

**iPOPY Young Researchers Workshop on
Organic and Healthy Foods in Schools
Methods and Early Results**

Summary and presentations

*April 10 2008, 9.00-16.00
DTU (Danmarks Tekniske Universitet), Copenhagen*

**Editors:
Chen He, Elin Marley & Bent Egberg Mikkelsen**



Standing left to right: Christina, Hannah, Sanne, Chen, Malene, Stine A., Anne, Stine H., Larissa, Mette H. and Mette M.

Front: Bent and Elin

Table of content

1	Background	3
2	Aim	3
3	Program.....	3
4	Minutes	4
4.1	Welcome and introduction.....	4
4.2	Dietary habits of students	5
4.3	Practitioners' conception	5
4.4	Practical issues.....	6
4.5	Students' conceptions – focus on methods.....	6
4.6	Students' conceptions – focus on results	7
5	Participants.....	8
6	Practical information.....	8

1 Background

More organic foods in the public food service supply chain is a strategy that is being applied in a growing number of municipalities, counties, regions across Europe and as a result ambitious organic procurement schemes has been developed for areas such as public hospitals, schools and kindergarten.

The *iPOPY* project (Innovative Public Organic Procurement for Youth), in the *New Nordic food on schools* has made organic and healthy foods innovations in schools its research area. Also a number of other research projects in the public health nutrition have done so

Common to all is the focus on children and adolescents as informants and “study objects” and the focus on food, nutrition and agency in school.

Against this background and in order to stimulate networking and exchange of result an methodologies the Danish iPOPY work package 5 invited students and researchers to a “iPOPY Young Researchers Workshop on Organic and Healthy Foods in Schools - Methods and Early Results” at DTU in Lyngby.

2 Aim

The aim of the workshop was to discuss methodology as well as initial findings from subprojects in DK, NO and DE that studies the link between healthy eating and organic provision in different school settings. The workshop focused on the view of young people at school and that of headmasters but also took a closer look at methods for collecting data from other school actors.

3 Program

MORNING SESSION – FOCUS ON METHODS

Welcome and introduction

Bent Egberg Mikkelsen & Thorkild Nielsen

Dietary habits of students

Quick overview of methods to measure dietary habits of students, Ulla Gondolf, FVI

A first draft for a dietary survey methodology for studying eating behaviour among 6th graders. Mette Hansen, FVI/Suhrs

Discussion

Practitioners’ conception

A web based questionnaire methodology for studying headmaster/school & food managers’ attitudes towards the organic foods/healthy eating link in school food systems, Chen He, FVI/DTU

Practical stuff

Hands on demo - digital recording and transcription on your laptop, Sanne Hansen, SDU/FVI

Keep track of your literature references – demo of RefMan ver 11.0, Bent Egberg Mikkelsen, FVI/DTU

Discussion

Lunch

AFTERNOON SESSION – FOCUS ON METHODS

Students conception

A participatory and everyday approach to interviewing students in primary school Maria Bruselius Jensen, FVI/RUC

Student Focus group interviews – a protocol for interviewing 5 graders on healthy eating and organic foods, Stine Andersen, FVI

Student Focus group interviews – a protocol for interviewing 7 graders healthy eating and organic foods, Anna Burkal, FVI

Qualitative open-ended surveys among students in four Norwegian schools, Elin Marley, University of Oslo

Discussion

AFTERNOON SESSION – FOCUS ON RESULTS

Organic and healthy school food in a municipal context - findings from personal interviews with municipal school food and policy coordinators, Chen He, FVI/DTU

How does Danish 5th and 7th grader construct the healthy eating and organic foods aspect of eating? Preliminary findings from a Copenhagen school, Malene F. Olsen, Suhrs/FVI

Norwegian students' conception of organic foods - preliminary findings from four Norwegian schools. Elin Marley, University of Oslo

4 Minutes

4.1 Welcome and introduction

Bent Egberg Mikkelsen

Bent welcomed the participants to DTU. He briefly introduced the iPOPYP project as the frame for the day's workshop, with the main question of "What is happening in the space 'food in schools' when you introduce organic food to schools as part of public procurement?". He explained the plan for the workshop, consisting of discussions about which methods to use to collect data and who to use as informants, as well as discussions about preliminary results from participants. (See appendix A)

Thorkild Nielsen

Thorkild introduced himself and his role in iPOPYP. He works as a lecturer and researcher at DTU, in the Innovation and Sustainability section of the department of management

engineering. He has for many years been researching organic food as a radical innovation, and sustainable food production.

Bent Egberg Mikkelsen

Bent introduced himself and his role at DTU and iPOPY. He works at the National Food Institute, studying the dietary habits of Danes and informing Danish authorities about such topics. In their research, they develop interventions in schools, kindergartens, workplaces, etc. He also explained the acronyms POP (public organic procurement) and FNP (food and nutrition policy), which would be used throughout the day's presentations. The iPOPY work package (WP5) which he is leading is looking at the possible link between POP and FNP.

Student Participants

All participants introduced themselves and the institutes where they study. (Please see the list of participants.)

4.2 Dietary habits of students

Ulla Gondolf – Quick overview of methods to measure dietary habits of students

Ulla is a PhD student at national food institution. She presented different methods for measuring dietary habits. The two major types of methods were quantitative daily consumption methods and food pattern methods. The first method is to measure the quantity of the individual foods consumed over a one-day period. The second method is to obtain retrospective information on the patterns of food use during a longer, less defined time period, based on a FFQ (Food Frequency Questionnaire). (See appendix B)

Mette Hansen – A first draft for dietary survey methodology for studying eating behaviour among 6th graders

Mette is a student from Suhr's University College and she is working on her bachelor's project at FVI with Bent. The background for her project consists mostly on the recent increases in obesity and unhealthiness among pupils. She is working on the premise that caterers serving organic food also serve healthier meals. This is partially because with the organic meals, there is less meat and more vegetables, often because organic vegetables are more affordable than organic meat. She is looking at the links between POP and healthy eating practices in schools. Her methods include an observational cross-sectional design, and self-administered questionnaires. She is using cluster sampling, and comparing schools with organic food policies with schools without such policies. She discussed her plan to send questionnaires to parents of the participating pupils. Her questionnaires for the students are based largely on previous studies on similar topics. (See appendix C)

4.3 Practitioners' conception

Chen He – A web-based questionnaire methodology for studying headmaster/school & food managers' attitudes towards the organic foods/healthy eating habits in school food systems

Chen is a master student of food technology at DTU. She is doing her thesis at the national food institution, and is working with Bent on WP5 in iPOPY. The title of her thesis is "Organic Foods and Healthy Food in Schools". The aim of this paper is to study the link between healthy eating patterns and organic policy/provision in schools. She explained her methodology of using a web-based questionnaire to perform the quantitative surveys in Denmark, Norway and Germany; the survey participants will be school food coordinators, kitchen operators, etc. The schools both with organic food provision and with conventional food provision were selected. She also introduced how to find these schools' e-mail addresses and how to increase the reliability of feedback results and increase the response. The findings

are to compare if the schools with organic food provision have a higher score than schools with non-organic food provision. The second aim is to compare whether the eating habits among pupils have been promoted through school serving practices in organic schools as compared with non-organic schools. (See appendix D)

4.4 Practical issues

Sanne Hansen – Digital recording and transcription from your laptop

Sanne studies at South Denmark University. She explained the use of digital recording and transcribing software for interviews. Due to technical problems, she was unable to perform a demonstration, but gave a short account of the possibilities in digital transcription. (See appendix E)

Bent Egberg Mikkelsen – Keep track of your literature references

Bent briefly demonstrated the use of RefMan software for organizing articles and references in the thesis writing process. (See appendix F)

Lunch – Bent treated us to lunch at the DTU's canteen. Thanks Bent!

4.5 Students' conceptions – focus on methods

Maria Bruselius Jensen – A participatory and everyday approach to interviewing students in primary school

Maria is a PhD student at Roskilde University. She is looking at the social determinants of meals through qualitative meal research. She aims to get everyday perspectives from kids, and giving a voice to these everyday life perspectives. Maria looks at meals as everyday experiences, with cultural, social and sensuous aspects. She finds that meal schemes work better when they are embedded in the school culture. She also stressed the importance of establishing the view of the child. Her methods have included interviews, participant observation, visual methods (photo voice and painting/drawing, combined with interviews), and interactive methods. (See appendix G)

Stine Andersen and Anna Burkal – Students focus group interviews – a protocol for interviewing 5th and 7th graders on healthy eating and organic foods

Stine and Anne study at Suhr's University College, and having been working on research together with another workshop participant, Malene F. Olsen (see presentation in preliminary results section). Their main research method was student focus group interviews, which they performed with 5th and 7th grade students at a Copenhagen elementary school which serves organic food. During the focus group interviews, they discussed themes such as organic food, nutrition, teaching, school fruit, and health. They explained the pros and cons of the focus group method; the students often feel more comfortable and safe in a group setting and there can be interesting discussion between participants, however there is also the possibility that the students will influence each others' answers. They explained ethical considerations regarding research with children, and also explained the role of the moderator in a focus group setting. (See appendix H)

Elin Marley – Qualitative open-ended surveys among students in four Norwegian schools

Elin studies at the University of Oslo is Centre for Environment and Development (SUM) and has been involved with iPOPYPY WP4. She is looking at how Norwegian youth relate to and what they know, think and feel about organic food. One of her data-collection methods was the use of open-ended surveys. The surveys allowed for results from a larger number of students than would have been possible from using only interviews and focus groups,

although the survey answers were less in-depth than those from focus group interviews. The open-ended nature of the surveys allowed for a large range of opinions and answers to be expressed. The surveys covered themes surrounding *Skolefrukt* (the Norwegian school fruit initiative), organic food and farming, food and farming education in general, and environmental education. Results from surveys were combined with results from focus groups interviews, and answers were categorized according to themes that came up in the survey answers. (See appendix I)

4.6 Students' conceptions – focus on results

Chen He – Organic and healthy school food in a municipal context – findings from personal interviews with municipal school food and policy coordinators

Chen presented her last report about organic school meals in Denmark. This paper contributes to the first part of WP5 in the iPOPY project. She had three interviews with officials in the municipalities of Roskilde, Copenhagen, and Gladsaxe. The purpose was to take a closer look into the current status of the organic school meal in Denmark, as well as to test a web-based questionnaire which Chen plans to perform in other countries in the iPOPY project. She analysed the organic school meal service in these these regions in Denmark through an actor-network. In these actor-networks, all of the actors involved in the school food service are divided into three levels: policy level, school environment, and supply chain management. She illustrated the actors at each level and the relationship among the actors in different levels. After having discussed the similarities and differences of school meals among the municipalities, she concluded that Denmark has not established the integrated and systematic school meal scheme on the national level, but that these local authorities have been at the forefront in making these decisions. All three municipalities are now making more of effort to promote the organic school meal program. (See appendix J)

Malene F. Olsen – How do Danish 5th and 7th graders construct the healthy eating and organic food aspects of eating. Preliminary findings from a Copenhagen school.

Malene studies at Suhr's University College and has performed this study along with Stine Andersen and Anna Burkal (see presentation in methods section). They found that the students they interviewed had some knowledge about organic food programmes in Copenhagen. They found that while the students had learned about organic food and health in various classes, such as home economics, math, etc., most of their knowledge about organic food was from home and not from school. Animal welfare was seen as a reason for choosing organic; as was that the food is not contaminated. The pupils also related organic food to local food sources, as well as to health issues. Girls tended to be more likely than boys to say that they would choose organic at the grocery store. As compared with food bought outside the school, the school canteen was seen as boring and expensive, while it was seen as "cool" to buy food outside of school. However, it was important to the students that the canteen serves healthy food. Malene discussed the educational potential of organic food in schools, and pointed out that her and her fellow researchers find it important to involve students in the organic school food objectives, which are currently top-down initiatives. (See appendix K)

Elin Marley – Norwegian students' conceptions of organic foods – preliminary findings from four Norwegian schools

Elin is writing her master's thesis about how Norwegian youth related to organic food, how organic food and farming are introduced in four different Norwegian *ungdomsskoler* (ages 13-16), and if/how these themes are being related to environmental topics. Elin described the four different schools she has been studying, explaining their different approaches to organic food and to environmental issues. She presented some of the results from her surveys, comparing

the different schools and in some cases comparing the answers from the girls with those from the boys. The main themes from the surveys tended to be health and taste, with some associations with environmental issues. Elin briefly explained her plan to analyze her results using theories from environmental education and nutrition education, as well as fitting them into the context of previous consumer studies related to organic food. (see appendix L)

Thanks for an interesting and informative workshop!

