

INSIGHTS

HEALTHY BY DESIGN | DINING

VS AMERICA

What we eat is a daily reminder

that we are part of the complex cycles that

make up this intricate, living Earth.

Food brings us into the kingdom of soil, offers the

taste of sunlight, reveals the memories encoded within a seed,

and holds narratives of cultural power.

JAY GRIFFITHS

AUTHOR OF *PIP PIP: A SIDEWAYS LOOK AT TIME*

COVER PHOTO: RUNE FJORD STUDIO



PHOTO: RAWPIXEL/ADOBE STOCK



Connecting children more closely with healthy foods is tied to the design of healthy places for both instructive and creative endeavors.

CREDIT: LEAH FRERICHS PHD, VISUAL RESEARCH ON STUDENT PERCEPTIONS OF THE SCHOOL HEALTH ENVIRONMENT

Foreword

A Healthy Life is Planted in Childhood

The foundations learned in school settings ripple out to all areas of life and create a foundation for lifelong well-being.

Among the many aspects of life that the pandemic cast in a new light is the value to students of being in school with their teachers and peers. School and workplace closures reinforced what we already know – where people work and learn influences their well-being. The closures also revealed that schools nourish not only individuals, but also families and communities. This issue of INSIGHTS is dedicated to a vision for the future: food and dining as cultural settings that students live and learn within.

We know this vision is timely because our conversations with experts in public health put a spotlight on the role of schools in fighting childhood obesity, a disease we can prevent. Schools have the power to influence the trajectory of people's lives, and they can do so in a positive way by promoting physical activity and healthy eating.

However, reimagining school food experiences to encourage healthy, active lives calls for novel solutions across disciplines.

We commissioned the first HEALTHY BY DESIGN INSIGHTS on the dining commons to showcase new ways of rethinking food production and dining space as innovative learning environments. We celebrate a wide range of changemakers who cultivate creativity in learning, joy in well-being, and a healthy relationship with nature's abundance. And we invite you to try on five mindsets that came out of a workshop with a diverse group of change-oriented designers. We believe these mindsets will help orient you in the direction of a healthier future and prime you for taking action on innovation – every small change counts!

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TASTING MENU

Playing With Your Food

The interaction between space and learning is at the heart of this creative workshop held by Rune Fjord Studio in Copenhagen. Here, design students played with shapes, textures, colors, and light to produce sensorial conversation pieces on a communal table.

PHOTO: RUNE FJORD STUDIO

TASTING MENU

Aiming for the Stars

Experimental farming can be out of this world. NASA's veggie system aboard the Space Station allows scientists to study plant growth in microgravity. It also adds fresh food to the astronauts' diet, and a dose of well-being.

PHOTO: NASA

TASTING MENU

Many Hands Make Light Work

Shared meals can be a convivial experience, as the Latin root of the word "convivium," suggests – it means "banquet." An initiative launched by Gustu restaurant in La Paz, Bolivia shows that preparing food can be a group effort full of just as much jollity. Bolivia is one of the world's most biodiverse nations, and Gustu, led by female chef Maria Taha, has launched a network of culinary schools for students to learn to cook together with ingredients from the Andes to the Amazon.

PHOTO: ADOBE STOCK

PHOTO: GETTY IMAGES

Introduction

Dina Miris Sorensen

Through the Kitchen Garden Gate

We're at a threshold. Now is a great moment to rethink, redo, and remake the food culture of our schools, because change in that sphere supports not only health and well-being, but also equity and inclusion – all hot topics in education.

I've always believed school settings are synonymous with health and well-being. Ten years ago, I was fortunate to be on a research team that initiated two health-promotion design tools, the Physical Activity Design Guidelines© and Healthy Eating Design Guidelines for School Architecture©. The goals of those tools are to equip educators, designers, and planners with strategies to make schools more conducive to learning and practicing healthy behaviors by optimizing physical resources and learning spaces. It was an innovative contribution to the research and design fields, but there are many other ways we can equip those who design, supervise, teach, and work in schools with the know-how to make meaningful changes that will benefit students for a lifetime.

With so many systemic factors working against our young people, we must grab hold of the opportunities to reimagine schools as the new centers for health and well-being. Globally, there are 124 million children and adolescents affected by obesity, and over 250 million children at risk of not meeting their potential. Even with our best efforts at mitigation, this signals a need for profound change. Every child deserves a healthy start.

To shift the system, we need both bottom-up and top-down approaches. Bottom-up, healthy eating at school should be the centerpiece of the day in joyful, comfortable, inspiring places with plenty of room for collaborative, social activities. A dining space is one of the places that truly brings educators, students, families,



PHOTO: RICARDO DE LA CONCHA

El Terreno, in Mexico City, is a community garden growing flowers, aromatic plants, and vegetables – and an education center housing a kindergarten.

To shift the system, we need both bottom-up and top-down approaches.

food service experts, wellness coaches, and community partners into alignment around well-being. Mealtime occasions are when folks who may not otherwise meet come together, and where much can be gained by recognizing what binds people together (great food, sharing, socializing) while also building a learning community of care and respect. Top-down, redesigning policies, practices, and provisions for schools around health and nature-based models will ensure that students have opportunities to become agents of change and leaders in sustainable food systems. This is where innovation can be found: in the coordinated, multidisciplinary pursuit of a vision for healthier, resilient futures.

SUPPORTING STUDENTS BY COORDINATING CHANGE

Active engagement in healthy food systems at school can influence not only the behavior and attitudes of young people, but also that of their families and communities. At its core, that's the mission of education: allow students, as creative, critical, and discerning thinkers, to practice choice-making and carry the optimism they learn out beyond the school grounds.



"Our lettuce is happy lettuce." That's the mantra at Gotham Greens. Their pesticide-free, non-GMO, nutrient-dense hydroponic rooftop gardens grow lettuce and herbs with minimal environmental impact.

PHOTO: GOTHAM GREENS, IGNACIO LOPEZ

In schoolyard gardens and teaching kitchens, students can explore local climates, food systems, and health benefits.

We know from our research that health promotion in school settings is an ongoing process of integrated and meaningful changes. And that's where architects and designers can contribute their expertise to align space design with learning goals.

SIGNS OF CHANGE, SIGNALS TO FOLLOW

I've seen schools reorganize academic schedules to accommodate new school dining and mealtime practices, such as integrating short physical activity breaks before and after lunch. I've seen middle and high schools allow students to eat anywhere on campus. I've seen a bumper crop of schoolyard gardens, teaching kitchens, new spaces for salad bars, healthy grab-n-go breakfast hubs, and experimental food labs. I love seeing new commercial kitchens designed with openness and scratch-cooking demonstration stations. I always get excited when I see opportunities for students to connect the dots through the art and science of food – it's a confluence of nutrition, agriculture (farm-to-table), biology, and environmental science. When students can learn, hands-on, alongside chefs, restaurateurs, farmers, ecologists, artists, and garden educators, they engage their bodies as well as their minds. Culinary and garden experiences require action and gesture, which prompt learning at a deeper level than does sedentary cognition alone.

