





Appendice





Ricette della tradizione del Basso Mantovano con i prodotti dell'orto

Le ricette seguenti sono state raccolte dalla tradizione culinaria delle massie e sono preparazioni semplici per poter utilizzare e gustare al meglio le verdure prodotte dall'orto domestico sia

fresche che conservate. Durante i mesi invernali le verdure e la frutta conservate sono un valido accompagnamento alle ricette a base di carne e con i salumi del nostro territorio.



Macedonia all'alcool

Ingredienti

300 gr frutta a pezzetti
200 gr zucchero
1 hg alcool a 95°

Esecuzione

Il procedimento si svolge per tutta la stagione estiva, man mano la frutta diventa matura: ogni volta, dopo averla lavata e spezzettata a tocchetti, la si aggiunge a un ampio recipiente di vetro in cui è stato versato l'alcool e lo zucchero. Si parte dalle arance, poi fragole, eccetera. Va bene tutta la "frutta spiritosa" ed è un ottimo digestivo. È buona anche sul gelato.

Ricetta di Gina Doda (Pegognaga)

Giardiniera in agrodolce

Ingredienti

300 gr cipolline borretane
300 gr cavolfiore
300 gr carote
300 gr sedano
300 gr peperoni misti
1 lt aceto di vino bianco
250 cc olio di oliva
150 gr zucchero
50 gr zucchero

Esecuzione

Pulire le cipolline, dividere il cavolfiore e cimette, tagliare a rondelle sottili le carote e a dadini il sedano e i peperoni. In una casseruola versare le verdura, l'aceto, lo zucchero, il sale e l'olio di oliva, portare a ebollizione, mescolare e far cuocere per 5 minuti. Fare raffreddare completamente la preparazione di verdure, invasarle in vasi ben puliti e rabboccare con olio d'oliva. Chiudere i vasi con cura e conservare in un luogo fresco e buio. La giardiniera è un accompagnamento ideale per salumi, bolliti e formaggi a pasta dura.

Ricetta di Gina Santachiara (Pegognaga)

Peperoni in agrodolce

Ingredienti

2 peperoni rossi
2 peperoni gialli
2 spicchi di aglio
zucchero
olio extravergine d'oliva
aceto di vino bianco

Esecuzione

Lavare bene i peperoni, pulirli dai semi e filamenti interni e tagliarli a filetti spessi. Scaldare tre cucchiaini d'olio in una padella aggiungere i peperoni e gli spicchi d'aglio, tre cucchiaini di zucchero e di aceto. Lasciarli cuocere a fuoco vivace mescolando spesso fino a quando saranno croccanti, asciutti e mostosi. I peperoni in agrodolce si possono consumare a temperatura ambiente e sono un ottimo accompagnamento per bolliti, salumi e formaggi.

Ricetta di Gina Santachiara (Pegognaga)

Peperoni sott'olio

Ingredienti

1 kg peperoni nostrani verdi
1/2 lt aceto di vino bianco
1/2 lt vino bianco
3 cucchiaini di sale grosso
olio d'oliva q.b.

Esecuzione

Lavare bene i peperoni, pulirli bene dai semi e filamenti bianchi interni e tagliarli a filetti sottili. In una capiente pentola portare a ebollizione il vino e l'aceto e salare, aggiungere i peperoni e farli bollire per cinque minuti. Scolarli e farli asciugare e raffreddare ben distesi su un canovaccio. Invasare i peperoni sistemandoli con cura nei singoli vasetti e aggiungere l'olio di oliva avendo cura che penetri bene nei peperoni fino a coprirli a filo. Chiudere i vasi e lasciare riposare i peperoni almeno un mese in un luogo fresco e buio. Al momento di mangiarli con pane casereccio sono inoltre ottimi anche con l'aggiunta di parmigiano reggiano grattugiato per accompagnare salumi e bollito di carne.

Ricetta di Gina Santachiara (Pegognaga)

Vellutata di porri e zucca

Ingredienti

per 4-5 persone:
500 gr zucca tagliata a dadini
1 porro medio
1 bustina di zafferano
1 cucchiaio di brodo vegetale granulare
4 cucchiaini di olio extravergine d'oliva
sale e pepe q.b.

