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JEDI in Design Workshops

LearningSCAPES 2022 & February 2023

SUMMARY

A major initiative of the A4LE JEDI Committee for the latter part of 2022 was organizing and hosting a JEDI-focused conference workshop at LearningSCAPES in San Antonio. The session was organized as a workshop with small working groups hosted by JEDI Champions from various regions. Eight topics were proposed. Four groups were created with 4-8 participants, with each group focusing on two topics.

The discussion was free-flowing and not rigidly structured. As is common with inspired participants, the time was not nearly sufficient for the level of passion and detailed exploration that was begun.

Participants expressed a strong desire to continue exploring these topics. This resulted in a Part 2 workshop which was held online in February 2023. Results from both workshops are presented sequentially for each topic.

ACKNOWLEDGEMENTS

This report was prepared by the A4LE JEDI Committee, including co-chairs Ross Parker and Julia Hawkinson and numerous JEDI Champions from the committee, regions, and chapters. Special thanks to all who participated in the workshops and those champions who reported out, recorded these findings/notes, provided photos and images, and helped in countless ways that were supportive.

SHARING

From the outset, it was the express intention that these explorations and discussions are in no way proprietary. You are welcome to share them in any non-commercial way you see fit in furthering the interests of Justice, Equity, Diversity, and Inclusion in Design.

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PARTICIPANTS

The following participated in the LearningSCAPES 2022 Workshop:

22 participants in 4 groups. Each group addressed two topics.



Topics 1 and 2

Jane Heusemann (Clark Heusemann)
Scott Worthington (BDS Architects)
Shari Gratke (JEDI champion) (Arcadis | IBI Group)
Ross Parker (JEDI champion) (Arcadis | IBI Group)



Topics 3 and 4

Lewis MacDonald (Cape Breton Victoria Regional SB)
Mike McGavock (McGranahan Architects)
Kas Kinkead (champion) (Osborn Consulting)
Khary Knowles (champion) (EH&A/MGT Consulting)
Alyson Sternquist (FGM Architects)
Benjamin Fields (McGranahan Architects)



Topics 5 and 6

Jamie LeBlanc (Gilbane Building Company)
Kerrie Frymire (JEDI champion) (Perkins Eastman)
Andrew Lowes (VS America)
Julia Hawkinson (JEDI champion) (LAUSD)
Karen Freeman (Shaw Contract Group)
Brian Carter (Integrus Architecture)
Kristine Anderson (Tacoma School District)



Topics 7 and 8

Parul Vyas (Stantec Architecture)
Taine Wilton (Edmonds School District)
Saif Vagh (JEDI champion) (NAC Architecture)
Olivier Mabiata (JEDI champion) (Arcadis | IBI Group)
Jesse Miller (DLR Group)

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The following participated in the Online February 2023 Workshop:

There were approximately 60 participants. The names of participants were not recorded. Each group addressed one topic.

Topic 1: Group 1 report-out by Melanie Drerup

Topic 2: Group 2 report-out by Lettie Boggs

Topic 3: Group 3 report-out by Philip Riedel (champion), Kate Egan, Maureen Shenher, Carol Henry

Topic 4: Group 4 report-out by Kimari Phillips, Erin Braunstein

Topic 5: Group 5 report-out by Julia Hawkinson (champion), Sravan Bala

Topic 6: Group 6 report-out by Kerrie Frymire (champion), Courtney Ter-Velde

Topic 7: Group 7 report-out by Faye Strong (champion), Nick Salmon

Topic 8: Group 8 report-out by Martha Quigg

Topic 1: Inclusive Design – having the tough conversations



The following are from the LearningSCAPES 2022 Workshop:

Focus on needs, functions, activities: safety, privacy, elimination, hygiene, grooming

Focus on building elements: plumbing

Consider signage to reflect function or equipment provided, e.g. toilets, urinals, sinks, etc.

Avoid emotional triggers, political bias

Key words and terminology: non-binary, restrooms, fixtures

Mixing genders at sinks can be uncomfortable. Provide choice, distributed locations.

Ask clients/stakeholders to “Imagine a better future that I/we had”

Time and distance: disperse functions/activities to avoid congestion.

Safety: ease of monitoring visually and acoustically

Privacy: visual privacy in toilet/changing/shower stalls; maintain acoustic transparency.

