

# WELCOME!

## Agenda

- Orientation to the space and schedule
- School Lunch Food Memories
- Tools and Resources for school lunch program design
- Design Sprint
- Share Out



# **Food Memories of School Lunch**

“It is hereby declared to be the policy of Congress, as a measure of national security, to safeguard the health and well-being of the Nation’s children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in aid and other means, in providing an adequate supply of food and other facilities for the establishment, maintenance, operation and expansion of nonprofit school lunch programs.”

- *Sec. 2 The Richard B. Russell National School Lunch Act, 1946*



Any system produces what it  
was designed to produce.

Image credit: flickr.com/dagnyg



NATIONAL  
EQUITY  
PROJECT

# **What If...**

**Joyful**

**Beautiful**

**Intentional**

**Understood**

**Provoked Curiosity**

**Encouraged Beneficial Risk**

**Whole Child Learning**

**Slow Down**

OUR PLEDGE TO PUBLIC EDUCATION FOR

# Children & Farmers



Provide a Free Sustainable School  
Lunch for All Students K-12

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Buy Food Directly from Farmers and Ranchers  
Who Take Care of the Land and Their Workers

---

Teach Students the Values of Nourishment,  
Stewardship, and Community

**TODAY:**

**How Might We redesign our  
school meal experiences in  
order to provide positive food  
memories for our children?**



LUNCH  
*is an*  
ACADEMIC  
SUBJECT



# the ARABIAN

- OASIS
- DESERT
- MOUNTAINS
- COASTAL PLAINS

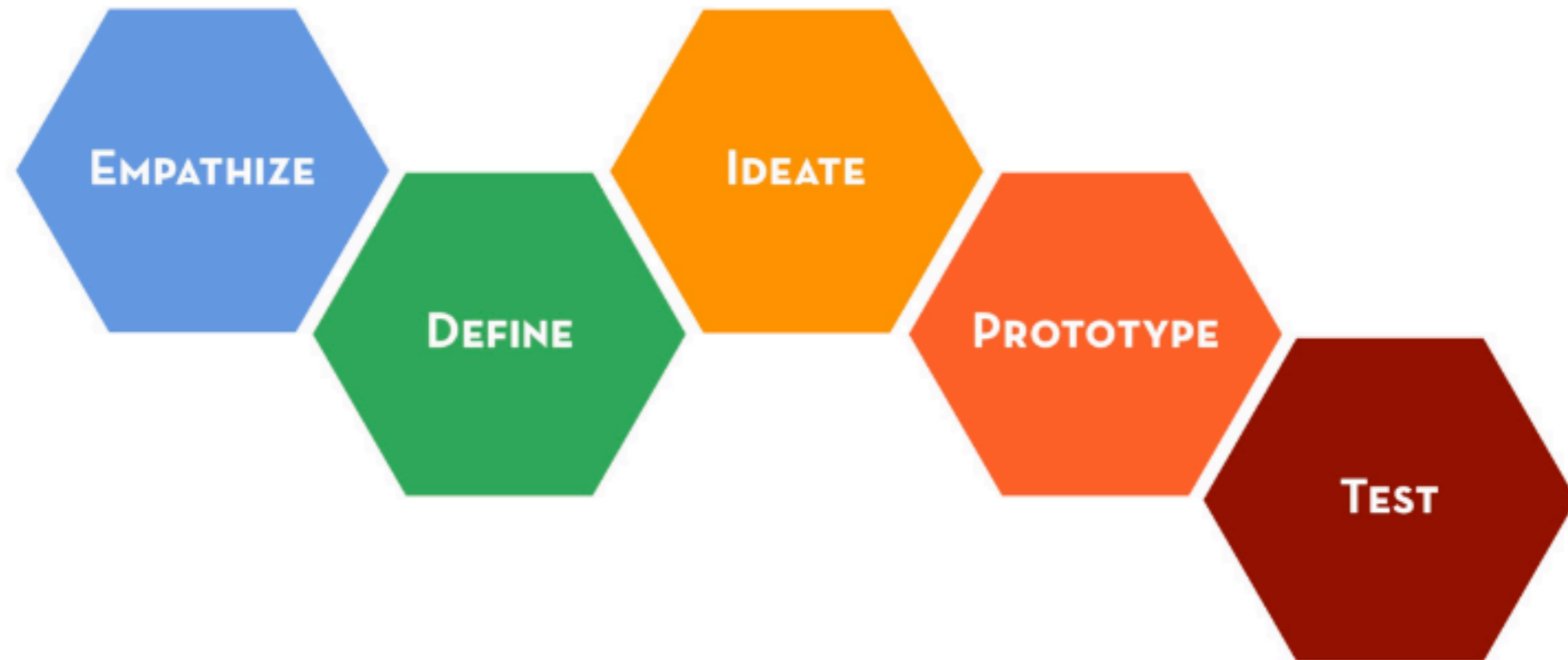


# PENINSULA

How do GEOGRAPHY and CLIMATE influence FOOD and CULTURE?