I've also seen schools go beyond reorganizing curricula and schedules to rethinking their wellness policies. Replacing standard vending machine options with healthy snacks and beverages, increasing access points to fresh, filtered drinking water, and avoiding the use of candy and processed foods as educational rewards are all examples of small policy changes with big impact.

Policymakers, pediatricians, politicians, public health experts, parents, teachers, administrators – and yes, designers and architects, too – all have a role to play in transforming the healthy food movement into a healthy food culture. When we integrate food innovations, food operations, and participatory learning, we foster change that begets change – and with that, hope for a more joyful and sustainable future.

TASTING MENU

Recognizing Relationships With the Land

Stone Barns Center for Food and Agriculture is on a mission to push the boundaries of sustainable farming and eating – while highlighting the continuous history of agriculture that began with the work of the Munsee Lenape, Schaghticoke, and Wappinger peoples. They have hunted, foraged, and stewarded this unceded land on the eastern side of New York State's Hudson River for 11,000 years.

PHOTO: LUIS RUIZ-TOPSTONE BARNS CENTER FOR FOOD & AGRICULTURE



PHOTO: CAFÉ MOMENTUM, DALLAS

TASTING MENU

Cooking Up Second Chances

Food justice can take many forms. Chef Houser mentors interns at Café Momentum in their nonprofit, paid internship program. To create stability in the lives of their justice-involved interns, the program begins with an assessment of each youth's most urgent basic needs. Over 12 months, interns work their way through the restaurant, learning legal employment, social, and life skills.



Mise En Place*

Prepare for change with five key mindsets

School dining the way adults of a certain age remember it is gone. Replacing it is a food ecosystem that consists of a wide variety of learning places in harmony with the new ways in which students come alive with each other and their surroundings. Where we eat, gather, study, and discover food at school is fertile ground for innovation.

*Mise en place, a practice originating with French cuisine but used worldwide, means preparing ingredients and putting then within easy reach before beginning to cook.

Whetting Your Appetite for Change

We're rapidly moving away from industrial food production and service models toward the emerging "fourth space" concept. Where home is the first space, office or school the second space, and places like stand-alone cafes third spaces, fourth spaces blend aspects of all three. Thinking of places to eat in schools as fourth spaces brings to light the importance of designing for all the senses and for the beneficial emotions that arise from engaging with what's alive and dynamic.

Growing food, being in touch with nature's cycles, hands-on making and refining one's personal sense of taste, comfort, and delight can be what the future of food looks like. Let's begin to design this future with five mindset shifts that enable readiness for change.



N° 1
INTUITION MINDSET

Go with Your Gut Feelings

Some days, we opt for an apple instead of an orange, or arugula instead of iceberg. That preference likely is based not on analytical reasoning, but on something we call "gut feeling." There's no fixed formula for intuition, but the science behind taste, mood, and emotion is powerful enough to be a driver of food marketing – and it can be an equally powerful driver of school dining and learning. Humans have up to 10,000 taste receptor cells, each with a lifespan of only 8-12 days, that send perceptions of taste to the brain. Let students exercise their keen sense of taste intuition. Exploring, dreaming, and messing around with choice and taste gives students reliable feedback between their intuition and intellect.



N° 2
TOGETHERNESS MINDSET

Bridge the Distance

There's no more primal human need than being together and no more basic human tradition than sharing a meal with others. This food-based "social glue" is on the continuum of health and well-being. A togetherness mindset enables students and teachers to unwind, connect informally, share stories, and even disarm tension. Much can be gained when we recognize what binds us together, even us we respect our differences. Consider the benefits of offering a variety of delicious foods and drinks in an accessible range of micro-environments designed for relaxation, conversation, collaboration, and engagement.



N° 3
FREEDOM MINDSET

Cater to Choice

We all appreciate the opportunity to seek out our own comfort zones and happy places in which to think, feel, and connect. A freedom mindset embraces what's possible when students can customize, express, and exercise responsible agency over their own needs. Create a network of healthy food micro-kitchens paired with cozy social nooks, immersive collaboration coves, and see-and-be-seen touch-down perches that honor the many ways students prefer to gather. Include open-space micro-lounges with movable elements, shaped seating, and a wide range of healthy, engaging atmospheres.



N° 4
CREATIVITY MINDSET

Cultivate Culinary Exploration

Culinary professionals know the value of creativity. As world-renowned Danish chef René Redzepi writes: "Staying open to learn and be inspired by other people, cultures, and professionals from other fields is where we find new knowledge and fresh perspective. We are lifelong learners. We adapt, improve, try, and try again." As that quote demonstrates, a creativity mindset is at the heart of educational and culinary exploration. Learner-centered environments with a culinary twist, such as exploratory food labs, wonder ateliers, discovery think tanks, teaching kitchens, seed vaults, grab-n-go gardens, and compost walls, break down curricular barriers and are exemplary for the opportunities they offer to "try and try again" inside and outside the classroom.



N° 5
ACTIVIST MINDSET

Honor the Heartfelt

Today, students of all ages are keenly aware of their place in and impact on the world and recognize the power and value of standing for what they believe in, including what they choose to eat. Many young people are moving toward plant-based options, while others are learning more about their cultural heritage and the ways their forerunners cultivated, prepared, and shared food. Approaching school dining with an activist mindset means respecting and accommodating heartfelt issues, from animal rights to gender equality, sustainability, and climate change. Anticipate the need for food ecosystems in learning communities to foster student voice through choice, discourse, debate, protest, and the healing arts.

TASTING MENU

Taking It to the Streets – and the Rooftops

There's no limit to where students can garden. Community gardens, rooftop farms, hydroponic, aeroponic, and aquaponic facilities – urban agriculture happens in all those places, and all can welcome urban students. The 2018 Farm Bill created the Office of Urban Agriculture and Innovative Production (UAIP) to better focus on the needs of urban farmers. The UAIP spurred a social movement supporting not only organic growers, foodies, and locavores, but also sustainable communities and their schools.

PHOTO: SCOTT SHIGLEY

TASTING MENU

Mixing It Up

The Cultural Island in Middelfart, Denmark, brings together the city's library, tourist information, cinema, Citizen Service Center, restaurant, café, and conference facilities. With its many functions and café features, the center has become an example of a multi-age meeting place designed for children and young people. An oasis, a snail house, and a gaming zone promote social mixing.

PHOTO: KIM WENDT, ROSAN BOSCH STUDIO

Chef's Table*

Culinary change agents to admire and emulate

*The chef's table is restaurant seating close enough to the kitchen that guests can watch a chef at work, and follow the cooking process up close.

Calling Agents of Change: Imagine, Discover, and Join Up

What does the future of food at school look like? Imagine a harmonious combination of healthy food-focused places able to respond to each day's demands. Places where you move to intuitive rhythms, connect to nature, cozy up with friends, and exchange ideas in comfortable, inspiring settings. Imagine spaces that motivate students to try new foods and new flavors and move them to learn and to care about where food comes from. Imagine new spaces where virtual reality and spatial agility come together to help students be together – while apart. Imagine places to kick back, chill out, and enjoy the most important social time of the day: mealtime.