5 Participants

- Bent Egberg Mikkelsen – FVI (National Food Institute), DTU
- Thorkild Nielsen – Department of Management Engineering, DTU
- Ulla Gondolf - FVI
- Mette Hansen - Suhr's University College
- Chen He - FVI, DTU
- Sanne Hansen - South Denmark University
- Maria Bruselius Jensen - Roskilde University
- Stine Andersen - Suhr's University College
- Anna Burkal - Suhr's University College
- Elin Marley - University of Oslo
- Malene F. Olsen - Suhr's University College
- Hannah Schmidt - Roskilde University
- Stine B. Hansen –MNC, DTU
- Christina Krull - Suhr's University College
- Mette Mikkelsen - Suhr's University College
- Larissa Sicke - Suhr's University College

6 Practical information

Lokale 121 i Bygning 427. Beamer and laptop is available. Please confirm your participation 9th of April at latest bem@food.dtu.dk

http://www.dtu.dk/English/About_DTU/DTU%20Directory.aspx

Arranged by

National Food Institute/DTU
MAN/DTU

Contact

Bent Egberg Mikkelsen
[bemi\[a\]food.dtu.dk](mailto:bemi[a]food.dtu.dk)

Appendix A

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**Young researchers workshop on
organic and healthy foods in schools**

April 10. 2008

Danish Technical University/MAN

National Food Institute

Introduction

Bent Egberg Mikkelsen

DTU

Background

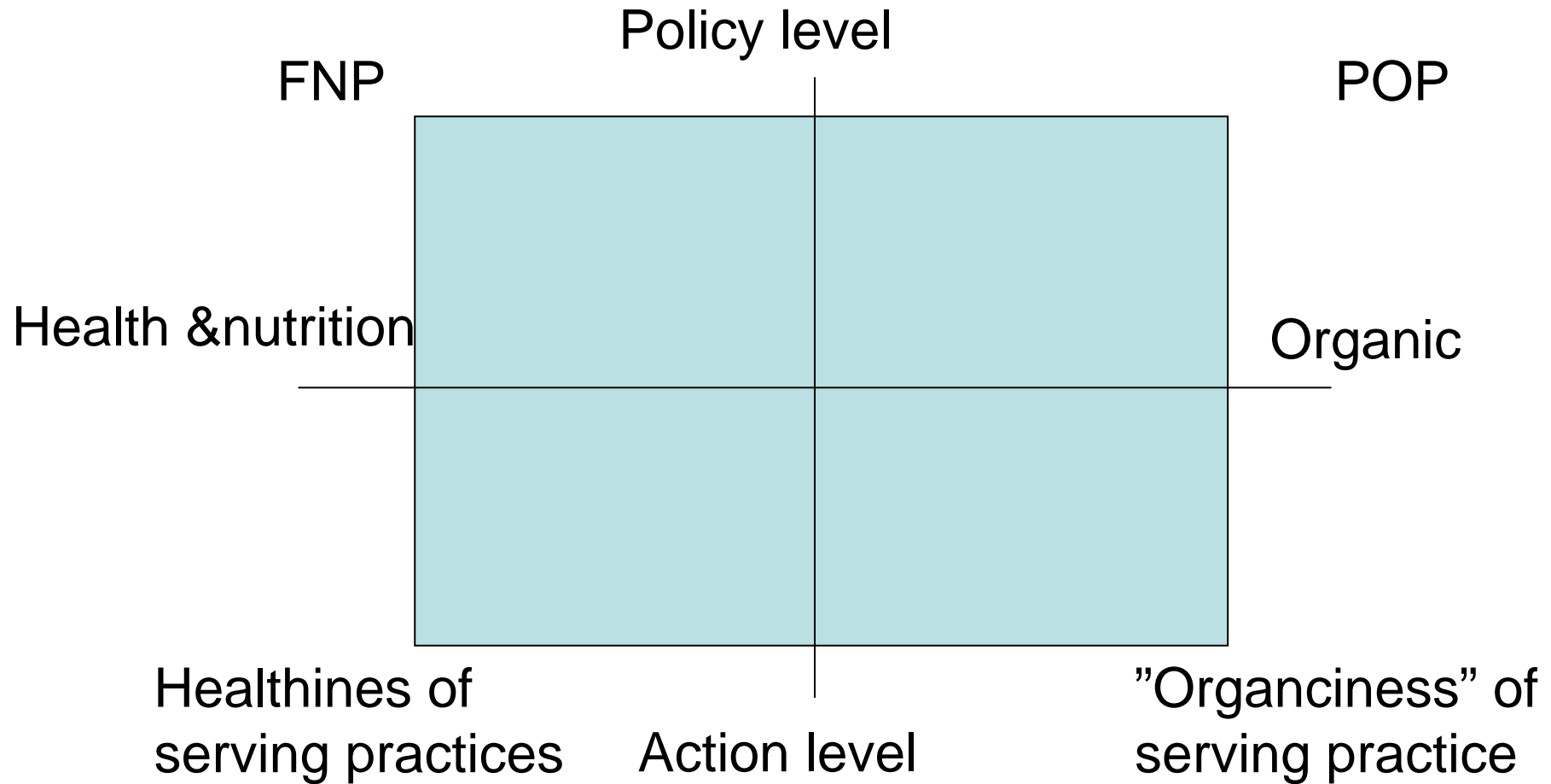
- Organic and healthy foods in schools is the focus of the *iPOPY* project (Innovative Public Organic Procurement for Youth),
- Focus is on children and adolescents as informants and “study objects”
- Focus on food, nutrition and agency in school.

Aim of the workshop

- Discuss methodology
- Present initial findings
- iPOPY subprojects in DK, NO and DE

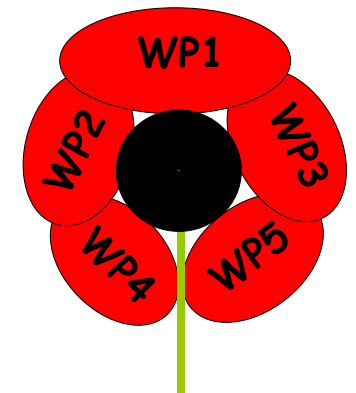
- Focus:
- studies the link between healthy eating and organic provision in different school settings.
- the view of student and that of headmasters but also methods for collecting data from other actors will be touched upon.

Analytical framework



iPOPY - innovative Public Organic food Procurement for Youth

- 1 Policy processes
- 2 Certification & evaluation tools
- 3 Supply chain governance
- 4 Consumer aspects
- 5 Health & nutrition







Definitions

- POP = public organic procurement
- FNP = food & nutrition policy
- "a policy is set of principles guiding action towards predetermined ends", Titmuss (1974) "

Possible informants

- Municipal coordinators
- Schoolhead masters and dinner ladies
- Students (6th graders)

Appendix B

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Food consumption of individuals - a quick methodological overview

Ulla Holmboe Gondolf

Ph.d. student, The National Food Institute

**Young researchers workshop on
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April 10. 2008

Danish Technical University

Methods

Two major groups:

- Quantitative daily consumption methods
 - Records, 24h recalls
- Food pattern methods
 - FFQ, dietary history

Dietary intake methods

- Quantitative daily consumption methods
 - Measure **quantity** of the individual foods consumed over a one-day period
 - Normally the number of measurement days is increased to obtain usual intakes of individuals

Quantitative daily consumption methods

- Food records
 - All intakes are recorded as estimates or weights, as eaten
 - Detailed descriptions: Preparation, cooking method and brand names
 - 1, 4 or 7 days – weekend days proportionally included
 - Data level: Level 3, intakes of individuals is obtainable *but* is depending on the number of days

Quantitative daily consumption methods

Food records

- Advantages
 - Accurate!
 - Not dependent on memory
- Limitations
 - Large respondent burden
 - Subject may modify their food intake
 - Literacy required
 - Expensive

Quantitative daily consumption methods

- 24h recall
 - Nutritionist asks subject to recall exact food and beverage intake during the previous 24 hour period
 - Detailed description: Amount, preparation, cooking method and brand names
 - Quantities estimated in household measures
 - Data level:
 - Single 24h recall: Level 1, usual intakes of a group
 - Repeated 24h recalls: Level 3, usual intakes of individuals

Quantitative daily consumption methods

24h recall

- Advantages
 - Small respondent burden
 - Inexpensive, easy, quick
 - Applicable with illiterates
 - May come as surprise → less likely to modify eating pattern
- Limitations
 - Dependent on memory → not suitable for young children and elderly persons
 - High researcher burden at repeated 24h recalls

Dietary intake methods

- Food pattern methods
 - Obtain retrospective information on the patterns of food use during a longer, less defined time period

Food pattern methods

- FFQ (Food Frequency Questionnaire)
 - List of foods to record intakes over a given period (day, week, month, year)
 - Can be semi-quantitative
 - Self administered or obtained by interview
 - Data level: Level 3, usual intakes of food or food groups for individuals

Food pattern methods

FFQ

- Advantages
 - May focus only on specific food groups
 - Rapid
 - Low respondent burden
 - Inexpensive
- Limitations
 - Low accuracy
 - Dependent on memory
 - Dependent on ability to estimate frequency over a longer period

Thank you for your attention!

Appendix C

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Young researchers workshop on
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April 10. 2008

Danish Technical University/MAN

National Food Institute

A first draft for a dietary survey methodology for studying eating behaviour among 6th graders

Mette Hansen

DTU



My part in the iPOPY project

- Mette Hansen
- Suhr's University College
- Bachelor Project
- iPOPY Work Package 5



Agenda

- Background
- Aim and objectives
- Methods
- Next step

Background

- Obesity among schoolchildren
- Habits established in childhood track into adulthood
- Environmental concerns
- Caterers serving organic food also serve healthier meals
- No studies on schoolchildren's individual intake



Aim and objectives

- The aim of the project is to study the link between healthy eating practices and organic procurement policies using the school as a setting
- The main objective is to test the hypothesis that organic procurement policies in school food systems, directly or indirectly act as a driver for healthier eating among schoolchildren



Methods

- Observational cross-sectional design
- Self administered questionnaire divided into two parts:
 - 24-hour recall
 - FFQ (Food frequency questionnaire)

Sampling

- Cluster sampling
- Case: Schools with organic policies
- Control: Schools without organic policies
- Inclusion criteria for both case and controls will be presence of a prepared food provision and a nutrition policy.

Subjects

- It is desirable to use a dietary assessment method in the study, which could be filled in by the children themselves.
- Subjects are 6th graders as the methods demands a certain literacy level and motivation. Which makes the questionnaire unsuitable for younger children.



Parents

Questions to parents

- The income of the household
- Parental educational level
- Parental occupation
- Urbanization

Ethical considerations

- Participation is voluntary
- Children have present a written consent signed by their parents or guardian
- Response from children and parents will be treated anonymously and confidentially
- Sensitive information



Designing the questionnaire

- Language should be clear and simple
- Warm up questions
- Short questions
- Facilitate recall
- Recycle questions from other successful studies

Design of questions

- F1. How often do you usually eat fresh fruit?**
- Never
 - Less than one day per week
 - One day per week
 - 2-4 days a week
 - 5-6 days a week
 - Every day, once a day
 - Every day, twice a day
 - Every day, more than twice a day



Danish dietary recommendations

- Eat fruit and vegetables – 6 pieces/portions per day
- Eat fish and fish products – several times a week
- Eat potatoes, rice or pasta, and wholemeal bread – every day
- Limit intake of sugar – particularly from soft drinks, confectionary and cakes
- Eat less fat – particularly fats from meat and dairy products
- Eat a varied diet – and maintain a healthy body weight
- Drink water when you are thirsty
- Engage in physical activity – at least 30 minutes per day.



Example of Adjustment of questions

“How often do you usually eat potatoes?”

Becomes:

“How often do you usually eat fish and fish products?”

- Options for answers are the same as in the original questions.

Next step

- Contact to schools
- Testing of methods

Appendix D

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Young researchers workshop on
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Danish Technical University/MAN

National Food Institute

Methodology illustration


Web-based Questionnaire(WBQ)

Chen He

Project

- Title: “Organic Foods and Healthy Food in Schools”.
- Period: 2008.2-2008.8
- Working package 5, Health and Nutrition, iPOPY (innovative Public Organic food Procurement for Youth).
- The aim of this paper is to study the link between healthy eating patterns and organic policy/provision in schools.

Methodology

- A quantitative survey using a Web based questionnaire (WBQ).
- Denmark, Norway and Germany 
- Both organic schools and non organic schools.
- School food coordinators, etc.

Methodology-Possible participants

Informants	Responsibility
School headmaster	The principal of the school
School coordinator	The coordinator between the municipality and the school environment, and also govern entities to operate the school meal system in action
School kitchen operators	Responsible for preparing school food according to the menus and carrying out serving practices
School food caterer	Ensure the quality and variety of school meals; communicate with food suppliers or catering company, however, this is also could be school governor
Teachers	Involved as school kitchen operators, e.g. school meals delivered from centrally produced kitchen

Methodology-Denmark schools

- 93 organic schools (Copenhagen and Roskilde, Fødevareinstituttet)
- 86 non organic schools (Fødevareinstituttet)
- e-mail address
- [http://www.service.uvm.dk/InstReg/instreg2.nsf/
Folkeskoler?OpenView&StartKey=A&UntilKey=
B](http://www.service.uvm.dk/InstReg/instreg2.nsf/Folkeskoler?OpenView&StartKey=A&UntilKey=B)
- The test of Word format questionnaire in 2 schools in Roskilde.



Methodology-Norway schools

- 210 schools with organic fruit provision
- 200 schools with conventional fruit provision
- 105 schools with organic milk provision
- 200 schools with conventional milk provision

- E-mail list
- <http://skoleporten.utdanningsdirektoratet.no/default.aspx>



Methodology-reliability

Clearly conceptualize constructs

- Developing unambiguous, clear theoretical definitions.
- Constructs should be specified to eliminate “**noise**” (i.e., distracting or interfering information) from other constructs.
- Each measure should indicate one and only one concept.

*Do you like candy?
(not sure)*



Do you  candy (not sure)?"

Methodology-reliability

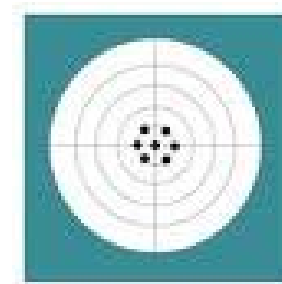
Use a precise level of measurement

- Try to measure at the most precise level possible.
- more specific information will be captured.

I think that organic food should play an important part of the food supply at school.

- *Agree very much*
- *Partly agree*
- *Disagree*
- *Don't know*

- *Agree*
- *disagree*



Accurate and
Precise

Methodology-reliability

Use multiple indicators

- one indicator may be imperfect, but several measures are less likely to have the same error.
- Multiple indicator measures tend to be more stable than measures with one item.

Please specify in which direction your serving practices have changed in relation to availability of following items over the past 5 years.)

- *Fresh Vegetables*
- *Fresh Fruits*
- *Meats*
- *Grain products*
- *12 items*



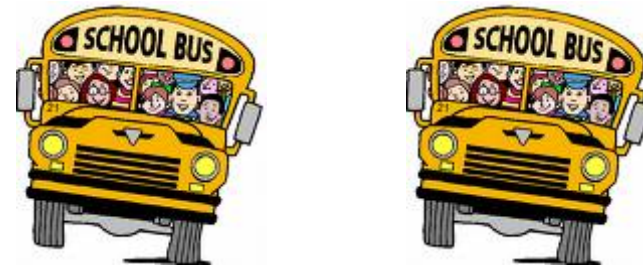
Methodology-reliability

Use pilot-test

- Reliability can be improved by using a pretest or pilot version of a measure first.
- This takes more time and effort.

