Modena or Reggio-Emilia in Italy, a product that requires a long time to make and teaches the value of slowness and patience
- Extract flour from jatobá fruits, sieving it carefully until it can be used in the kitchen
  *(> See the "Jatobá Cookie Workshop" description, p. 23-24)*

**Methodological Recommendations**

- Organize and encourage moments of constructive inactivity to allow the experience and teaching to settle in
- Structure the teaching activities in a way that takes into account biological rhythms, alternating moments that require attention with others that require participation or relaxation
- Replace the bells marking the end of lessons with musical tunes
- Include opportunities for checking in and providing support within the educational program
- Promote the use of means of transport that take longer, encouraging observation, listening and reflection

# .3 Experience

*Slow Food Education…*
*…is learning by doing, because hands-on **experience** increases and strengthens educational outcomes*

**Activity Examples**

- Make pasta or bread, becoming familiar with the ingredients and learning the transformative and productive processes
- Hold a tasting to discover tastes and match them to foods, to train the senses to distinguish what is good and good for you with what is artificial or bad, to stimulate curiosity and to recognize what we like best *(> See the "To the Origins of Taste" kit and the "In What Sense?" Handbook on www.slowfood.com/education)*
- Grow native varieties, like the Monferrato Hunchback cardoon, to learn natural cycles, the value of traditional knowledge and the savoir-faire of a culture and a specific place
- Shop in different places, involving the family, to learn how to select products with awareness
- Flip tapioca crêpes or extract starch from cassava, to learn the skillfulness of traditional cuisine and its techniques
  *(> See "Passing on Ancestral Knowledge and Techniques" description, p. 24-26)*
- Prepare a menu, choosing local recipes, in order to discover the gastronomic culture, the provenience, the processing and the seasonality of ingredients *(> See "The Mystery Omelet and Other Recipes" description, p. 26-27)*
- Visit producers who use different cultivation or animal-farming methods to find out the difference between them
- Make cookies using the flour extracted from fruits from the jatobá tree *(> See the "Jatobá Cookie Workshop" description, p. 23-24)*

**Methodological Recommendations**

- Adopt an inductive method, which allows the learning of theory through experience
- Suggest simulations, role-playing, visits to food-production sites, interviews, observation activities; produce video clips or short films; design and draw maps; shop, cook and taste

# .4 Diversity

*Slow Food Education...*
*… values **diversity** of cultures, knowledge, skills and opinions*

**Activity Examples**

- Make a class cookbook: every student collects recipes from their own gastronomic tradition and shares them with the others, constructing a map of gastronomic cultures
- Create a map of the different regions of a country, showing characteristic foods, their migratory flows throughout history (where did they come from, where have they gone) and their uses today and in the gastronomic traditions of the past
- Organize a memory game, matching products with a description of their characteristics and their origins. Respond to riddles about the products and their place of origin *(> See the "Food Explorers" description, p. 27-31)*

**Methodological Recommendations**

- Encourage the discussion and sharing of education activities between people with different origins, ages, attitudes and knowledge, enriching understanding and people
- Promote the exploration of diversity as something that brings knowledge and understanding, for example encouraging the tasting of different foods to broaden the diet and taste memory
- Involve local associations that represent citizens from different countries, to hear direct accounts and get to understand other points of view


# .5 Motivation

*Slow Food Education…*
*… recognizes everyone's needs, and stimulates the interests and **motivations** of each individual*

**Activity Examples**

- Producers and educators tell stories about traditional foods, adapting them to the audience's age group, using real accounts, but also fairy tales, mysteries and fictionalized stories
- Reconstruct the backstory of a product and its characteristics using clues found in quizzes, treasure hunts and puzzles

**Methodological Recommendations**

- Formulate and share a "classroom pact," establishing the timing, methods, objectives and rules for the group
- Differentiate roles and activities in the group, recognizing and valuing each person's attitudes and preferences
- Motivate everyone to choose good, clean and fair food by responding to different needs—pleasure, coherence, understanding—for example through experiences like tasting, reading labels or getting to know virtuous and less-virtuous producers

## .6 Complexity

*Slow Food Education…*
*… approaches topics in their full* ***complexity****, favoring a multi-disciplinary approach*

**Activity Examples**

- Use the school garden as an educational tool to teach the connections and reciprocal dynamics that exist between different subjects and topics: geography, biology, history, science, mathematics and food, environmental and civic education *(> See the "School Garden Project" description, p. 22-23)*
- Hold courses dedicated to understanding food and its dynamics, like the Master of Food courses. These take a subject (wine, cooking techniques, sensory education, food-growing, honey, etc.) and tackle it from many different perspectives, looking at history, production technique, supply chain, gastronomic culture, environmental impact, nutrition, social aspects and so on *(> See Master of Food section on www.slowfood.it/educazione)*
- Learn about the geography of a country and its regional divisions through the study of the regions' products and culinary customs *(> See the "Brazilian Biomes" description, p. 32-33)*

**Methodological Recommendations**

- Encourage an interdisciplinary approach to food education, involving experts from different fields
- Suggest simulations, investigations, questionnaires, observation and discussions, for example to reconstruct maps of local production (provenience of ingredients, processing sites, distribution)

## .7 Time

*Slow Food Education…*
*… means taking* **time** *to understand, internalize and elaborate one's own vision*

**Activity Examples**

- Plan educational programs in which the various meetings are spread out over time, creating a journey in stages
- Design educational programs around a specific theme to be investigated, structured over a whole school year
- Use games (e.g. a modified version of Snakes and Ladders) as a tool for revising and checking the learning process and the knowledge acquired: the class is divided into groups and has to answer questions relating to Brazilian biomes (studied during the school year) in order to move forward and win the game *(> See the "Brazilian Biomes" and "The Biomes Game" descriptions ,p. 32-33)*

**Methodological Recommendations**

- Delimit the different educational phases: understanding, learning and revision
- Use the redundancy approach, planning programs with just a few concepts, which are then dealt with many times using different methods
- Design programs divided into stages, with opportunities for verification, revision and repetition

# .8 Participation and cooperation

*Slow Food Education…*
*…encourages **participation** by facilitating dialogue, self expression, **cooperation**, listening and mutual acceptance*

**Activity Examples**
- Use the model of a conference, inviting those present to make their contribution to the debate, for example by organizing team games
- Organize two teams who compete in a memory game and solving puzzles about local products *(> See the "Food Explorers" description, p. 27-31)*

**Methodological Recommendations**
- Include discussions with a facilitator, encouraging participants to express themselves, for example by asking the questions from individuals to the group as a whole
- Organize activities that alternate group work with projects and discussions in subgroups
- Form work and discussion groups with defined objectives and times, putting together people with different skills and attitudes to facilitate cooperation

# .9 Cognitive, experiential and emotional dimension

*Slow Food Education…*
*… is a personal journey that involves **cognitive, experiential and emotional dimensions***

**Activity Examples**
- Hold sensory education activities using herbs, spices and fruits *(> See "The Mole's Map" description, p. 33-34)*
- Explore colors and shapes by making art with vegetables *(> See the "Shapes and Colors in the Garden" description, p. 35-36)*

**Methodological Recommendations**
- Design activities that involve the rational side of the brain (studying, counting, doing tests), interaction and relationships (dialoguing, playing with words, role-play), the emotional sphere (dancing, singing, drawing, reading and listening to poetry, walking through nature, visiting an art exhibition) and practical skills (mixing dough, cooking, hoeing, sowing seeds, pruning, DIY)


# .10 Context

*Slow Food Education…*
*… is nourished by its own* ***context****, giving value to memory, knowledge and local cultures*

**Activity Examples**

- Organize place-product pairing games to explore relationships and traditions *(> See the "Food and Places" description, p. 36-38)*
- Construct "granaries of memory" to preserve food culture, filming and collecting oral testimonies, rituals, music and life stories *(> See www.granaidellamemoria.it)*
- Pass on ancestral knowledge about extracting toxic substances from cassava, with practical demonstrations. *(> See "Passing on Ancestral Knowledge and Techniques" description, p. 24-26)*

**Methodological Recommendations**

- Facilitate relationships with the surroundings by organizing field trips, meetings with local food people and the collection of stories

# .11 Community

*Slow Food Education…*
*… facilitates exchange among local networks, reinforcing the sense of* **community**

**Activity Examples**

- Apprenticeships with food artisans allow the learning of a trade through practice and the exchange of knowledge between the workers and the people around them. A good example are WWOOFing and the courses of the High Apprenticeship program of the University of Gastronomic Science *(> See www.wwoof.com; www.unisg.it)*
- Getting involved in cultivating a collective or community garden facilitates meetings and relationships between people who exchange knowledge and skills, weaving a dynamic cooperative web. A genuine learning community can be formed, teaching and learning at the same time
- Starting from the variety of legumes grown in an area, encourage an awareness of the local communities of producers who cultivate them *(> See the "Rice and Beans Game" description, p. 39)*

**Methodological Recommendations**

- Involve local associations, producers, cooks and local food people in the educational experiences.
- Encourage participation in specialized social networks to exchange experiences, knowledge and points of view.
  *(> See www.growtheplanet.com)*


# .12 Awareness

*Slow Food Education …*
*…develops self-**awareness** of everyone's own role and actions*

**Activity Examples**

- Promote activities that highlight and explore the different implications of our role as consumer and co-producer. Simulate a shopping trip to a farmers' market, a local market, a supermarket or a producer, to reflect on the different consequences and values of the products purchased
- Promote eco-friendly, sustainable tourism in harmony with the local culture and customs, for example by visiting and staying at production places *(> See www.slowfoodfoundation.org)*
- Promote good behavior in the home or the kitchen, for example by teaching how to make the most of ingredients and the art of recycling, reusing, renovating and exchanging (food, waste, clothes, furniture, etc.)
- Build compost bins using reclaimed wooden planks and used plastic bottles. This activity, as well as producing compost, an alternative to fertilizer in the garden, can also lead to discussions about waste and resources. There is no such thing as waste in nature, and in the garden you can try "closing" the cycle of organic matter, just like in natural ecosystems, so that resources return to the soil that produced them. This teaches how to eliminate waste and turn it into an asset *(> See the "Compost" description, p. 39-40)*

**Methodological Recommendations**

- Plan activities that involve simulations, role-playing, group work and problem-solving exercises

# .13 Curiosity and critical thinking

*Slow Food Education…*
*… stimulates **curiosity**, and trains intuition and **critical thinking***

**Activity Examples**

- Look at texts, videos and advertising with the group, then analyze and discuss them
- Become used to observing your own food habits and comparing them to the good practices recommended by the World Health Organization and national health authorities. Learn to read product labels and use the senses to distinguish a food that is good, clean and fair *(> See the "Food and Health" description, p. 40-44)*


- Simulate a shopping trip to a farmers' market, a local market, a supermarket or a producer, to reflect on the different consequences and values of the products purchased

**Methodological Recommendations**

- Promote research, interviews and observation, in order to learn from the knowledge of our predecessors, to inspire curiosity and to encourage comparison between ancestral and modern methods

## .14 Change

*Slow Food Education…*
*…promotes **change**, generating new and more responsible thoughts and behavior*

**Activity Examples**

- Inform young consumers about fish species and the consequences of the impoverishment of the seas caused by irresponsible consumption *(> Download "The Bare Bones of shopping for fish" on www.slowfood.com/education)*
- Suggest a discussion based around the game "I agree/I don't agree." Read out a statement then ask the class group to position themselves along the spectrum between the two opposites (I agree/I don't agree). Question people positioned at different points about their motivations and start a discussion about the issue
- Build compost bins from reclaimed wooden planks and used plastic bottles *(> See the "Compost" description, p. 39-40)*
- Teach children to appreciate the different varieties of a product, so that the family diet can be more easily varied *(> See the "Rice and Beans Game" description, p. 39)*

**Methodological Recommendations**

- Facilitate discussion between the participants on topical themes, for example regarding everyone's food choices and eating habits
- Get the individuals in the group used to getting involved and expressing their own viewpoints, doubts and uncertainties
- Get the participants used to arguing their point and having to develop and back up a firm position
- Affect the emotional response of the learners by tackling issues important to them and using functional educational tools like music, games and art


# . Planning and Organizing education in Slow Food

## *From the conception to the realization of educational activities*

## .1 Conception

**.1 Definition of objectives**
The educator identifies and writes down the objectives and educational purpose of the educational activity.