You can do more than imagine those kinds of spaces and places. You can discover them, in the pages that follow, brought to life and made possible by people working across the food ecosystem. Discover the leaders doing this work, and become inspired to join their ranks as an agent for change in your own right.



PHOTO: LEVI BROWN/TRUNK ARCHIVE

TASTING MENU

Buzzing About Biodiversity

Biodiversity includes not only species we consider rare or endangered, but all living things – whether human, animal, fungi or microbe. When we lose biodiversity, we lose systems vital for our survival, including pollination, seed dispersal, climate regulation, water purification, nutrient cycling, and natural pest control. Plus, the stream of discoveries about plant medicinal properties demonstrates that we need biodiversity not just to survive but to thrive.

PHOTO: MARY STRUCK/ADOBE STOCK

CHEF'S TABLE

Fred Kirschenmann

Organic farming trailblazer and soil health champion

Dishing Up the Dirt

Soil holds more carbon than all the Earth's plant life and atmosphere combined. With the overuse of synthetic fertilizers, the balance switches from absorbing carbon to releasing it.



PHOTO: LI DING/ADOBE STOCK



PHOTO: LORI BERKOWITZ FOR STONE BARNS CENTER FOR FOOD & AGRICULTURE

"Our modern industrialized society has gone through a divorce. We have become divorced from the soil. Until we heal that divorce and become lovers of the soil again, many of our social problems will go unsolved, including our food safety and environmental protection problems."

Having grown up on a North Dakota farm in the cloud of the Dust Bowl, Fred Kirschenmann has invested his life in changing how we farm, and our relationship with the land. His family instilled an awareness about the pleasure of good eating, with the belief that it was much more than the taste of the food.

FRED KIRSCHENMANN: "It was about a deep appreciation for and connection with everything on our plates... from the labor of those who produced and prepared it, for the animals and plants that gave their lives for it, and for the land that was the gift that made it all possible."

In 1970, while working as an educator, Fred was struck by his student David Vetter's research showing how heavy doses of nitrogen fertilizer lead to the deterioration of soil. Vetter found that the heavy use of chemical inputs in conventional farming created what Fred called "a chemical treadmill."

FK: "Farmers would use a pesticide, then find the next year that bugs had grown resistant, forcing them to resort to newer, more expensive products.

In short, instead of spending money to fight against nature, upsetting her well-balanced system, the focus should be on cooperating with nature and letting her work for us."

So what's the alternative? Fred laid out the differences between organic and conventional agriculture.

FK: **"**Organic agriculture cooperates with nature's system of production, while conventional agriculture creates its own system of production alongside (and even against) nature's system. Organic farmers, instead of purchasing synthetic inputs, attempt to:

Supply plants with basic nutrients by creating self-regenerating systems so that each part of the farm's operation feeds into and enriches other parts, thus creating a nutrient-rich growing environment for plants. Control weeds by using crop-rotation systems to deprive weeds of the conditions they need to survive. And control insects by relying on natural predators to keep insect populations in check."

As educators and designers of schools, it's on us to open windows, doors, hearts, and minds to what's out there.

FK: "'Education is like a baseball mitt,' Fred once told a class of graduating seniors. 'You might think mitts are to protect your hands and education is to help you get a good job, but the true purpose of baseball mitts is to extend your reach so you can catch balls you would otherwise miss.'"

TASTING MENU

Gardening Makes the Grade

Both quantitative and qualitative studies about the impacts of gardening suggest that students enjoy and are highly motivated by gardening. Their attitude toward school and pride in the garden improved. Working in a garden enhanced bonding, teamwork, and learning opportunities. Gardens also had a positive impact on test measures, which included children's science achievement and their food consumption behavior.

PHOTO: TOM BRANNIGAN/TRUNK ARCHIVE

TASTING MENU

A Chicken and Egg Situation

Engaging kids through intellectual discovery is the driving mindset at the Lamplighter School in Dallas. Lamplighter Layers, a student-run corporation that's been going for more than 50 years, is managed by the fourth grade class. They use research skills to raise a healthy chicken flock and collectively make decisions on egg production, finances, marketing, and philanthropy.



PHOTO: DANNY FULGENCIO

CHEF'S TABLE

Stephen Ritz

Founder, Green Bronx Machine

From Tower to Table

A New York educator and administrator comes up with a way for students to learn about nutrition through hands-on experience with vertical farming.

Stephen Ritz believes that nature inherently succeeds. Courage is at the at the heart of his work, and he makes the distinction that the opposite of courage is not cowardice but conformity, "because even a dead fish can go with the flow."

Research suggests that children who have access to one kind caring adult will succeed in life, and Ritz is determined to be the kind, caring adult for as many children, adults, and teachers as possible. His recipe for success is simple.

"It's about showing up. It's about caring. Compassion is the new curriculum, and it's about being empathetic. I'm not always right, but I'm always determined to get it right. I believe in cooperation, coalition, collaboration, courage, and having those difficult conversations.

"I'm a truth teller," Ritz says. "It's my job to be the guy who doesn't back down. It's my job to shed light on truths that many people don't know or actively choose to forget. And it's my job to fight — to fight for children who are born in places that most people would not want to be caught dead in, to fight for children who often don't get dinner and rarely get dessert. I fight for



PHOTOS: GREEN BRONX MACHINE

"Food is a nonnegotiable," says Stephen Ritz, the founder of Green Bronx Machine. "Children first and foremost will never be well-read if they're not well fed." The art and science of growing vegetables aligns to a wide variety of curricula, and leads to healthier students, healthier schools, and healthier communities.





children who don't have a room to call their own and whose monsters are real. They'll never see a dentist. Those are the kids I fight for every day."

Incorporating vertical gardens in the classroom had a positive impact in a Bronx school district that typically experiences low attendance, high dropout rates, homelessness, and drug use among students and their families.

Now, urban farming is taking root around the world thanks to the Green Bronx Machine's innovative programs, which have inspired founder Stephen Ritz to create and offer to other schools The Green Bronx Machine Classroom Curriculum. A whole-school curriculum aligns the art and science of growing vegetables with daily academic instruction in all subjects. Producing food that's hyper-local, hyper-connected, and hyper-fresh creates new opportunities for learning and well-being.

Stephen Ritz has helped transform vacant lots and rooftops across the Bronx into vegetable gardens, but his efforts began and continue in the classroom, where he favors a soil-less, vertical, aeroponic growing system.



Healthy schools are catalysts for healthy communities. Green Bronx Machine's programs have an impact on urban issues as well, including food insecurity, food access, and professional development.





"My students here in the South Bronx know exactly where their food comes from," Green Bronx Machine Founder Stephen Ritz is proud to say.

TASTING MENU

Scents of Memory

Whether it's freshly cut grass reminding us of long summer evenings or ripe fruit summoning up breakfasts with a loved one, scent evokes emotion and sparks memory. The neuroscience behind that – the brain's smell center connects right to its memory center – has fostered a new realm of design. With olfactory experience design, it's now possible to create visceral, memorable connections to places and spaces – and stimulate learning.