Esecuzione

Versare l'olio in una pentola, farlo riscaldare poi versare i porri tagliati a rondelle sottili, farli rosolare e aggiungere la zucca, fare rosolare bene anche la zucca poi coprire con acqua e raggiungere il bollore, aggiungere il brodo vegetale, lo zafferano e fare cuocere per 15-20 minuti. Frullare il contenuto della pentola con un mini pinner fino a ottenere un composto liscio e omogeneo. Salare e pepare quanto basta. Se il composto è troppo denso diluire a piacere con un goccio di acqua o latte.

Ricetta di Massimo Truzzi (Pegognaga)

Verdure dell'orto in padella

Ingredienti

La stessa quantità di:
patate - sedano - carote
fagiolini - cipolle - fagioli
piselli - zucchine - peperoni
pomodori ramati

foglie di basilico
sale, pepe q.b.
olio extravergine d'oliva

Esecuzione

Lavare e pulire le verdure tagliandole a pezzi grossi, mettere sul fuoco in una casseruola, aggiungere l'olio extravergine di oliva le verdure a pezzi, i fagioli, i piselli e le foglie di basilico, sale, pepe e un bicchiere di acqua. Fare cuocere velocemente le verdure a fuoco moderato lasciandole però croccanti. A fine cottura aggiungere un filo di olio di oliva extravergine. Questa ricetta consente di utilizzare tutte le verdure che l'orto domestico produce nel periodo estivo. Questo piatto è ottimo sia caldo che freddo con pane casereccio o come contorno di ricette a base di carne.

Ricetta di Gina Santachiara (Pegognaga)

Timballo di verdure

Ingredienti

per 4 persone:

1 melanzana

1 pomodoro

1 cipolla bianca

50 gr burro

sale e pepe q.b.

Esecuzione

Tagliare a fette spesse la melanzana e fatele sgrondare per circa 20 minuti, ponendole in un colapasta cosparse di sale.

Mondare e lavare le altre verdure, tagliarle a fette spesse. Sistemare le verdure alternate a strati in quattro stampini da forno, regolate di sale e pepe e completate con il burro equamente suddiviso.

Cuocere in forno preriscaldato a 150 °C per 20 minuti.

Una volta sformati, i timballi possono essere accompagnati a salumi, formaggio Parmigiano reggiano stagionato o pecorino.

Nel timballo possono essere usate anche altre verdure di stagione disponibili nell'orto.

Ricetta della Trattoria Antichi Saponi, Gaioni (Parma)

Budino di zucca al caramello

Ingredienti

per 6 persone:

500 gr zucca

2 uova

300 gr zucchero

1/2 lt latte

Esecuzione

Sbucciare la zucca, eliminare i semi e i filamenti e cuocere in acqua bollente. Poi scolarla e farla asciugare in forno, quindi passarla nel passaverdura.

Fare bollire il latte con 200 g di zucchero, toglierlo dal fuoco e aggiungere le uova sbattute e la zucca.

Caramellare lo zucchero rimasto e metterlo sul fondo di sei stampini monoporzione. Versare poi il composto di zucca e cuocere in forno a bagnomaria, a fuoco medio, per circa un'ora.

Lasciare raffreddare, sformare i budini e servirli.

Ricetta della Trattoria Dal Gaia, Garolda di Roncoferraro (Mantova)





La Comunità del cibo della Mostarda Mantovana

Il manifesto della Comunità

In data 19 luglio 2006 presso il Loghino "Passera" in strada Recorlandi del comune di Motteggiana (Mantova) si è costituita la Comunità del cibo della Mostarda Mantovana, comunità spontanea di tipo B (trasformatori di prodotto) che aderisce alla rete mondiale della Comunità del Cibo, promossa e coordinata dal movimento internazionale Slow Food.

- La Comunità esprime valori, interessi e destini comuni e si occupa, della salvaguardia dei prodotti e della ricetta tradizionale della mostarda mantovana, dalla coltivazione alla trasformazione, dalla promozione all'educazione al gusto, affinché il prodotto, su piccola scala, arrivi fino a chi lo mangerà. Sono considerati produttori della

mostarda anche soggetti della filiera: coltivatori della frutta e trasformatori intesi come nuclei famigliari, cuochi, agriturismi, artigiani e associazioni.