**.2 Definition of participants**
The educator identifies the participants in the educational activities, describing their main socio-cultural characteristics.

**.3 Definition of place, timings, subjects and educational methodologies**
Based on the objectives, the time available and the participants, the educator identifies the subjects to be tackled and the activities to be organized in order to reach a better understanding of the topics.
If the commissioner of the activity has given time restraints, the educator should select topics and activities that are coherent with the available time.
Based on the objectives, the educator defines the space where the educational activity will be held: a classroom, an outdoor space, a food garden, a park, a food producing company, a food distributor, etc.
The educator chooses educational techniques and modes that are coherent with the objectives, the participants and the time available, so as to maintain an active and lively rhythm, facilitating learning. Traditional lessons and active, participatory exercises should be alternated, prioritizing a method focusing on doing and experience and an inductive approach. Debate should be encouraged, and games, simulations, label reading, hands-on preparation and tastings should be organized to allow participants to try out their own skills and become aware of what they have learned.
The educator should promote an understanding of the local area and its actors, involving local producers and others involved in virtuous businesses and activities, presenting alternative buying systems and encouraging the exchange of knowledge and practices that go beyond the classroom (dinners, visits to farms, exchange of seeds of local varieties, etc.)
The educator must be aware that an active and participatory teaching method requires more time. This is why it is essential to define the timings of the activities and have a series of activities in reserve in case of unforeseen events and a more or less lively context than expected.

**.4 Definition of tools, educational materials and techniques**
The educator defines all of the materials that will be useful for running the activity: products for tasting, slides, posters, flipcharts, notebooks, sheets of paper, stationery and any other particular materials for games and simulations.
All the technical equipment needed should also be noted down: microphones, projectors, etc.

**.5 Definition of the set-up**
The educator defines the set-up most appropriate for the activity: a classroom with chairs in a horseshoe or in rows; in a circle, standing up, sitting on the ground; and whatever works best for opening and closing the activity.

**.6 Definition of needs for additional coordinators (producers, story-tellers, assistants, etc.)**
The educator identifies the additional coordinators needed to run the activity and what skills they should have.

*(> See Forms: Activity Planning, p. 47)*

# .2 Preparation

**.1 Selection and training of additional coordinators**
The educator selects people on the basis of the defined profile, seeking them out in local convivia, communities, etc.
The educator plans meetings with the people involved, to share the program and activities, assigning them tasks and roles and motivating them.

**.2 Preparation of educational space**
The educator checks the suitability and functionality of the spaces, depending on the objectives and sequence of the activities, and determines the furnishings and layout.

**.3 Run-through**
The educator organizes a teaching session to run through the program, fine-tuning the tools and methodologies.

# .3 Management

The **educator** gives information and suggests tools useful for orientation within a complex system with many aspects.
The educator is a **facilitator.**

**Classroom management phases**

• Welcome
The educator **welcomes** the participants warmly, creating a classroom atmosphere conducive to learning. They make the participants feel comfortable, in an informal context, managing the classroom and dealing with the topics precisely and punctually. They propose fun and enjoyable activities, using entertainment and active teaching techniques to promote socialization (group games, presentation games, simulations, etc.).
The educator defines the "rules of the game" with the participants, sharing with them the timings, objectives and methods so that everyone is aware of them. The **"classroom pact"** is thus entered into, an assumption of a commitment by all involved.
The educator gathers initial **expectations**.

• Central development
The educator asks for **feedback** during the activity, paying attention to their own and the participants' **verbal** and **non-verbal language**. They use techniques and methods that allow the participants to experience the learning activities in a way that goes beyond a mere transmission of content. They leave space for the discussions, encouraging questions and the recounting of personal experiences, neither criticizing nor praising, asking questions to everyone present to allow everyone to express themselves and decentralizing the group from the figure of the educator.
The educator respects the natural **rhythm** of the learning, alternating transmission of knowledge with experiential, listening and discussion phases. They leave time for everyone to understand, process and discuss the content. They must be aware that an active and participatory teaching style requires more time, so it is essential that they define the timings of their involvement, but also be ready to readapt them to the contextual conditions.
The educator uses a method focused on **doing** and **experience** because it is important to proceed by induction and not by deduction, in other words starting from practice to arrive at the theory. To allow the participants to try out their own abilities, practical experiences are organized: comparative tastings, sensory games, label reading, kitchen exercises…
The educator assists in the discovery of **different disciplines**, providing cues and information to help better understand the food system and world.

• Closing activities
The educator organizes closing activities that recap the main themes through games, review slides, clarification questions, etc.
The classroom group is dispersed following relaxation activities and the handing out of something that will help them remember the educational experience.

*(> See Forms: Activity Description, p. 46)*

# . Activity Descriptions

# .1 The Honey Taste Test Game

**Objectives**

- Train the senses through the practical experience of tasting and through the game of comparing three types of the same product
- Through the pleasure of tasting, learn how honey is made, the differences between certain types, their sensory characteristics, their uses in the kitchen, etc.
- Inspire curiosity and the free expression of personal opinions
- Encourage discussion and participation

**Participants**

Children (over six) and adults.
The maximum number of participants is determined by the space and staff available.

**Activity description**

Before starting the game, the jars of honey should be masked so that the labels cannot be seen, and each one marked only with a number (which will be used to identify the honeys on the tasting evaluation sheet).

Each participant is given an evaluation sheet. The three types of honey are served to the participants at the same time in teaspoons arranged in little cups on a napkin (in the respective colored and numbered circles – bees).

Then the game starts! The aim is absolutely not to establish quality levels, but rather to form an opinion on the pleasurability of the different honeys, expressed by assigning different points to each one, and involving judgments of equal merit.

On the voting sheet, each participant will vote by "crossing out the bee" corresponding to their opinion of the pleasurability of the honey being tasted:
*"I like it!" bee: 9 points*
*"I'm not sure…" bee: 6 points*
*"I don't like it!" bee: 4 points*

The evaluation sheets are then collected and the scores counted, then recorded on the data collection sheet.
Only when the final results are communicated to the participants are the three types of honey revealed and the winner declared.

**Set-up**

Tables and chairs where participants can sit while tasting the honeys, and a surface where the honeys can be prepared.

**Materials**

Kit for 30 participants includes:

- One jar each of three different types of honey
- 40 place mats, 40 napkins, 100 teaspoons, 40 paper cups
- One technical sheet about the honeys being tasted *(> See Appendix 1)*
- 40 evaluation forms *(> See Appendix 2)*
- One form for collecting the results *(> See Appendix 3)*

**Coordinators**

Three-four people

- At least one person with skills in sensory analysis and honey production to provide additional information to the participants
- At least one person with practical skills to manage, prepare and tidy up the tasting tables
- At least one person to collect and process the data

**Appendix 1**
Technical Sheet for Tasted Honeys

## Acacia Honey

One of the best-known and most popular honeys, it brings together the characteristics most appreciated by consumers: a permanently liquid state, clear color, very delicate fragrance and flavor and high sweetening power. The honey's prized qualities can easily be altered, by seasonal weather patterns, the presence of other nectars or bad production practices.

**Color:** very light, one of the palest honeys

**Crystallization:** none (liquid)

**Odor:** very faint

**Flavor:** very sweet, slightly candied

**Uses:** A very delicate honey, it lends itself to any use. With its high fructose content and absence of strong flavors, it is the best suited to sweetening (drinks, yogurt, fruit, etc.), because it does not modify the original flavors. This makes it a good sugar substitute. Used in small quantities in bread making, it can give the crust aroma and color.
Pediatricians often recommend it mixed with milk for children over the age of 1.

**The Secrets:** Acacia honey is actually made from the flowers of a false acacia, *Robinia pseudoacacia L.*, also known as black locust. Native to the southeastern United States, it is considered an invasive species in many other parts of the world because of its rapid growth and ability to adapt to different conditions. In fact the tree grows wild in many different soils and has taken root all over Italy. It can easily be seen along railway lines, where it is used to reinforce escarpments, thanks to its extensive root system. Woods of black locust trees can be found in the Alpine foothills, sometimes covering hundreds of hectares. The tree is very important to beekeepers, as bees can produce an abundant and prized honey from its flowers. When it blooms, a white mantle of flowers covers the branches like a heavy snowfall, giving off an intense fragrance.
Over and over, the bees dive into the blossoms, bursting with nectar, devoting themselves to the trees non-stop from morning to evening during the tree's flowering, which lasts around 10 days.
Rain can have serious consequences for the black locust; a strong thunderstorm can strip the flowers from the branches and ruin the season, while showers won't damage the tree but will keep the bees away as they shelter in the hive. Unfortunately the black locust flowers in May, when the weather is often unsettled.
The production of acacia honey is often a risky process and requires intuition and optimism. Most beekeepers have plenty of both qualities, being ready to face the wind that keeps the bees far from the flowers and dries up the nectar, the cold that blocks the bees' flight and the perpetual risk of rain. They must also carefully choose the places where the black locust trees are about to flower, gambling on their own instinct.
May in the Alpine foothills is a beautiful month, as the mist leaves the plains and instead wreathes the summits of the surrounding mountains, still capped with snow. The green meadows are interrupted by sudden patches of white where the black locusts are flowering. The silence of the woods is broken only by the sound of the wind and the incessant buzzing of the bees collecting the nectar.
Acacia honey is one of the palest honeys and maintains its liquid state independent of temperature or freshness, only very rarely crystallizing. The scent is light and the flavor delicate and very sweet, with hints of vanilla. Generally everyone likes this honey and it is particularly suitable for use as a sweetener, as it does not change the original flavor of the foods or beverages.

