

4. Creative ideas and concepts

Background to the creative concepts

How do we design a sustainable school food system? And use the lessons learned to restructure the entire food system so that we can achieve the global sustainability goals? These questions were the starting point in February 2020, when Antrop began our work together with the Swedish Food Agency and Vinnova in the project "*A new recipe for the School meal*" to map and innovate the school food system in Sweden.

→ During the last two years, a team of 7 designers from Antrop has been responsible for system design and smart policy development with the aim at the project's objective – that all children in Sweden eat sustainable and healthy schoolfood. The vision is that by revolutionizing the school meal with all its components (e.g. the meal environment, procurement, the school meal as a pedagogic tool, collaboration with green innovators, school chef competence levels) make it the engine driving sustainable development – and in extension the whole food system.

A number of concepts/potential solutions for the identified leverage points have been prototyped and tested in collaboration with Swedish municipalities, and it is actually two of these concepts we want to show as examples of how we work methodically with creative concepts that also is relevant to this mission. We can think of no better way to use our experience from "*A new recipe for the School meal*" than to develop equally relevant concepts on a European scale.

Please note that the visual expression of the two creative concepts is from the project "*A new recipe for the School meal*". We refer you to the section "Sketch or mood boards of the visual components" of this document for visual suggestions for this particular project.

Concept 1

MARKET IN THE SCHOOL YARD



What

Local producers invite you to a food market in the schoolyard. Each class visits the market with their teacher and the local producers show their products and talk about food and sustainability with the students. During the day, outdoor lunch based on local ingredients is also served. The municipality's meal department is on site to talk about how to work with sustainable meals and cooperation with the local producers. In the afternoon, parents are invited to visit the market, with the opportunity to ask questions to the meal department, meet local producers, get acquainted with their products and possibly buy something. Before this market day, educational activities have also taken place at the school on the theme of sustainable food, local production, cooking and other activities that belong to the food chain. The market day itself gives students and teachers impressions and perspectives that the school takes with them in the pedagogical teaching and continues to work with after the food market.



Why?

Smells, tastes and a lively atmosphere will attract the students' interest. We know from experience that outdoor cooking is appreciated. The market will be a concrete way and a starting point for the meal organization and educators to work in a common sustainable direction, with food and the meal as a starting point. In addition, the local producers have a lot to teach the students, provide an understanding of the role of production in the local community and enrich the teaching with experience-based elements.



Levers that gets affected

The primary lever for the Food Market is the School Meal's connection to the pedagogical mission. The market acts as a link between meal and pedagogy and becomes a starting point for joint work going forward. The market also has an impact on the Competence Level for environmental, nutritious and culinary food among both meal staff and educators at the school.



The connection between the school meal and the **pedagogical mission**



Competence in environmental, nutritious and culinary food.

Target group



Students get the opportunity to taste local ingredients, meet the people behind them and gain knowledge about the connection between the food we eat and sustainable development.



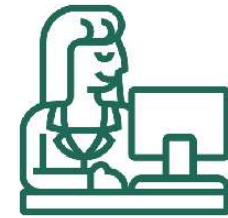
Teachers at the school link the market theme to educational activities before the market day and get the opportunity to be inspired to integrate into the school system in the future. Educators and students visit the market together.



School chefs are responsible for outdoor cooking, get an opportunity to discover local products and be inspired to sustainable cooking with local ingredients



Local food producers help children learn even more about the origin of food and strengthen the local connection. It is also an opportunity for producers to show themselves to parents and staff at the school.



Dietitian / meal developer is in charge of the overall planning and details of implementation. They maintain a dialogue with the school's principal and ensure that the right basic conditions for implementation exist.

Themes

To create continuity over the years and a common thread during the semester (before / during / after the market), we want to link each market to a specific theme. It facilitates the collaboration between meal and pedagogy and ensures that students get a connection to different aspects of sustainable meals.

One theme per semester or academic year.

Examples:

1. Local production

Can touch on aspects such as Sustainable Economy, Sustainable Production, Biodiversity, Culinary Quality, Chemicals and Emission

2. Diversity of tastes

Can affect aspects such as Culinary quality, Good health, Equality, Good education, Participation and democracy

3. Eco / Vego

Can affect aspects such as Climate, Biodiversity, Chemicals and emissions, Water consumption, Sustainable and fair production

4. Body and health

Can affect aspects such as Good Health, safe meals, Equality... Etc.