PHOTO: FLORIAN SOMMET/TRUNK ARCHIVE

TASTING MENU

The Sweet Smell of Success

An Israeli company, Moodify, is designing for the brain's smell receptors to improve performance, mood, and even enhance driver alertness. In the U.K., researchers at Northumbria University are isolating scents that enhance cognition – and those scents include the culinary herbs such as rosemary, peppermint, and sage.



PHOTO: LEVI BROWN / TRUNK ARCHIVE

TASTING MENU

A Matter of Taste

How we perceive taste is influenced by biological and cultural factors, including the makeup of our genes and our local agricultural terrain. However, one constant is that every human taste bud has a host of receptor cells, each responding to distinct chemical stimuli to produce sensations of salty, sweet, sour, bitter, or umami. Tasting menus, fresh fruit and veggie stations, and garden harvests support learning by promoting full use of the palate.

PHOTO: AARON GRAUBART/TRUNK ARCHIVE

CHEF'S TABLE

Olafur Eliasson

Founder, Studio Olafur Eliasson

At the Studio Kitchen, up to 100 people, including guest cooks, come together at thetable every week day to socialize and take a breather from work.

Kitchen Earns Its Capital K

Known for his immersive sensorial artworks, Olafur Eliasson has established daily practices in his multidisciplinary studio that support his passions for food and creativity in equal measure.



PHOTOS: MARIA DEL PILAR GARCÍA AYENSA © STUDIO OLAFUR ELIASSON

The innovative Danish-Icelandic artist serves up family-style, farm-to-table lunches in his 90-person Berlin studio. “The idea was to pay my team back – it’s a degree of respect,” Eliasson says. In his eyes, cooking is caring – a gesture of generosity that becomes a social glue in a studio where many different disciplines come together. “It’s not just food being shared, but ideas.”

The Kitchen’s fare is organic, vegetarian, sometimes vegan, and sourced mostly within 10km of Berlin. The cooks let their creative juices flow, as chefs and food researchers. Experiments in the Kitchen range from staining foods with eye-catching colors (beet-stained purple naan, anyone?) to foraging wild herbs and cooking on makeshift campfires. When the studio team gathers at a long communal table, they share creative energy and sustenance.

Just as the communal dining table can be a think tank for ideas, Eliasson’s Kitchen can serve as a model for learning studios everywhere. He’s shown us that real, sustainable food, handled with love and creativity, has the power to nourish bodies, hearts, and minds. The extraordinary works of art realized by Eliasson’s team speak to their sources of inspiration – a wide range that includes food.

Healthy sour. Hands-on exploration at the Studio Kitchen’s Kraut Making Workshop.



Food pigment research at Studio Olafur Eliasson Kitchen. Art and science at the same time sets the table for richer conversations.

PHOTO: © STUDIO OLAFUR ELIASSON



The Studio Kitchen's all-female crew gives it a compassionate element, much like Eliasson's good friend Alice Waters brings to the table.



PHOTOS: STAN GODLEWSK

Daniel Giusti
Founder & CEO, Brigaid

Going Pro in Cafeteria Cuisine

Since leaving his role in 2015 as head chef of Copenhagen's celebrated fine dining restaurant Noma, Dan Giusti has set his sights on a new culinary challenge: institutional food – and institutions include schools. His approach weaves together his culinary expertise with a passion for feeding large groups of people with care.

"You see them cutting fruit in the morning, and you know you're going to eat fruit that's fresh," said a Bronx high school senior. The sensory experience of smelling food cooking and seeing healthy meals being prepped makes an impression.

Giusti's for-profit company, Brigaid, pairs professional chefs with institutional food service programs to help those programs elevate the quality and consistency of their meals through hands-on training, tailored solutions, and on-the-ground support.

Launched in 2016, Brigaid got its start in public school kitchens. Serving meals to thousands of students a day comes with many challenges, including staying within the confines of current health guidelines, meeting tight budgets, working with limited space and equipment, and, of course, the varied palates of young eaters. Giusti learned from the get-go that he had to find a balance between ambitious menus and items that kids were willing to try – let alone enjoy. "We love introducing students to foods they may not have heard of, like chicken adobo. But we always serve the basics as well, like pizza and sun butter and jelly sandwiches, to ensure everyone can find something they're comfortable eating at lunch time."

Giusti doesn't see himself as a savior for school cooks, but, instead, as a collaborator, lending a hand to the professionals working hard in cafeterias every day to feed kids and fuel their potential. "As chefs, there are so many opportunities for us outside of restaurants." Giusti says. "Institutions feed a ton of people every day who might not otherwise have access to a meal. It's our responsibility to ensure that kitchens and the people working in them are set up to thrive."

Since 2016, Brigaid has expanded to seniors' centers and prisons, guided by the belief that all people deserve thoughtfully made, nourishing meals. "No two institutions are the same." Giusti says. "We work with institutions of all types to help them achieve their unique visions of 'good food'.





Daniel Giusti launched Brigaid at public schools in the Bronx. He pushed to get funding for a wider variety of fresh fruit, beyond just apples, which were often thrown away.



PHOTO: IWAN BAAN

CHEF'S TABLE

Alice Waters

Restaurateur, chef, and food activist

Designing a Delicious Way to Learn

The pioneer of American locavore dining believes that teaching kids how to feed themselves and live responsibly is at the center of an education.

In 1995, two decades after founding her farm-to-table restaurant Chez Panisse, renowned restaurateur and food activist Alice Waters created the Edible Schoolyard Project in Berkeley, California. She had a heartfelt belief: Integrating an edible education program into the everyday curriculum was the best way to teach children the connections between food, health, and the environment.

Today, from California to New York, Edible School programs are busy growing a new generation of healthy children. Inspired by the Berkeley program, Edible Schoolyard NYC was created as an autonomous nonprofit dedicated to promoting the concept in New York City. A culinary arts classroom, a greenhouse, a garden classroom, and an office comprise the nonprofit's 2,300-square-foot space, and the design has a cheerful, graphic quality that welcomes learning and creativity.

Design resonates with founder Alice Waters, who once said, "If I weren't involved with food, I'd be working in architecture. Design is that important to me."

When the Edible Schoolyard program is fully integrated into the fabric of schools, the benefits have a ripple effect. Hands-on experience in the kitchen and garden makes lifelong impressions. Students gain a deeper appreciation of how the natural world sustains us, while benefiting from the environmental and social well-being of their schools. As the Edible Schoolyard puts it, "In our gardens and kitchens, in homerooms and cafeterias, we're working to ensure all children have access to the joyful, transformative power of enjoying fresh, healthy food."