Obscure glass to show when a space is occupied and show movement.

Special needs: inclusion model is the norm in most places. Why not for issues of gender?

Blocks of time for instruction and time between. Why? Different people need more time for basic functions and to travel to frequently distant facilities.

Location: locate restroom facilities closer to learning spaces to lessen time, improve safety and feeling of safety.

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Choice: provide a variety of facilities (e.g. toilets, urinals, toilet stalls with sinks, etc.)

Why are sports rigidly gendered?

Many PE and athletics programs have opposite gender coaching. Provide gender inclusive/neutral offices, team rooms, etc. that maintain privacy for staff, student locker/change rooms.

These facilities need to be described in the Ed Specs.

These facilities may require more space and therefore budgets. Need to allocate funds during capital planning for bonds, levies, funding applications.

Safety: Note that those most in danger are those who present and identify as gender non-binary, transgender, or other than conforming to gender stereotypes. It is not the gender conforming people most at risk. Bullies and predators are largely conforming people preying on those who are “othered”. This kind of messaging is important when having those tough conversations with stakeholders.

Familiarity: An informal poll of the whole group found that almost nobody in this group personally knew a trans or gender-nonconforming person 5 years ago, but that about half now know at least one, and several knew more than 3 such people.

Role models: Consider bringing into the stakeholder meeting a person most impacted by the bias.

The following are from the Online February 2023 Workshop:

Issues:

Safety & functionality FOR ALL

How to have tough conversations?

Gender inclusivity- locker & change rooms

Sensory issues often overlooked

How to move from adapting to innovating?

Legal – some jurisdictions require gendered signage.

Some jurisdictions have prescriptive design standards, sizes limits, requirements for gendered spaces and signage.

Trauma and religious informed concerns. More requests for female-only spaces than male-only.

Change rooms are currently more of a challenge/issue than restrooms.

School use and public after hours use.

Single occupant facilities add cost, space.

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Solutions & Ideas:

Start conversations at the “top”, where budgets are determined, and continue to very “bottom” where furniture is selected.

Community and parental buy-in needed.

Engaging users: Kids are important sources of information. They have no filter. Bring kids into the conversations.

Conversations, gender neutral is a divergence. Student culture. Learn together.

Template for difficult conversations: PFLAG.org

Design for people, not for design, building, or budget

One size doesn't fit all – today and in the future

Flexibility for changing cultures

No one size fits all – incorporate variety.

Choice is needed.

Location is key - how you arrive and use the space.

Equity, not equality.

Universal Design Principles

Take inclusive design beyond restrooms. Overall character. Welcoming/belonging.

Safety (perceptions of mixed-gender spaces): focus on activities & use instead of preconceived solution (e.g. plumbing, grooming vs. separate facilities)

Integrate restrooms and similar places into or adjacent to social spaces (“sticky” spaces)

Design for belonging, focus on who space is designed for.

Integrate into publicly monitored spaces (social or other).

Color:

Cultural aspects

Gender bias

School versus personal (athletics, team spirit versus general use)

Neurodiversity:

Odor, high sensitivity, really good mech systems needed, avoid disorientation and disconcerting.

Lighting reinforcing wayfinding and distracting.

Colors – not overly saturated unless very small and highly focused.

Acoustics – privacy

Shy bladder syndrome – *paruresis* – need acoustic privacy

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Safety:

Kids know if no adult is allowed in

Incorporate both adult and kids use - if kids expect that staff members might be coming in, changes behavior.

Cost:

All-gender, multi-person facilities are not more costly.

Changing/Locker Room approach (one example):

- change stalls surround open changing/locker area
- toilet stalls around perimeter
- have it visually controlled, especially entry – no door into open locker area so can be monitored from common circulation spaces.

----- End of Topic 1 -----

Topic 2: Gender Bias in Artificial Intelligence & Digital Environments



The following are from the LearningSCAPES 2022 Workshop:

Why are the default names and voices of digital assistants female (Siri, Alexa)?

Gender bias in “helping” jobs, professions normally female (highway flaggers, nurses, secretaries/personal assistants)

Has this been influenced by the fact that our caregivers from our childhood normally female (mothers, daycare nannies, etc.)?

Females are traditionally seen in many societies as submissive, helpful, quiet, maternal.