- Tutti i produttori accettano e fanno propri i principi ispiratori di Terra Madre sintetizzati nello slogan "buono, pulito, giusto". «La qualità "buono, pulito e giusto" è un impegno per un futuro migliore, un atto di civiltà e uno strumento per migliorare l'attuale sistema alimentare.» (Carlo Petrini)
- I produttori sono impegnati nella salvaguardia dell'antica preparazione culinaria come specchio sia della tradizione popolare sia come testimonianza di biodiversità e uso razionale delle risorse della propria terra.
- Tutti i produttori si sentono



soggetti attivi della Comunità e si impegnano a seguire la ricetta tradizionale condivisa e a utilizzare tendenzialmente materie prime provenienti da agricoltura biologica, nonché a promuovere, sostenere e diffondere i programmi e gli interventi promossi dalla Comunità.

- La Comunità si riunisce almeno una volta all'anno.

La storia della mostarda

La mostarda, secondo la tradizione, era già conosciuta in epoca romana con la produzione del mosto (mustum ardens) o mosto piccante, una sostanza zuccherina a base di farina di senape che consentiva di conservare a lungo frutta e verdura. In epoca moderna la ricetta della mostarda in Emilia e Lombardia cambiò radicalmente quando il

mosto fu sostituito dallo sciroppo di zucchero, ricco di proprietà antiossidanti ed energetiche: da qui deriva anche, fin dalle tradizionali ricette contadine, il caratteristico colore caramellato.

È un prodotto tradizionale di tutto il territorio mantovano, con variazioni locali e da famiglia a famiglia, con lievi variazioni degli ingredienti a seconda del tipo di frutta impiegato. Generalmente la frutta per la sua realizzazione viene utilizzata leggermente acerba ed è costituita per lo più da mele (campanine, renette, cotogne) e pere (si possono usare anche vari tipi di frutta o verdure) che, dopo essere state caramellate, si conservano grazie all'aggiunta di essenza di senape. Nonostante il processo di canditura, la mostarda conserva l'alto contenuto di fibre e vitamine della frutta.

La ricetta della mostarda mantovana

Ingredienti

1 kg di frutta pelata e detorsolata
300/500 gr di zucchero semolato
10/15 gocce di essenza di senape*
1 limone tagliato a fette.

Preparazione

Mescolare la frutta sbucciata a fette con lo zucchero e il limone. Lasciare riposare per 24 ore. Poi scolare il succo, farlo addensare sul fuoco per una decina di minuti e riaggiungerlo alla frutta. Dopo altre 24 ore ripetere l'operazione una seconda volta. Dopo altre 24 ore, infine, eseguire quindi una bollitura finale di circa 10-15 minuti della frutta unitamente al suo sciroppo. Fare intiepidire la mostarda, aggiungere le gocce di essenza di senape e mescolare delicatamente. La mostarda fredda va chiusa in vasi di vetro di piccole o medie dimensioni. Conservare in un luogo fresco e buio. 🍯

* L'essenza di senape si trova in erboristeria e in farmacia.



Abstract

(cover)
The Community of Gardens

The experience of the Taste School and Domestic gardens in Pegognaga, Mantova

It will be special food, abounding with attention and hard work I have had to produce, full of knowledge, solidarity, diversity and responsibility.

Summarising, the prayer's "daily bread" we were taught when we were children: food that nurtures the spirit too.

Introductions

(p. 7)
Educate to a conscious choice

By Roberto Burdese
Slow Food Italy President

The food model promoted by Slow Food wants to offer students the best cognitive tools to approach food in a correct and healthy way. Thanks to the education received, boys and girls will have the opportunity to live a life of conscious choices, choices that start from the selection of better food.

Cleaner food to learn to use organic and biodynamic production methods that have the slightest impact on the environment. Finally, fair food, because the young generations understand how the enhancement of hard work, knowledge and traditions of many people are important (and rewarding). People who, thanks to their special work, give universal value to a common project.

(p. 11)
Energies from the territory and national objectives

By Massimo Truzzi
Slow Food Basso Mantovano convivium leader

This publication is the most tangible evidence of the Convivium's projects: Taste Education-School Garden and Domestic Gardens in Pegognaga.

(p. 13)
Best practices, but especially a good model for the school

By Vanni Savazzi
Scuola Media "Dante Alighieri"
School Director

We would like to revise the essential points of educational values (the "heart" of the system, J. Attali would say) of this project-model that is based on a simple idea, an idea with deep and complex repercussions, that is to entrust students with the organisation and management of a school garden.