Test of questionnaire

- *1 organic school*
- *1 non organic school*

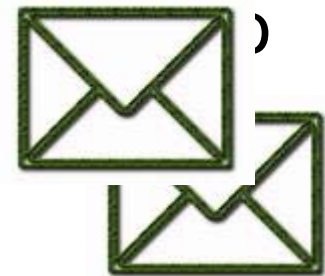


Methodology- increase the response

- Address the e-mail to specific person and send it first class one by one (software)



- Send 2 follow up remind e-mails to those not responding. The first should arrive about one week after perform WBQ, and the second a week later. Offer to send the questionnaire again.



-  a small lotto/monetary inducement.

Methodology-WBQ

Background information

- Personal
- School

Policy

- Public organic procurement policy
- Food and nutrition policy
- Health school promoting
- Green flag school

Serving practice

- School fruit scheme
- School milk scheme
- School tuck shop
- School hot/warm meals



Methodology-WBQ

- [http://teamb.esvar.nu/login.asp?event=log
out](http://teamb.esvar.nu/login.asp?event=log
<u>out</u>)
- [http://teamb.esvar.nu/asp/formular.asp?Sk
mld=65](http://teamb.esvar.nu/asp/formular.asp?Sk
<u>mld=65</u>)

Methodology-Result

- Do schools with organic food provision have a higher score than schools with non organic food provision?



- Do the eating habits amongst pupils have been promoted through school serving practices in organic schools than non organic schools?



Methodology-SPSS

- **SPSS**

a comprehensive computer system for analyzing data, provides statistical analysis and data management systems in a graphical environment.



Thank you!

10/04/08

Appendix E

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Hands on demo - digital
recording and transcription of
interviews on your laptop,

Sanne Hansen, SDU/FVI

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Danish Technical University/MAN

National Food Institute

Use of Olympus VN_240PC digital voice recorder to record and transcribe

- Push MENU-bottom on recorder and choose
 - HQ: High Quality
 - SP: Standard Playback
 - LP: Long Playback
- Choose "variabel stemmestyring" (VCVA) – see p9 in manual. If its on you risk the recorder not starting after a break
- To transfer the generated file install "digital wave-player" on your PC
- To transfer sound file from diktafon/recorder to software programmet (wave-player) push "transfer all folders"
- Save filen på PC or USB.

Navigation and playback controls including play/pause, stop, previous, next, and fast forward buttons. A progress bar shows the current position at 0:00:00 and the total length at 0:00:06. Volume and equalizer icons are also present.

File Na...	Created Date	Completed ...	Recor...	Comment	Recordin...	File T...
DW_A00...	09-04-2008 ...	09-04-2008 ...	0:00:06		11.025kHz...	WAV File

Total of 1 messages

Appendix F

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National Food Institute

Scientific reports - manage your references

Bent Egberg Mikkelsen

DTU

Step 1: find them on the internet

The screenshot shows a Microsoft Internet Explorer browser window displaying the Blackwell Synergy website. The address bar shows the URL: <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1471-5740.2005.00110.x?journalCode>. The page title is "Blackwell Synergy - Food Serv Technol, Volume 5 Issue 1 Page 7-15, March 2005 (Article Abstract - Microsoft Internet...".

The website header includes the Blackwell Synergy logo, an email field, a password field, and a "GO" button. Navigation links include "Register", "Forgotten Password", and "Athens/Institution Login". A main navigation bar contains: "Synergy Home | Browse | Search | My Synergy | Books Online | Resources | About | Help".

The main content area features a green banner with the text "Food Service Technology". Below this, a breadcrumb trail reads: "Home > List of Issues > Table of Contents > Article Abstract".

The article title is "Food Service Technology", with the subtitle "Volume 5 Issue 1 Page 7-15, March 2005". The authors are listed as "Bent Egberg Mikkelsen, Vivian Barnekow Rasmussen, Ian Young (2005)". The abstract text is: "The role of school food service in promoting healthy eating at school - a perspective from an ad hoc group on nutrition in schools, Council of Europe Food Service Technology 5 (1) , 7-15 doi:10.1111/j.1471-5740.2005.00110.x".

On the left side, there is a "Journal Menu" with links to "Table of Contents" and "List of Issues", and a "Tools" section with options like "Email this article", "Add to favorite articles", "Export this citation", and "Alert me when this article is cited: Email | RSS (What is this?)".

On the right side, there is a "This Article" section with links to "Abstract", "References", "Full Text HTML", "Full Text PDF (104 KB)", and "Rights & Permissions". Below this is a "Search" section with radio buttons for "Synergy" and "CrossRef", and a "By keywords" section with a search box containing "food service".

Step 2: export citation

The screenshot shows a Microsoft Internet Explorer browser window displaying the Blackwell Synergy website. The address bar shows the URL: <http://www.blackwell-synergy.com/action/showCitFormats?doi=10.1111%2Fj.1471-5740.2011.02511.x>. The page content includes the following text:

nutrition in schools, Council of Europe
Bent Egberg Mikkelsen, Vivian Barnekow Rasmussen, Ian Young
Food Service Technology 2005 5:1 7

Below the text is a form for selecting citation options:

Include	<input checked="" type="radio"/> Citation for this article <input type="radio"/> Citation and abstract for this article
Format	<input type="radio"/> EndNote <input type="radio"/> BibTex <input type="radio"/> ProCite <input type="radio"/> Medlars <input checked="" type="radio"/> Reference Manager <input type="radio"/> RefWorks <input type="radio"/> RefWorks (China)
Direct import	<input checked="" type="checkbox"/>

At the bottom of the form is a button labeled "Download references".

On the right side of the page, there is a "QUICK LINK" section with a dropdown menu for "Select a journal" and input fields for "Vol:", "Issue:", and "Page:", followed by a "GO" button and a link to "Try CrossRef search".

The footer of the page contains links for "Privacy Statement", "Terms & Conditions", "Contact", and "Help".

Step 3: put in to your database

Reference Manager 11 - [Reference List - ofndec Database: In Press Reference ID 90]

File Edit View References Tools Window Help

[01] Ref Type* In Press
[02] Ref ID* 90
[03] Title What works in worksite
[04] Authors
[05] Pub Date* - -2006 Other
[33] Web/URL
[34] Link To PDF <file:///C:/worksiteref/WisconsinWorksiteWellWhatWorksBusinessfinal.pdf>
[35] Link to Full-text
[36] Related Links
[37] Image(s)
[06] Notes
[07] Keywords
[08] Reprint Not in File 12-04-08

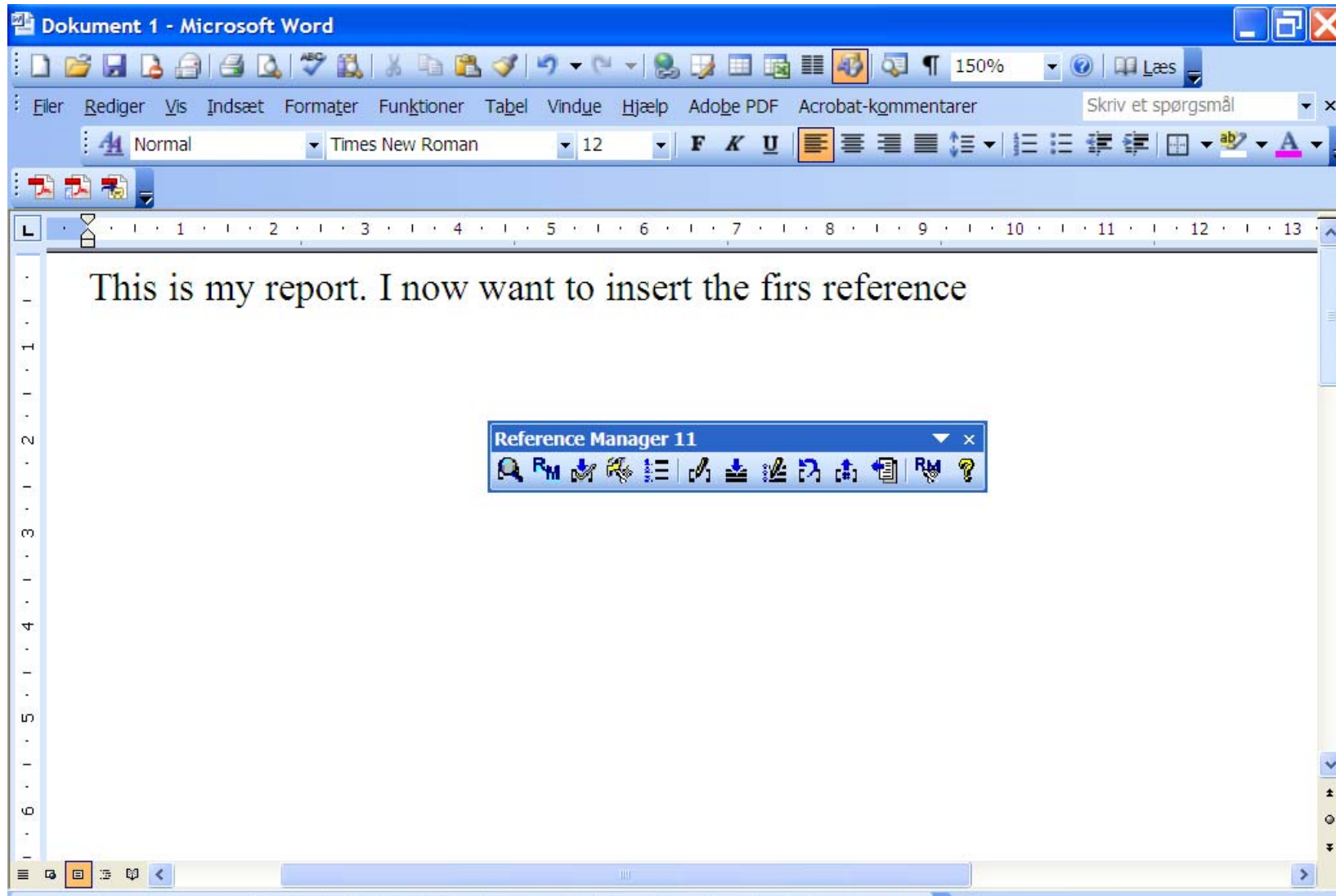
Ref ID	Authors	Title
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<input type="checkbox"/> 91		Pressemeldelse: sunde borebisser på Syd Arne
<input type="checkbox"/> 25	Alinia,S.	Increased fruit intake and bodyweight management in healthy adults - a worksite intervention study
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<input type="checkbox"/> 13	Bergendal,H.	Maten på jobbet - ett sätt att minska ohälsan. Debatindlæg
<input type="checkbox"/> 57	Buttris,J.	Successful ways to modify food choice: lessons from the literature
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<input type="checkbox"/> 19	Castellvell,M.O.	Detection and prevention of overweight at the workplace
<input type="checkbox"/> 71	Dahlberg,R.	From canteen to lunch box: ergonomic demands in distribution of portion-packed hot food

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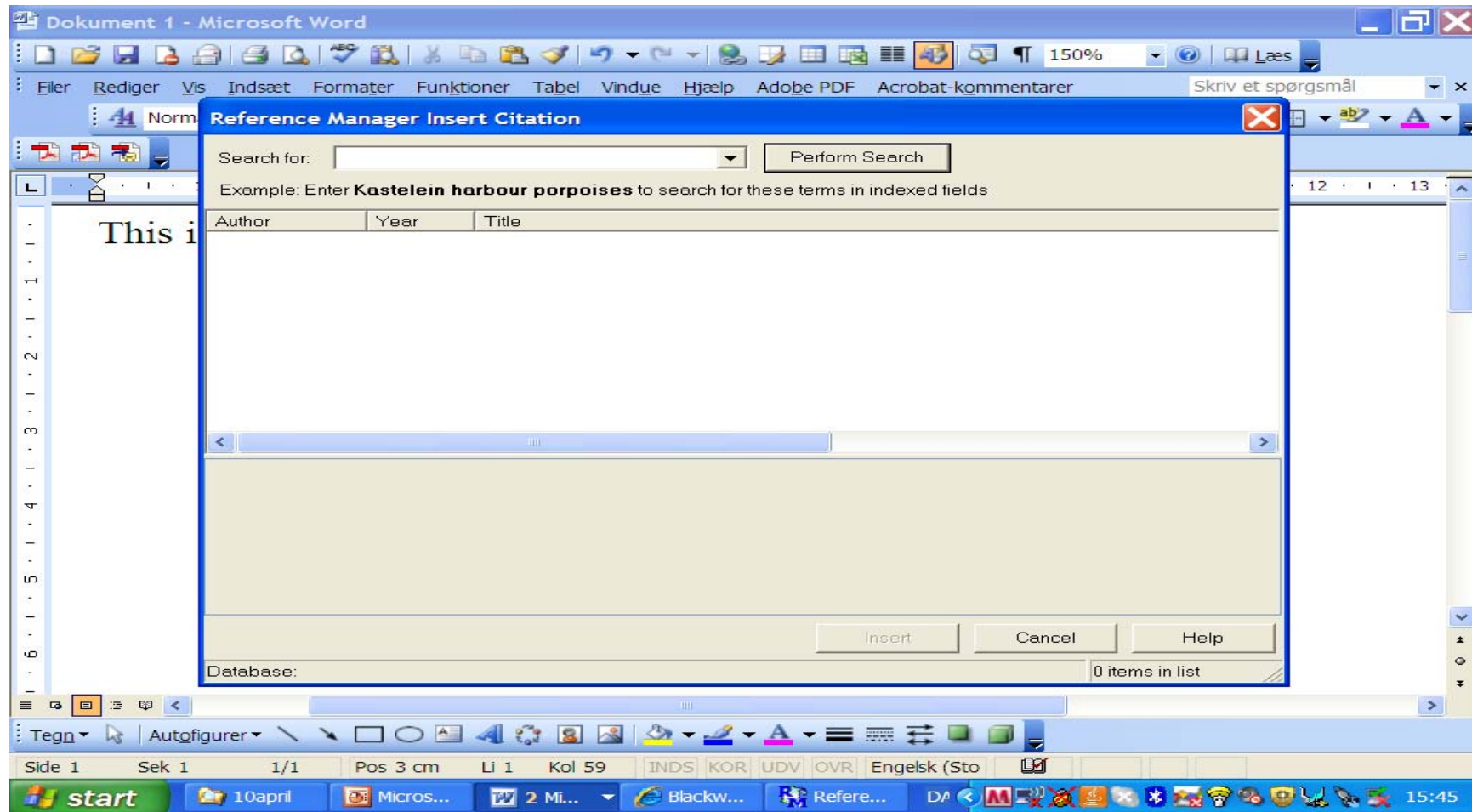
For Help, press F1