CHEF'S TABLE

Joe Urban

President, School Food Rocks,

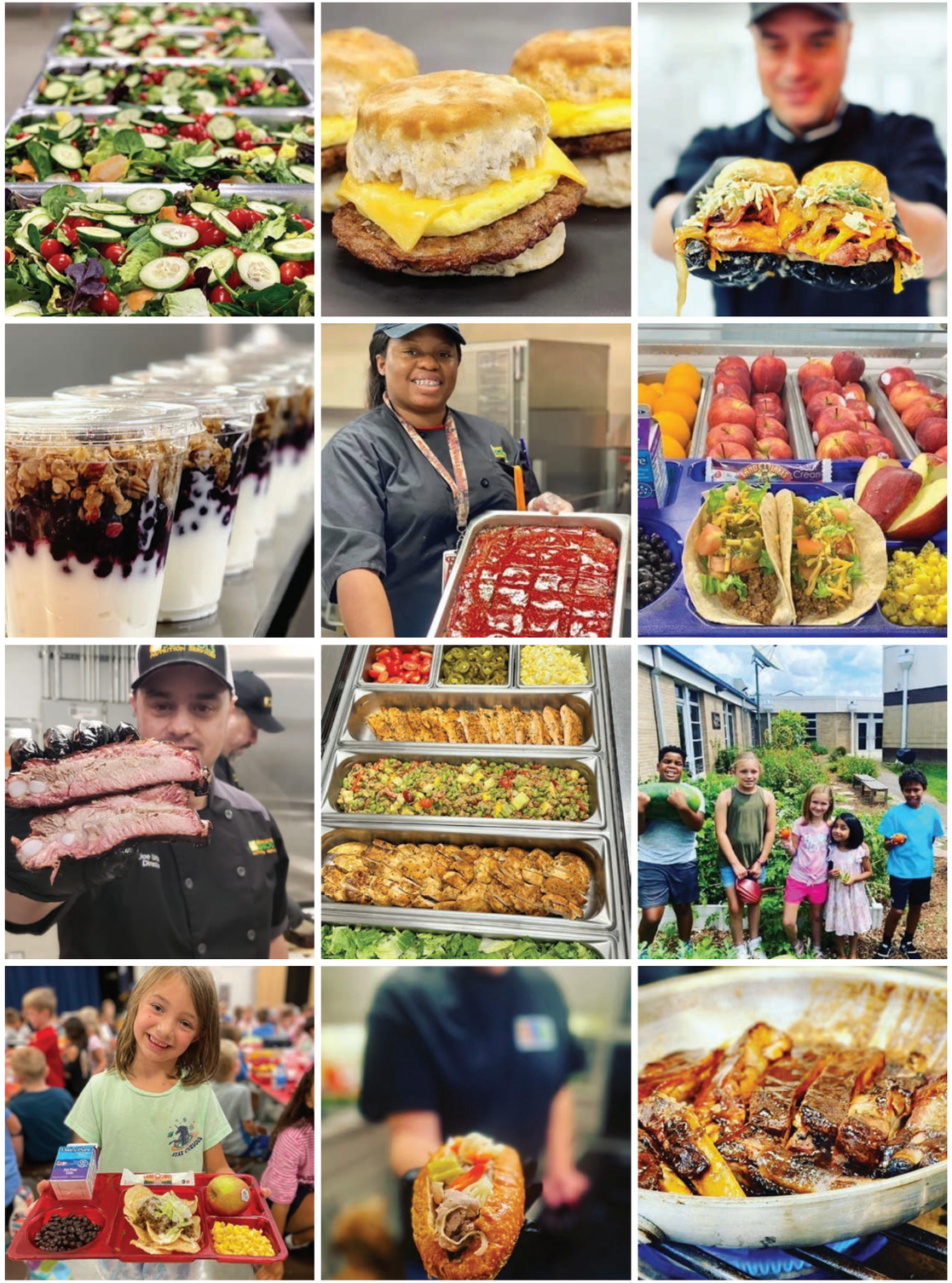
Director, Food and Nutrition Services,

Greenville County Schools, SC

School Food's In, Even When School's Out

Free summer meals for kids in need, but make them with fresh fruit, certified Angus beef, and wild-caught Alaskan seafood. Sounds like an optimistic pipe dream that wouldn't scale up to 15 million meals a year. But that's exactly what Joe Urban has accomplished with his School Food Rocks program for Greenville County Schools.

School Food Rocks uses social media to help people understand the complexities of the K-12 food service industry, and to promote the idea that K-12 school food can be excellent.



PHOTOS: COURTESY OF JOE URBAN

Enriching students' lives is the end game. And improving the quality, not to mention desirability, of school food is a part of that mission.

He's backed by an enthusiastic staff of 750 who serve 85,000 nutritious and delicious meals each day to K-12 students across 106 schools and special centers. And given that at least one third of school-age children in the country are considered overweight or obese, Urban has a lot on his plate. To meet the challenge, Urban has drawn on his 30-plus years of experience in the restaurant business, creating an organization, infrastructure, supply chain, and training curriculum that would make any large restaurant CEO take notice. And faced with the pandemic, his multifaceted system showed its agility to respond.

"Scaling up quickly was only possible because we had strong emergency feeding plans in place and had the best people in the business who used their training to get those plans up and running on day one. We also had tremendous support from other departments in our district, including our building services and transportation departments," Urban says.

Similar emergency situations may occur in our future, unfortunately. So, what can food service directors do to ensure they have a plan that's ready to hit the ground running? Urban shares his experience. "Most districts had six hours' notice or less of an immediate school closure of undetermined length. Districts need to have emergency feeding plans already in place to ensure continuous operations for a short time. They also need to have strong relationships with manufacturer and distributor partners and the ability to react very quickly with those partners to identify solutions to upcoming challenges."

"We enacted phase one of our emergency feeding plan within hours," Urban continues, "which was to open one or more schools in each of our communities. This allowed us to have an immediate presence throughout our district on the first day, with 15 schools preparing and serving both breakfast and lunch. We then enacted phase two of our plan two days later, which included using 81 of our bus stop routes in low-income areas. This enabled us to provide better access to meals for those most in need and without transportation to one of our school sites. Having strong relationships with manufacturers and distributors allowed us to secure food for the immediate needs and work quickly to secure food for future anticipated needs."

Joe Urban and team continually explore new cuisine. Among the newer options: more plant-forward recipes, home-smoked barbecue, and make-your-own taco and nachos bars.



Urban and team constantly set new goals, then raise the bar as soon as they're met. It's a philosophy that pushes the limits of what a school food service program can be, but Urban's partnerships with an impressive range of vendors demonstrate its feasibility. A partnership with Southern Baking produces approximately 4.5 million brioche-style hamburger buns, sliced bread, hoagie rolls, and dinner rolls annually. Urban struck a deal to be licensed to serve Certified Angus Beef and is a Chef Ambassador for the brand. He also became a Chef Ambassador for the Seafood Nutrition partnership. The produce distributor for School Food Rocks, Marvin's Produce, works with GAP-certified farmers locally whenever possible.

Students (including Urban's own kids) have provided valuable boots-on-the-ground feedback and ideas. "We invest a lot to engage students in what they'd like to see on our menus, and on the other side of the line, training staff on proper batch cooking and presentation. As a result, there's been a dramatic decline in food ending up in the trash can, to the point where waste is now very minimal."

Fifty-nine percent of the students in Greenville County live in poverty, meaning they qualify for free or reduced-price school meals. Often the only real meals they have are breakfast and lunch during the school year. When school's out during the summer months, Urban delivers free meals to ensure those kids have adequate nutrition, using food trucks. The donated trucks make stops at key neighborhoods. "It allows us to bring food that we prepare, in one of our hundred school kitchens, directly to kids in need," Urban says.