## Orange Blossom Honey

One of the most popular monofloral honeys because of its intense, refined aroma, recalling the flowers from which it is made.

**Color:** very pale, white when crystallized

**Crystallization:** in a few months

**Odor:** intense, floral, recalls citrus flowers

**Flavor:** great aromatic intensity, floral and fruity

**Uses:** One of the most universally appreciated table honeys, because of its wonderful floral aroma and the fact that it pairs well with almost all sweet foods. However, it is very sensitive to heat and its unique qualities are best preserved when used uncooked. Try it stirred into in yogurt, whipped cream or any desserts based on cream, mascarpone or ricotta.

**The Secrets:** Even before the fruits were commonly eaten, Sicily was full of orange trees, according to accounts from around the year 1,000, when the Arabs decided to import oranges as decorative plants. They were bitter oranges, with beautiful but inedible fruits. During the last century, orange groves spread across the whole island, and it is now one of Europe's biggest producers. The bright green leaves make a beautiful contrast to the barren earth underneath. In the winter, the trees are laden with brightly colored fruit; it comes as no surprise that the color orange was named after the fruit.
The extraordinary visual display during fruiting is contrasted by the subtlety of the flowering period, in March and April. The blossoms are white, so immaculate that they have become a symbol of purity, still traditionally used today for brides. The overpowering fragrance is so strong that it is distilled and used in perfumes and sweets.
The bees are powerfully attracted by the orange blossoms, as scented as they are rich in nectar, the corollas literally overflowing. The hive begins to smell of the flowers, as do the bees.
As they collect nectar, the bees cannot resist the attraction of other flowering citrus trees, like mandarins and lemons, and a small amount of the nectar from these flowers inevitably mixes with the orange. If the disproportion between the

flavors is too strong, sometimes the final result is called "citrus honey," which is equally prized.
Orange-blossom honey crystallizes several months after the harvest and is very pale in color, almost white. The intense scent recalls orange blossom, while the flavor blends the aromas of flower and fruit. It is one of the most universally appreciated table honeys, because of its wonderful floral aroma and the fact that it pairs well with other flavors. It is excellent in sweets or mixed with yogurt, spread on bread or added to tea.

## Chestnut Honey

This honey has characteristics that many consumers find unpleasant (dark color, pungent odor, bitter flavor), but nonetheless it is proving popular among an increasing number of people who appreciate those very characteristics. Chestnut honey made mostly from nectar tends to be paler, with a higher moisture content and more marked fragrance and flavor. When significant quantities of honeydew have also been used, the water content is lower, the aroma less pungent and the taste less bitter.

**Color:** dark amber

**Crystallization:** none (liquid) or very slow

**Odor:** intense, characteristic, recalling the forest floor

**Flavor:** intense, characteristic, recalling the forest floor, with a bitter finish, sometimes overwhelming

**Uses:** A very unusual honey, it is particularly appreciated by those who don't like flat flavors and overly sweet food. The bitter flavor and strong scent make it unsuitable as a sweetener; it is better used to flavor dishes or, best of all, eaten straight, spread on bread, perhaps with some butter. It is also excellent paired with ricotta or aged cheeses like Parmesan.

**The Secrets:** Chestnut woods are highly "domesticated" by humans: designed for the harvest of the nuts, they are kept tidy, cleared of dead leaves and planted on accessible land. A chestnut wood is more like an olive grove than a forest of oak or ilex, and requires constant tending. The trees tend to be spread out, with solid, imposing trunks. Chestnut trees can reach a considerable age and majestic dimensions.
It was the Romans who imported chestnuts from the Near East, for their fruits, but the spread of chestnut woods in the Italian mountains is more recent, dating back to the 19th century. For over 100 years, chestnuts were one of the staple foods for wide swathes of the population, but after the war the groves were abandoned. These days chestnut cultivation is seeing a resurgence, as chestnuts are no longer considered food for the poor, but a sought-after gourmet delicacy. Chestnut woods grow along the length of the Apennines. They often overlook small villages, evidence of the significance they have long held for the mountain people. In Calabria, the chestnut is characteristic of the inland part of the region, away from the sea and better preserved, wilder and richer in memories. Here the woods are extensive and far from the roads, protected from pollution. In the summer they are populated by swarms of bees intent on collecting nectar. Depending on the altitude, chestnut trees flower between June and July. A flowering chestnut grove can be seen from a distance, though the flowers are not particularly beautiful, long yellow bunches with a harsh smell and sticky to the touch, rich in pollen and nectar.
The chestnut flowers drive the bees crazy, and they become highly excited and even aggressive around the hive. Every day they work busily to collect the nectar, even in the dark after the sun has gone down.

Chestnut honey is high in fructose and takes a very long time to crystallize. It has a dark color, ranging from brown to black, and a strong, intense scent, slightly tannic and woody from the plant's tannins, traces of which are found in the honey. Grains of chestnut pollen can also be seen in chestnut honey. The flavor is very particular, not very sweet and with a bitter finish, appreciated by those who don't have a particularly sweet tooth.
The honey is perfect for tasting on its own and is splendid paired with aged cheeses or strongly flavored meats, producing unique and delicious combinations.

**Appendix 2**

## Evaluation Sheet


**Appendix 3**

## Data Collection Sheet

| | TOTAL NUMBER OF POINTS | CLASSIFICATION (BASED ON RESULTS) |
|---|---|---|
| Honey no. 1 | | |
| Honey no. 2 | | |
| Honey no. 3 | | |

**N.B.**

On the children's voting sheet, votes are expressed in bees:

*the "I like it!" bee corresponds to 9 points*
*the "I'm not sure…" bee corresponds to 6 points*
*the "I don't like it…" bee corresponds to 4 points*

**Assigment of numbers to the honey beign tasted**

**No. 1**
Acacia Honey

**No. 2**
Orange Blossom Honey

**No. 3**
Chestnut Honey

# .2 School Garden Project

## An open-air classroom for cultivating, learning about and tasting the products of the land

### Objectives

Create educational food gardens in schools:
- Introduction of a multidisciplinary food education

Educate children about food and the environment:
- Teach about variety and biodiversity, seasonality, natural cycles, ecological cultivation methods that respect nature, collaboration and cooperation and the development of a dialectic
- Help them become aware of their own actions and choices

Plan food and environmental education with teachers
- Acquisition of an inductive methodology and a participatory and active approach to classroom management (based on experience and doing)
- Reading of reality as an ensemble of phenomena perceived through the senses, understanding of their functioning and construction of a lexicon of taste.
- Awareness that food is not just about nutrition, but also culture
- Awareness of the local area, its products, its recipes and its actors (artisans, producers, chefs), creating a plurality of relationships with them
- Acquisition of the principles of ecological food-growing

Form a learning community, encouraging the exchange of knowledge with the local community (parents, grandparents, expert gardeners, producers, etc.).

Construct a global network of school gardens.

### Participants

- Preschool, elementary school and high school students
- Preschool, elementary school and high school teachers
- Parents and the local community

### Activity description

Duration: three school years
- Draw up an agreement of understanding between the subjects involved—school, Slow Food convivium, local authority (municipality, provincial authority, etc.), any other public or private subjects who can help create the right conditions for the project to develop (funding; providing land, seeds, tools, etc.)
- Prepare and create the food garden: the school takes care of the project's educational programming and the creation of the garden, in collaboration with the Slow Food convivium and expert gardeners
- Train the teachers: the Slow Food educators will run the training, spread out over three years:
  Year one: food-growing and sensory education
  Year two: food and environmental education
  Year three: local gastronomic culture and history
- Organize meetings with the parents to share the educational program with them and encourage their participation
- Hold activities and events with the students relating to environmental, food and taste education in the classroom, the garden or a public square. For example: snacks; markets; making preserves; sowing; tasting; making wormeries; guided tours of farms, eco-museums, craft museums, botanical gardens, educational farms, osterias, etc.

### Set-up

- Classroom for training teachers with movable chairs and tables
- Classroom for educational workshops for the students with movable chairs and tables
- Food garden for practical activities
- School cafeteria

### Materials

- Equipment for planning (posters) and creating the garden (rubber boots, gloves, spades, hoes, rakes and pitchforks the right size for the children; seeds; wire fencing; watering cans or pipes for irrigation, etc.)
- Tasting kits for sensory workshops and classroom tastings
- Equipment for training teachers (flipchart, projector, computer, etc.)

**Coordinators**

- Educators with skills in horticulture; sensory, food and environmental education, gastronomic culture and history; techniques and models of educational planning; methodologies and techniques of active and participatory classroom management
- Expert gardeners who can pass on knowledge connected to material and social culture
- Slow Food coordinators with organizational and relational skills and local knowledge

**Further information**

The educational material made available to the classes involved in the project comes from the following texts:

- R. Nistri, *Dire Fare Gustare. Percorsi di Educazione del gusto nella scuola*, Bra, Slow Food Editore, 2003
- Various authors, *Il Piacere dell'orto*, Bra, Slow Food Editore, 2010
- F. Capra, *Ecoalfabeto*, Viterbo, Stampa Alternativa – Nuovi Equilibri, 2005
- A. Arossa (ed.), *Ortofrutta.* Dispensa Master of Food, Bra, Slow Food Editore, 2005
- A. Howard, *I Diritti della Terra,* Bra, Slow Food Editore, 2005
- N. Perullo (ed.), *Storia e cultura della gastronomia.* Dispensa Master of Food, Bra, Slow Food Editore, 2007
- Various authors, *Ricette di Osterie d'Italia. L'orto*, Bra, Slow Food Editore, 2005
- Various authors, *Alle origini del gusto*, Slow Food, 2008
- E. Bussolati, *L'orto - un giardino da gustare.* Collana Slow Kids Per mangiarti meglio. Slow Editore, 2011

The Italian school gardens have a dedicated section within the site www.slowfood.it/educazione (in Italian) listing the contacts and main characteristics and initiatives for each project, and they also have a dedicated section within social network www.growtheplanet.net and on Slow Food Italia facebook page.
The member schools can be in contact with each other via the site and participation in meetings during the international events, like the Salone del Gusto and Terra Madre. The Italian school gardens are in relationship with school gardens of A Thousand Gardens in Africa project (visit also www.slowfood.com/education and www.slowfoodfoundation.org)

# .3 Jatobà Cookie Corkshop (Brazilian Ark of Taste)

## Jatobá, the tree from the Brazilian Cerrado with a thousand uses, is at risk of extinction

**Objectives**

- Teach the value of slowness through the patient work of sieving jatobá flour
- Learn about the natural cycles and get to know the biodiversity of the children's own region (Mata Atlântica-Cerrado transitional biome), as the jatobá only fruits in the dry winter months, characterized by long periods without rain (July-August)
- Learn through doing, because hands-on experience, from the extraction of the flour to the preparation of the cookies, reinforces learning and the enjoyment of collaboration and participation
- Inspire curiosity about good, clean and fair food with a high nutritional value

**Participants**

Children aged between six and 10.