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Step 4: begin writing in word



Step 5: insert citation



Step 6: Voila, you are through

Dokument 1 - Microsoft Word

150% Laes

Filer Rediger Vis Indsæt Formater Funktioner Tabel Vindue Hjælp Adobe PDF Acrobat-kommentarer Skriv et spørgsmål

Norm

Reference Manager Insert Citation

Search for: mikkelsen Perform Search

Example: Enter **Kastelejn harbour porpoises** to search for these terms in indexed fields

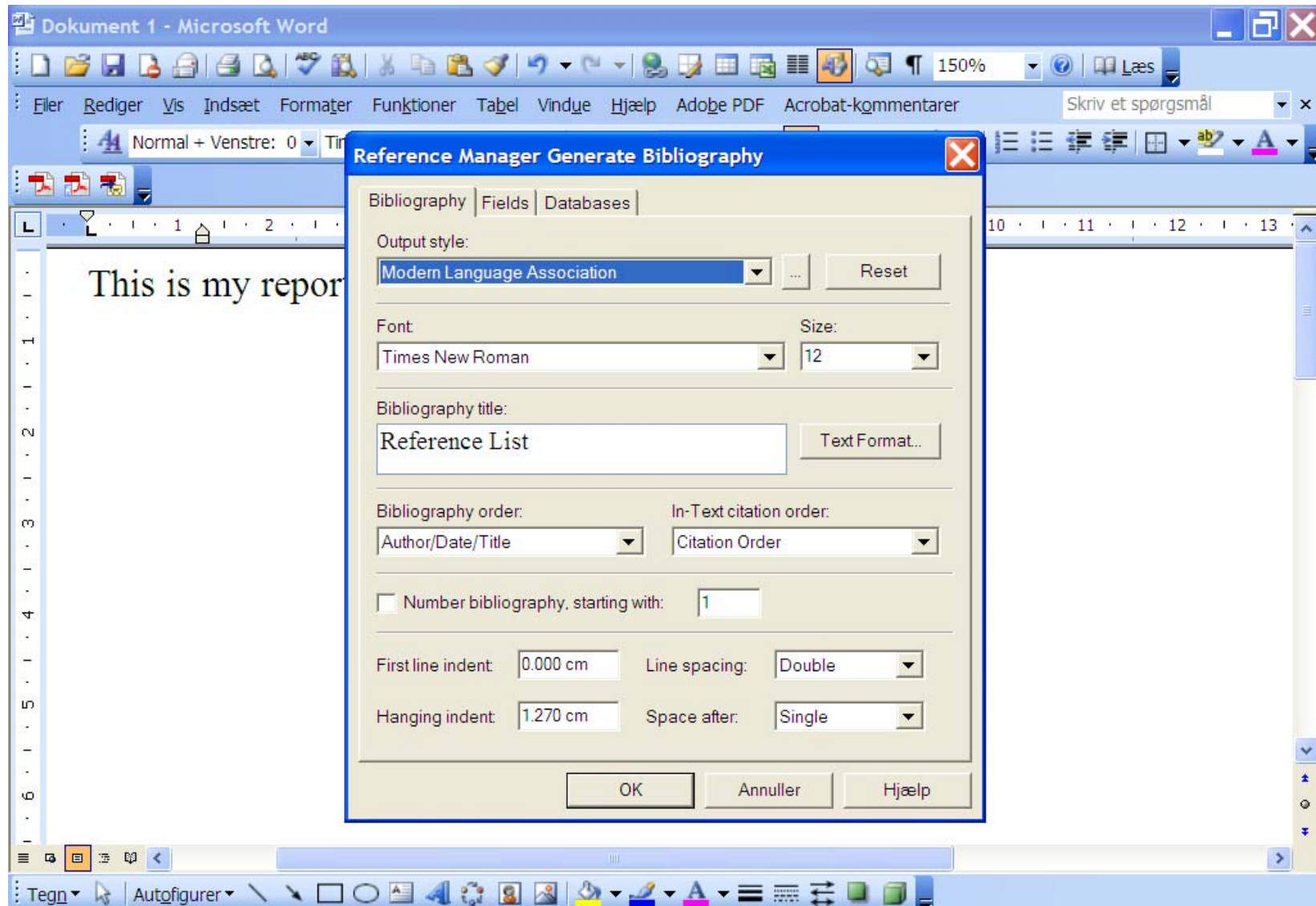
Author	Year	Title
Mikkelsen,B.E.	2004	Catering i Øresundsregionen - en analyse af behovet for sundhed, kvalitet og nemhed ved ude
Mikkelsen,Bent ...	2005	The role of school food service in promoting healthy eating at school - a perspective from an a
Mikkelsen,Bent ...	2005	The role of school food service in promoting healthy eating at school - a perspective from an a
Thorsen,A.V.	2005	Strategies to promote healthier eating at worksites - analysis of experiences from a social shap

Ref Type: Journal
Ref ID: 92
Title: The role of school food service in promoting healthy eating at school - a perspective from an ad hoc group on nutrition in schools. Council of Europe
Authors: Mikkelsen,Bent Egberg; Rasmussen,Vivian Bamekow; Young,Ian
Pub Date: 2005/3/6
Web/URL: <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1471-5740.2005.00110.x>
Notes: doi: 10.1111/j.1471-5740.2005.00110.x
Keywords: food service; nutrition

Insert Cancel Help

Database: ofndec 4 items in list

Generate bibliography



A tip: keep you references in full text

The image shows a screenshot of a computer desktop with two windows open. The background window is Reference Manager 11, displaying a list of references. The foreground window is Adobe Acrobat Professional, showing a PDF document titled 'successfulways2004.pdf'. The PDF content includes the title 'Successful ways to modify food choice: lessons from the literature', authors 'J. Buttriss, S. Stanner, B. McKeivith, A. P. Nugent, C. Kelly, F. Phillips and H. E. Theobald', and a summary paragraph.

Reference Manager 11 - [Reference List - ofndec Database: Journal Reference ID 57]

[01] Ref Type*	Journ
[02] Ref ID*	57
[03] Title	Succe
[04] Authors	Buttris
[05] Pub Date*	- -2
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<input type="checkbox"/> 19	Castellvell,M.O.	Detection and prevention of overweight at the workplace
<input type="checkbox"/> 71	Dahlberg,R.	From canteen to lunch box: ergonomic demands in distribution of portion-packed hot food

Adobe Acrobat Professional - [successfulways2004.pdf]

REVIEW

Successful ways to modify food choice: lessons from the literature

J. Buttriss, S. Stanner, B. McKeivith, A. P. Nugent, C. Kelly, F. Phillips and H. E. Theobald
British Nutrition Foundation, London, UK

Summary Effecting positive dietary change is one of the major health challenges facing the government and health professionals and is likely to be influenced by an understanding of the factors that shape food choice. On behalf of the Food Standards Agency, the British Nutrition Foundation recently completed an in-depth, critical

210 x 297 mm

1 of 12

Appendix G

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For Evaluation Only.

Young researchers workshop on
organic and healthy foods in schools
April 10. 2008
Danish Technical University/MAN
National Food Institute

Qualitative meal research

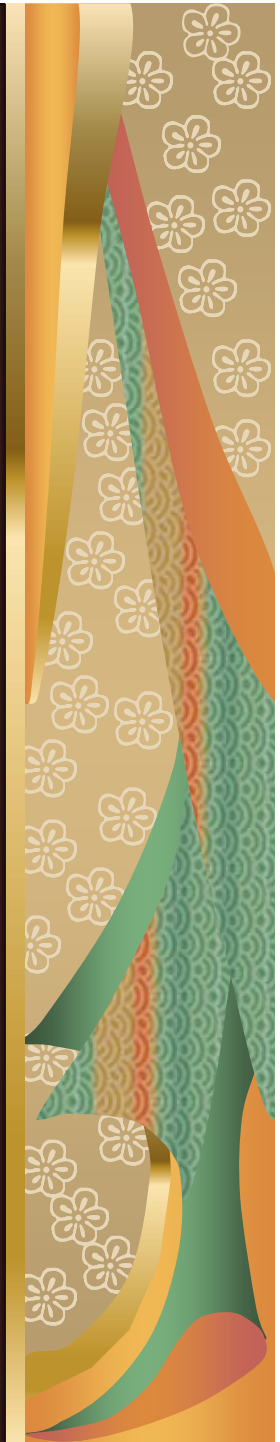
Establishing insights and including
everyday perspectives on
research and planning

Maria Bruselius Jensen/ RUC - DTU



Giving voice to everyday life perspectives

- Meals as an everyday experience
 - Social, cultural, sensuous
- The perspectives from everyday life are holistic – politics and science are sectoric
 - Methods that creates insights into the everyday experience of participation in school lunches



Hvorfor hverdagslivsperspektiver i planlægning

- Because it is the student who experience the meals
- Because we want to promote health
- Because meal schemes work better when they are embedded in the school culture
- We what to widen discourses to avoid exclusive mechanisms

- Establishing the view of the child!



What are meals?

Meals as:

- ❏ Something privat
- ❏ Something public
- ❏ Something social
- ❏ Something bodily
- ❏ Something cultural
- ❏ Something symbolic
- ❏ Something rational
- ❏ Something structural
- ❏ Important everyday experiences



What is health?

- Is it the absence of disease?
(Biomedical health definition)
- Is it the possibility of living a good life?
("Positive" health definition)
- Is it having a food intake that correspond to the NNA?
- Is it enjoying the daily meal?



About knowledge

- Remember that knowledge and discouse is in the making
 - Qualitative methods give hints on possible orientations of the students
 - It is not "truhts" about how the student experience meals or their assomptions of "the good school meal"



Interviews

- Noticing everyday life:
 - Ask about everyday experiences and practices
 - They are the experts – let them know!





(Participant) Observations

- Observe everyday life (Giddens)
 - How do students use the meal schemes
 - How do the meal schemes effect the students meals
- Try to do like they do
 - Leave the classroom when the bell rings, go to the cantina and buy lunch, go back to the class room and eat, go out and play!





Visual methods

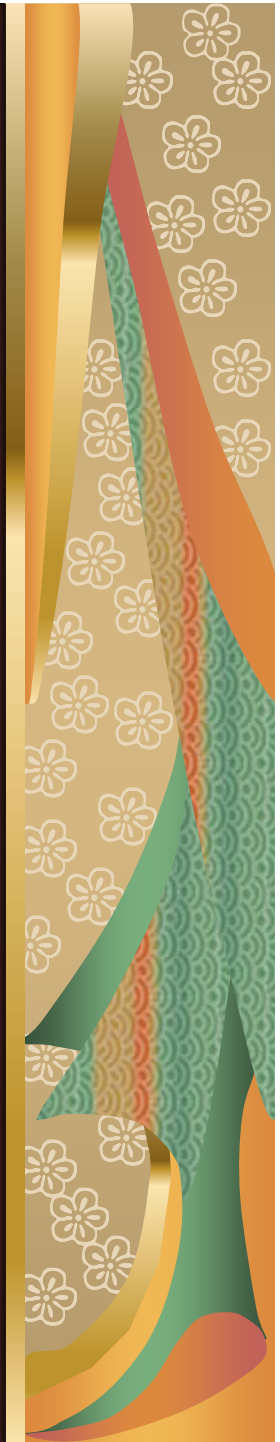
Photovoice

-  Children photograph their meals
-  Followed by interpretative interviews

Painting workshops

-  The children express themselves by drawing and painting
-  Followed by interpretative interviews

Objective: to establish the view of the child



Interactive methods

Social experiments

- Knowledge is tested (and developed) in social contexts

■ Participative action research

- Students and researchers develops knowledge and practice



Appendix H

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Young researchers workshop on
organic and healthy foods in schools

April 10. 2008

Danish Technical University/MAN

Student`s Conception of Organic Foods and Healthy Eating at Schools

Anna Burkal & Stine Andersen

DTU/**National Food** Institute

Introduktion



- **Presentation**
- **Front-stage/Back-stage**

Criteria



- Copenhagen elementary school
- Organic school food
- Why 5th and 7th graders

Interview guide



- Wording and language
- Structured interviews
- Contents of interview guide
- The same interview guide was used

Formation of the focus groups



- Participants
- Homogeneous groups
- 4 – 6 participants

Advantages/disadvantages combined with focus group interview with children



- Comfort
- Vs. 1-1 interviewing

Ethical considerations



- Parent's consent
- Purpose of the interview
- Participants are free to leave the interview

The moderator



- Guide and listen
- Controlled reactions

Previous to focus group interviews



- Practical considerations
- Mentally prepared
- School hours
- Refreshments

Evaluation



- The course of the interview are discussed

Validity and reliability



- The validity and reliability are rated high
- Representativeness

Appendix I

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Qualitative Open-Ended Surveys/Questionnaires

By Elin Kaia Marley

Senter for Utvikling og Miljø
(Centre for Environment and Development)
Universitetet i Oslo

Presentation for iPOPY Student Workshop
April 10 2008, Copenhagen

Main Research Questions

- How is organic food being introduced in Norwegian *ungdomsskoler* (lower secondary schools)?
- Does educating youth about various aspects of organic food and farming have an effect on **how they relate to** organic products?
- What do Norwegian youth **know, think and feel** about organic food?
- Do the knowledge and opinions among the pupils vary depending on how much focus the schools place on organic and environmental education, and/or depending on how long this focus has existed at the school?

Why open-ended surveys?

- Initial plan was to use these as background to focus groups
- Larger number of pupils than with interviews
- Open-ended – allowed for a big range of answers and opinions
 - Not restricted to given answers

My research process

- Four schools in different regions of Norway
- I visited each school and introduced myself to the pupils before they filled out the survey.
 - I was there so they could ask questions.
- *Ungdomsskole* pupils
 - grades 8-10, ages 13-16
- Surveys mostly in English classes
 - Why?