Improving school food quality is the core mission, Urban says, but he's after more: "Convincing staff, parents, and students that nutritious school food can be as good, if not better, than the food they can get in their favorite restaurants, and that serving healthy food to kids is the right thing to do. We as a community cannot get tired of the conversation about community health and obesity. Nutrition, food infrastructure, and supply have to be the top priorities for community health. Let's keep it up!"

Donated food trucks deliver free meals to kids in select neighborhoods, making sure they continue to get nutritious meals during the summer.



TASTING MENU

Fun for All and All for Fun

Gardens, kitchens, and food have an important role in the Reggio Emilia approach to learning, and are integrated with play, as when students explore foods on a lightbox. According to the book *The Languages of Food: Recipes, Experiences, Thoughts*, published by Reggio Children, "One of the most important links between people and food is the principle of pleasure; the pleasure that derives from using the senses but also the pleasure of discovery, the pleasure of manipulating raw materials to create foods, the pleasure of play and the pleasure of company, which at the table becomes conviviality."

PHOTO: THE LANGUAGES OF FOOD © PRESCHOOLS AND INFANT-TODDLER CENTERS

Main Course*

Dig into stories of schools laying the groundwork

*The main course is the biggest and most substantial dish on a menu or part of a meal.



PHOTOS: COURTESY RIO DEL SOL

MAIN COURSE

Rio Del Sol School

STEAM Academy, Oxnard, CA

Widening the Pathway to Healthy Habits

A California school channels inspiration from nature to create a learning environment with a stream of spaces for growing, preparing, and eating fresh food.

The Rio del Sol STEAM School campus in Oxnard, California, was designed to accommodate 900 students in five buildings totaling 85,711 square feet. The campus includes 32 classrooms, an indoor/outdoor STEAM center and makerspaces, a welcome center, a library/media center, a multipurpose space, a culinary center and garden, an outdoor dining/stage/theater classroom, and an administration space.

The campus is organized around an outdoor path called "The Educational Meander." Like a stream that has eroded its banks to widen a valley and create new pathways, The Educational Meander flows through the center of the campus. It provides access to everything needed for hands-on/minds-on activities in literature, fine arts, performance, science, and nature.

Along The Educational Meander, also dubbed The River of Knowledge, are a variety of settings for outdoor and nature-based learning. To experience nature firsthand, students can sit on a boulder, roll down a grass berm, craft outdoor science experiments, saunter barefoot through a mud walk, observe how water drains to the bioswales, pick blueberries from a culinary garden, or view the river through binoculars from outdoor balconies. As well as an overarching desire to support a healthy lifestyle, connectivity between indoor and outdoor spaces emerged as a clear theme early in the planning and visioning process for the campus.

As a nod to the new campus being sited on the ancestral lands of the Chumash people, the planning approach embraced Chumash culture and values, one key component of which is the concept of communal obligations. In response, the design includes a student-tended vegetable garden, culinary center, herb wall, and citrus tree grove.

At lunchtime, students can opt to dine in the shade of an outdoor shelter, from where they can watch a performance on the stage of the multipurpose room that opens to the outdoors via double-sided glazed doors, or they can gather on the grass berms that slope down from the second story of the buildings to form a natural amphitheater. Other opportunities include finding a quiet nook, bench, or boulder elsewhere on the campus to enjoy lunch on their own. Non-traditional classrooms, such as the culinary center, provide an added layer of flexibility and multiple uses, while allowing the curriculum to expand into self-directed areas of student interest. Along these lines, the students have organized their own green thumb team to care for the culinary garden.

Designing natural settings, including those that don't require submittal to California's Division of the State Architect (DSA), provided faster implementation of blended-learning opportunities while capitalizing on the temperate climate with shading and seating that optimize safety, engagement, and fun. It also created a prototype that can prepare school communities, teachers, and students for future-ready learning environments in a post-pandemic world.

School gardens, open space, and the culinary center allow an added layer of flexibility for the curriculum to expand into self-directed areas of student interest.

















Students have a variety of options when it's time to find a place to eat.



The garden and culinary center provides hands-on teachable moments throughout the seasons.

MAIN COURSE

Institute for Advanced Architecture
of Catalonia, Barcelona, Spain

Building a Better Greenhouse

At a post-secondary institute where students pursuing advanced degrees learn by doing, a design experiment links building, growing, and eating.

A team of students and researchers at the Institute for Advanced Architecture of Catalonia (IAAC) designed a prototype Solar Greenhouse for energy generation and food production, with a "zero kilometer" philosophy. The concept refers to food that is produced and eaten locally, and therefore travels zero kilometers. Students worked with experts in cultivation, energy, and water to design a system that can be replicated in both rural and urban areas – from small plots of land to rooftops.

The Solar Greenhouse is a two-level structure of locally sourced timber that is topped by glass and solar panels and wrapped in glass louvers for light and ventilation. A pipe network delivers nutrients to the hydroponic system, enabling plants to be grown without agricultural soil, and LED strip lighting aids growth cycles. Planting beds use sawdust, a re-purposed waste product of the IAAC's Green Fab Lab. Germination takes place on the greenhouse's lower level, with cultivation happening on the upper level. A glass, diamond-shaped roof maximizes sunlight.

As a response to the European Union's aim to be an economy with net-zero greenhouse gas emissions by 2050, this prototype illustrates how our basic agricultural needs can be met in a more ecologically sustainable way.



PHOTOS: ADRIÀ GOULA

Water, building materials, and planting medium for the Solar Greenhouse come from its surroundings, allowing food to jump directly from production to consumption without a supply chain.

MAIN COURSE

Columbia City High School

Columbia City, IN

Soaring to Great Heights

In a high school featuring a wealth of collaborative space, students are growing bumper crops of vegetables.

Innovative learning concepts of transparency and flexibility, integrated technologies, advanced security design, and college and career programs prepare students at Columbia City High School for the changing world.

Academic houses provide a mix of open collaboration space and specialty space for instruction and research, but the heart of Columbia City High School is a 7,083-square-foot grand commons. One of the largest continuous learning environments in the state of Indiana, it's the town square where students meet for studying, sharing a snack or a meal, and socializing.

Next to the Grand Commons is the school's Innovation Center. It houses a collection of only 1,200 books but provides multiple computer stations for technology-based learning. Each academy is anchored to a central collaboration space with flexible furniture and seating. Mobile bookcases, desks, and even a mobile teacher's station provide freedom of choice.

A third space of central importance to the school is the Ag Lab, a rich environment where students learn a variety of disciplines ranging from farming and chemistry to electronics and retailing. The studies all feed into an innovative crop-growing technique that uses no soil, allowing the students to raise tomato plants that grow to more than 30 feet high. Proceeds from public sales of the produce fund school trips and enrichment programs.



PHOTO: WILLIAM MANNING

Students grow hydroponic crops – from peppers to lettuce – in a no-soil system that's constantly adjusted by electronic sensors. They've also made the program self-sustaining by selling their plants and fresh produce to the public.

MAIN COURSE

Gary Comer Youth Center

Chicago, IL

A Safe Place to Grow

An urban youth organization provides young people with a delicious sanctuary by looking to the sky.