(p. 9)
The pleasure of eating special food

By Gilberto Venturini
Slow Food Lombardy President

I believe there is no greater satisfaction than collecting vegetables from one's own garden in order to eat, but even just some aromatic herbs or small vegetables grown with loving care in vases on the balcony. It is a very profound and complex satisfaction, that, those who have felt it, like me, are perfectly aware.

Point 1
Boys and girls are led to develop the skill of facing/solving problems.

Point 2
Boys and girls realise that the execution of a work demands various resources: knowledge and information are necessary; the disciplines are ways and fundamental sources of knowledge organisation, they are indispensable to understand the reality as they are based on procedures and rigorous rules.

Point 3

Boys and girls learn the sense and the value of natural and organic time/space in relation to consumption.

Point 4

Boys and girls reappropriate the Community space; the land made available by the Administration to create the School Garden becomes an asset of each one of them.

Point 5

Students recognise the sense of giving shape to knowledge and the experience gathered in different ways:

- First of all, handing over the command to younger boys and girls, pointing out the personal and social character of these educational and cultural actions. We want to underline the cultural aspect of communicating a created skill to others. At the end of the project, at the end of the production cycle in the garden, students communicated their experience to parents and to the public, as competent people.
- Through the intelligent integration of the Project with other projects
- Through a network of socio-economic-cultural relations in which students are interacting in a significant way.

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Public Administration next to those who are working and those who are projecting

By Annalisa Taschi

Councillor for Education in Pegognaga

The "School Garden" project has been one of the characterising projects of Pegognaga's Education Plan for the last three years.

The objective of the Municipal Administration was to make the "School Garden" into a community project.

Preface

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The Learning Community

By Carmelita Trentini

Slow Food Basso Mantovano

Starting from the industrial revolution, but especially in the last 50 years, man has deeply changed the ecological basis of the world.

The reduction of the variety of living forms and environments and the simplification of landscapes, that is the loss of biodiversity due to human life, is today one of the most important worldwide problems and directly involves local communities.

To face all this, the national and European provisions on Biodiversity cannot set aside from the phase of conservation of local environments.

The countryside can become the bastion and the leading example to apply new less-invasive technologies, or new sustainable philosophies: it must not continue to be a despoiled place, countryside can be a space where the Learning Community develops, the true forefront for the definition of a new production and food distribution.

In Pegognaga we went into this direction, we tried and create the Learning Community which involved school, children and families. The idea of the Taste School and the School Garden represents a small model of re-created biodiversity to be preserved, an example of how it is possible to guarantee food safety.

Growing crops in a garden especially has the value of transferring the concepts of biodiversity, group work, co-operation, knowledge, sense discovery, conviviality and the value of the concept of food chain to the members of the Learning Community.

Relocating food production and working for a learning community that goes in this direction meant for us bringing agriculture back to the role of a protagonist, in harmony with nature.

The Community of Gardens

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History of the School Garden as a prelude to the Learning Community

By Carmelita Trentini and Massimo Truzzi

The Learning Community in Pegognaga has distant origins. In Pegognaga, the school has always been at the centre of the public administration policies.

Going to school here did not mean to attend a standard school of a small municipality; it was a complex experience in which children were at the centre of the education practice.

The first meetings with the teachers of the Scuola Media and Slow Food Convivium showed a vital interest of the school for the world and issues that the association promoted.

The beginning

The idea and the proposal of organising Taste Workshops were exposed to the "pioneers" of the project, Ms Cesira Dalmaschio and Ms Maria Iva Galeotti.

These two teachers thought it right to place such workshops during the Open School Annual Festival, which is usually organised during the Autumn Festival in October. Learning how to distinguish tastes means getting to know the history of a product, its producers and the wisdom that they transmit. It especially means that our taste has been shaped into "non-flavour", "non-coloured" "non-perfumed" goods; the industrial products have standardised us and we cannot appreciate the substantial differences among food products.