**Activity description**

The workshop is divided into four parts.

Group discussion about the value of the jatobá tree, typical of the Cerrado biome and at risk of extinction *(duration 30 minutes)*

- Screening of a short video about jatobá

During the first activity, the children extract and process the jatobá flour *(duration one hour)*

- Collection of the fruit from underneath the jatobá tree
- Breaking of the hard shells of the fruit with the help of the educator
- Sieving of the flour
- Preservation of the seeds and shells for crafts or to show to family members

Preparation of the jatobá cookies, which use half the normal amount of wheat flour (Brazil is not self-sufficient in wheat production) *(duration one hour 30 minutes)*

- Division of the children into groups of four so that they can mix the dough, following the recipe written on a poster
- Each child has their own cap and apron
- The cookies are cut into different shapes, giving free rein to the children's creativity
- During the baking (20 minutes), rearrange the room and the tables and start a group discussion on the experience.
- Tasting and sharing of the cookies with other classes and teachers in the school

Recording of the activity *(duration one hour)*
- Drawing of all the phases of the activity, from collecting the fruit to the final tasting, in the exercise book "The Guardians of Biodiversity".
- Copying of the recipe in the exercise book so it can be shared with family members

**Set-up**
- Part one: chairs in a horseshoe for watching the video and group discussion
- Part two: chairs in a circle, the children take turns to use the sieves (one sieve for every three children)
- Part three: divided into groups, sitting around tables with caps and aprons
- Part four: desks arranged in a horseshoe so the children can write down the recipe and draw

**Materials**

Video about jatobá, projector and DVD player, a jatobá tree in fruiting season (July, August, September), knives, sieves, containers, recipe ingredients, baking trays, oven, caps, aprons, plates, exercise books, paints, pencils, pens.

**Coordinators**

One educator for every 12 children, with experience in extracting flour, preparing cookies and facilitating discussion among the children.

**Activity preparation and planning**

Find jatobá trees—in a public forest, school garden, park, square or along the road.
Train educators and run through the different phases of the activity.

**Further information**

www.umpedeque.com.br
come-se.blogspot.com
www.slowfoodbrasil.com

# .4 Passing on Ancestral Knowledge and Techniques
## Manioc and Brazilian gastronomic culture

**Objectives**
- Highlight the importance of manioc in the development of Brazil's gastronomic culture
- Promote traditional knowledge connected to the cultivation of manioc, the production of manioc products and manioc's culinary uses
- Inspire curiosity about Brazil's indigenous history and culture
- Strengthen the children's connection with their cultural identity

**Participants**

Schoolchildren aged between seven and 11.
The number of children depends on the size of the class. The number of coordinators given below is adequate for a maximum class of 40 children.

**Activity description**

The activity begins with a short presentation on the discovery of Brazil by Europeans, describing the arrival of the Portuguese and the indigenous people who already lived in what is now Brazil—their culture, customs and most important food, manioc.
When talking about how the Portuguese accidentally "discovered" Brazil while on their way to India in search of spices, pass around a box with different spices so the children can experience their different scents, colors and shapes.
Encourage the children to talk about the origins of their families and their food habits, presenting traditional recipes from their home.
The children are told that they will learn how to extract manioc starch, so that at the next workshop they will be able to make tapioca, a staple food for Brazil's native population.
The children wash their hands and can then touch and smell different types of starch and other manioc products in bowls, which are passed around among the children.
Following this, everyone arranges themselves around a big table.
The children are shown how to extract manioc starch, using a simple process based on the ancestral techniques developed by the indigenous Brazilians.
While explaining the two extraction methods for manioc starch (traditional and adapted), the coordinator demonstrates the

starch extraction. Peeled and chopped manioc is puréed in a blender with water (enough to make the blender work) to make a smooth liquid.
The liquid is divided into small bowls which are distributed to each child along with a cotton filter. They then pass the liquid through the filter, squeezing it out and separating the liquid from the solids.
The liquid is set aside somewhere the children can watch how the starch settles during the day. The surface water is poured off with the help of the teacher.
One student is chosen to explain what they have learned about manioc and how to extract its starch. In the next workshop, the children will learn to use the starch to make traditional dishes like tapioca pancakes.

A manioc cake is served and educational material distributed.

### Set-up

The activity is held in the classroom. It is necessary to have a nearby water source and a socket for plugging in the blender. The chairs are positioned in a semicircle and the tables are put in front to form one long table. There must be enough space for all the children and the coordinator to stand around the tables.
In the middle of the tables, put all the material necessary for demonstrating the starch extraction (including the manioc and water).

### Materials

Foods
- One unpeeled manioc root
- 1.5 kg of peeled manioc, cut into medium pieces
- One box with various spices like white and black pepper, cinnamon, cloves, coriander seeds, star anise, etc.
- Samples of different types of manioc starch and flour, and if possible, also tucupi (boiled and seasoned manioc juice)
- A manioc cake cut into pieces (or another manioc-based food that is easy to eat in the classroom)

Disposable materials
- Napkins and rolls of paper towels
- Coffee cups
- Teaspoons
- Cleaning products (soap, detergent, alcohol)

Utensils
- One cutting board
- One knife
- One vegetable peeler
- One blender
- Cotton filters (one for each child)
- Small bowls (one for each child)
- Four medium bowls (to collect the liquid and the squeezed manioc)
- Caps for each child and all staff
- One bucket for waste
- Trays for serving the cake
- If possible: a tipiti (traditional straw utensil used to squeeze manioc and extract the liquid)

Printed material
- Checklist (ingredients/equipment)
- Educational material to distribute to the children with a description of the two methods of obtaining manioc starch, the cake recipe and suggestions for a more sustainable lifestyle

### Coordinators

Staff profile: three people who like working with children and who have culinary skills
- One coordinator
- One or two cooks
- One or two assistants

### Activity preparation and planning

*If the activity is organized in a school*
Send a letter to the school to set the date and time of the workshop, to inform the teachers about the workshop and to ask for their support.

At least one week before the workshop:
- Confirm the day, time and number of children with the school
- Confirm the participation of the coordinators
- Ask the school to give the children a letter, requesting that they collect traditional recipes from their families. The recipes

should be brought to the first lesson. The children should ask family members if they know any recipes made with manioc and manioc products. They could ask their parents or grandparents about any foods they remember eating when they were children.

The day before:
- Organize ingredients/utensils
- Prepare the cake
- Print the material

The day of the workshop:
- The coordinators must meet at the school at least 45 minutes in advance

**Further information**
Activity developed by the Rio de Janeiro – Brasile Convivium/Instituto Maniva - contact:

Margarida Nogueira (*Rio de Janeiro Convivium leader*)
Tel. +55 21 2267 4012
mgng02@gmail.com
Instituto Maniva site: www.institutomaniva.org
Embrapa (Brazilian institute for agricultural research) site: www.cnpmf.embrapa.br
Book: *Mandioca, o pão do Brasil* by Vanderlei da Silva Santos (Embrapa researcher) – published in Portuguese, French, English and Spanish

# .5 The Mystery Omelet and Other Recipes
## Bringing the garden to the table

It comes naturally to children to enjoy eating what they have cultivated and cared for in the garden. This can be taken advantage of to promote a varied and healthy diet, which includes the rediscovery of local vegetable varieties and recipes.

**Objectives**
- Promote a curious attitude to food, first of all by training the senses
- Understand the relationships between food and the environment, health and culture
- Promote local and traditional products and the local gastronomic culture, including within the children's families
- Encourage the passing on of knowledge from older to younger generations
- Develop manual skills and group work

**Participants**
Children of all ages.

**Activity description**
Examples of activities to be held throughout the school year:

Cookies and honey cakes – December
The children, divided into groups, prepare cookies and cakes using recipes collected from their grandmothers and mothers. The children, parents and teachers can eat the snacks together.

Rosemary focaccia – February
The children pick rosemary from the garden, then together make dough and bake focaccia, which they can eat at snack-time.

Mystery omelet – May
This activity could be preceded by the reading of an evocative and "fragrant" story. The teachers then divide the children into three or more teams. Each group picks a vegetable to put into their omelet, without telling the other teams what they have chosen. For example, one team could make an omelet with aromatic herbs (like mint, basil, oregano, marjoram and sage) and spring onions, while others could use zucchini or chard.
At lunch, each child is given a dish with three pieces of omelet, one of each kind. The children are asked to guess the ingredients. Traditional recipes from the children's grandmothers could be used to make the different omelets.

Pizza for everyone – June
The children prepare tomato and mozzarella pizza to serve to all their classmates at lunch.
They start by picking tomatoes and fresh basil and oregano in the garden. With the help of the school's cook, the children prepare the dough, and as it rises, they cut up the tomatoes and mozzarella and finely chop the basil and oregano. When the dough has risen, they prepare and bake pizzas. At lunch the children serve the pizzas to their classmates.
Afterwards, every child is awarded an "expert cook" diploma.

Tomato bruschetta – end-of-year market – June
During the end-of-year market, when the garden vegetables are sold to the parents, everyone can be served a snack made from bread and tomatoes from the garden. The children help the cook prepare the bruschetta, cutting the tomatoes, rubbing oil on the bread and spreading the chopped tomatoes on the slices. A snack like this can help the children's families realize the difference between a ripe tomato picked from the garden and one bought from the supermarket.

It is important to organize the workshops carefully. While the cafeteria staff, the cook and the dietician can help with the recipe practicalities (ingredients, quantities, cooking times, necessary tools, etc.), the teachers should work out the timings and organize the groups of children in such a way that all the different age groups can get the most out of the experience.

### Set-up

Have a fully equipped kitchen where the children can join in with the preparation, and set up a classroom with tables and chairs where the participants can taste the products, with a surface for preparing the products.

### Materials

- Kitchen equipped with oven, mixing bowls, cutting boards, baking trays, etc.
- Aprons for the children (can be brought from home). They are important because putting them on serves as a kind of ritual, marking the moment when cooking starts, just like for real chefs!
- Card, paper and pencils for collecting and writing down recipes

### Coordinators

Teachers, an experienced gardener, the school cafeteria cook, a dietician, the children's parents and grandparents.

### Further information

The recipes gathered at school are a real treasure trove of traditional knowledge and offer an insight into different cultures. They can make an interesting starting point for further discussions with the children.
With the youngest, there can be an exploration into the differences and similarities between individuals (concepts linked to multiculturalism), while with older children you can highlight differences and similarities between populations, analyzing cultures, landscapes, crops, migrations and cultural intersections.
Every school could design a similar project, choosing recipes from the traditions of the participating children.

## .6 Food Explorers

### Objectives

- Learn about certain foods and their link with a place
- Discover biodiversity
- Develop memory skills
- Inspire curiosity
- Encourage cooperation and participation

### Participants

Children aged between six and 10. The maximum number of children is determined by the space and staff available. There must be at least enough children to form two teams.