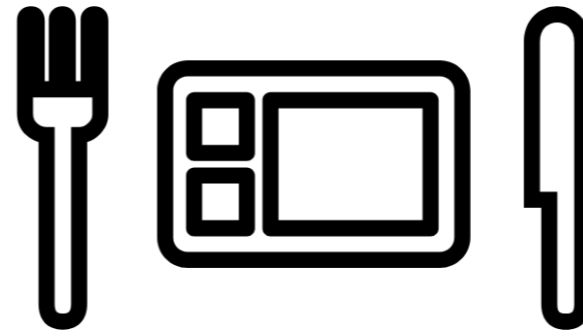


**Design Thinking is a process for creative problem solving.**

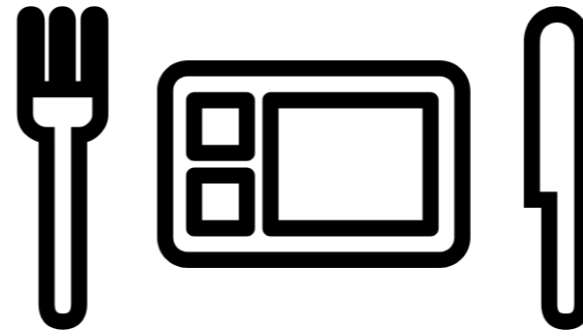
**It centers the users experience and is meant to help you think about big challenges in smaller, more incremental ways. It provides you an opportunity to design with your community.**