The Gary Comer Youth Center on Chicago's South Side is in a neighborhood with little access to safe outdoor environments or fresh produce. With those facts in mind, Hoerr Schaudt Landscape Architects designed an 8,000-square-foot educational rooftop garden that produces 1,000 pounds of student-grown organic fruit and vegetables each year. Students get a taste of their own farming at the school's café.

The green roof is designed to withstand overzealous children digging for potatoes and carrots with garden tools. Soils up to two feet deep allow budding gardeners to grow cabbage, sunflowers, carrots, lettuce, and strawberries, and also absorb rainwater.

To keep temperatures down, the garden was designed with minimal concrete or other heat-conducting materials. So, along with its educational and community benefits, the rooftop garden reduces the urban heat island effect and lowers energy costs for the youth center.



PHOTO: JASMIN SHAH, GARY COMER YOUTH CENTER

The Gary Comer Youth Center Roof Garden is a learning space for both students and seniors in the community. It's also a thriving example of reinventing an underutilized urban area.

TASTING MENU

Learning From the Land

Launched in Mexico City during the pandemic, El Terreno gave students a place to socialize while learning about nature. In this community garden and education center, pipes that are also structural columns capture and conduct rainwater, solar panels generate energy, and composting toilets produce natural fertilizer. Vegetables grown here are sold to local cafes and stores, for financial as well as ecological sustainability.

PHOTO: RICARDO DE LA CONCHA

TASTING MENU

A School on a Farm in a Forest in a City

At the nation's longest-running environmental charter school, Common Ground in New Haven, Connecticut, students learn in the forest and on the farm. While miles of hiking trails immerse them in lessons about wildlife and natural habitats, the school's Urban Farm is a learning lab where Environmental Science courses monitor soil nutrients and math means calculating soil pH or the true cost of a Common Ground egg.

PHOTO: DAVID SUNDBERG

MAIN COURSE

Carter G. Woodson Education Center

Dillwyn, VA

Walking the Talk on Healthy Learning

A Virginia school district updates an old campus with the help of fresh thinking and new guidelines, proving that, when it comes to better living through design, research can become reality – and students can become standard bearers for positive change.



PHOTO: ©ALAN KARCHMER



PHOTOS: ©TOM DALY



School architecture plays a role in health and well-being. Couple it with choice architecture – design aimed at improving people's decision-making in favor of healthy choices – along with evidence-based research, and the result can get students moving more, eating healthier, and primed for learning.

That's the lesson of Carter G. Woodson Education Center, a mid-century school campus that has been transformed into a child-centered innovation centerpiece for the Buckingham County Public School District in Virginia.

The Dining Commons serves as the heart of the community by reorienting school breakfast and lunch within the context of a healthy, food-based learning environment.

The project began when a team of architects, educators, and scientists set out to re-imagine the future of school as a beacon for healthy communities. With public health experts, a pediatrician, a kinesiologist, an environmental psychologist, and a child developmental psychologist on board, the team got to work translating research into reality. They pioneered the first-ever set of physical activity and healthy eating design guidelines for school architecture, including objectives and design concepts aimed at enriching learning environments, evolving wellness policies, and elevating dining experiences.

The guidelines then, in turn, guided the transformation of the old school into a series of innovative healthy-food learning environments. These fluid, flexible learning spaces, each with its own nuanced features and atmosphere, promote choice, comfort, agency, a sense of belonging, and identity.

A small group teaching kitchen, an open food lab, and community hub seamlessly connect to kitchen gardens, a compost lab, and outdoor dining terraces. A fully daylit dining commons with extensive views to the outdoors is paired with child-centered signage and wayfinding elements that support a hands-on, project-based garden curriculum.

Community events and culinary innovation flourish in the open kitchen, amplifying children's natural sense of wonder and delight, while the joy of scratch cooking with local ingredients from the farm-to-schools network builds on learners' pride of place. The focus on health that sparked the guidelines has produced new ways of learning, gathering, and socializing before, during, and after mealtimes.

Buckingham County educators believe every child's physical, emotional, and social development benefits from daily physical activity and healthy eating. The primary and elementary school campus is designed to link indoor and outdoor learning places together using "active design" strategies for play, movement, and discovery in nature. Outdoor dining terraces, frog bog, grab-n-go blueberry patch, eco-trails, kitchen garden, and compost lab are some of the many features serving to connect garden to fork.

ILLUSTRATION: VMDO ARCHITECTS

MAIN COURSE

Terry Huang, PHD, MPH, MBA

Firefly Innovations

Supporting Systemic Change

A leading researcher in obesity, systems science, and chronic disease prevention, Dr. Terry Huang led development of the guidelines used to design the Carter G. Woodson Education Center. In this interview, he explains how he's launched Firefly Innovations, a new way to help changemakers working in public health.

HEALTHY BY DESIGN INSIGHTS: What have you been up to since the Carter G. Woodson Education Center and your exploration of the link between architecture, environment, and healthy eating outcomes?

TERRY HUANG: A lot! I moved to a new university, and I'm still very interested in the broader process of innovation and using and testing innovative strategies for systems change.

HBDI: What does that look like now?

TH: Here in New York, we set up a large natural experimental study looking at the impact of city-wide park redesign and renovation at the community level. This study will help us examine the impact on quality of life, mental health, and other health indicators. That's really, really exciting because we're marrying the social and physical environments, much like we did with the Carter G. Woodson project.

HBDI: What's the main takeaway from that work? TH: Similar to the Buckingham County research, our preliminary analyses suggest that changing the social environment is also going to be critical to achieving optimal health impact.



PHOTO: ©ALAN KARCHMER

A new type of learning environment, the Carter G. Woodson Education Center's Dining Commons includes hands-on experiential places for students in the Kitchen Lab, Food Lab, School Gardens, Bakery, and Community Meeting Hub.

HBDI: How do you see public health evolving to create more impact on health outcomes? TH: We're continuously adding new tools to the public health toolbox, which is very much needed, because only a small fraction of research and development that comes out of public health ever gets scaled up. We need new models and new tools to do a better job of sustaining and scaling public health solutions – otherwise, the research doesn't go anywhere beyond that.

HBDI: Tell us about Firefly Innovations and your goals. TH: Having worked in public health for so long, it became very clear to me that we need to identify, cultivate, and help scale entrepreneurs who are really impact-driven and working on solutions, products, and services that are aimed at improving well-being at the population level. That was really the impetus behind the creation of Firefly Innovations. We've now worked with over 40 ventures in the last three years. Almost 100 percent of our ventures have at least one minority founder and half are women-led. I also just launched our first Angel Fund on health equity and mental well-being. The next phase of work is to help build out or lead in the building of the early-stage portion of the impact investment ecosystem, with a particular focus on health equity, because currently, that infrastructure doesn't exist.

HBDI: Do you see a way for Firefly Innovations to help you continue the Buckingham County school research that you started? TH: Perhaps. We produced all these amazing guidelines for architects and designers. What needs to happen now is for these guidelines to be incorporated into certification systems for schools. Some of those other guidelines have actually been the basis for building certifications and several companies have borrowed a lot of the concepts from what we published. I imagine a potentially similar model to scale up the school design guidelines.