Males are traditionally seen as authoritative.

Documentary/movie narrators are typically male.

Has the gender bias in digital assistants been influenced by the stereotypical software designer (“geek”) as an anti-social male in his 20’s or 30’s living in his mother’s house?

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The following are from the Online February 2023 Workshop:

Media norms, AI

Authority figures set the table for the next generation.

Allowing awareness, choice (interface, not back end)

Access – digital divide

Affect the industry through feedback and buying power

Continuous change

----- End of Topic 2 -----

Topic 3: Designing for Security and Outdoor Learning



The following are from the LearningSCAPES 2022 Workshop:

Nature isn't just for White people.

Site should be holistic environment.

Issues of equity: non-White people are under-represented in the outdoors

Designer spend too long only on the building.

“Hurt people by all the hard edges”

Challenges of bringing nature into K12 environments with tight budgets.

Equity of inner city environments vs. suburban, low income vs higher income.

Everyone should know they are valuable.

How does JEDI fit into site design and outdoor learning?

Experience and Ownership:

Balance of soft and hard.

Funding/budgets are part of the equation – less is spent in overall life cycle costs

Parents' perception of safety

Separate/isolated silos of institutional funding.

Curriculum versus maintenance versus public health.

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Curb Appeal:

Sports/athletes (this one works)

Motivation?

How to create opportunity for future?

What is communicated about kids when there is no basketball net?

Equity.

Road rage: parent drop-off failure.

Parent/teacher/community messages about potential and opportunities.

Sense of dignity + self perception = academic success

Connecting to place = soul is happy or not

- Importance of intrinsic
- Nature that you know

What should “nature” be?

- Planned and beautiful; humane and affirming design
- Vs. prison yards; thoughtless

Equity Tool:

Equity indexes used in Seattle & Tacoma

Access to parks

Demographics

Tree Equity

Historic Redlining

Public health – obesity, respiratory, diabetes

Walkability

Funding:

Healthcare costs are very large at end of life.

Healthcare costs are very large at beginning of life.

“Wellness” – expanding, maintenance of health.

Parks & schools partnerships: maintenance costs vs. public use/access

Embodied carbon – embodied human health

Separate funding should be earmarked by state and federal governments for equity, outdoor greening.

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The following are from the Online February 2023 Workshop:

Encourage places of gathering

Adjust scale of building

Affect ownership of location

Use as play and learning

Provide budgets

Talk with communities and students – cultures

Grow **food** and **flowers**, celebrate **culturally**.

Places of respite

Culturally relevant games (e.g. cricket)

Inclusive play areas

Natural elements as a draw – walk on grass? – climate, sun, temps, precipitation - choice

Miro boards

Green walls, hydroponics, grow, cultivate, eat

Focus on safety, i.e. shootings

Advisory committees, students, parents, community

Community meetings

Giving program elements to committee to design – be intentional

Pick up times – program activities during that time

Cameras and signage instead of fencing

Building community through the project

Identifying who is in the community, talk about race and identify relating to outdoors

Funding -

How to embrace cultural differences?

----- End of Topic 3 -----

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Topic 4: Design Balance - between “hard” and “soft”, aesthetics vs. safety



The following are from the LearningSCAPES 2022 Workshop:

Prison crime rates

Indigenous Populations

No motivation to play without basketball, trees, designed spaces, public use

Charter schools are doing a better job – why?

- Institutional motivation
- Attract (optional, capitalism)
- Required
- The role of competition
- Curb appeal

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The following are from the Online February 2023 Workshop:

Key Issues – General:

Difficult to balance security and safety with aesthetics.

Having experience from both facilities side and design architect side.

Balance between hard / soft / safety / security – CPTED design. Have to consider for every school.

Consider shooting incidents as well as bullying.

Balance design despite budget, echo chamber to action.

Lock-down practising for students – how much of the day is learning versus practise for lock-down?

Inclusivity, belonging, flexibility, adaptable.

Generational trauma.

Key Issues - Safety:

Different types of safety – from bullying / to intruders.

Teachers need to feel safe.

Client might not want to go the extra mile for security. Buildings are vulnerable. How is this being navigated?

Key Issues – Soft, Friendly, Welcoming:

Challenged since Columbine to create spaces that are friendly and still safe.