**It is meant to boost your creative confidence and reignite your imagination.**

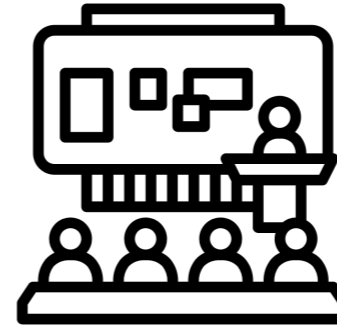
**THINGS**



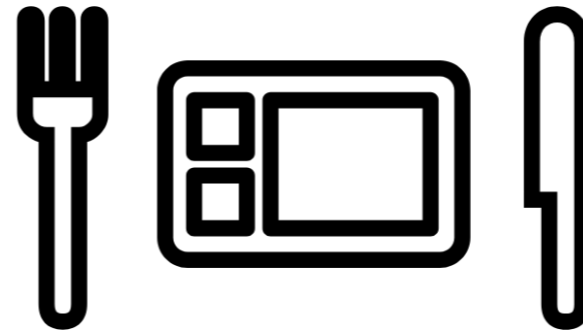
**THINGS**



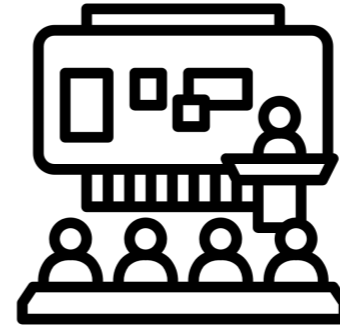
**SPACES**



**THINGS**



**SPACES**



**PROCESSES**

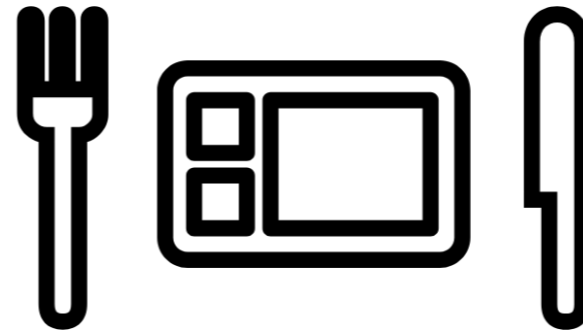


**How to go through a lunch line:**

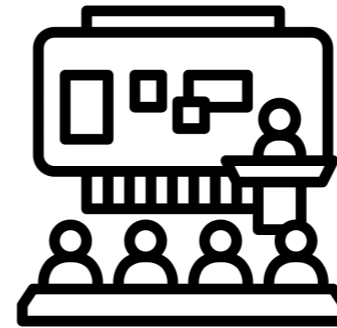
**Step 1:**

**Step 2**

**THINGS**



**SPACES**

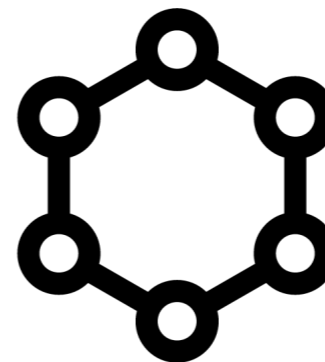


**PROCESSES**

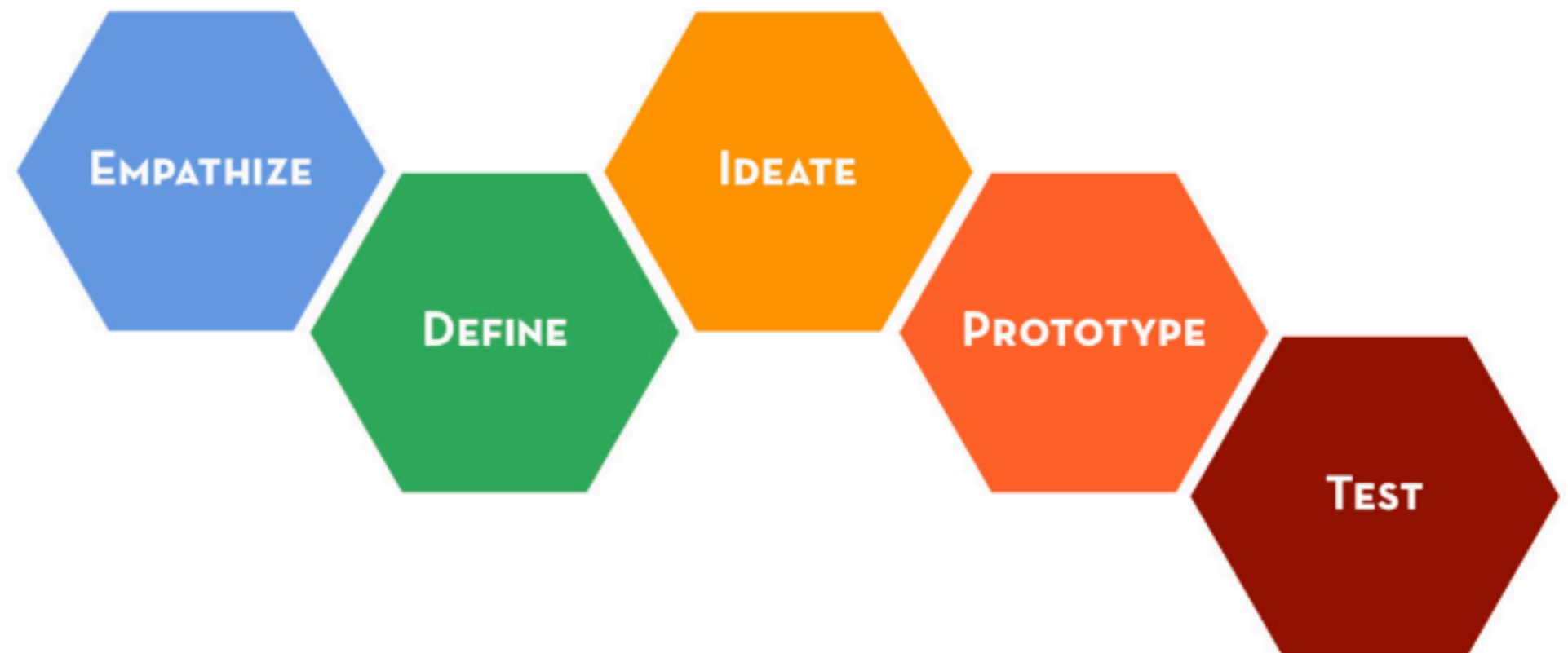


How to go through a lunch line:  
Step 1:  
Step 2

**SYSTEMS**



# Design Thinking 101



# Learn about the people who will use the design.



## **Fly on the wall:**

**Observe** how users interact with their environment. Capture quotes, behaviors and other notes that reflect their experience. Watching users gives you clues as to what they think and feel— what they need.

**Example:** Sit in the cafeteria and see how it is used. How people engage. Lunch is served in an environment without signage and packaged food that is unidentifiable.

