Pupils moving with food in integrated public school foodscapes – how can this contribute to integration and inclusion? Results from LOMA case study.

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Students’ prep og vegetables at Nymarkskolen, Svendborg (2015)
I. Introduction

a) Aim of the intervention: To promote health and learning among pupils and contribute to integration and inclusion via LOMA-public school food scapes (LOMA15).

b) Research question: How did ‘LOMA15’ influence pupils’ development of food- and health related action competence?

c) Hypothesis: It is expected that pupils will develop food-and health related action competence disregard their sociodemographic background, when they participate in ‘LOMA15’.
• Unhealthy eating habits among children and youth increase.
• Obesity and overweight increase.
• Early intervention is needed: Daycare and schools.
• No national school meal program in Denmark – local level solutions! (but recommendations from Fødevarestyrelsen)
• Need for integrated approaches regarding ‘Food in school’
2. Methods – Comparative casestudy,

Figur 1. Illustration af LOMA15 casestudie med komparativt design.

LOMA intervention 2015-2017

Case a. Filstedvejens Skole
Case b. Tjørring Skole
Case c. Tved skole
Case d. Ørkild Skole
Case e. Strandgårds skolen
Case f. Nymarks skolen

Data indsamling
Analyse og sammenligning
Resultater
2. Methods – mixed methods design

Qualitative methods:
- observations, interviews,
- documents, video, photo

Quantitative methods:
- survey data – pupils/students

Statistical methods

Students preparing carrots, Nymarkskolen.
2. Methods – conceptual framework

Health Promoting Schools’ platform
(Wholeschool approach, action-competence; SHE network 2015, WHO 2015)

Childhood-studies, Transformative learning and identity formation (Illeris 2003; Ziehe 2009)

Alternative food geography, re-localisation of food- systems (Wiskerke 2009)

Foodscape studies (Appadurai; Dolphijn 2004; Johansson 2009, Brembeck 2012)
Foodscapes – definitions - heuristics

“Foodscapes are how food functions in immanent structures that are always in a process of change, how food affects and is affected, how we live our lives with food, according to food and through food” (Rick Dolphijn 2004).

“Institutional foodscapes are the physical, organizational and sociocultural space in which clients/guests encounter meals, food and food related messages including health messages” (Mikkelsen 2011).

“The integrated public school foodscape is the physical, organizational and sociocultural space in which pupils participate in meals, cooking, food related curriculum and encounter food messages - including health and sustainability messages” (Ruge 2015)

All three spaces are simultaneously present in each event (cf. Dolphijn 2004).

The subject, the ‘I’, seems to integrate these spaces in talk and thought - in a personalised foodscape, in discourse. (Johansson 2009; Brembeck 2012; Brembeck 2013)
Integrated school food scape – a tool for analysis

- **Physical**
  - Food, tables, plates, people
  - Kitchen manager orders local food

- **Socio-cultural**
  - Students participate in cooking
  - Food discourses – health, sustainability
  - Health and Math curricular project

- **Organisational**
  - A joint meal for teachers, pupils and kitchen managers

‘Whole school’ and integrated approach

+ A local perspective on cooking, eating, learning and procurement
Components in LOMA15 Intervention

♦ Teachers and kitchen managers participated in LOMA-EDU teacher training and ‘scaffolding’ – LOMA didactics in own planning.

♦ Pupils participated in planning, preparing and serving school food for peers together with professionals (teachers and kitchen staff).

♦ Pupils shared a daily meal with teachers and kitchen managers.

♦ Duration of LOMA15 = 1 week.

♦ Food activities were integrated and crossdisciplinary (e.g. Science, Language, Home economics, Math, Health, Media and PA).

♦ Food was healthy according to public recommendations for school food (FVST 2015) and cooked from ‘scratch’.

♦ Food was as far as possible sourced from local or regional producers preferably organic.

♦ Awareness-raising: Issues concerning health and sustainability.
3. Results – qualitative preliminary

- Qualitative
  - Foodscape analysis – 4 cases (next slides)
  - Pupils’ development of food- and health related action competence.
  - Contributions to inclusion and integration?

- Findings: The LOMA school foodscape offers a ‘learning space with equal access’. Here the importance of verbal language performance has limited influence on processes of learning. Focus is on ‘what you do’ – on practice.
Case 1: Ørkildskolen Svendborg
LOMA-foodscape (pilot)

Physical
- ‘Home economic’ facilities/classroom
- Canteen

Socio-cultural
- Pupils from reception class * participate in LOMA-pilot week.

Organisational
- Common meal in dining room.
- Using products from local farmer

* pupils with other ethnic background than Danish, recently arrived.
Case 2: Nymarkskolen Svendborg
LOMA-foodscape (implemented 2013)

Physical
Production kitchen
Learning kitchen

Socio-cultural
Daily participation of pupils.
Every pupil in kitchen 1 week/year.

Organisational
4 diningrooms
Common lunchbreak for all pupils together with teachers.
Case 3: Strandgårdsskolen Ishøj
LOMA-foodscape (Pilot)

Physical
Production kitchen
Learning kitchen for 8 years.

Socio-cultural
Ethnic Danish and other ethnic backgrounds,
LOMA week/days
Preparing daily lunchmeal

Organisational
Common meal
Dinning room
Case 4: Tjørring skole Herning
LOMA-foodscape (pilot)

Physical
Home economic classroom
Coorporation with nursery-kitchen

Socio-cultural
Pupils participate in LOMA-pilot week.
Visit farmers

Organisational
Common meal
Dinning room
3. Results: Quantitative – preliminary

Online questionnaire – age adjusted. N = 299 (panel data)

- 73% = ‘1 language’ (Danish)
- 27% = ‘2 languages’ (Danish + other)

Results indicate that pupils, who participated in LOMA15 intervention developed components in a food- and health related action competence. For instance:

- Knowledge about vegetables and fresh produce. Both 1 and 2 languages have positive development. But ‘2 languages’ at a lower level (see figure 1)

- Skills in cooking – for peers: Knowledge about where food comes from, the farm, to talk about food, to draw pictures of food, to take photos of food.
Fig. 1. Knowledge about fresh produce. Divided on language (Ruge dec 2016)
4. Discussions

LOMA seem to offer equal opportunities for learning in school through a ‘learning space with equal access’. But questions arise according to results:

1) If ‘1 or 2 languages’ makes a difference – how to facilitate equal opportunities for ‘2 languages’ to catch up with ‘1 language’?
2) Should intensive language training be a part of future LOMA-educational activities?
3) Do LOMA-education for reception classes promote integration and inclusion? Or should these students rather be integrated in ‘1 language’ classes?
4) Pupils of other ethnic backgrounds tend to ‘move on’ to other schools – do we have a perspective on LOMA as a contribution to ‘life skills’? And to the 21st century learning kompetences?
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• See more about LOMA-local food at facebook 😊
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2A. Grade pupil presenting digital log-book with photo of own LOMA-food (nov 2016). Photo: Ruge