



## LOMA - LOkal MAed (Local Food)

### Summary of project

Nymarkskolen in Svendborg is part of the LOMA project (LOkal MAed = local food). The purpose of the LOMA project is to support learning, health, wellbeing and sustainability through integrating food and meals into teaching in the participating schools. Students in grades 7 and 8 are involved in food preparation, in planning the menu and selling the food. At the same time, food preparation is integrated into the school curriculum. Furthermore, each class have one week of teaching related to the LOMA concept and food preparation, which is integrated within school curriculum. As part of the teaching, schools must cooperate with local food suppliers e.g. through school visits or inviting them in as guest lecturers at school.



The school has eight food suppliers, of which six are small local producers and suppliers (one supplier of fish, one of eggs, one of beef, apples and apple juice, one of meat, one cereals and flour and one vegetables). Besides delivering products to the school kitchen, they participate in different activities, such as hosting school classes on visits or coming to school as guest lecturers. Each year, a festival is held where all of the food suppliers are also invited to have a stall where they exhibit their products and tell about themselves, inspired by 'the farmers' markets' in the United Kingdom. Furthermore, the local slaughterhouse is also involved and pupils often visit to watch the slaughtering of cows, and participate in cutting and packaging.



Learn more here: <http://lomaskole.dk/in-english/>





### Who is involved?

From the school: Management, administration and kitchen staff. A LOMA coordinator from the school liaises with kitchen staff and local food suppliers, who then work with pupils from year 7 and 8 (secondary school).

Outside the school: local food suppliers, a local slaughterhouse, the local authority, a large network of other LOMA schools in Denmark and the university college Lillebælt (who carries out the research on the LOMA concept and has been part of its creation and dissemination).

### Key steps

The LOMA schools have to follow the same procedures as other public procurement contracts by putting in a tender. The LOMA tender is formulated as a separate document under the local authority tender where it is specified that suppliers are obliged to participate in the educational aspects of the project - school excursions, guest lecturers and the festival / market.

At the start of the project open meetings are held where local suppliers and producers are able to come and get information about the LOMA project and ask questions.

In addition, each year the school invites their food suppliers to a meeting where they inform them about the LOMA project, including new initiatives or ideas, as well as expectations and hopes for the collaboration with the suppliers. They finish the meeting with a meal. The suppliers generally do not make much profit on the collaboration, but rather they get involved because they understand the importance of educating future generations about food production. Therefore, it is important to keep suppliers well informed and to ensure that they are part of the planning and feel appreciated for the work they do.

All communications with the suppliers has to go through the LOMA coordinator, thus teachers do not make arrangements on their own. This is in order not to over-use the suppliers and thereby risk that they run out of time or energy. The coordinator thereby makes sure that the suppliers are not asked to take too many visits and that the visits are distributed among the school classes.





### How are the children involved?

Each class has two LOMA themed weeks in years 7 and 8 respectively (secondary school). These are organized as one week of teaching in LOMA related subjects, such as health and sustainability and this teaching is integrated into the school curriculum. Cooperation with local food suppliers is part of this teaching through excursions or suppliers as guest lecturers. In the second week, the pupils work in the kitchen and undertake practical tasks such as food preparation, serving and cleaning.



### How is the project linked to food and farming?

Local food suppliers are closely involved with the project. Pupils visit the farms that deliver produce to the school kitchen and/or food suppliers come to the school as guest lecturers. This provides pupils with the opportunity to ask questions and learn about where their food comes from.



Local food suppliers are close collaborators, and a pupil will typically meet one or more of the suppliers twice a year – once during a visit to or from the school and once during the festival at the end of the year. Pupils visit the farms that deliver produce to the school kitchen and/or food suppliers come to the school as guest lecturers.

Sometimes a school might order a full cow from the beef supplier, and pupils can be involved in the full process. This involves seeing the cow on the field, watching it being slaughtered and processed, and then coming back weeks later after the meat has hung to participate in the cutting and packing the meat.



Another successful collaboration is with the fish supplier. During visits, pupils watch and participate in sorting and preparing the fish that are bought by the supplier during the fish





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auction. At other times, the supplier comes to the school and brings different kinds of fish and talks about their differences, preparation and cutting techniques, or sustainability in relation to the marine environment.

In the kitchen they serve fish once a week and always order fish whole. Pupils are then involved in cutting and preparing the fish.

The cereal producer is less confident in teaching in class and is at the same time geographically placed away from public transport. It is therefore difficult to make excursions, but he has instead produced a row of small films that the school uses both in the kitchen and in class teaching.



### How is the project linked to the school curriculum?

The farm visits, guest lecturers and the practical work are all combined with theoretical teaching that is linked with subjects such as biology, Danish, media and maths.

Students who participated in LOMA educational activities develop food and health-related action competence, practical skills related to food and health and experience enhanced motivation (Ruge et al 2016). Due to a close collaboration with the fish supplier, many pupils especially gain new knowledge and competence related to fish.



### Positive outcomes

Students who participated in the LOMA educational activities developed food and health-related action competence, practical skills related to food and health and experienced enhanced motivation

### References:

<http://nymarkskolen-svendborg.skoleporten.dk/sp/file/d8536e3a-87cb-4915-a6ba-623b78fe8512> Ruge, Dorte; Nielsen, Morten Kromann; Mikkelsen, Bent Egberg; Bruun-Jensen, Bjarne (2016). Examining participation in relation to students' development of health-related action competence in a school food setting: LOMA case study. Health Education Vol. 116, Iss. 1, 69-85.