## **Interview:**

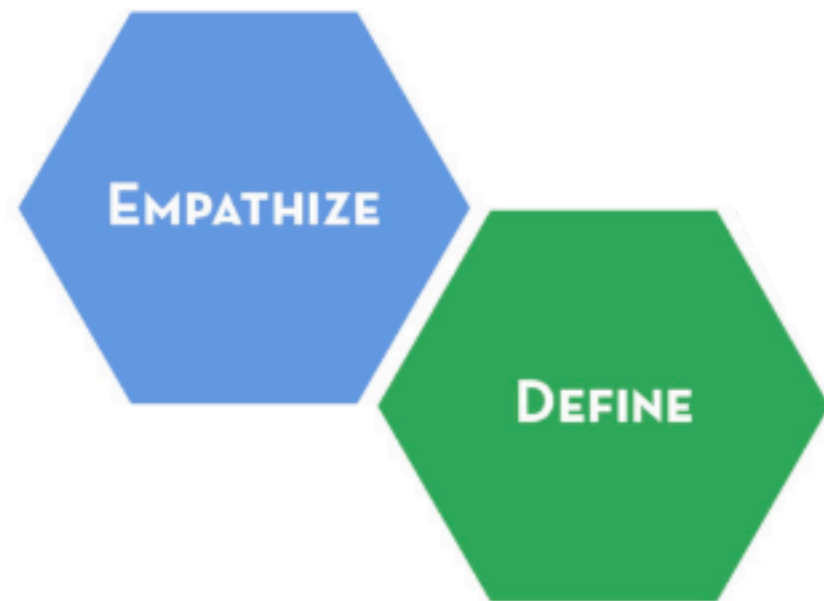
**Engage** users directly—interact with and interview them. Engaging users reveals deeper insights into their beliefs and values.

**Example:** What do you want from your school meal program? “I want to know how we get our food.”

## **Walk a Mile:**

**Immerse** yourself in your users’ experience. Find (or create if necessary) ways to immerse yourself in specific environments to understand first hand who you’re designing for.

**Example:** If you are designing for kindergartners, get down on your knees and go through the cafeteria.



## Synthesize what you have learned, and reframe the challenge.

**Defining** is when you unpack your empathy findings into needs and insights and scope a meaningful challenge.

Based on your understanding of users and their environments, come up with an actionable problem statement: your Point Of View.

**Example:** You hear, “I want to know how we get our food.” And you observe, Lunch is served in an environment without signage and packaged food that is unidentifiable.

Your point of view: School lunch is an unexplained experience that doesn’t provide opportunities to learn about food.

OBSERVATION

INFER

INSIGHT/HUNCH



# OBSERVATION

INFER

# INSIGHT/HUNCH

We Heard:

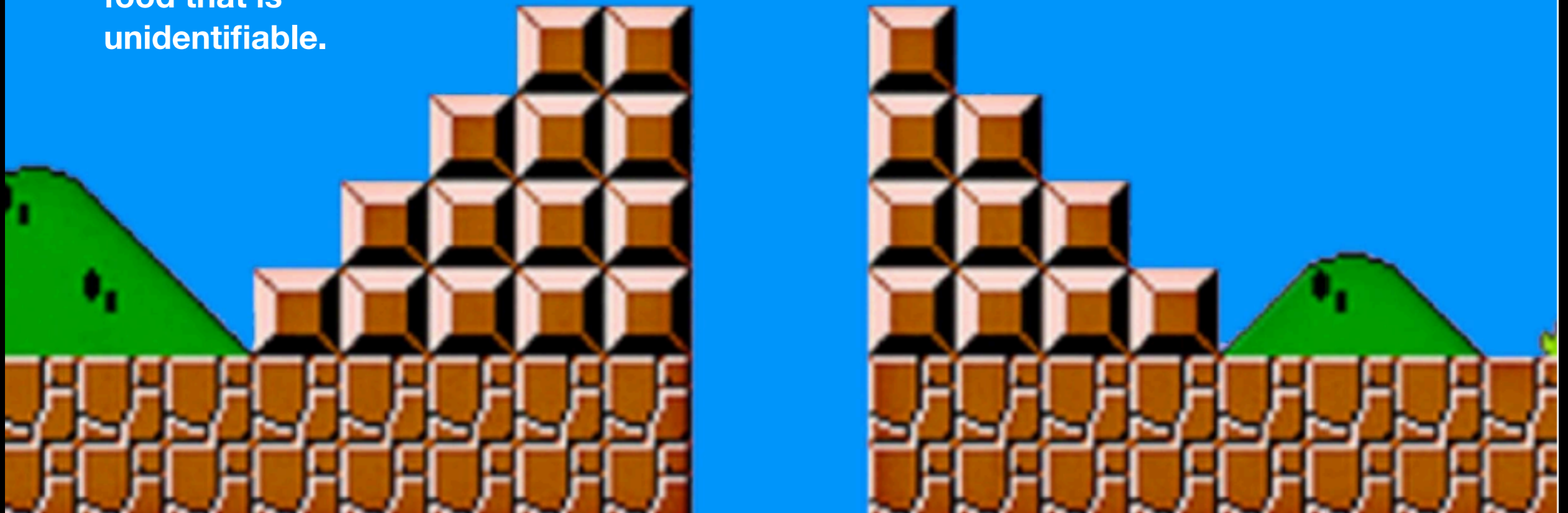
“I want to know how we get our food.”