Risk versus relationship. Hardening can be obtrusive – remind of threat versus eyes on the street. Windows can be positive (visibility) or negative (feeling vulnerable) – cultural shift.

Create safe & secure restrooms that are still “homelike”.

Older schools can look & feel like prisons.

Cultural perspectives and contexts - slightly different perspectives with different forms of multi-generational trauma (African American, Indigenous, etc.).

Key Issues – Transparency:

What is safety / security? Different for everyone – each person sees it differently. Some teachers understand the importance of visibility (eyes on the street); others see glazing as making them vulnerable.

Struggle with security, natural, need for visibility, natural light.

Design balance. The focus on transparent, open dynamic spaces raises challenges with safety and security.

Desire for openness and then paper over (curtains) over windows.

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Aligning design intent with occupants' use – use transparency for security only to have teachers paper over windows.

Transparency – balance with safety: keep intruders on display and be monitored.

Specific Solutions:

Functional programming – need to include security from functional perspective.

School safety committee with legislators, state troopers, educators etc. Security walk-thru with teachers.

Walk clients thru the importance of creating a secure campus. There is concern that they are not taking this seriously.

Have a plan, practice the plan, have a backup plan – mix of design and culture and policies/procedures.

Engage specialty consultants and users.

Incorporate CPTED (Crime Prevention Thru Environmental Design) in school design.

Layered security: makerspaces, buddy rooms – transparency.

Bullet-proof panels.

Round off hard edges.

Color coding on floors - where to stand and not be seen during an emergency.

As technology changes how safety/security becomes a conversation earlier in the design process

Design buildings for children (and teachers) to have a sense of security and safety while still part of the outside world.

Make a “happy” school – vision to nature from every direction. Vision to nature and natural light.

To thrive in education – conversation from hard and soft – design for comfort and security.

Long vision corridors versus places to hide.

Corridors with door recesses for out-swinging doors provide a place where someone can hide – make doors in-swinging.

A space on the floor is blue for a “safe” lockdown space where students can hide from an intruder.

For the all-glass rooms – a door to buddy classroom that is closed in (a place to hide from intruder).

For students working in the hallway or collaboration space – go to nearest classroom.

Need operational practice. Practise the plan. Free, open, transparent design - with a back-up-plan

Make the secure elements invisible.

Layer secure elements like an onion, slow things (an intruder) down. Perimeter fence (one portal). Create a secure space for the receptionist to hide under their desk – they are first line of

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security. Stage one – perimeter fence, secure lobby (bullet-proof glass) steel-lined or concrete block desk; Steel door; laminated glass around the perimeter. More time taken to break glass.

Bullying – visual connection; feeling that you can be seen, reduces bullying.

Inclusiveness and acceptance aided by more modern designs are big parts of security. Lots of the conversations go to school shootings. With modern, transparent and open school designs, grades may not be up, but absenteeism is down, discipline is better, more clubs, more engagement.

Securing the buildings. Students come to school with a gun – they get thru unless there is a metal detector. No metal detectors, but police officer instead. They are there for kids. May not work everywhere. Has security Officer been good or bad? Do the students feel like they are being watched. The Police make a personal connection (like a counselor) that is successful.