### Activity description

The activity is divided into four distinct phases:

Welcome
The participants are welcomed and provided with the narrative framework for the various activities. *(> See Appendix 1)*
They are then divided into two teams (bread and chocolate vs. cheese and honey).

Memory
The first game tests memory and uses 12 pairs of boxes containing the same food, specifically three types of bread, three types of honey, three types of chocolate and three types of cheese.
Inside the lid of the boxes are short texts that introduce the issue of connections between food and place. *(> See Appendix 2)*

Totems
The second and last game involves quizzes *(> See Appendix 3)*; each team must solve two series of quizzes, corresponding to two totems (the chocolate and bread totems for one team and the cheese and honey totems for the other).
The totems have different colors and distinctive images *(> See Appendix 4)*

Snack/Certificate
The final phase will involve a snack (bread, cheese, chocolate, honey) and the awarding of a certificate.

**Set-up**

A large space that can be divided into four areas, each dedicated to an activity.

**Materials**

The four areas should be demarcated as much as possible, for example with four large adhesive arrows on the ground from the entrance to the welcome area, from the welcome area to the memory game, from the memory game to the totems and from the totems to the snack; or four circles on the ground around the four totems; or dividing walls to separate the final snack area.

For the Welcome phase
- Large compass and large spoon
- Signs with keywords (they can be attached to the wall or hung from the ceiling with string): LAND – TRADITION – HERE – THERE – FOOD – PLANTS – ANIMALS – CURIOSITY – PATIENCE – PLACE

For the memory game
- 24 boxes
- Three types of honey in jars (e.g. beeswax, chestnut honey and mixed-flower honey)
- Three types of chocolate (e.g. dark, milk and nibs)
- Three types of bread (e.g. wholemeal, white and breadsticks)
- Three types of cheese (e.g. aged, stretched-curd and fresh)
- Adhesive numbers (one to 24) stuck to the ground, so that when the boxes are removed (when the pairs are found) the numbers can be seen
- Large question marks (to mark out the space dedicated to the game)

For the totem game
- Four three-dimensional totem poles covered in images and quizzes

For the snack
- Snacks made from combinations of the foods (e.g. bread and honey, bread and chocolate, bread and cheese, cheese and honey)
- Paper napkins, biodegradable cups and plates
- Tables and chairs
- "Food Explorer" certificates
- A large map of the world or of Italy hanging on the wall, signifying openness to other places and foods

**Coordinators**

Four people (for around 10 children):
- One person who is good at entertaining children and telling stories
- Two people to supervise the two teams during the activities and make sure everyone gets involved
- One person to prepare the food in the kitchen

**Appendix 1**

## The story

Welcome boys and girls.
You are about to discover a secret and take part in a little adventure, in a little journey. But before we start, there is something I have to tell you…
*(lowers voice)*

Around the world there exist some very special explorers.
They are called Food Explorers. They are very close to each other, they exchange news and recipes, they have a symbol, a motto and a mission, and now I'm going to tell you their secrets!
They are a food-loving group, curious, adventurous and also thoughtful. They are very serious and conscientious but also lots of fun and they make friends wherever they go.
Their symbol is a large spoon with a compass inside it. Their motto is "This here and that there," which sounds mysterious but just means that what grows and what you eat in one place is not the same as what grows and what you eat in another place. Their endless quest, their mission, is to explore all of the Foods of all the Lands in the world.
Haven't you ever heard of them?
But they're all around us. Every land gives something to eat. Every place has a special climate and special animals and plants, a story, a tradition, special habits. That's why there is not one cheese, but a thousand different cheese, not one bread, but a thousand different breads!

Food Explorers travel the world to find these special foods with special stories behind them.
And today we're going to go with them on four journeys, to hunt down four good things in four different places, and if we're clever enough to find them, maybe we too can join their club and take part in other missions and new discoveries.
So now we have to divide into two teams: The first will set off for Ecuador and then on the way back they'll stop off in Sicily, to talk with the fire. The second will be climbing mountains to hunt down a special liquid gold and then they'll pass through Tuscany to chat with some very sporty sheep.
But first you will have to pass a test: It's not easy to become a Food Explorer!

**Appendix 2**

## Box texts

Honey 1
Honey is made by bees using the nectar from flowers or the honeydew produced by insects feeding on tree sap.

Honey 2
Honey has a different flavor and appearance depending on what flowers and plants the bee finds. If the bee takes nectar from many different flowers, then the honey is just called "honey," "mixed-flower honey" or "wildflower honey."

Wax
The honey is called after the name of the plant the bees have fed on (like orange blossom honey, chestnut honey, lavender honey or many others). Every place has its own plants, so every place has its own kinds of honey.

Milk Chocolate
Milk chocolate was invented in the 19th century in Switzerland. Before then, chocolate was always quite bitter.

Dark Chocolate
Chocolate has been made in Turin for a long time and today the region around Turin produces 40 percent of Italian chocolate.

Nibs
Chocolate is made from cacao beans. There are over 3,000 varieties of cacao, but they can be divided into three big families (Criollo, Forastero and Trinitario).

Cheese 1
In Italy, milk mostly comes from cows, sheep, goats and buffalos. Different animals are common in different areas, so different places have different milks and different cheeses!

Cheese 2
Cheeses are often called after the name of the place where they are made. For example, Cheddar, Stilton, Roquefort, Camembert, Parmesan.

Cheese 3
In some farms, cheese is still made from raw milk, which keeps all of its distinctive qualities. In big dairies, the milk is treated so that it lasts longer.

Wholemeal Bread
Wholemeal bread is made from less-refined flour, which has more protein, minerals and vitamins.

White Bread
Many different breads are prepared around the world, some risen and some flat, made into strange and simple shapes, both large and small.

Breadsticks
Bread can be made from many different grains. That's why people make it with the grains that grow best in their part of the world.

**Appendix 3**

## Quizzes

### Chocolate

1 • Where is the cacao plant ORIGINALLY from?
A - Europe
B - South America
C - Africa

2 • How many fruits does the cacao tree produce each year?
A - Up to 1,000
B - Up to 500
C - Up to 30

3 • What is the fruit of the cacao tree, which contains the seeds used to make chocolate, commonly called?
A - Pod
B - Legume
B - Nut

4 • Certain characteristics identify the BEST chocolate, like all of the following, except for one! Can you find the intruder?
A - It comes from one of the most highly prized cacao families.
B - The beans are not damp or moldy and haven't absorbed any bad smells.
C - It been checked by tests carried out in Switzerland.
D - It hasn't been eaten by insects.
E - It comes from big beans.

### Honey

1 • What is rhododendron honey like?
A - Harsh, almost bitter and very dark in color
B - Very common, typically amber in color and with an unremarkable flavor
C - Refined, with a very delicate scent and pale color

2 • How long do worker bees live for during the honey-production season?
A - About six months
B - About 50 days
C - About one year

3. To make a kilo of honey takes many return flights from the hive (the bee's house) to the flowers. About how many flights?
A - 60,000 flights
B - 6,000 flights
C - 600 flights

4 • How many flowers can the bees from one hive visit in one day?
A - Up to 15,000 flowers
B - Up to 225,000 flowers
C - Up to a million flowers

### Cheese

1 • The Innocenti family makes sheep's cheese in the mountains around Pistoia. How many Massese sheep do you think they have?
A - 13
B - 130
C - 1,300

2 • How much milk does each Massese sheep produce each year?
A - 160 liters of milk
B - 1,600 liters of milk
C - 60 liters of milk

3 • What do Massese sheep eat?
A - Fresh grass which they find while grazing freely in summer and winter
B - Feed prepared by the farmer with lots of added vitamins
C - Fresh pasture grass in the summer and hay in the winter

4 • Which cheese is made from the milk of Valdostana cows?
A - Grana Trentino
B - Parmesan
C - Fontina

**Bread**

1 • Bread can be made from many different grains. Here are some of them… but there's an intruder! Which of the following doesn't belong?

| | | | |
|---|---|---|---|
| WHEAT | SPELT | BARLEY | RYE |
| CARROT | OATS | CORN | MILLET |

2 • Every Italian region has its own traditional breads. Try to connect the bread with its home region.

| | |
|---|---|
| FRISELLA | LOMBARDY |
| PANE CARASAU | CALABRIA |
| BIOVA | SARDINIA |
| MICHETTA | MOLISE |
| PARROZZO | PIEDMONT |

3 • A loaf of Lentini bread normally weighs 500 grams but can reach up to:
A - Six kilos
B - 600 grams
C - 1 kilo

4 • On average, how many kilos of bread do Italians consume per person every year?
A -12
B - 66
C - 98

**Appendix 4**

## Image and text for the 4 totems

**Chocolate**

IMAGES that serve as a background for the quizzes:
photograph of chocolate; map of Ecuador; image of the Amazon forest (recreate the landscape using some distinctive elements: the color dark green, the forest and the high volcanoes, the expanses of trees, the dirt roads and steep cliffs, and the millions of different animals)

TEXT: NACIONAL CACAO FROM ECUADOR
This cacao descends directly from the cacao of the Mayas. The delicate and highly prized plant grows in the heart of the Amazon forest, and is mainly cultivated by Indios farmers.

**Honey**

IMAGES that serve as a background for the quizzes:
photograph of honey; map of the Alps; image of a mountain (recreate the landscape using some distinctive elements: the color white; a steep slope, because to walk it's necessary to climb, one foot in front of the other…)

TEXT: HIGH MOUNTAIN HONEYS
They are rhododendron honey, mixed-flower honey and fir honeydew. The bees collect the honey above 1,200 meters, where the environment is still pristine, and the beekeeper moves around the different mountain blooms.

**Cheese**

IMAGES that serve as a background for the quizzes:
image of a cheese; image of the Pistoia mountains (recreate the landscape using some distinctive elements: pale green, the color of good, fresh grass; the high sky; clouds; sheep scattered around, intent on grazing…)

TEXT: PISTOIA MOUNTAIN PECORINO
The milk of Massese sheep (black sheep with dark, spiral horns) is often milked by hand and used raw to make round, mild pecorino cheeses.

**Bread**

IMAGES that serve as a background for the quizzes:
photograph of a loaf of bread; map of Sicily (recreate the landscape using some distinctive elements: the color red, the color of a hot oven...)

TEXT: LENTINI BREAD
Famous since the start of the 20th century, it's an S-shaped bread, with a thin, soft crust sprinkled with sesame seeds. The bread smells of nuts, spices, wheat and wood. The recipe is passed on from mother to daughter, with small variations between families.

# .7 Brazilian Biomes
## Brazilian food biodiversity and traditional products at risk of extinction

### Objectives

Brazil is a country of continental dimensions, and is usually subdivided into six macroregions, characterized by a predominant flora, fauna and climate: Amazonia, Cerrado, Mata Atlântica, Caatinga, Pantanal and Pampa.

The students will get to know more about the complexity and immense biodiversity of the Brazilian biomes, including through their traditional foods (see the Brazilian Slow Food Presidia and the Ark of Taste products).