The surveys

- Questions in English, but could answer in English or Norwegian
- Could ask for clarification about questions
- anonymity & confidentiality
 - Age, grade and gender, but no name
- Between 30 and 60 surveys/school
 - Total 167 surveys from the 4 schools

The questions

- Some yes/no, but mostly open-ended
- Question themes:
 - *Skolefrukt* (Norwegian School Fruit scheme)
 - organic – knowledge and opinions
 - food/farming education
 - environmental education

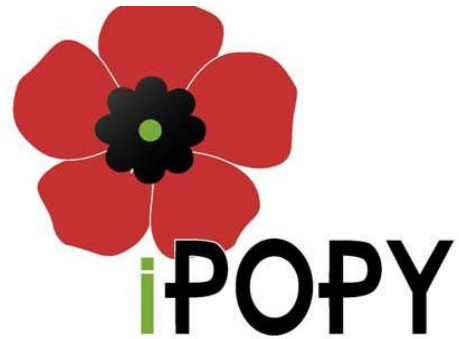
Results and analysis

- Range of answers
 - Some very detailed, some very brief
- Combined with more detailed answers from focus group interviews
- Categorizing answers
 - My categories, based on survey answers
 - Excel and charts

Questions? Comments?

Appendix J

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Organic school meals in Denmark

Working package 5- Health and Nutrition

Chen He

Young researchers workshop on
organic and healthy foods in schools

April 10. 2008

Danish Technical University/MAN

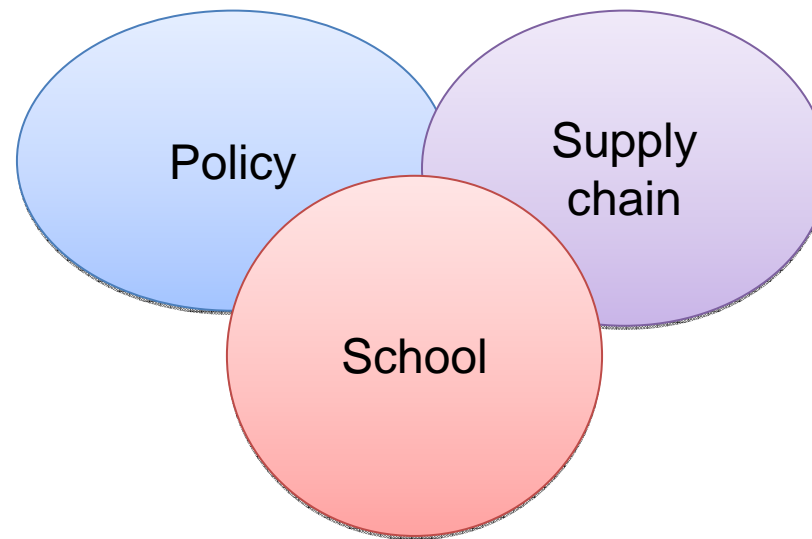
National Food Institute

Background

- 1st part work package 5, iPOPY project.
- 3 interviews with the municipalities (Roskilde, Copenhagen, and Gladsaxe).
- To take a closer look into the current state of the organic school meal in Denmark.
- Test of the web based questionnaire.

Analysis methodology

- Policy level
- School environment
- Supply chain management



Case study 1

- Interviewer : Mads-Peter Klink Engelhardt
- Position: Manager assistant in the School and Children Administration in the municipality of Roskilde.
- Date : 20-11-2007

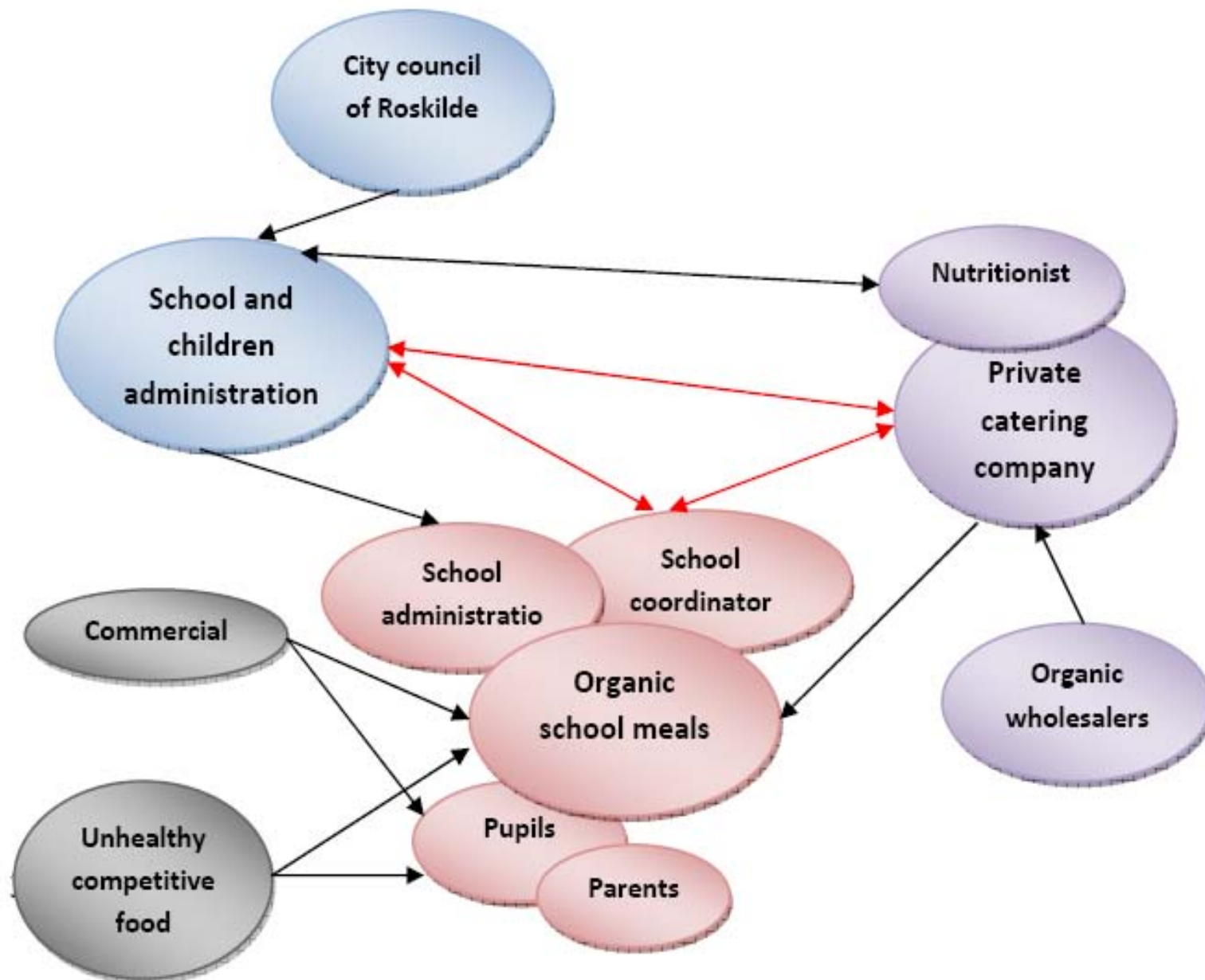


Figure 1. Involved actors in the organic school meals program in Roskilde

Case study 2

- Interviewer: Astrid Dahl
- Position: Project assistant in Children and Young people Administration, Department of Sustainable Development in the municipality of Copenhagen.
- Date: 28-11-2007

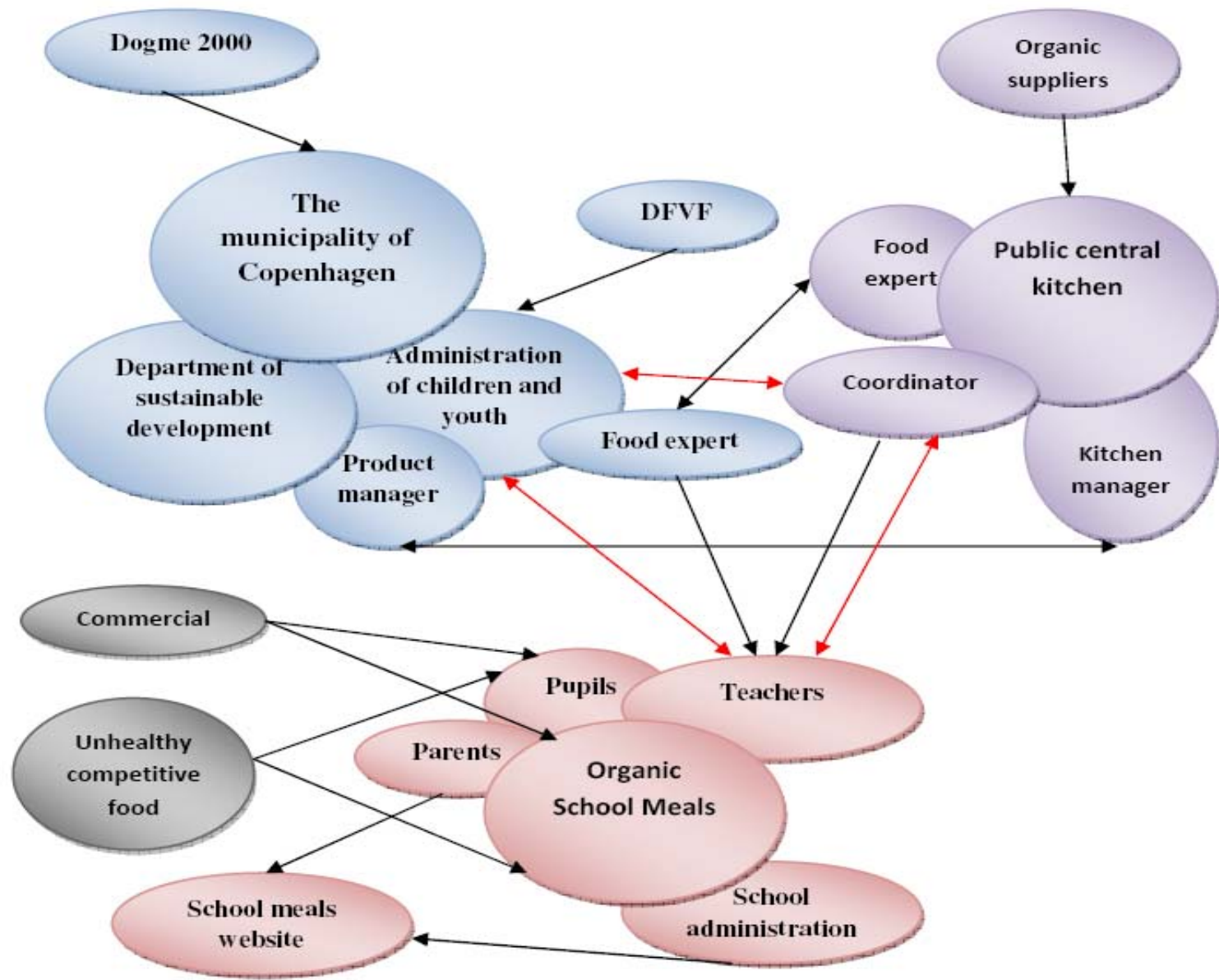


Figure2. Involved actors in the organic school meals program in Copenhagen

Case study 3

- Interviewer: Teresa Dominicussen
- Position: Health consultant in the Administration of Children and Culture in the municipality of Gladsaxe.
- Date: 10-01-2008

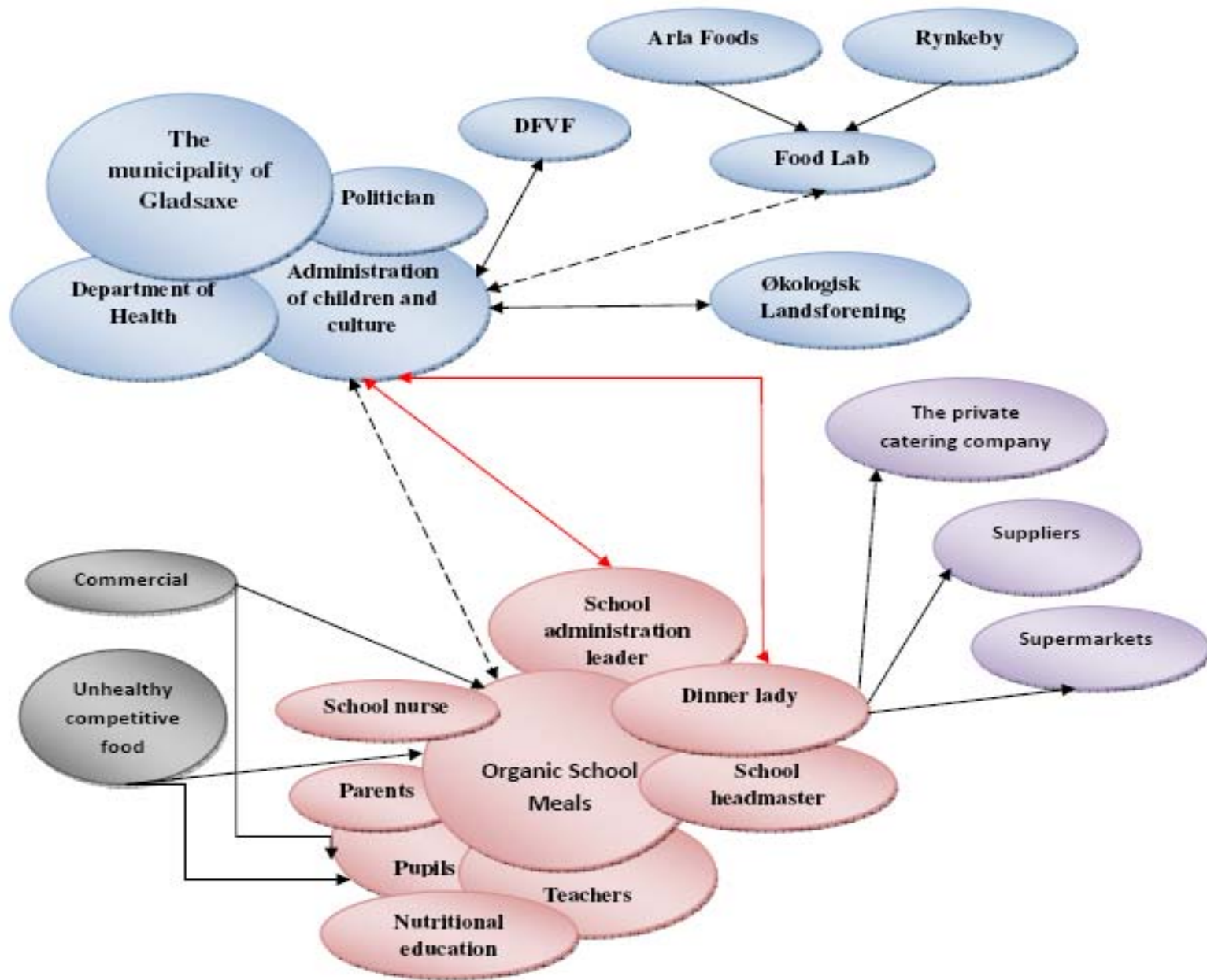


Figure 3. Involved actors in the organic school meals program in Gladsaxe

Discussion

Table 2 Comparison of the organic school meals in three municipalities

Organic school meals		Roskilde	København	Gladsaxe
Policy level	POP	☹️	☹️	☹️
	FNP	☹️	☹️	☹️
School level	Coordinator	☹️	-	☹️
	Kitchen operator	-	-	☹️
	Teachers	☹️	☹️	☹️
	Pupils	☹️	☹️	☹️
	Parents	☹️	☹️	☹️
	Nutritional education	☹️	☹️	☹️
	Prepared school meals layout	Public kitchen	-	☹️
Catering company	☹️	-	-	
School site kitchen	-	-	☹️	