The organisation

The following people make part of this group: Massimo Truzzi, the convivium leader; Carmelita Trentini, the person in charge for the "Taste School"; Alfredo Calendi, a former Italian teacher of the local middle school; Manuela Benassi, the person in charge of external

communication and Valeria Semeghini, the person in charge of the relationships with the twinned town of Madison in the USA and with Madison's friends; Cristina Bertazzoni, a free-lance educator, who invented the first nucleus of the project; Gilberto Venturini and Marcella Cigognetti who will continue with their experience of Taste Workshops both for children and for adults; Giulio Benatti, a LIPU environmental educator; Arrigo Teresi, Giovanni Gazzoli and Virgilio Mazzola, the granny gardeners. Diego Beltrami, a Slow Food member with a degree in Food Sciences, who taught children the organoleptic characteristics of vegetables and, last but not least, the teachers: the pioneers Ms Cesira Dalmaschio and Ms Maria Iva Galeotti, the indefatigable and enthusiastic Ms Alida Battoni and Ms Lorenza Montanarini.

The execution

The starting of the project has faced a first difficulty: where to carry out the garden, the project's "vital heart"?

Finally, we found the place: the Parco Florida, a public park.

"Here it is, this is the right place" cried out Gilberto crossing the meadow.

"Right for what?" asked Massimo.

"This is the right place for the garden, that's obvious!" he stated.

The position was perfect: the park was connected with a cycle path and a pedestrian precinct to the Scuola Media, which was 200-300 metres away from the garden. The position represented a strategic place of great visibility for the whole Learning Community.

The second difficulty: the garden was to be cultivated all year long, and especially in the period of spring/summer when the school was closed.

"Where's the problem?" asked Arrigo, supported by Giovanni and Virgilio, during a meeting where the leader was going to

surrender, "we will not lie idle, you can count on us when it rains, when the wind blows or when the sun shines, so the problem is solved" and the children echoed "in summertime we are going to water the vegetables in turns".

The third difficulty was faced during the implementation of the project: the garden produced a significant amount of vegetables of great quality, what should we do with them?

The first decision was about the organisation of a market stall on Monday morning at the local market.

Gemination.

The Convivium Garden, Domestic gardens, all the year round Garden

When we say that the garden bears fruit we intend to say that it bears ideas.

The domestic garden project aimed at registering domestic gardens in Pegognaga to show, with a scientific method, the numerous still active gardens, growing varieties, cultivation techniques, skills linked to the management of a garden, and so on. This project is followed by the programme "all the year round garden" which, with the aim of involving children with different learning problems and difficulty of staying in the class-group, tends to have them participate in the garden's activity with the activation of a greenhouse. In it they would allow the seeds to sprout, grow small plants, arrange the variety of vegetables to plant in the garden at the right moment.

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Taste school. The project, workshops, meetings, twinships and celebrations

The sense of this project lies in making a stronger connection between children and teachers and the farmer's world, making them know the territory production,

educating to the taste and the use of senses, developing greater food awareness and strengthening therefore, the ability to decide "what to eat".

The project was articulated in different areas which were activated in the three year- concretisation work plan.

Area 1 - Children Education

Area 2 - Teacher Training

Area 3 - Parent Training

Area 4 - School & Local Community

Area 1 - Children Education

1) SCHOOL GARDEN

This action was about carrying out an organic garden at school, supervised by children, aided by Slow Food operators and by granny gardeners during the whole school year.

The objectives

- Promoting the knowledge of organic cultivation methods of the farm products;
- Encouraging the respect for the environment and conservation;
- Starting off the knowledge of vegetable world, its species and its characteristics.

2) THE TASTE OF THE GAME

In order to promote a conscious nutrition it is necessary to develop our ability to use the senses, to taste food products and to know how to distinguish their characteristics.

A series of sense education games to explore and get to know the characteristics of food products were carried out in class with the help of teachers.

The objectives

- Developing the senses;
- Getting to know the properties and characteristics of food;
- Developing the ability of discrimination and comparison among the products.

3) COOKING WORKSHOP

"Eating" is not only an "agricultural deed", that is a way to taste and feed oneself with earth products, but it is also an "ars culinaria", that is the capability of a creative combination and food transformation. In general, the workshop aims to bring the children closer to the cuisine's beauties, allowing room for their creativity and desire to manipulate the products and experimenting different combinations.

The objectives

- Developing the ability to transform and combine food products.
- Encouraging the overcoming of children's "disgust".

Area 2 - Teacher Training

1) TRAINING MODULE "EDUCATING TO TASTE"

How to carry out a project of taste education?

How to invent and build learning games with this aim?