Through the study of the biomes, students can better understand their own context, the territory in which they live, as well as the historic food production that has characterized the region. They will be able to deepen their knowledge of the history and geography of other Brazilian regions, inspiring their curiosity about food habits and traditions very different from their own.

These topics can be tackled in many different ways, all involving a high level of participation, cooperation and involvement.

### Participants

Students aged between nine and 14.

### Activity description

The activity is divided into six stages.

First step *(duration 1 hour)*
- Group discussion about what is already known about the country and its biomes
- Brief explanation of the definition of a biome, a Slow Food Presidium and the Ark of Taste
- Screening of the video on Brazilian biomes: Os guardiões da Biosfera
- Group discussion

Second step *(duration 1 hour)*
- Drawing of lots to divide the class into six groups. One biome is assigned to each group
- Each group discusses the possibilities and, with the help of the educator-facilitator, decides on a strategy for presenting their biome to the rest of the group: a poster with drawings and photos, a Powerpoint presentation, slides and commentary, a video or a comic strip
- The group members will tell the educator what materials they need to produce their presentation
- At home, they will search for materials, news and information about the biome
- Each group must also produce a recipe book for their biome

Third step *(duration 1 hour)*
- Selection of materials between what has been researched and what has been provided by the educator (Slow Food Presidia and products from the Brazilian Ark of Taste)

Fourth step *(duration 1 hour)*
- Working on the presentations

Fifth step *(duration 1 hour)*
- Working on the recipe books

Sixth step *(duration 1 hour)*
- Presentations made to the other groups
- Presentation of the recipe books
- Tasting of the Ark of Taste and/or Slow Food Presidia products

### Set-up

Once divided into the six groups, the students should sit around tables so that they can discuss, work and collaborate together.

### Materials

Large room, at least six tables, chairs, posters, colored markers and pencils, glue, scissors, computer, images, newspaper articles, magazines, video, projector, Brazilian Presidia and Ark of Taste products.

### Coordinators

Two educators to supervise and facilitate the collaboration and participation within the groups.

### Activity preparation and planning

Prepare the educational materials: video, articles, magazines, books, images, recipes and food products from the Brazilian Presidia and Ark of Taste.

**Further information**

www.ibge.gov.br/home/presidencia/noticias
www.mundoeducacao.com.br/geografia/biomas-brasileiros.htm
www.guardioesdabiosfera.com.br
www.slowfoodbrasil.com

# .8 The Biomes Game

**Objectives**

Review and confirm the understanding of the content dealt with in the activities regarding the Brazilian biomes.
The game allows content of considerable complexity and diversity to be reviewed in a fun and engaging way. At the same time, to reach the final objective the students must work together, be motivated and respect the time needed by themselves and others.

**Participants**

Students aged between nine and 14.

**Activity description**

- Duration of one hour for the game, one hour to prepare the squares
- Preparation of the squares in a suitable space
- Division of the class into the same groups as for the biome project
- Explanation of the game: each group throws the giant die and moves to the corresponding square, where they will find a question they must answer. If the answer is wrong, the group returns to their original square
- The first group to reach the last square wins

**Set-up**

Suitable space for drawing out the squares using chalk and tape: school gym or open space with concrete floor.

**Materials**

Photocopies with images and questions relating to the content dealt with in the previous activities (biomes, etc.), adhesive tape, chalk, large cardboard die, foods to be guessed or recognized.

**Coordinators**

Two educators to prepare the squares, manage the dynamic of the game and act as arbiters (sometimes the children can get very competitive).

**Activity preparation and planning**

- Find the most suitable space for the activity
- Develop the game in detail, working out all the squares and corresponding questions
- Photocopy the questions and prepare all the necessary material
- Prepare the squares in advance

# .9 The Mole's Map
## Exploring and identifying plants

**Objectives**

- Train the senses
- Develop concentration skills
- Trust-building
- Learn to recognize herbs, spices and fruits
- Memorization

**Participants**

Children, adults and families. Working in pairs.

### Activity description

Divide the participants into pairs. One person in each pair is blindfolded, becoming the mole, while the other leads the mole around by the hand. The leader silently brings the mole to the sensory space and helps them smell, touch and taste between three and five samples of herbs, spices and fruits. Afterwards the mole is turned around a few times and led out of the sensory space. The mole removes the blindfold and returns to the space, seeking to identify the herbs/spices/fruits that they had smelled and touched.

### Set-up

Position the three tables in three different areas, then arrange the products to be identified on them.

### Materials

Products

- 10 different herbs and spices, e.g. sage, mint, basil, bay, rosemary, garlic, onion, cinnamon, cloves, thyme, saffron, cumin, vanilla, etc.
- Five types of seasonal fruit, e.g. strawberries, cherries, apricots, peaches, etc.
- To make the game more complex, include different varieties of mint, thyme, cherries, etc.
- It could also be interesting to include synthetic versions of the same product, e.g. vanillin/vanilla, strawberry flavoring/ strawberry, etc.

Equipment

- Blindfolds
- Three tables
- One tablecloth per table
- Labels with a code (number or letter) for every sample
- Sheet of paper with the key to the code

Signs

- Sign with the name and description of the activity
- If necessary, a sign with the activity's schedule
- Descriptions of the products (common and scientific name of the variety, seasonality, brief botanic and sensory description, uses in the kitchen) of the samples used for the game, produced by the convivium and printed on sheets of paper to be distributed to the participants.

### Coordinators

Two-three people.
At least one person with skills in sensory analysis and seasonality to give extra information to the participants.
At least one person with practical skills in managing, preparing and tidying up spaces.

### Further information

MIUR Buono Pulito e Giusto course (for teachers and schools)
C. Barzanò e M. Fossi, *In What Sense?* Handbook of taste education, Slow Food, 2007 (www.slowfood.com/education)
Master of Food courses on Sensory Education, Food Shopping, Herbs, Spices and Food-Growing
Various authors, *Il Piacere dell'orto*, Bra, Slow Food Editore, 2010

# .10 Shapes and Colors in the Garden

## Discover the natural colors and hidden shapes inside fruits and vegetables

### Objectives

- Get to know and recognize different types of fruits and vegetables
- Discover different uses for garden products
- Develop creativity
- Have fun with products from the garden

### Participants

Children, aged two-10. The maximum number of children is determined by the space and staff available.

### Activity description

The children sit at tables where they have access to brushes, natural paints and stamps, which they can use to make pictures of any subject. The paints and stamps are made from fruits and vegetables. The children discover the "hidden" shapes inside vegetables, using those already cut or cutting new ones (if they are young, with the help of the coordinators).
The coordinators suggest different shapes and describe how the paints were made.

### Set-up

- Position the tables with the chairs around them
- Put the stamps, brushes and jars of paints on each table, as well as examples of the fruits and vegetables used to make them
- Knives for cutting the vegetables into stamps should only be distributed to the older children

### Materials

Products
- Fruits and vegetables to be used as stamps, e.g. potatoes, carrots, the base of lettuce heads, onions, etc.
- Fruit and vegetable juices that can be used as natural paints, e.g. red cabbage, carrot, strawberry, beet, radish, blackcurrant, blueberry, elderberry, etc.

Paper
- Sheets of paper (ideally recycled)

Equipment
- Two or three low tables, with chairs around them
- Brushes, ideally also made from natural materials, e.g. spikes and tufts of woody herbs held together with an elastic band, etc.
- Knife (only for use by the older children)
- Cutting board

Required for preparing the materials
- Glass jars for holding the natural paints (several jars for each color, so that each table has all the available colors)
- Food processor, blender or juicer for making the juices
- Sieve for straining the juices

Signs
- Sign with the name and description of the activity
- If necessary, a sign with the activity's schedule
- Descriptions of the products used for the activity, produced by the convivium and printed on sheets of paper to be handed out to the participants. The descriptions could contain the following information: common and scientific name of the variety, seasonality, brief botanic and sensory description, uses in the kitchen, etc.

### Coordinators

Two people (for around eight children), with practical skills in managing spaces (preparation and tidying up) and in involving children in art activities and workshops.

### Further information

E. Bussolati, *L'orto - un giardino da gustare.* Collana Slow Kids Per mangiarti meglio. Slow Editore 2011

***Possible variation***
*If you have access to electrical outlets, the food processors can be plugged in and the children can make the juices/paints themselves.*

# .11 Food and Places
## Identify the right pairing

**Objectives**

- Promote an awareness of the food produced in a specific place
- Inspire reflection about seasonality and local origins of foods
- Deepen knowledge of traditional quality products (the Presidia)

**Participants**

Individual game: adults and families.
Team game: two teams of one to four people each.

**Activity description**

Individual game
The participant tries to match each Presidium to its country of origin, then checks their guesses against the printed map with the correct pairings. A solution map with all the country-Presidium and Presidium-season pairings will be provided.

Team game
Participants divide into two teams who share the same world map with the countries drawn on it. Each team will have:
- Post-it notes with the four seasons written or drawn on them
- 10 photos of Presidia

The coordinator will appoint a spokesperson for each team and will explain the game using a Presidium photo and a kit of season Post-it notes.
Using a timer set to 10 minutes, the coordinator starts the first activity: Each team must position the photos of the Presidia products on the correct regions.
This is followed by the second activity: In six minutes, each team must attach a Post-it to each Presidium photo on the map, indicating in what season the product is made.
When the time is up, the coordinator checks with the teams how many photos and Post-its have been correctly positioned. For each team, their rivals are asked to indicate the wrong pairings and to correct them. If the rival team doesn't know, the coordinator explains which are wrong, and gives some basic information about the unfamiliar products, using the information available on the site www.slowfoodfoundation.org.

The team with the highest number of correct pairings wins.
At the end, both teams taste a product from one of the Presidia.

**Set-up**

Classroom with world map, chairs and tables

**Materials**

- Sign with the activity's title and subtitle
- Sign with activity hours, if necessary
- One world map, ideally A2 sized
- One world map with the solutions, ideally A3 size
- Four kits of four Post-its
- One table
- List of Presidia product to help choose the most suitable ones *(> See Appendix 1)*
- Box for photos
- Photos of Presidia products
- Presidia descriptions printed from the Slow Food Foundation website (www.slowfoodfoundation.org)
- Plates, napkins and cutlery for the tasting at the end
- Cutting board, if necessary

**Coordinators**

One-two people with knowledge about local products and their seasonality and about the Presidia.
One-two people who are good at managing groups and getting people involved.