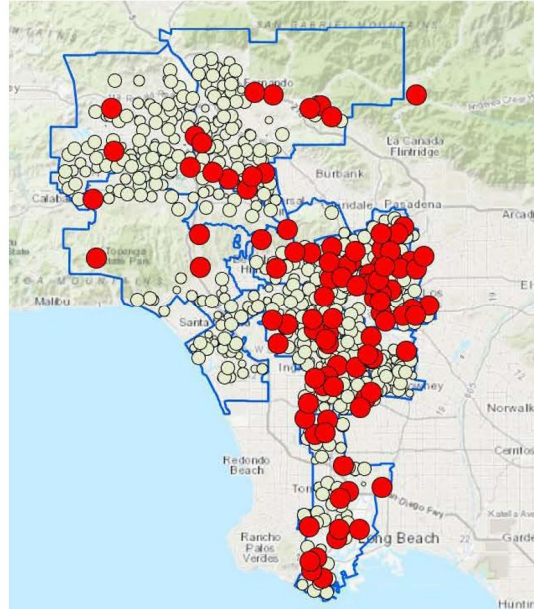
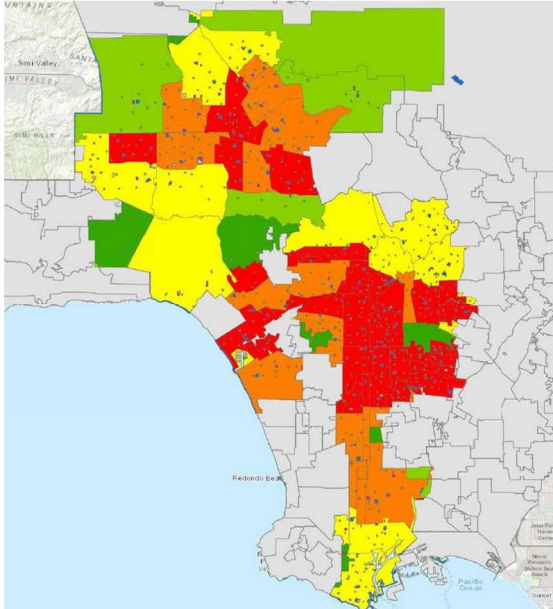
Take a step back – metal detectors / counsellors / not always work. School design building sense of community!

Process/Operations - train all staff what to do:

- When they or kids are approached.
- Even the bus driver sees kids twice a day.
- If you see something, say something.
- Kids with a black-eye or other evidence of bullying or abuse – see it gets attended to.

----- End of Topic 4 -----

Topic 5: Personalizing Solutions – to move from equality to justice



The following are from the **LearningSCAPES 2022 Workshop**:

Push/Pull between Standardization and Personalization

How do we move from Equality (everyone gets the same thing) to Equity (everyone gets what they need to reach the same outcome)?

Standardization

- Establishing a baseline
- Pre-set standards (i.e., for FFE)
- Outline Specs for an entire district vs. per project
- Limiting personalization
- Allow for site-based decisions around core curriculum
- Equality of access

Personalization

- Differences in campuses depending upon the Principal and what they want or can get
- Challenge is that schools don't know what to ask for
- Schools Make-do / make it work with what they have

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Do you know what you want? Show me!

ASKING THE RIGHT QUESTIONS!

Ask for wish lists – top 3 things, for example, to set the standard

Discovery phase is so important

Ask the questions and then be quiet and listen!

Get feedback from the entire community

Solutions that support culturally responsive teaching and learning

Empowerment

How do we empower the community answering the question? (Not the asker)

Is this for me? Yes, you are valued!

Making aspirational goals – knowing what to ask for.

Who is the decision maker and what is the category?

Knowledge

Knowing what to ask for

Provide choices

Choices should be “equal” or equivalent

Explain options

Access to services and resources

Maybe we need to show “them” what is possible, what are the options

Assessment

What works, what doesn't

Apply findings to standards

The following are from the Online February 2023 Workshop:

The Issues:

Standards = equality, not equity; Personalization = equity

Communities want to know what is realistic, what can they ask for without hopes being dashed.

Disparity of awareness, deficit thinking holding back imagination.

Blindness to issues that keep a universality of awareness.

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Scale of the issue is enormous for school districts.

Time is short and funding is limited to be able to build that awareness that equity and justice is a right.

How do we approach this topic when schools and districts have multiple issues to approach at any given point?

Equity – takes more effort and awareness than equality. Justice even more. Does it necessarily take more funding?

Tackling issues fully – “turning up the dial” - may backfire. Consider making incremental moves towards equity/equality.

Designers:

- Struggle to get voices.
- Empower and uplift.
- Dominant voices tend to take over usually and drowns out voices that have experienced historical trauma.

Communities may not know options available to them, or feel empowered to ask.

equity takes more work than equality, not necessarily more resources, just a different distribution, getting a better outcome

Greening the neighborhoods – closely related to socio-economic status.

Resources (un)available: food, health, social services.

Speaking up/out can add additional trauma.

Solutions - Enabling Voice:

How do we facilitate voice. Listening to the underserved end user and enable the voice of the “quiet” ones is critical.

How to ask for what one does not know about? How does one build the awareness and capacity to be intentional about building towards equity, and eventually justice.

Focus on the end user – focus on each, rather than all.