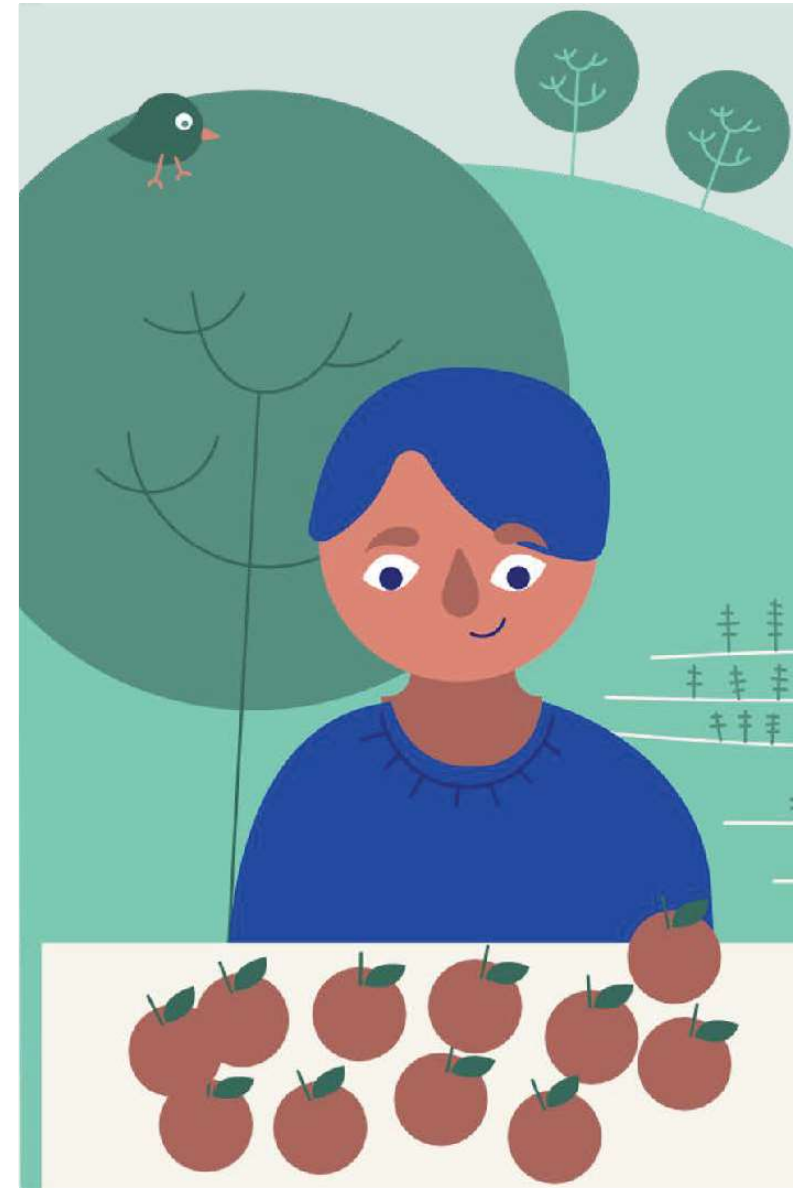
Desired effects by the market

The school and the meal organization collaborate on a common vision of the school meal's connection to a sustainable society and living.

- To integrate the meal into the education through collaboration and to teach the children more about food.
- Educators and school kitchen staff collaborate on the meal.
- The educators have a good ability to work across subjects on food.
- Holistic view, that everything is connected. Increased school attendance.

The domestic food chain and local producers are used as a teaching aid in the educational activities and the school restaurant.

- The school kitchen, the restaurant and the connection to the producers are used in the educational activities.
- Children and young people eat, experience and explore sustainable food from farm to fork.
- To get a closeness between producer and end user to be able to use this for educational purposes.



Prototype

Market components

The theme for the first market is locally produced food.

- Educational activities at the after-school center - baking and experiencing with healthy and sustainable food and ingredients.
- The starting point for the day will be an outdoor lunch, after which the market and various activities will begin.
- The schoolyard is decorated with pennants and hay bales, music is played to create a lively atmosphere.
- Local producers show and offer tastings of ingredients and products and talks with the students.
- Quiz about food linked to sustainability and the local community.
- Recipe book with examples of sustainable dishes is distributed to students, staff and parents.