The objectives

Knowledge Area (theoretical knowledge):

- Developing basic knowledge on the territory's products;
- Getting to know the organic and traditional cultivation techniques.

Addressees

Teachers involved in the subjects in which the project was carried out: mathematics, sciences, foreign language, IT, and technologies.

Area 3 - Parent Training

1) CYCLE OF MEETINGS "Children, Parents and Food"

The proposal intended to pursue the general aim of parents' awareness and training about the relationship, often difficult and complex, between children and

food. Short cycles of meetings were carried out. They were open to parents interested in the topics related to taste education and the awareness development as for "how" and "what" our children eat.

The methodology

Theoretical and information moments and occasions of active participation of the involved parents were organised.

Area 4 - School & Local Community

1) MEETINGS, TWINSHIP, END OF THE SCHOOL YEAR CELEBRATIONS

The Taste School project intended to encourage public events aimed at involving the local community on increasingly more emerging topics as for "what and how we eat". These occasions, moreover, wanted to be a moment of public visibility of the work undertaken by the school in this direction and an opportunity for possible co-operation among school, citizens and territory producers.

The objective

- Enhancing and making the "Taste School" project and its protagonists (local administrators, teachers, children, slow food operators) visible;
- Offering a meditation moment to parents, citizens and local producers on the importance of Taste Education.

The activities and their length

- End of school year celebration
- Participation in the weekly market
- Participation and speech made at the "Peace Gardens" Conference in Ravenna
- Participation and speech made at the Slow Food Lombardy Regional meeting
- Twinship with Madison Slow Food convivium, meeting organised on October 24th 2006.

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The experience of the garden told by students and teachers

The teachers: Alida Battoni, Maria Iva Galeotti, Lorenza Montanarini, Cesira Dalmascio, Roberta Basaglia

The "Taste School" project, started in the school year 2005-2006, offered the pupils of the Scuola Media in Pegognaga the possibility to follow a teaching-training path focused on the project with a strong emotional and social value.

The work group, the manual activity, the relationship with our "granny gardeners" and the activities with the experts were the focal points for the didactic achievement of this project, which involved different disciplines.

Beyond the important scientific and technical knowledge that such a project put at stake, we wish to state that, in this path, our students have had the substantial possibility to rediscover values crossing time and space: peer co-operation, different generation teamwork, assistance among local bodies, respect for the environment in which we live and the value of tradition. As teachers, together with the students, we learned how to overcome doubts and initial uncertainties.

The students

"This is for sure one of the most beautiful experiences in these three years I have spent in the middle school; to be small farmers and create a garden that gave us an enormous pleasure was useful but more than ever fun"

"It has been hard work in the garden, but we learned that we finally reach the results with the help of friends and the will to go on. The workshop has been fantastic and the teachers too because they committed themselves to create a new experience and to provide us with the tools."

"I'm happy I carried out this project because we have achieved something that seemed impossible ..."

"If I could I would definitely repeat this experience and I recommend everybody to "live it" so to enjoy by learning like I did."

"I felt sorry to leave this project because I liked to work with hoes, rakes and shovels."

"It has been a beautiful experience as we, as students, have had the possibility to work in the first person and in direct contact with nature. I learned to love nature, to know all the different phases of soil working and vegetable seeding. It was a personal satisfaction."

"Each one was very keen of his/her garden's share and was satisfied in seeing the vegetables grow and collect them! It was awful to give our garden to the pupils of the first course after we've worked so hard!"

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Census of domestic gardens School garden consequence

By Alfredo Calendi

Once started the School Garden project, it has become well-known to everybody, also outside Pegognaga, for the high learning and environmental value of the initiative and the collateral activities.

The project: DOMESTIC GARDENS IN PEGOGNAGA, how to safeguard our daily health

In the global market, food can travel thousands of kilometres before arriving on our tables and produce pollution and energy waste: longer is the trip, greater is the sum of costs. While we are consuming the products that came from far away, our local varieties with our home tastes will

slowly disappear.

This is the absurdity of a hyper-productive agriculture that failed miserably: it did not feed the planet; it polluted the earth, erased cultural identities of entire peoples and dramatically reduced diversity. Against this drift, Slow Food protects biodiversity, peoples' rights to food sovereignty and fight against standardisation of flavours, intensive agriculture and genetic manipulation.