Bilingual resources – translated information of innovative ideas available to ALL.

Advocate for more persons of color (POC) to engage in the design professions earlier. Voice can be enabled better when community members experience advocates who share their likeness.

Getting diverse youth into architecture - start at a young age.

Design is a language to learn as a youth.

A little bit of massaging goes a long way in responding to student, teacher, family input.

Translate innovative learning ideas and presentations to Spanish (and any non-English language used in the community).

To really listen, value each person.

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Focus on the voice of individuals.

One on one conversations.

Build the system around the needs of individuals, do it through empowerment.

Example of a teen center: enable teen voice, take the input, give it context, and then allocate funding towards those solutions.

Actionable Solutions:

Ed Specs – School Improvement Teams, using a community steering committee to drive towards solutions that are equitable to that community. Example: design of a community space that is open ended enough to drive towards solutions appropriate to that community, rather than a prototype solution.

Investment using \$\$ after funding has been appropriated may not yield better results. Make the communities a part of developing solutions to their problems rather than bond planning at the district level.

Think of facilities as evolutionary – make an initial investment in diversity and allow for shaping of environments as capacity builds within a certain community.

School Swap – how do we expose future ready environments to all communities and “normalize” that as an expectation. Visit newer schools, use school facilities as teaching tool, visit and come back to reflect.

Experimental or incubator classrooms – a place to start in any school.

Inform:

- Come from a place of commitment, rooted in each communities resources
- Take the time to educate about options that they might not be aware of

Keep saying things until they become practical

Mock up ideas in the existing school, funds for remodel

Personalize solutions.

Students learn differently, different avenues of learning
class sizes of 10, or 30

Quiet students won't necessarily speak up, they will go to places they are comfortable if there are options.

----- End of Topic 5 -----

Topic 6: Mental Health – providing for all



This topic was not discussed at the LearningSCAPES 2022 Workshop.

The following are from the Online February 2023 Workshop:

This group addressed two different sub-topics, Racial Trauma and Equitable Mental Health. While the discussions and issues were separate, there was near full overlap in the solutions recorded.

Issues - Racial Trauma:

What does racial trauma informed design mean?

Trauma-informed design or racial trauma informed design – how do we start to address it and design for it?

Intersectionality of issues:

- Poverty
- Trauma
- Cultural influence
- Bias
- Racial trauma, in particular BIPOC

Designers can't presume to know.

Need to ask right questions of right people.

Need to have the right conversations with the right community stakeholders.

Designing can't be done alone w/o users and stakeholders.

Statistics can be complex and inaccurate.

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Issues – Equitable Mental Health:

What are the experiences in the schools, what questions are we asking, and how are we addressing them?

What happens when there are those who are diametrically opposed (school committee, board, staff/teachers) to the students' desires?

Prototype designs can feed into the system with a one-size-fits-all approach.

Diversity in engagement:

- it can be difficult to be the only person who looks like you in the room.
- it's important to understand from different lenses and lived experiences.

Decision-makers: What happens when the students have issues and concerns that are opposed to the school committee?

Solutions – Racial Trauma and Equitable Mental Health:

As educational planners, we have so much influence on the process and ensuring that we get a wide range of people/voices in the process, not just administration.

Identify key people in the community to start the hard conversations.

Include and prioritize centering voices of closest to and/or most affected by the issues for meaningful involvement:

- those experiencing trauma first-hand (students).
- Those trained to deal with it (facilitators, counselors).
- Continue to refine the scale of the issues to the topic and the impact.
- Different than an all-call meeting.
- Lean on lived experiences of students and educators.

Identify the groups through the community:

- Start with the school principal.
- Understand the community network before the process starts, to gain access.
- What are the goals? Identify the issues, equity in the design.
- Who is the right person in "your" community to start the conversation.
- Designers can help the districts become successful in these pursuits.

Create the opportunity for discussion, break down the barriers.

Use iterative conversations: affinity spaces, diversity outreach, feedback loops, continually ask if we get it right.

No one size fits all – look at it piece by piece, putting in true effort in getting the opinions of everyone – issues of inclusiveness and involvement.

Design equitably for those who experience and work with trauma - it will be equitable for others.

Prioritize – communities need to determine needs and wishes.

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Discussions need to happen in an open forum so communities can come and have those discussions with facilitators.