☹️ Effectively involved in the organic school meals program
 ☹️ Not effectively involved in the organic school meals program

Conclusion

- Traditional lunchbox (food culture)
- Not free of charge
- Support from government (policy intervention)
- Aspiration of society
- Only organic food is not enough

Thank you!

10/04/08

Appendix K

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Young researchers workshop on
organic and healthy foods in schools

April 10. 2008

Danish Technical University/MAN

National Food Institute

**Student`s Conception of
Organic Foods and Healthy
Eating at Schools**

Malene Falster Olsen

Introduktion



- **Presentation**
- **Front-stage/Back-stage**

Criteria



- Copenhagen elementary school
- Organic school food
- Why 5th and 7th graders

Interview guide



- Wording and language
- Structured interviews
- Contents of interview guide
- The same interview guide was used

Formation of the focus groups



- Participants
- Homogeneous groups
- 4 – 6 participants

Advantages/disadvantages combined with focus group interview with children



- Comfort
- Vs. 1-1 interviewing

Ethical considerations



- Parent's consent
- Purpose of the interview
- Participants are free to leave the interview

The moderator



- Guide and listen
- Controlled reactions

Previous to focus group interviews



- Practical considerations
- Mentally prepared
- School hours
- Refreshments

Evaluation



- The course of the interview are discussed

Validity and reliability



- The validity and reliability are rated high
- Representativeness

Appendix L

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Organic food in Norwegian *Ungomsskoler*

Masters thesis in cooperation with iPOPY

By Elin Kaia Marley

Presentation for iPOPY Student Workshop

Copenhagen, April 10 2008

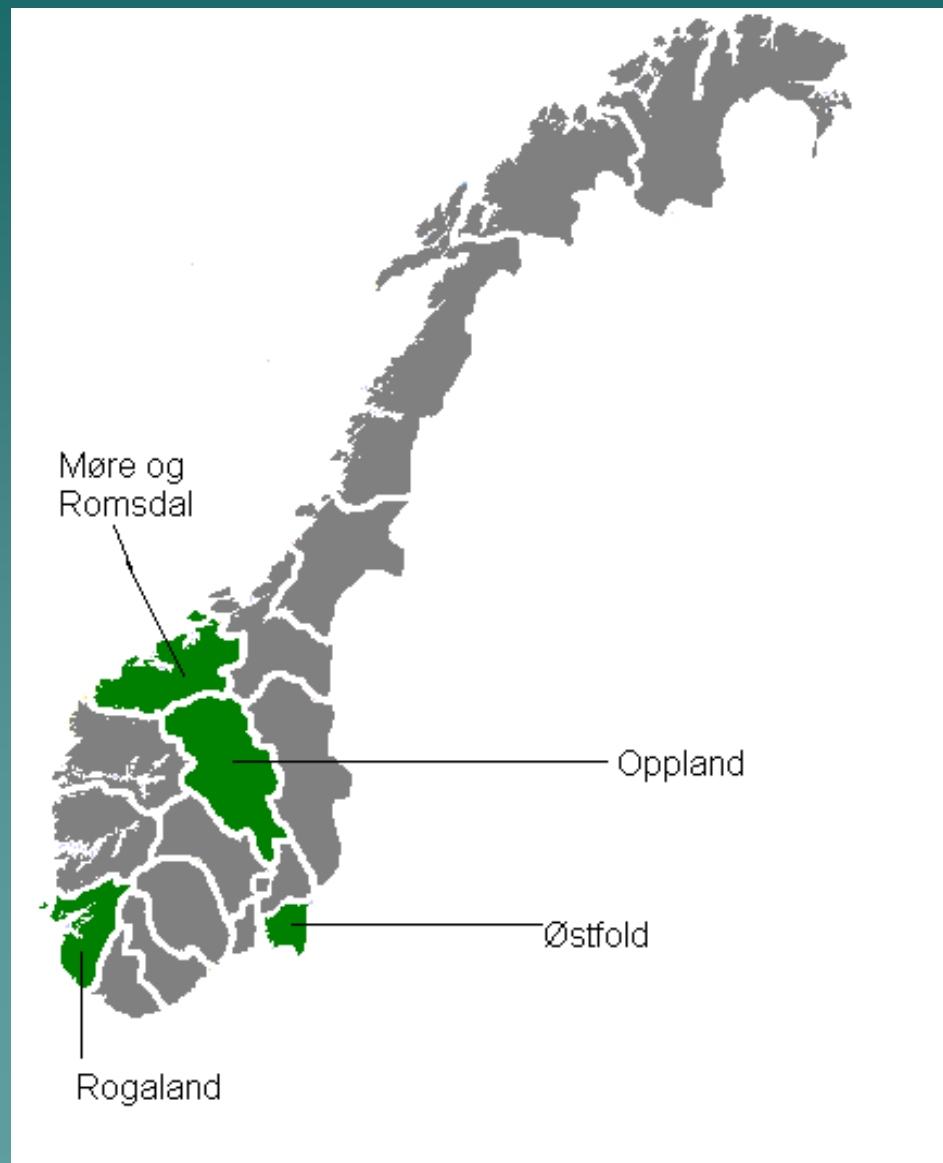
Main Research Questions

- ◆ How is organic food being introduced in Norwegian *ungdomsskoler*?
- ◆ Does educating youth about various aspects of organic food and farming have an effect on how they relate to organic products?
- ◆ What do Norwegian youth know, think and feel about organic food?
- ◆ Do the knowledge and opinions among the pupils vary depending on how much focus the schools place on organic and environmental education, and/or depending on how long this focus has existed at the school?

Research Methods: Choosing the schools

- ◆ Why do I focus on *ungdomsskoler*?
- ◆ Why did I choose public schools?
- ◆ How did I find the schools?
- ◆ Why did I choose these four schools in particular?

Research counties (*fylke*)



Research Methods: Visiting the schools



- ◆ Qualitative
 - Surveys with pupils
 - Interviews with teachers and school administrators
 - Focus group interviews with pupils



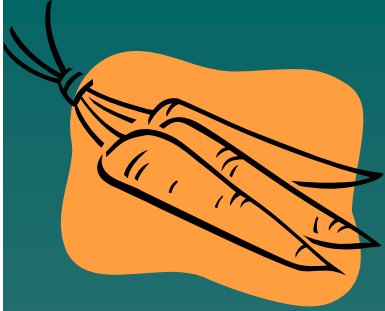
Helping pupils with surveys



The schools: *Rogaland*

- ◆ 370 pupils (*trinn 8-10*)
- ◆ School has Grønt Flagg/Eco-Schools certification
- ◆ Pride themselves on being “innovative school”
- ◆ Started introducing organic food several years ago
- ◆ *Debio godkjent kantine* (organic certified cafeteria)





The schools: *Oppland*

- ◆ 290 pupils (*trinn 8-10*)
- ◆ First year of *Skolefrukt*
- ◆ Principal (*rektor*) is the main advocate of organic food at the school
- ◆ Local supplier (*leverandør*) – new company
- ◆ Problems with garbage
- ◆ Not much organic available in community
- ◆ Also focus on fair trade (*rettferdig handel*)

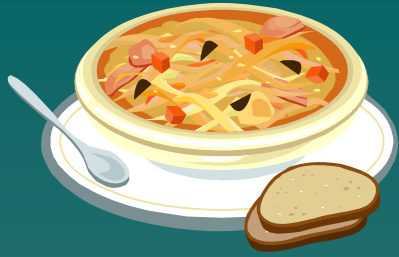


The schools: *Møre og Romsdal*



- ◆ 210 pupils (*trinn 1-10*)
- ◆ Have had *Skolefrukt* for some years
- ◆ One teacher (who teaches *Mat og helse*) is main advocate for organic
- ◆ *Skolemelk* – families have choice between organic and conventional
- ◆ Have visited local organic farm/garden

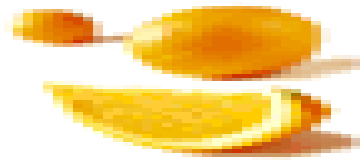




The schools: Østfold

- ◆ Conventional *Skolefrukt*
- ◆ Starting up own local organic food programme – *RealMat*
- ◆ Pupils cook/bake the food themselves
- ◆ “It’s not just the food part – it’s also a mind thing.”