Quiz

- Contribute to students walking around the market and actively seeking information.
- Facts and fun questions about sustainable and local food production.
- Get answers through information boards and by asking questions to the producers.
- Funny questions, for example: guess how many peas are in the jar / how much the pumpkin weighs

The image shows a quiz card template. It features a vertical list of eight numbered boxes on the left side, numbered 1 through 8. The boxes are colored: 1-7 are dark green, and 8 is red. To the right of these boxes is a large white area with horizontal lines for writing. At the top of this area, there are three small boxes labeled '1', 'X', and '2'. Below the main writing area, there is a section labeled 'SVAR:' (Answer) with a dashed line for writing. At the bottom of the card, there are two more sections, each labeled 'FRÅGA OCH SVAR' (Question and Answer) with a dashed line for writing. A green arrow points to the right at the bottom right corner of the card.

MARKET IN THE SCHOOL YARD



We will create uniform and playful materials to be used to arouse curiosity

FRÅGA 1

I Munkedals kommun är det ca 200 personer som jobbar som jordbrukare. När vi äter mat som är producerad lokalt, så skapar det även fler jobb. Hur många i Sverige har jordbruk som arbete?

- 1. 42 000 personer (0,5% av Sveriges befolkning)
- X. 171 000 personer (2% av Sveriges befolkning)
- 2. 684 000 personer (6% av Sveriges befolkning)



DIPLOM

Du har gått Munkedals skolors Quiz om hållbara skalmåttider. Du är riktigt njuifiken och vetgig.

Grattis!


Camilla Ekelund Rektor	Charlotta Liljedahl Rektor	Gunnela Martinsson Mödrschef
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A cartoon illustration of a girl with blue hair, wearing a blue shirt, holding a checkered flag and a carrot.

Knowledge goals – locally produced food

Our goal is for students to leave the food market with knowledge of how locally produced food contributes to sustainable development, for example:

- Locally produced food contributes to the local economy, creating jobs
- Locally produced food contributes to a vibrant countryside and a better understanding of where the food we eat comes from
- Food produced locally makes us less vulnerable in the event of a crisis or war
- Shorter distances between production and mouth contribute to reduced emissions from transport
- Swedish rules for food production create increased control over the content of what we eat, such as how the crops have been sprayed and what animal husbandry looks like
- Natural grazing animals keep our landscapes open and contribute to biodiversity
- Food that is fresh / freshly harvested contributes to better flavors and a higher culinary experience



The theme makes it easier to set knowledge goals, measure and follow up.