HBDI: How do you see design used as a tool for social interaction? TH: I'm a firm believer that design can be an effective tool to change behavior. Beyond just a simple desk or chair, how can a design firm create objects that are strategically placed in different spaces? And then, how do these foster social interactions that will promote well-being? It's a wonderful challenge. There will also be new opportunities to engage public health thinkers, and researchers, along with companies like V/S America, as part of the R&D in that process.

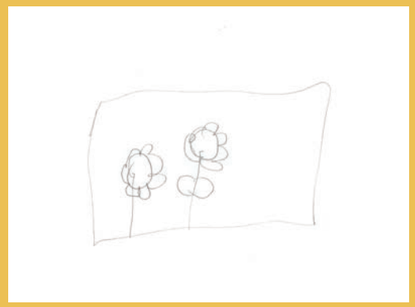
HBDI: What do you see as the biggest opportunity for social change around health? TH: Public health challenges are so vast that we just can't work in silos anymore. Part of what I'm doing is breaking down those silos. We must work across sectors and fields, bring in people from the private sector, and then there are many different disciplines involved.

HBDI: Where do you see V/S in supporting this effort to work together? TH: V/S has done an amazing job of putting themselves out there as thought leaders. Yes, they design and manufacture furniture, but it's more than that. It's about bettering the world by leveraging what you're good at to solve complex problems for humanity. There aren't too many companies that can deliver on that.

A cohort of third-grade children at the Carter G. Woodson Education Center were engaged in an after-school garden study. As a component of the qualitative method, they were asked to draw a garden and a meal before and after spending time in their new school garden.

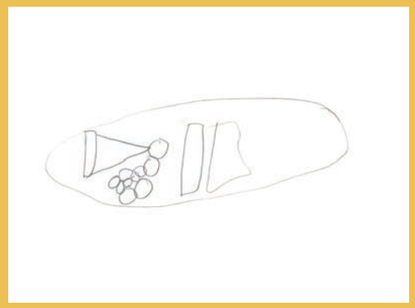
BEFORE GARDEN TIME | **FOUR WEEKS AFTER GARDEN TIME**

Draw a garden





Draw a meal you would like to have for dinner





CREDIT: STROTHKAMP-MATTHEWS, AUDREY. DESIGN AND EVALUATION OF SCHOOL GARDEN-BASED PILOT PROGRAM.

MAIN COURSE

Dr. Matthew Trowbridge, MD, MPH
Chief Medical Officer

Asking the Right Questions

An MD and public health researcher in the built environment and health outcomes, Dr. Matthew Trowbridge's inquiring mind helped frame the guidelines used to design the Carter G. Woodson Education Center. In this interview, he divulges his thinking.

PHOTO: © TOM DALY

"I asked: What opportunities existed in the school to reinforce some of the key messaging and lessons we were trying to create for the children, such as drink more water, and be more active?"

HEALTHY BY DESIGN INSIGHTS: What stoked your interest in the Carter G. Woodson Education Center redesign? MATTHEW TROWBRIDGE: For decades, public health has studied and shown the impact, importance, and efficacy of school-based health promotion programs. For instance, we know that developing a physical activity curriculum and having daily physical activity scheduled into the day, combined with school gardens and healthy eating, has had a huge impact, not just on children's immediate health – in terms of some behavior changes – but also just in creating lifelong familiarity with fresh foods and an orientation towards being physically active. The key thing that was missing was the idea that in all those studies, the actual school environment was being treated as a commodity.

There was a kind of assumption that every school cafeteria, every school kitchen, and every school playground was the same and that those programs would be just as easy to implement in one school or another. Terry Huang, Dina Sorensen, and I just felt that assumption was incorrect.

HBDI: And how did that shape the "experiment" for you? MT: I thought about what would make the ideal platform for running evidence-based, school-based programming to help improve children's health and what it would mean to look carefully through each space and physical function of the school environment – including landscaping, connectivity to the surrounding neighborhood, playground equipment, furniture, school gardens, interior spaces, etc. I wondered, to what extent could we make those programs both easier and more effective to implement? Next, I asked what opportunities existed throughout the school to reinforce some of the key messaging and lessons that we were trying to create for the children (drink more water, be more active, etc.). Were there any simple design moves that would make the school facility function and be that much more useful as a health promotion platform? So that's the big-picture idea, but I'll



At Carter G. Woodson school, inquiry-based signage was created to guide Buckingham County's youngest learners on a path to healthy eating and well-being.

GRAPHICS: VMDO ARCHITECTS

make it even simpler. How might we create an ideal school environment to prove that environment is pivotal for healthy eating and physical activity, not just daily, but also as a platform for supporting school-based programming?

HBDI: How did you re-imagine dining spaces playing a role in the curriculum? MT: We wanted the school cafeteria and lunchroom to double as classrooms. In the design process, we questioned: how might we include school staff, such as the lunchroom attendants and cooks, as teachers? We also looked at what furniture choices we could make to invite a different interaction between staff and students that spurred healthy conversation.

HBDI: What role did you feel furniture played in the overall goals? MT: Our collaboration with V/S played a big role. It was helpful to utilize furniture pieces designed to promote physical activity and reduce sedentary time. It's fantastic that there are already products on the market that fit the goal of doing everything we can with architecture and marrying that with furniture choices that support it.

HBDI: If a school can't start from scratch right now, what's the lowest-hanging fruit to help them get started on some healthy guidelines? MT: Schools can apply the same mindset to everyday changes by thinking of small moments in a child's life each day at school. How we present and sequence food choices in the food line, for instance, can make a big difference and cost very little. Also, adjusting policies that may allow for your school to serve an after-hours purpose you hadn't thought about. Finally, recognizing that there is a growing number of design firms that are versed in these issues. Consider inviting them to give a talk and help expand the thinking in your school and community. It's all about being intentional and taking the idea of green schools one step further to become intentionally healthy schools as well.

EDITORIAL PARTNER

Dina Miris Sorensen

Founder of d.studio and Co-chair of the AIA-CAE Research Subcommittee on Architecture for Education, Dina is an award-winning, nationally recognized PreK-12 education design leader, speaker, and author. Trained in fine arts and architecture, she works across disciplines to construct connections between people and place. Her innovative designs have opened the eyes of learners to the wonders of the natural world, and her collaborative research has made pioneering contributions to the field of school architecture and public health.

FEATURED DESIGNERS, CHANGEMAKERS, AND INITIATIVES

Brigaid, chefsbrigaid.com
CaféMomentum, cafemomentum.org
ChezPanisse, chezpanisse.com
d.studio, dstudiohive.com
EdibleSchoolyardNYC, edibleschoolyard.org
FireflyInnovations, firelfy-innovations.org
GothamGreens, gothamgreens.com
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"Food is a common denominator that gives us
a place to start. When I think about
the practice of building relationships across difference,
food is a way to think about someone who is not us,
who is different, but retains some common humanity."

KAYLA STEWART
AWARD-WINNING FOOD AND TRAVEL WRITER