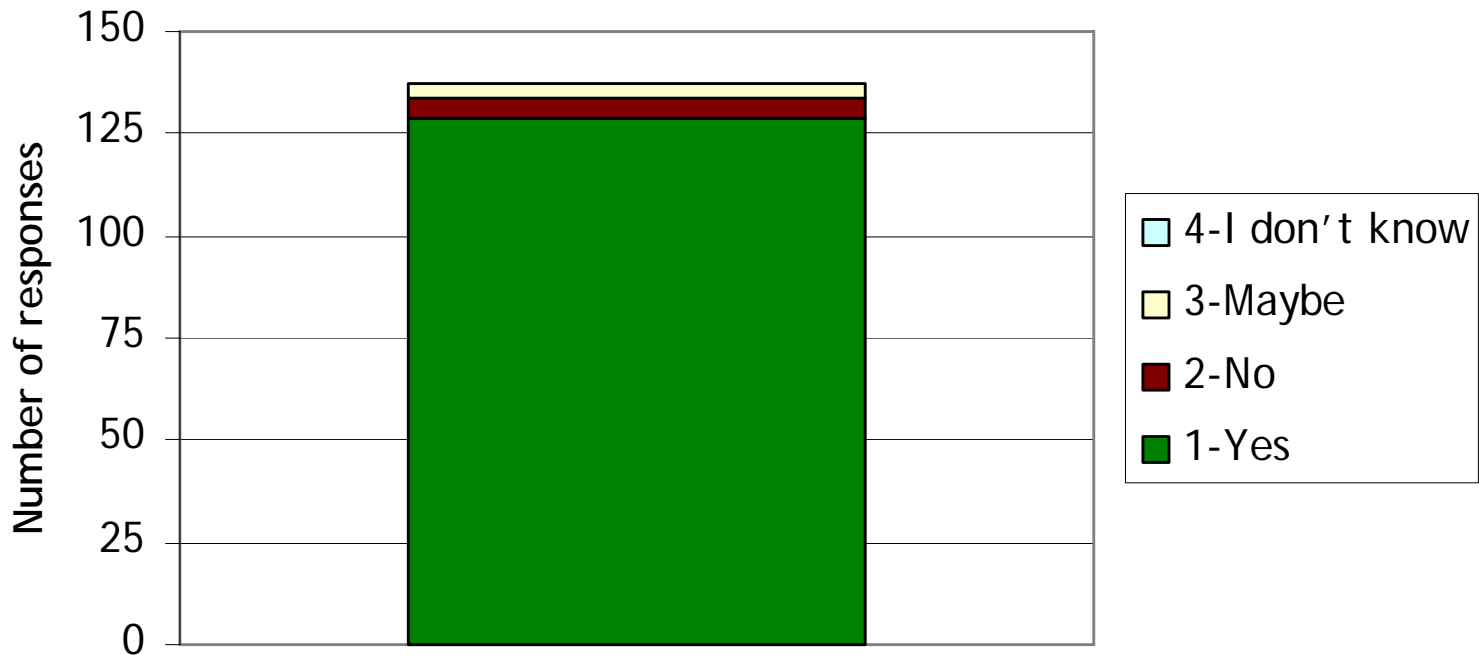




Skolefrukt.no

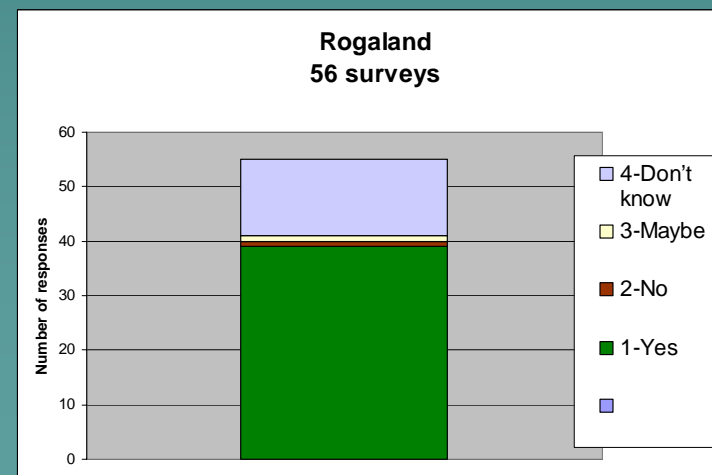
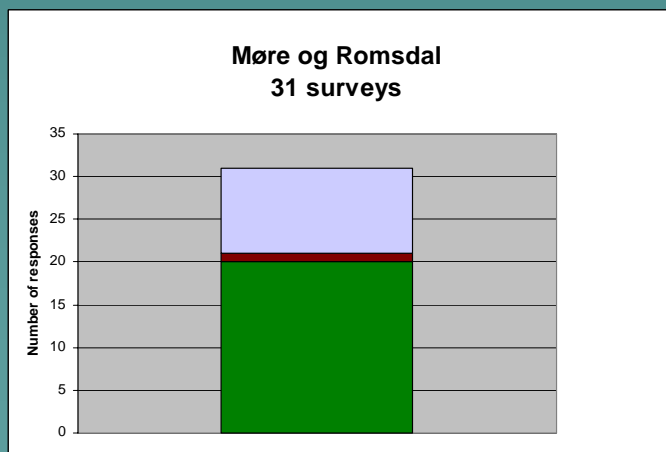
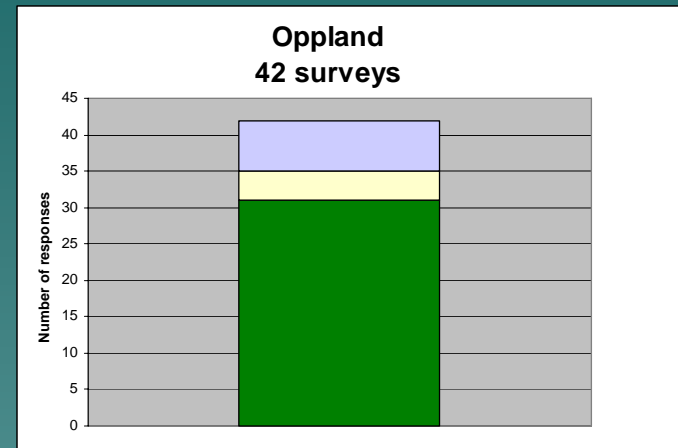
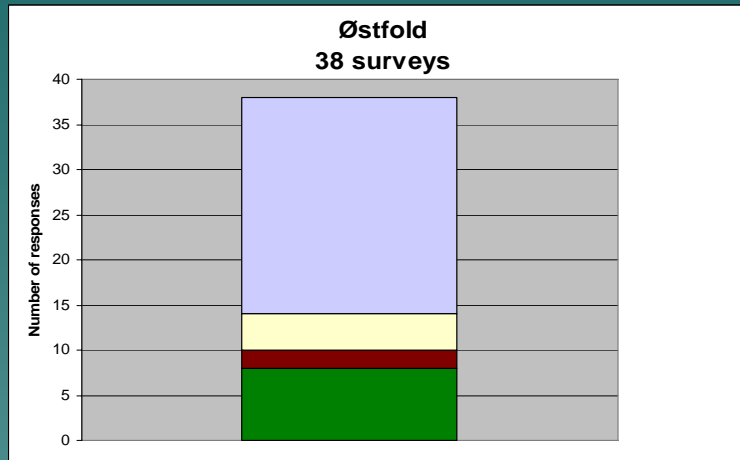


Do you like to get *Skolefrukt*?

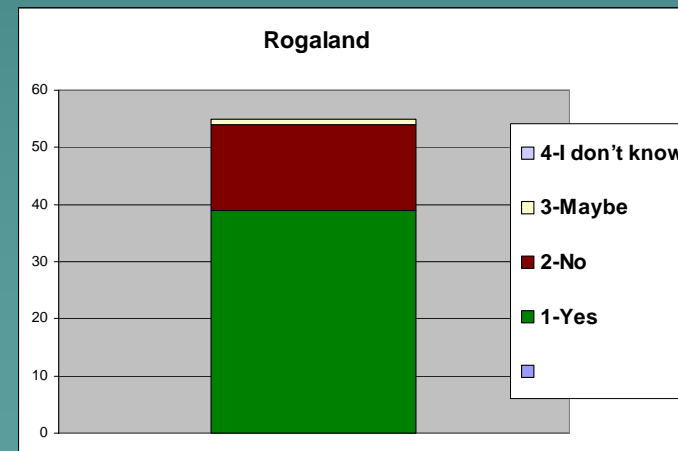
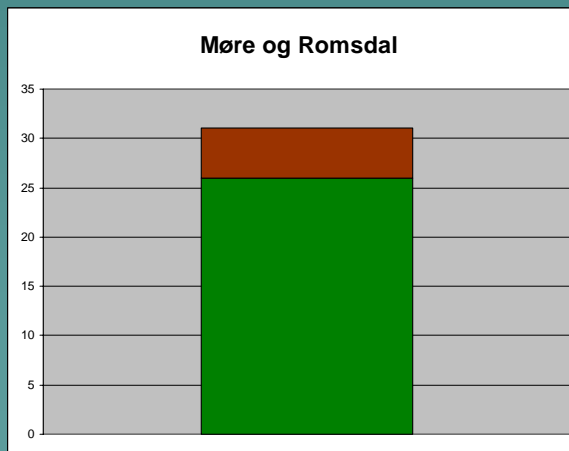
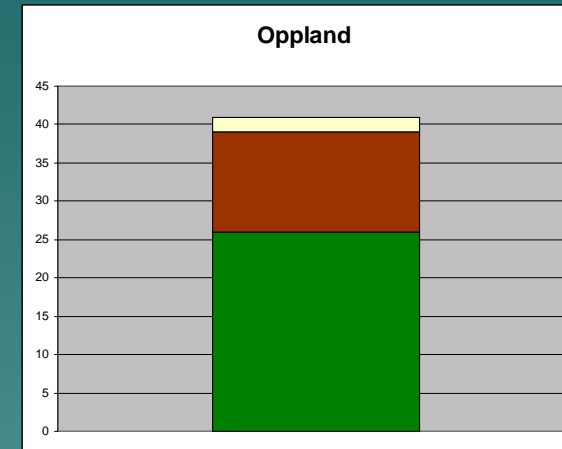
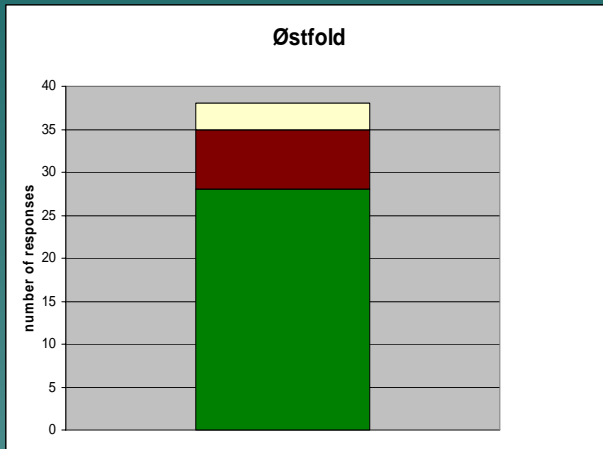


Total responses: 137 pupils

Is the *Skolefrukt* at your school organic?

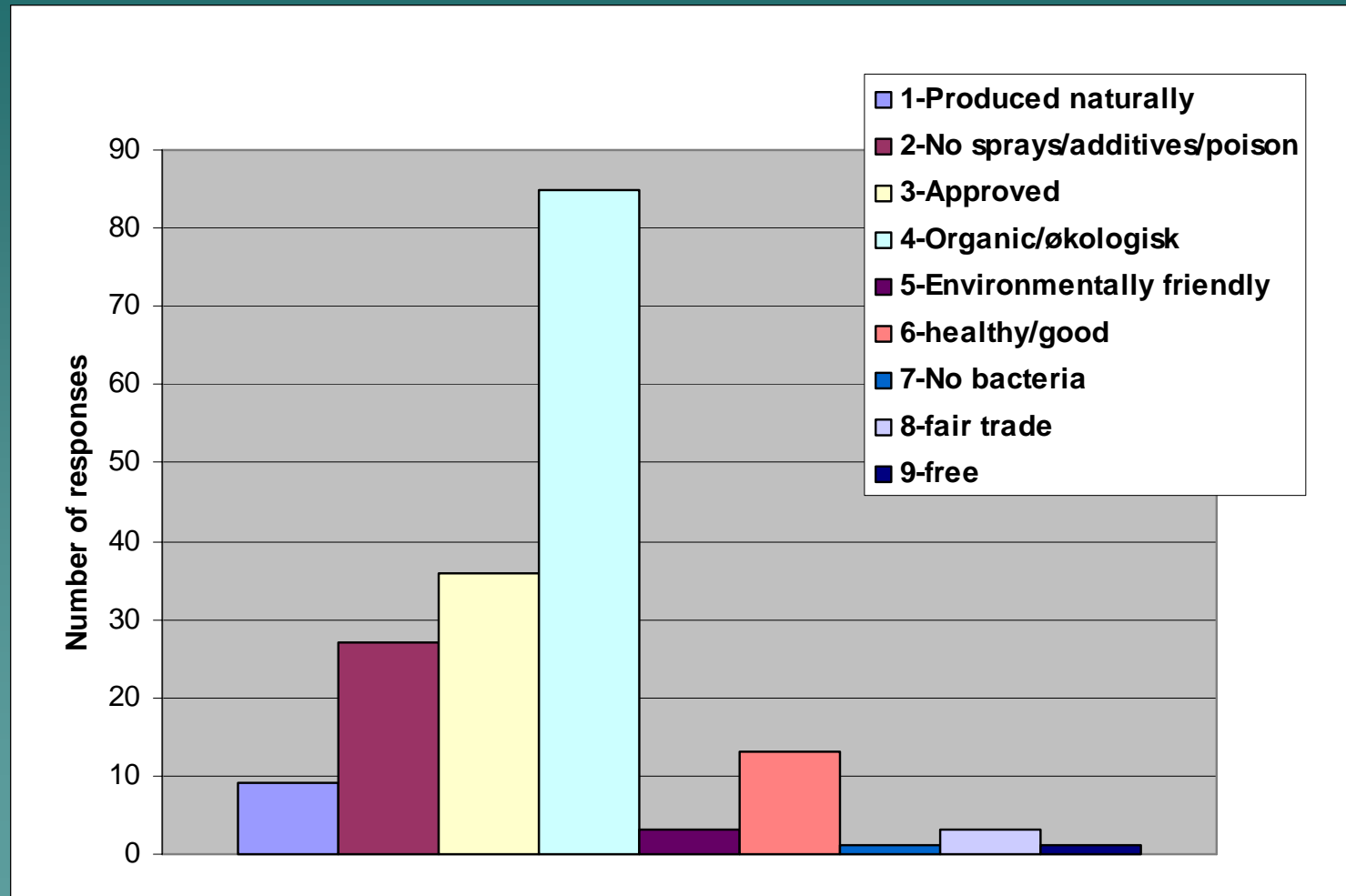


Have you seen this label?

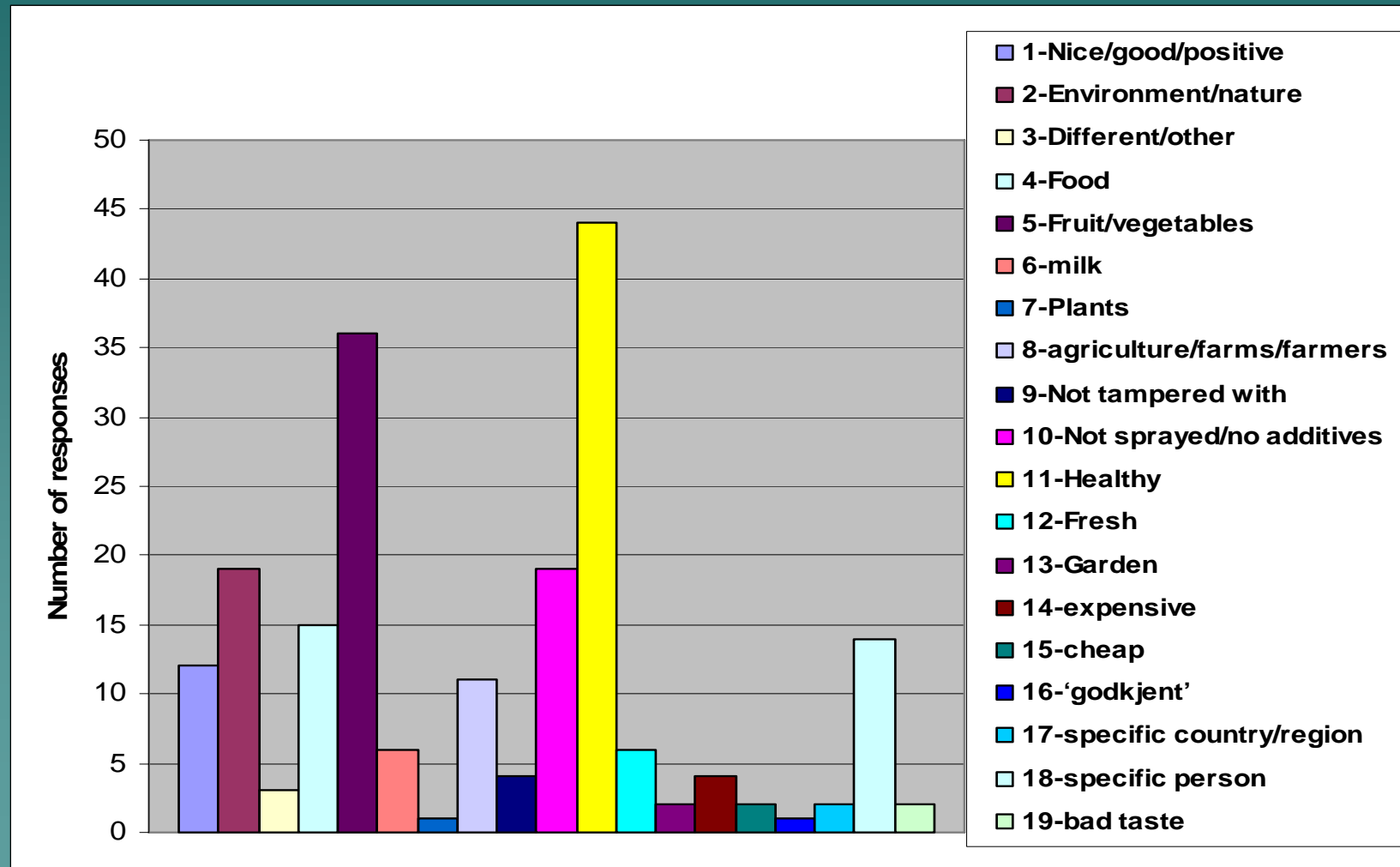


- 4-I don't know
- 3-Maybe
- 2-No
- 1-Yes

What does the Debio label mean?