**Further information**
www.slowfoodfoundation.org
AA.VV., *Slow Food Presidia*, 2012

**Appendix 1**

| WORLD | | | |
|---|---|---|---|
| No. | COUNTRY | PRESIDIUM | CATEGORY |
| 1 | AFGHANISTAN | HEART ABJOSH RAISIN | fruit |
| 2 | ARGENTINA | QUEBRADA DE HUMAHUACA ANDEAN POTATOES | tuber |
| 3 | ARGENTINA | YACÓN | tuber |
| 4 | AUSTRIA | PIT CABBAGE | vegetable and preserve |
| 5 | AUSTRIA | LUNGAU TAUERN RYE | grain |
| 6 | AUSTRIA | WIESENWIENERWALD CHEQUER TREE | fruit |
| 7 | BELARUS | ROSSON INFUSIONS AND WILD FRUITS | infusion |
| 8 | BOSNIA-HERZEGOVINA | POZEGACA PLUM SLATKO | preserve |
| 9 | BRAZIL | SERRA CATARINENSE ARAUCARIA NUT | nut |
| 10 | BRAZIL | PIANCÒ VALLEY RED RICE | grain |
| 11 | BRAZIL | UMBU | fruit |
| 12 | BRAZIL | SATERÉ MAWÉ NATIVE WARANÀ | fruit |
| 13 | BULGARIA | SMILYAN BEANS | legume |
| 14 | CANADA | RED FIFE WHEAT | grain |
| 15 | CHILE | PURÉN WHITE STRAWBERRIES | fruit |
| 16 | CROATIA | LJUBITOVICA ŠARAK GARLIC | vegetable |
| 17 | ECUADOR | NACIONAL CACAO | cacao |
| 18 | EGYPT | SIWA DATE | fruit |
| 19 | ETHIOPIA | HARENNA FOREST WILD COFFEE | coffee |
| 20 | FRANCE | LORIENT CABBAGE | vegetable |
| 21 | FRANCE | SAINT-FLOUR GOLDEN LENTIL | legume |
| 22 | FRANCE | HAUTE-PROVENCE EINKORN | legume |
| 23 | FRANCE | PARDAILHAN BLACK TURNIP | tuber |
| 24 | GERMANY | FRANCONIAN GRÜNKERN | grain |
| 25 | GERMANY | BAMBERGER HÖRNLA POTATO | tuber |
| 26 | JAPAN | UNZEN TAKANA VEGETABLE | vegetable |
| 27 | GUATEMALA | HUEHUETENANGO HIGHLAND COFFEE | coffee |
| 28 | HONDURAS | CAMAPARA MOUNTAIN COFFEE | coffee |
| 29 | INDIA | DEHRADUN BASMATI RICE | grain |
| 30 | KENYA | MAU FOREST DRIED NETTLE | vegetable |
| 31 | KENYA | NZOIA RIVER REED SALT | spice |
| 32 | KENYA | LARE PUMPKIN | vegetable |
| 33 | LEBANON | KECHEK EL FOUQARA CHEESE | grain |
| 34 | MACEDONIA | WILD FIG SLATKO | preserve |
| 35 | MADAGASCAR | ALAOTRA LAKE DISTA RICE | grain |
| 36 | MALI | DOGON SOMÈ | spice |
| 37 | MEXICO | TEHUACÁN AMARANTH | grain |
| 38 | MEXICO | CHONTALPA CACAO | cacao |
| 39 | MEXICO | SERI FIRE ROASTED MESQUITE | legume |
| 40 | NEW CALEDONIA | LIFOU ISLAND TARO AND YAM | tuber |
| 41 | NETHERLANDS | LIMBURG SYRUP | syrup |
| 42 | PERU | SAN MARCOS ANDEAN FRUIT | fruit |
| 43 | PERU | ANDEAN KAÑIHUA | shrub |

| No. | COUNTRY | PRESIDIUM | CATEGORY |
|---|---|---|---|
| 44 | PERU | PAMPACORRAL SWEET POTATOES | tuber |
| 45 | UNITED KINGDOM | THREE COUNTIES PERRY | alcohol |
| 46 | DOMINICAN REPUBLIC | SIERRA CAFETALERA COFFEE | coffee |
| 47 | ROMANIA | SAXON VILLAGE PRESERVES | preserve |
| 48 | SENEGAL | FADIOUTH ISLAND SALTED MILLET COUSCOUS | grain product |
| 49 | SENEGAL | GANDOUL ISLAND WILD FRUIT JUICES | fruit and by-product |
| 50 | SIERRA LEONE | KENEMA KOLA | fruit |
| 51 | SPAIN | BALLOBAR CAPER | fruit |
| 52 | SPAIN | ZALLA VIOLET ONION | vegetable |
| 53 | SPAIN | GANXET BEAN | legume |
| 54 | SPAIN | MUNGIA TALO | grain product |
| 55 | UNITED STATES | ANISHINAABEG MANOOMIN | grain |
| 56 | UNITED STATES | SEBASTOPOL GRAVENSTEIN APPLE | fruit |
| 57 | UNITED STATES | MAKAH OZETTE POTATO | tuber |
| 58 | SWEDEN | ÖLAND ISLAND BROWN BEANS | legume |
| 59 | SWITZERLAND | SWISS BRENZERKIRSCH | alcohol |
| 60 | SWITZERLAND | SWISS DRIED GREEN BEANS | vegetables |
| 61 | SWITZERLAND | FARINA BÓNA | grain product |
| 62 | SWITZERLAND | MÜSTAIR VALLEY RYE BREAD | grain product |
| 63 | SWITZERLAND | WALLIS TRADITIONAL RYE BREAD | grain product |
| 64 | SWITZERLAND | TAFELJURA PLUM ORCHARDS | fruit |
| 65 | TAJIKISTAN | PAMIR MULBERRY | fruit |
| 66 | UZBEKISTAN | BOSTANLYK ANCIENT VARIETIES OF ALMONDS | fruit |

| ITALY | | | |
|---|---|---|---|
| No. | REGION | PRESIDIUM | CATEGORY |
| 1 | ABRUZZO | SANTO STEFANO DI SESSANIO LENTIL | legume |
| 2 | CALABRIA | MORMANNO LENTIL | legume |
| 3 | CAMPANIA | NAPLES HEIRLOOM TOMATOES<br>CASTELLAMMARE PURPLE ARTICHOKE<br>NEAPOLITAN PAPACCELLA | vegetable<br>vegetable<br>vegetable |
| 4 | EMILIA-ROMAGNA | COCOMERINA PEAR | fruit |
| 5 | FRIULI VENEZIA GIULIA | RESIA GARLIC | vegetable |
| 6 | LIGURIA | ALBENGA VIOLET ASPARUGUS<br>VALLEGGIA APRICOT | vegetable<br>fruit |
| 7 | LOMBARDY | VALTELLINA BUCKWHEAT | grain |
| 8 | MARCHE | SIBILLINI MOUNTAINS PINK APPLES | fruit |
| 9 | PIEDMONT | GARBAGNA BELLA CHERRY<br>CARMAGNOLA OX-HORN PEPPER<br>ORBASSANO RED CELERY | fruit<br>vegetable<br>vegetable |
| 10 | PUGLIA | ACQUAVIVA RED ONION | vegetable |
| 11 | SARDINIA | POMPIÀ | fruit |
| 12 | SICILY | NÙBIA RED GARLIC<br>USTIC LENTIL | vegetable<br>legume |
| 13 | TUSCANY | CARMIGNANO DRIED FIG | fruit |
| 14 | UMBRIA | TREVI BLACK CELERY | vegetable |
| 15 | VENETO | GRUMOLO DELLE ABBADESSE RICE | grain |

# .12 Rice and Beans Game

## Rice isn't just white and beans aren't just brown!

**Objectives**

Learn about Brazil's immense biodiversity through the variety of rice and beans (staple foods in the Brazilian diet) found in the markets of the children's community, but little used in school canteens and at home. Through an experience that requires creativity, the children's curiosity is inspired and they become aware of the existence of a community connected to that specific food, namely the local producers who make many sacrifices to grow the varieties on a small scale. The children can be the spark that generates change in family food habits.

**Participants**

Children aged between four and seven.

**Activity description**

*Duration 45 minutes*

- Observation (with commentary) of various types of rice (white, brown, red, black) and types of legumes (carioca, white, azuki, black, fradinho, macassar, jalo, rajadinho, fava and vagem beans, lentils and peas)
- Touching, smelling and biting (but not eating!) of the varieties of rice and legumes
- Cutting out of colored card on which the children can glue all the types of rice and legumes, arranging them creatively
- They can then show the card to their family to explain the activity and show the different types. Rice is not just white, and beans are not just black or brown

(The activity can of course continue in the garden, where beans can be planted and their growth followed).

**Set-up**

Arrange sitting end desks in a horseshoe.

**Materials**

Colored card, scissors, glue, food containers, rice and bean varieties.

**Coordinators**

One-two educators

**Activity preparation and planning**

Obtain as many varieties as possible of rice and legumes and find out about their provenience and production techniques. Prepare the materials and the room where the activity will be held.

**Further information**

www.portalsaofrancisco.com.br

# .13 Compost

## A fertilizer and soil improver for the garden

There are many examples of activities relating to composting. Here we suggest building a compost bin using reclaimed wooden planks or used plastic bottles.
This practical activity, as well as providing an alternative to the use of synthetic fertilizers in the garden, can also serve as a starting point for a group discussion on waste and resources.

**Objectives**

- Construct a compost bin using reclaimed materials, which can be used to recycle plant waste and produce compost to improve the fertility of the garden's soil
- Discuss with the participants the importance of compost in restoring soil fertility
- Learn how to think about waste (vegetable scraps, plastic bottles, old wooden pallets, etc.) as a resource
- Learn to observe the context and respect the rhythms of nature
- Develop manual skills and work in a group

### Participants

Children and teenagers aged between eight and 15

### Activity description

To build a compost bin using wooden planks

- The students salvage wooden shipping pallets from a building site. Suggestion: Pallets or old planks can also be recovered from markets, supermarkets, warehouses or sawmills
- The students plan and design the compost bin in the classroom
- Together with the teacher, they select the planks, sand them and paint them with tar to make sure they won't rot
- The compost bin is assembled using nails and a hammer

To make compost bins from used plastic bottles

- The students create small compost collectors at home using old plastic bottles
- The composted material is transferred into a larger container

To calculate when the compost will be ready, carefully observe your surroundings: the climate (hot, damp, dry…), the location of the composter and its size will determine the time the compost needs to mature.

### Set-up

Arrange a space outdoors where the compost bins can be positioned and a workshop-classroom where they can be planned and assembled.

### Materials

To build the compost bin using wooden planks
Wooden planks, sandpaper, tar, brushes, saw, nails (7-12 cm), hammer.

To make compost bins from used plastic bottles
Used plastic bottles, other larger containers.

### Coordinators

Teachers, community members (e.g. an assistant carpenter).

### Further information

A bottle cut in half can be used to collect a small amount of kitchen waste (ideally raw vegetable scraps, cut into small pieces). The top half is turned upside-down and inserted into the bottom half, then filled with vegetable scraps. It functions like a funnel, letting any excess liquid drip down into the bottom half of the bottle.
Another container, ideal for producing small amounts of compost (for example, on a balcony), is a terracotta pot, with two saucers closing it on the top and bottom. The terracotta allows the material to breath and filters the odor, limiting rot and bad smells.