Concept 2

ExplorEat



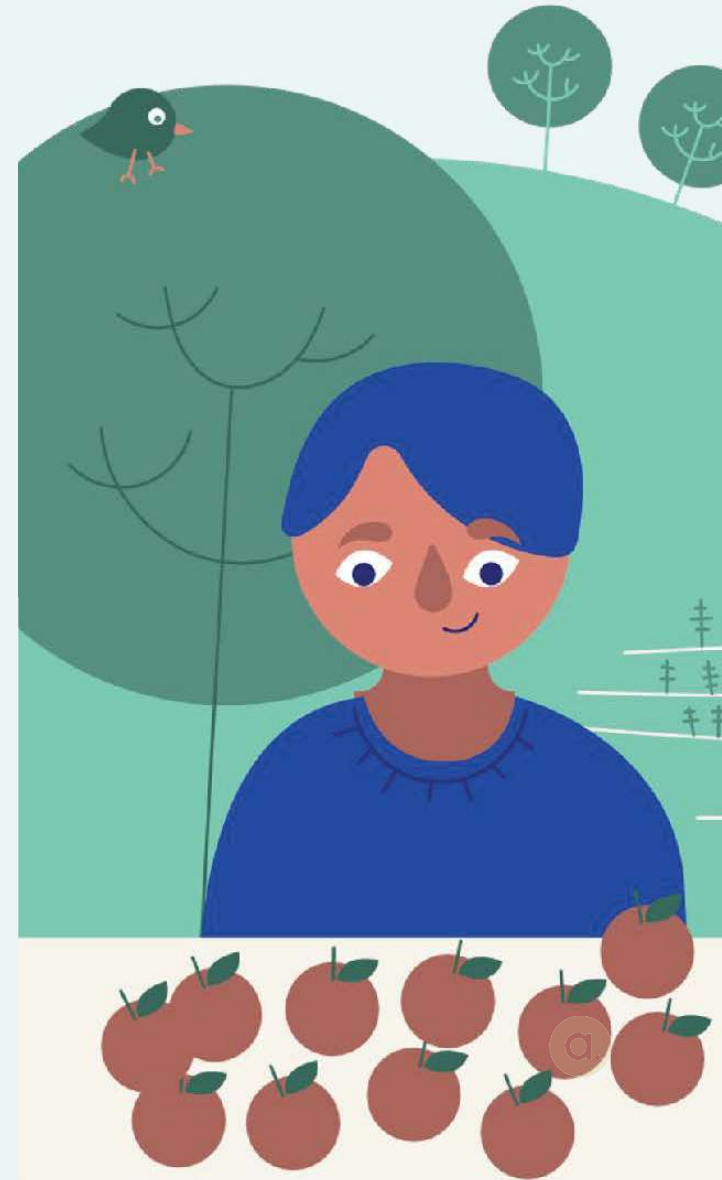
EXPLOREAT

What

Students are introduced to different types of sustainable food through the concept "ExplorEAT". ExplorEAT is based on using excitement as a tool to arouse the curiosity of students and entice them to explore sustainable food with all their senses.

Many students are familiar with how unusual food is introduced on social media through "challenges". By having challenged yourself and daring to taste, self-confidence grows and can lead to it becoming easier to taste and eat next time.

By using a concept that can be recurring in school, it will also be easier to introduce new raw materials and food products. The school can also act as a test bed in collaboration with innovators in sustainable food.



Levers that gets affected

The primary lever for ExplorEAT is the School Meal's **connection to the pedagogical mission**. It acts as a link between meal, meal staff and pedagogy and becomes a starting point for joint work going forward.

ExplorEAT also has an impact on the **Competence Level** for environmental, nutritious and culinary food among both meal staff and educators at the school. The school kitchen has gained both increased knowledge about sustainable ingredients and a new repertoire of student-tested sustainable dishes.

Through collaboration with local producers of sustainable food, the opportunity is also created to use the **school meal system as a workshop** for new sustainable solutions.

Children and young people have been involved in both developing themes and providing input in the design of ExplorEAT. They have also influenced the food served at school.



The connection between the school meal and the **pedagogical mission**



Competence in environmental, nutritious and culinary food



The school meal system as a **workshop** for new sustainable solutions



Involvement of children and young people in the school meal system

Target group



Students get the opportunity to taste local ingredients, meet the people behind them and gain knowledge about the connection between the food we eat and sustainable development.



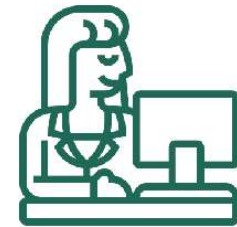
Teachers work with the students around the current ingredients, both by preparing for and following up according to the taste occasions.



School chefs are involved in preparing and presenting the food to the students. They also get an opportunity to discover local products and are inspired to sustainable cooking with local ingredients.



Local food producers are involved and help children learn even more about the origin of food and strengthen the local connection.



The principal and development strategist are in charge of the overall planning and details of implementation. They ensure that the right basic conditions for implementation exist.

Desired effects

Students test and eat (up) food and dishes that are more sustainable for society.

The student has good knowledge of the connection between food and sustainability.

Educators and kitchen staff have tools and abilities that make the school meal an interdisciplinary and tangible part of the school's work.

Prototype

ExplorEat - example of activities

1. Explore secret ingredients (example tofu) with all your senses (smell, taste, feel)



2. The secret ingredient is presented in the school restaurant



3. Classroom teaching about sustainable food



4. Tasting of dishes with the secret ingredients and voting on student's favorite dish.



5. Diplomas to the students, the ingredients to bring home together with a recipe booklet



6. The students' favorite is served for lunch at school + survey



Explore the secret ingredient with all your senses



The secret ingredient (tofu)

To provide a clear, visual feedback to the experience day, where the students explored an ingredient with all their senses, the ingredient is presented in the school restaurant. It is displayed in the different forms the students encountered the day before: natural and soybeans (feel), smoked (smell), and marinated with pizza spices (taste).

Take the opportunity to teach about tofu's climate impact.