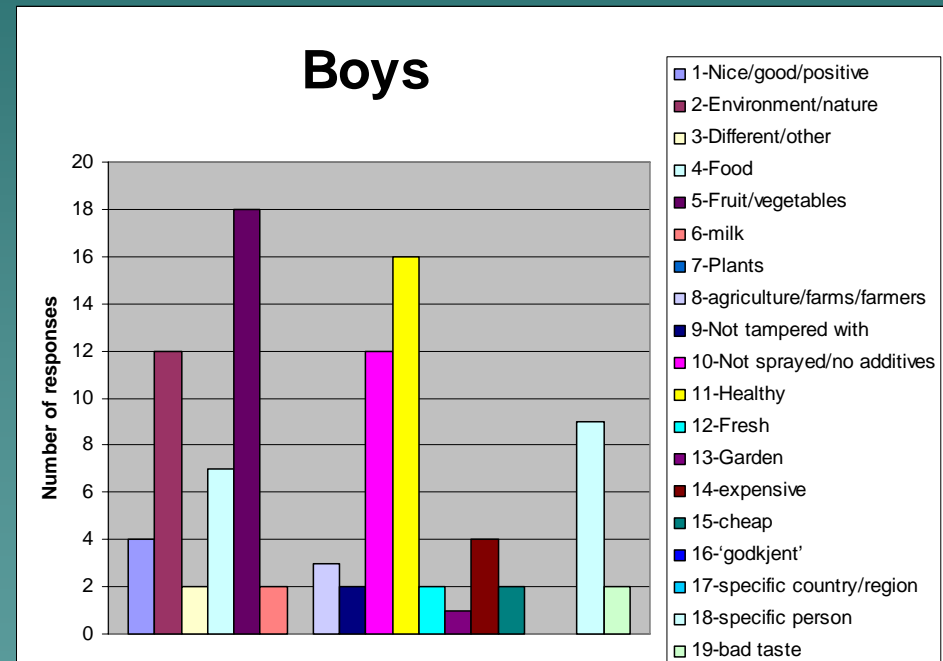
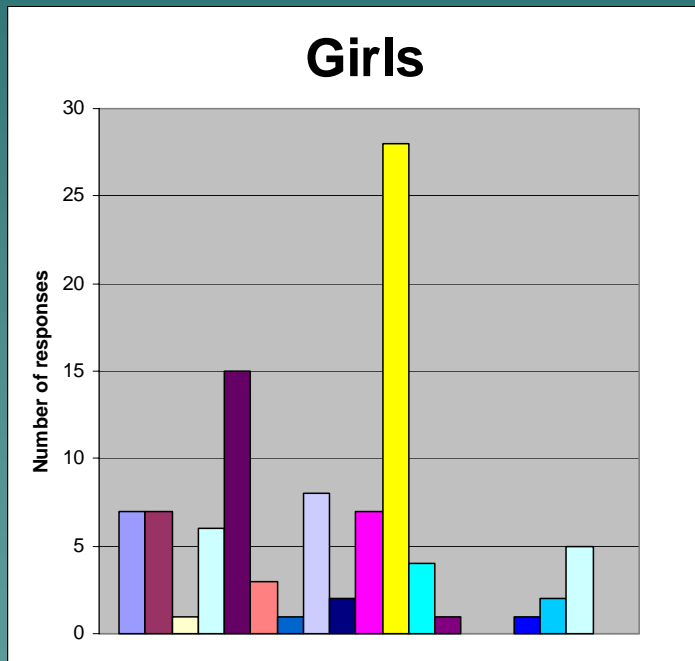


What do you think of when you see the word “organic”/“økologisk”?



What do you think of when you see the word “organic”/“økologisk”?

Gender differences



- 1-Nice/good/positive
- 2-Environment/nature
- 3-Different/other
- 4-Food
- 5-Fruit/vegetables
- 6-milk
- 7-Plants
- 8-agriculture/farms/farmers
- 9-Not tampered with
- 10-Not sprayed/no additives
- 11-Healthy
- 12-Fresh
- 13-Garden
- 14-expensive
- 15-cheap
- 16-'godkjent'
- 17-specific country/region
- 18-specific person
- 19-bad taste

What do you think of when you see the word “organic”/“økologisk”?

I'm thinking: healthy, fresh, different.

I think it is good, because I like fruit that is made in a way where there is nothing added.

Nice. I think of food. There has been pretty much talking about it in the medias.

Not as good as normal fruit.

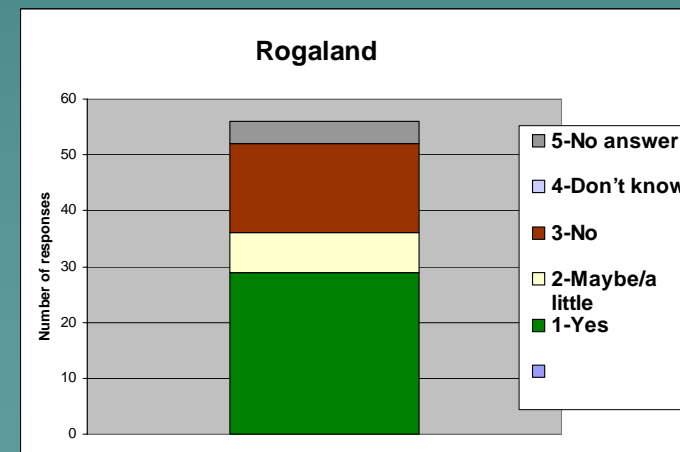
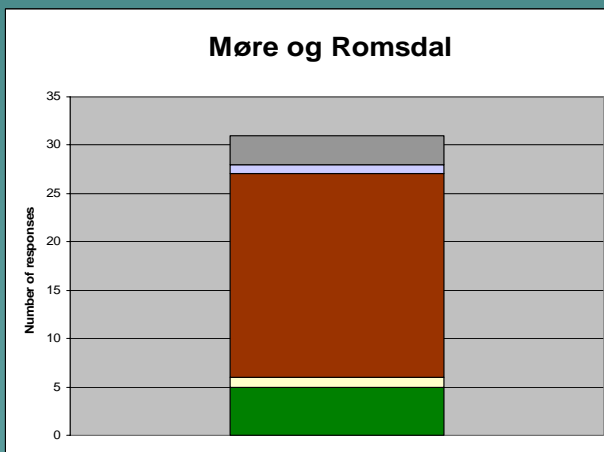
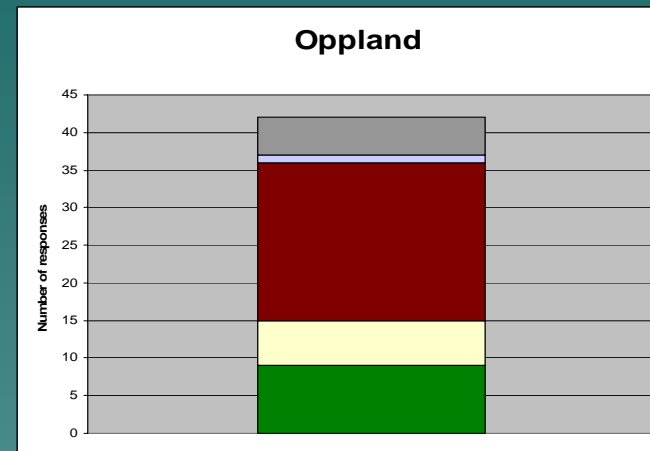
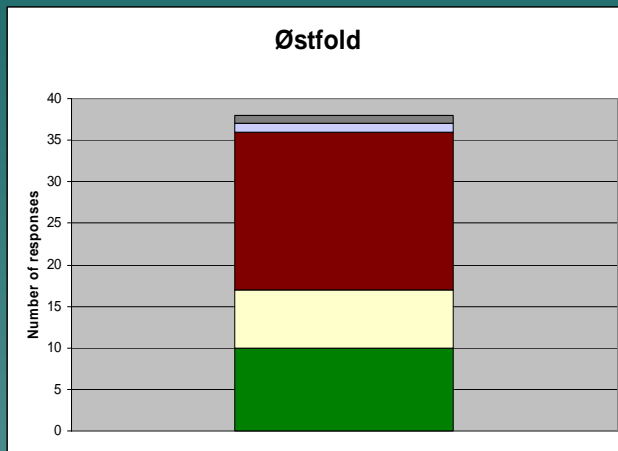
Farming in a way that pays more attention to nature.

I think it is something with good and healthy food. Vegetables and all that.

I think that the product comes from a farm which does not use 'poisonous' substances on their products, for example against insects.

VERY healthy food.

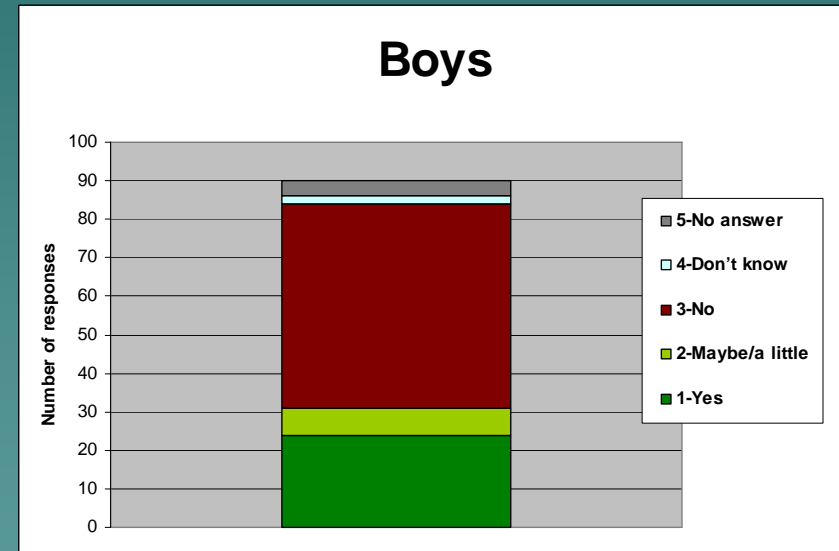
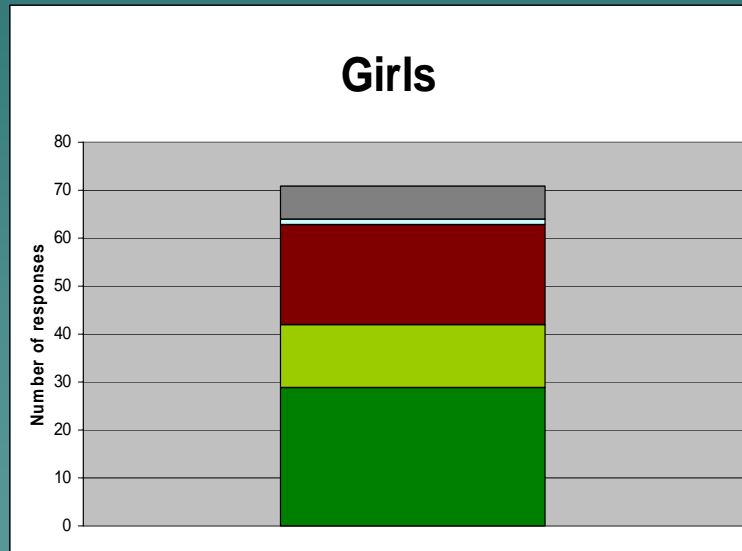
Are you interested in organic food/farming?



- 5-No answer
- 4-Don't know
- 3-No
- 2-Maybe/a little
- 1-Yes

Are you interested in organic food/farming?

Gender differences



Why are you interested (or not interested) in organic?

Honestly I eat what I think is good,
I don't really think about if its organic food or not.

I don't really care much, but if I have a choice,
I will choose organic food.

I think it is interesting because
of the environment problems we
are facing today. And I sort of
like the thought of that my food
is not toxic or anything.

I feel that food that is not organic
is better and cheaper!

I have been more interested in
organic food when we got it on
our school. It tastes good!

It's more healthy because it isn't any poisons in it or something.

I think it is more important that the food
tastes good.

Who do you think eats the most organic food? Why?

Vegetarians, they never eat meat, only salad and stuff.

People who care a lot about the environment.

Those with money, because they can afford it.

The strong muscles man,
because they eat good
food for to be strong.

Top athletes, because they has to eat healthy.

Adults eat more than kids because they think more about what they eat.

Farmers - they eat what they make.
And health freaks - they worry and
care about they're bodies.

I think pupils eat most organic food,
because they get it for free at school.

"Those who make it. The farmers probably. If they make it they know it's healthy and eat it themselves." "Yeah, I wouldn't like to eat something if I know how it was produced and it was really terrible."

Main themes from results

- ◆ Health
- ◆ Taste
- ◆ Fruits and vegetables (more than other foods)
- ◆ Environment
- ◆ Not sprayed, no additives

How did the schools differ?

- ◆ How long they have had organic food at the school.
- ◆ How integrated the organic food is into the school day (and/or how integrated environmental issues are into the school day)

Theoretical perspectives and previous studies

- ◆ Environmental education
 - Holism: modeling and consistency
 - Learning by doing
- ◆ Nutrition education
 - Consistency
 - Experience
 - Forming habits
- ◆ Consumer studies



Some suggestions for working with schools:

- ◆ Start contacting them EARLY!
- ◆ Be clear about time requirements before contacting them
- ◆ Ask early about permission/consent (and then confirm)
- ◆ Focus groups with teenagers
- ◆ What are you offering the school?
Why do they want to take part?
What are they getting out of it?