## .14 Food and Health
## Products and labels

### Objectives

- Make people reflect on their food habits and preferences
- Inspire them to ask themselves where their food comes from and what characteristics it has
- Give them some tools for choosing good, clean and fair food and having a healthier and more enjoyable lifestyle and diet

### Participants

Adults, children (over six) and families. On their own or in small groups. *(> See Set-up)*

### Activity description

Participants will taste the industrial and artisanal version of the same product, for example two fruit juices. The tasting will be blind. Each participant will then fill out the tasting sheet *(> See Appendix 1)* and food habits sheet *(> See Appendix 2)*.
Facilitators will discuss the results with participants and will hand out the Handbook "You can gain well-being and health…" *(> See Appendix 3)*

**Set-up**

Table 0
This is where the tastings are prepared.
There are two people, knives, cutting boards and products.

Table 1
One person welcomes the participants and promotes the activity to the public.
On the table are tasting sheets and food habits sheets, pens or pencils and the products to be tasted.
At least one person must be ready to replace the products and sheets when necessary, shuttling between tables 0 and 1.

Table 2
At least two-three people must be here. Each one runs the tasting and leads the comparative reading of the labels of the two products tasted, working with groups of five-eight people at a time.
Another person collects the tasting sheet and food habits sheets and gives out the handbook in return.
There will be a box here with copies of the handbook for distribution.

**Materials**

Products (list of possibilities to choose from)
- Industrial and artisanal fruit juices
- Industrial and artisanal cheese, e.g. Fontina and Fontal; raw-milk and pasteurized milk pecorino
- Industrial and artisanal bread, e.g. Altamura or Castelvetrano bread and sliced white bread
- Industrial and artisanal jams
- Any other local product that is easy to find

Disposables
- Paper cups (for ice cream or juice)
- Paper plates (for cheese or fruit)
- Napkins

Equipment
- Knives and cutting boards (for cheese)
- Spoons (for jam)
- Pens or pencils
- Three tables

Signs
- One sign with the name of the activity and a message attracting people
- One sign with the image of the cover of the Master of Food courses on food shopping

Printed Materials
- Tasting sheet
- Food habits sheet
- Handbook "You can gain well-being and health…", given to participants after they have completed the tasting and filled in the tasting sheet

**Coordinators**

- Preparation and serving: a total of four people (2 at Table 0, 1 at Table 1, 1 at Table 2), with organizational skills and a knowledge of the products to make sure they are cut and stored properly
- Host: one (Table 1), with the ability to attract people to the tables
- Tasting coordinators: two-three at Table 2, with skills in tasting, food production and labels

**Further information**
Master of Food courses and material on everyday food shopping.

**Appendix 1**

## Tasting sheet

S1 = SAMPLE 1
S2 = SAMPLE 2

| SIGHT  | | S1 | S2 |
|---|---|---|---|
| | COLOR | | |
| | APPEARANCE | | |

| TASTE  | | S1 | S2 |
|---|---|---|---|
| | BITTER | | |
| | SWEET | | |
| | SALTY | | |
| | ACID | | |
| | UMAMI | | |

| TOUCH AND TACTILITY IN THE MOUTH  | | S1 | S2 | | S1 | S2 |
|---|---|---|---|---|---|---|
| | VISCOUS | | | FLOURY | | |
| | GUMMY | | | HARD | | |
| | DENSE | | | CRUMBLY | | |
| | FLUID | | | VELVETY | | |
| | CRUNCHY | | | ROUGH | | |
| | SOFT | | | STICKY | | |

| SMELL  | | S1 | S2 | | S1 | S2 |
|---|---|---|---|---|---|---|
| | FLORAL | | | SPICY | | |
| | FRUITY | | | TOASTED | | |
| | NUTTY | | | WOODY | | |
| | VEGETAL | | | CHEMICAL | | |
| | BALSAMIC | | | ETHEREAL | | |
| | ANIMAL | | | OTHER FOOD | | |

Which sample did you like the most?
☐ S1
☐ S2

Which of the two samples is the healthiest?
☐ S1
☐ S2

Which of the two samples has a more standardized flavor?
☐ S1
☐ S2

**Appendix 2**

## Food habits sheet

| | BREAKFAST | LUNCH | DINNER |
|---|---|---|---|
| Where do you usually eat? | | | |
| Who do you usually eat with? | | | |
| On average, how much time to you spend? | | | |

Do you read the labels on the food products that you buy?
☐ yes
☐ no

*For the following questions, you can give more than one answer*

If YES, what do you read?
☐ expiry date
☐ ingredients
☐ weight
☐ place of production/origin (if present)
☐ nutritional tables (if present)
☐ brand
☐ special offers/promotions
☐ other _____

When you go shopping, or eat outside the home, what criteria do you use to make choices?
☐ convenience
☐ seasonality of the foods
☐ provenience (if they are locally produced)
☐ personal taste

Where do you usually buy food?
☐ market
☐ farmers' market
☐ supermarket
☐ food shops
☐ deli
☐ food-buying group
☐ farm
☐ self-produced (garden, chickens, etc.)
☐ online

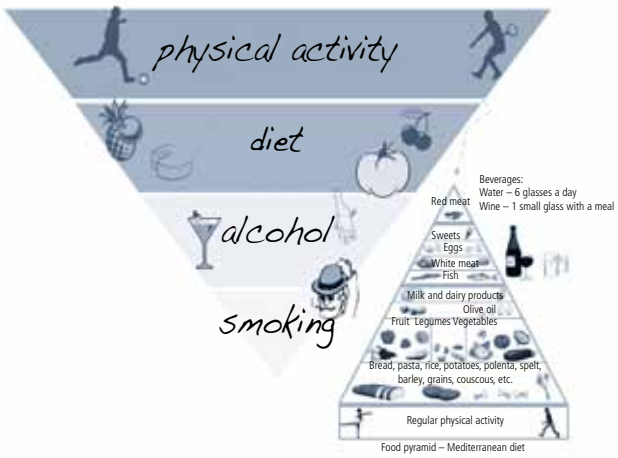
**Appendix 3**

Slow Food Italia

Together for the project

guadagnare salute

## You can gain well-being and health…
### with just a few daily gestures




Food pyramid – Mediterranean diet

*physical activity*

- Add movement into your day: go for a walk, ride a bike, spend an hour in the garden, play a sport that you enjoy.
- 10,000 steps a day keeps the doctor away

*diet*

- Start right from a young age: breastfeed babies and prepare baby food using the highest quality ingredients.
- Increase your consumption of fresh food, especially local fruits and vegetables, which also helps keep the environment healthy.
- Use raw extra-virgin olive oil to season dishes.
- Learn to read the label: avoid products with added flavorings (even natural ones), sugar and colorings.
- Enjoy every meal, even during the most chaotic days; stop for at least 15 minutes, with good company and in a pleasant place.
- Learn to listen to your body: it will tell you when you're full and when to stop.
- Reach and maintain your ideal weight*: you'll feel better and reduce the risk of cancer.
- Your body is 60 percent water: quench its thirst! Drink lots of water and avoid beverages high in sugar and colorings.

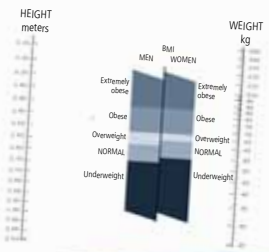
*alcohol*

- Enjoy wine and beer? Then drink a glass with meals.
- Spirits: don't exaggerate.

*smoking*

- If you smoke, try to stop. If you don't smoke, don't start!

Sometimes take the time to seek out a food that feeds your body and your mind




- Check your ideal weight: follow the lines between your weight and your height.

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"You can gain well-being and health..."

# . Forms

# Activity title

## Subtitle

One line describing the activity (maximum 150 characters).

**Objectives**
Explained with reference to the principles in the attached manifesto.

**Participants**
Indicate age/type (adults, students, children, etc.), age range and minimum or maximum numbers, if necessary.

**Activity Description**
Describe activity developement

**Set-up**
Description of how to arrange the teaching space.

**Materials**
For example: flipchart, projector, marker pens, food, napkins, glasses, signs, guides, comics, music and sounds, iPod, etc.

**Coordinators**
Identify how many people are needed to run the activity and what skills they should have.

**Activity preparation and planning**
For example: looking for a classroom, sending communications to the participants, training/informing the coordinators involved in running the activity.

**Further information**
Link to website, articles, books and other general educational tools (videos, manuals, guides, kits, etc.).

**Appendix**
Materials necessary to better understand and carry out the activity.

## Activity planning grid

| TIMING | PROGRESSIVE TIME | TOPIC | CONTENT | METHODOLOGY | SET-UP | EDUCATIONAL TOOLS | ACTIVE PARTICIPANTS |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

TIMING: time taken for each section
PROGRESSIVE TIME: progressive calculation of time taken
TOPIC: section title
CONTENT: what happens during each section
METHODOLOGY: teaching method used
SET-UP: arrangement of teaching space
EDUCATIONAL TOOLS: equipment, material, notes, slides, etc.
ACTIVE PARTICIPANTS: who is dealing with the topic
NOTE: to give further information

## Example of grid planning compilation

| TIMING | PROGRESSIVE TIME | TOPIC | CONTENT | METHODOLOGY | SET-UP | EDUCATIONAL TOOLS | ACTIVE PARTICIPANTS |
|---|---|---|---|---|---|---|---|
| 10' | 10' | Welcome | Present myself, Slow Food, the school gardens in Campania project and our workshop. | lecture | Everyone in a circle in Piazza Campania | | Giusy |
| 20' | 30' | …let's follow seasonality<br>Visual analysis | Educational walk through the garden, exploring the seasonality of fruits and vegetables. Description of the nutritional aspects, emphasizing their importance within the everyday diet. Why should we eat seasonal foods? Why should we not eat foods when they're out of season? | participatory stimulating questions | In the garden | Seasonal fruits and vegetables grown in the garden | Giusy and participants |
| 20' | 50' | …let's follow seasonality<br>Feedback | Division into two teams: fruit team and vegetable team. In 10 minutes they must come up with "The Seasonal Diet" using the products they saw in the garden. The team with the best representation of "The Seasonal Diet" wins. | participatory team work | Around the garden table | Pens, paints, paper, double-sided sticky tape, card, egg-timer. | Giusyand participants |
| 10' | 60' | …let's follow seasonality<br>Conclusions | Conclusions, goodbyes and distribution of the booklet and calendar on fruit and vegetable seasonality to each student. | lecture | In the garden | Fruit and vegetable booklet and calendar | Giusy |

Note: Group of 20 middle school pupils, aged between 11 and 13

Education for

... is about pleasure, a light and conviv

... teaches the values of slowness and r

rhyth

.. is learning by doing, because hands-o

educational

... values the diversity of cultures, k

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dimen

Slow Food®

www.slowfood.it
www.fondazioneslowfood.it

educazione@slowfood.it