In our local context, we supported and consolidated the School Garden promoted by Slow Food in 2005 enhancing another project: Domestic Gardens in Pegognaga The Municipality, the Scuola Media, the twinned town of Madison, Wisconsin and the Basso Mantovano Slow Food Convivium developed "Pegognaga's gardens" project. This project envisages a various-phase path that, on the basis of Terra Madre's spirit disseminating a new idea of good, right and clean agriculture in the world, together with the concept of Food Community, it enhances the garden's activity of local tradition, also as knowledge, socialization and exchange.

The phases of the project:

1. THE CENSUS OF PEGOGNAGA'S GARDEN
2. PUBLISHING
3. "SEED BANK"
4. BASIC AGRICULTURE COURSE
5. FARMER'S MARKET
6. LOCAL PRODUCTS
7. EXPOSITION, FAIR
8. CONVIVIUM GARDEN

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The garden and the community

By Alfredo Calendi

Horticulture has health aims, in the sense that it generates natural products, without the aid of techniques and products which are dangerous for one's health. It is also

an activity that produces a certain income for the people who cultivate the garden. It can be assumed between € 500.00 and € 1,000.00 for unit, and this amount serves for an average of two to four families.

Survey

The survey was carried out half by the volunteers of Laboratorio Ambiente Association in Pegognaga and half by the students of the third year of the Scuola Media in Pegognaga.

The gardeners

The survey showed that the active subjects in gardening are 143 and they are an average of 59 years old.

Characteristics of the gardens

The total surface is 12.606 square metres, with an average extension of 100 square metres per unit. As for their characteristics, 65 are exposed to the sun and 19 are in the shade/half-light. The period in which they were created goes from 1963 to 2004. Most gardens are annexed to dwellings (91) while other 13 are located in a different place.

Working

Spadework and digging up are all carried out manually.

Manuring

The use of manure, proceeding from numerous cattle-breeding in Pegognaga, is the most widely spread fertilizing system.

Growing crops

The use of seeds (85) and transplanting (63) happens in a balanced way.

Crops hit parade

Lettuce ranks definitely first (54 seeds and 79 plants for a total of 133 that is 93%), followed by carrot (131), by courgette (US zucchini) and radicchio (100).

Consumption

In 115 cases the harvest entirely goes to family consumption while in 31 the surplus is given to relatives or friends and only 11 gardeners sell their products.

(p. 68)

The protagonists

Diego Beltrami

Exactly 15 years later I entered the school as a teacher, the same middle school that I had attended when I was a boy. I took part in the project as an expert on commodity science of food products.

I tried to enhance the three values at the core of the Slow Food Movement, that are Good, Clean and Fair food, taking advantage of the different ethnic groups that form part of today's classes and integrate themselves in our society. Indeed, it was useful allowing boys and girls to exchange their ideas, thoughts and food habits of different countries, trying to promote a transversal knowledge of the problem of Human Feeding and Nutrition.

Cristina Bertazzoni

I participated in the planning and creation of the School Garden in Pegognaga as the Co-ordinator of a project we have called "Taste School".

A rich and interesting experience that is 3 years old. A group experience because this project has been the result of the active and participated co-operation of a group of people (Mantova and Basso Mantovano Slow Food convivia) that have put together skills and commitment to create an initiative with a high educational value.

Three years later we can say that this initiative has definitely taken off and it has become an experience not only of the school but also of the entire community. The position of Pegognaga's school garden in a public space guarantees the use of it

for all the year round. The Garden is visible to everybody and children and families can participate actively to each phase of the cultivation process.

The School Garden becomes a Citizenship Garden, an experience shared with the town. An experience with a high education potential because the Garden is an extraordinary teaching and educational workshop.

The Garden is a tool to promote:

- knowledge
- manual skills
- respect of the time
- sociality
- group work
- sustainable agriculture

Valeria Semeghini

I took part in the project as a Slow Food member and an English expert. I aimed at preparing the classes for the Madison's friend visit. I was accustomed to teaching older students, this was my first experience with young students. What struck me most was that they were interested in making an impression on the U.S. delegation. I must say that they were very excited about this experience, they kept on asking me questions and putting forth their doubts. Sometimes when I am in Pegognaga, I realize that someone is smiling at me from afar, he/she is one of my students! I say hello and I go back, thinking that this has been a wonderful experience. 🍷







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