Creating systems on a larger scale versus accomplishing on a smaller scale.

Consider tackling the issues in “your” local area to start (change doesn’t have to start across the full system).

Recognize and build within the context of different cultures, communities, and environments.

Be rigorous with collecting the data.

- Audio record the conversation.
- A quote has more power and impact than a summary.
- Don’t change the words, don’t condense. Message isn’t lost. We can put our own bias on this when we change this.
- Collect quotes from the community verbatim – using digital tools/platforms like Mentimeter, Miro boards, etc. to capture all voices.

Seek outside expertise and insights/teachings to center the topics in the practice.

Solutions – Design:

Design spaces where people feel that they’re included.

Create open places in the schools where people can have those discussions with facilitators – creating the opportunity for discussion, breaking down barriers...

Spatially build a network of support for:

- A wide range of needs.
- Fostering communication between teachers, students, counselors, social workers.
- Levels of access to counselors, outdoor space, safe spaces –
- Students and parents.

Design in-between spaces (besides the educational spaces); the spaces in-between that really make a school successful.

Spatial transparency, glass:

- consider that everyone has a different “lived” experience that makes this topic different for every student – case by case.
- safety & security issues, especially with regard to trauma informed design.
- example of students who felt safer with the intro of more glass, teachers felt like it was less safe.
- some students feel exposed, some feel more focused without it.
- some teachers may see this as a hazard, distraction.

----- End of Topic 6 -----

Topic 7: Cultural Diversity In Our Plates



Topic 8: Food Insecurity



The following are from the LearningSCAPES 2022 Workshop:

Both topics were discussed together at the LearningSCAPES 2022 workshop.

The findings from the Online February 2023 Workshop follow.

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Plan:

- What is demographic of student body?
- What are their needs?
- Scheduling of meals (rushed)
- What value do we place on food?
- How do we celebrate it?

Design:

- Shape of tables
- Activity of eating
- Cafeteria as learning space
- Free/reduced lunch (requires infrastructure)
- Infrastructure (grab-n-go, drive-thru)

Implement:

- Curriculum in cafeteria
- Ingredients in food
- What did it take to make it to your plate?
- Culinary Class
- Digital signage to get students excited
- Connect feeding the kids with educating the kids
- Engage community
- Bring in for local chefs (to teach)
- Food trucks
- How to you “gamify” cooking/eating?
- Diversity food committee

Assess:

- What does lunch period look like?
- Are kids smiling?
- Body language
- Track what’s being picked up/eaten

Topic 7: Cultural Diversity In Our Plates (Online February 2023)



The following are from the Online February 2023 Workshop:

Considered topic for 10-16000 students (small class to full district)

Begin with the planning process – before design.

Invite community to bring food to the meetings to learn first-hand what is important to them.

Community: Consider programming and designing for after school or during the day activities where community members can help prepare food for students.

How to grow food at scale?

- start with a small thing then scale up
- state government standards around food safety – simple training
- federal government standards around nutrition

Interdisciplinary: no reason to think of culinary in isolation – it touches science, history, etc.

Experiential learning: food could lead the way.

Food is integral with culture, climate, community.

----- End of Topic 7 -----

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Topic 8: Food Insecurity (Online February 2023)



The following are from the Online February 2023 Workshop:

Food Gardens:

Gardening is a joy, involves belonging, academic integration, cultural, and climate responsibility.

Integrating into academics, health, science, art supports those programs.

Integrating into other programs helps maintain the gardens.

Prioritizing the space - don't relegate it to a hidden location.

Locations – centering for access and visibility.

Consider providing after-hours access.

Offer it as a place to learn and be a part of the planet.

Sustainability and how school gardens can help students take care of our world.

Culturally responsive gardens – cultures and land – increases relevancy.

School pantries:

Destigmatize food insecurity and free/reduced lunch.

Create schools as a community school/resource.

Consider how to feed students before and after hours.

JEDI in Design Workshops

LearningSCAPES 2022 & February 2023

Resources and References:

From Farm to School: <https://www.fns.usda.gov/f2s/im-new-farm-school>

The Kids Gardening Organization: <https://kidsgardening.org/>

Green Schoolyards America: <https://www.greenschoolyards.org/>

----- End of Topic 8 -----