In the classroom

The students could, among other things:

- Learn about sustainability and the link to food, the UN's sustainability goals and Agenda 2030.
- Independently search for information on the internet about the secret ingredient – tofu.
- Discuss what you can do in the school canteen to contribute
- The lesson end with a knowledge quiz in Kahoot or similar tools

2 - Quiz På vilket sätt är sojabönan hållbar?



- Den är vegetarisk och proteinrik.
- Den är grön och det är bra för magen.
- Den är inte hållbar att äta för människor, men för djur.

No answer

GOOGLA NU SOJABÖNA: EXPLOReat

VAR ODLAS DEN?

VAD ANVÄNDS DEN TILL?

VAD ÄR DET SOM ÄR BRA MED DEN?

HUR KAN DEN VARA HÅLLBAR?

VAD FINNS DET MER FÖR HÅLLBAR MAT?

EXPLOREAT

Tasting of the dishes and voting

The students in grades 5–6 get to taste three different dishes and desserts, prepared from the school kitchen with tofu from the local producer Yipin.

The dishes are served in smaller tasting portions in a restaurant-like environment.

The students are allowed to rate the appearance and taste of the dishes in a tasting form and vote on which one was their favorite. The dish that received the most votes was selected to be served to all students 2 weeks later.

Yipin participate with a representative who was present during the tasting and conducted a presentation and question time with the students at the end.



Templates with taste surveys and voting

Noel
TESTA & RÖSTA PÅ DIN FAVORIT! **EXPLORE**eat

1) Testa maträtterna. Ringa in hur du tycker att de ser ut och smakar.
2) Välj din favoriträtt!

MATRÄTT 1
Hur ser maträtten ut?

Hur smakar maträtten?


MATRÄTT 2
Hur ser maträtten ut?

Hur smakar maträtten?

MATRÄTT 3
Hur ser maträtten ut?

Hur smakar maträtten?


FAVORITRÄTT
Kryssa i din favoriträtt (vinnaren kommer att serveras i matsalen)!
 Maträtt 1 Maträtt 2 Maträtt 3




MATRÄTT 3
Hur ser maträtten ut?
 X10

Hur smakar maträtten?
 X1000000

FAVORITRÄTT
Kryssa i din favoriträtt (vinnaren kommer att serveras i matsalen)!
 Maträtt 1 Maträtt 2 Maträtt 3



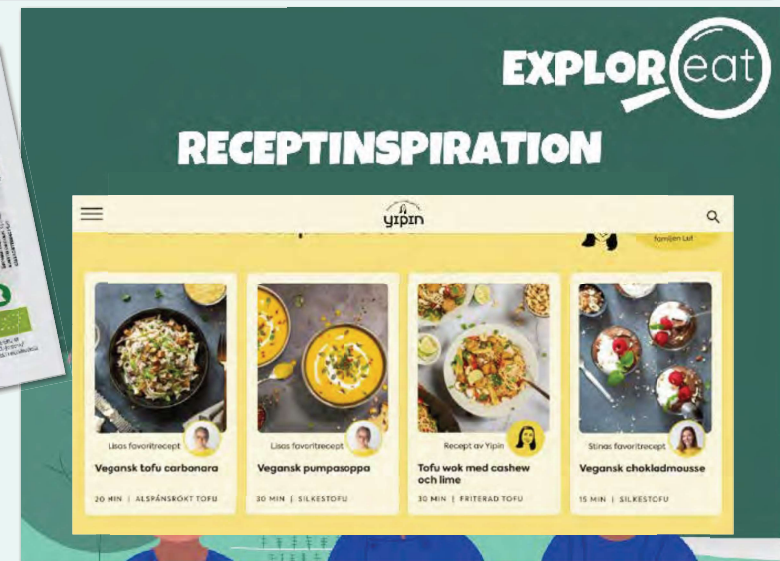
efter-rätten =



EXPLOREAT

Diplomas and recipe booklet

They student receive diplomas for their participation. To also extend the exploration into the home of guardians, the students can get a tofu kit home with them together with a recipe booklet with the dishes they tasted, and info about tofu and ExplorEAT.



EXPLOREAT

Student's favorite dish is served

The tofu dish that received the most votes in the tasting is served to all students as a school lunch. In connection with lunch, all students vote on whether they wanted to eat the dish again.