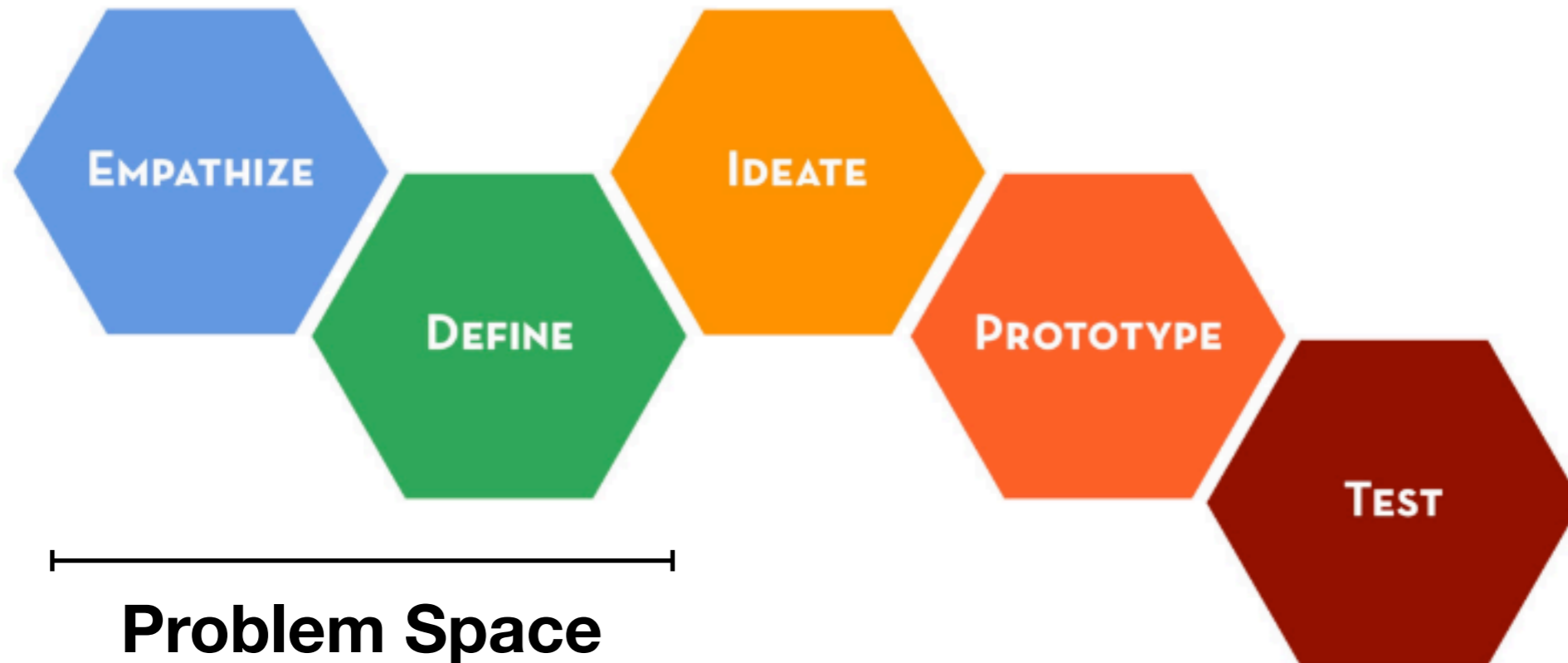
I wonder if this means...

School lunch is an unexplained experience that doesn't provide opportunities to learn about food.

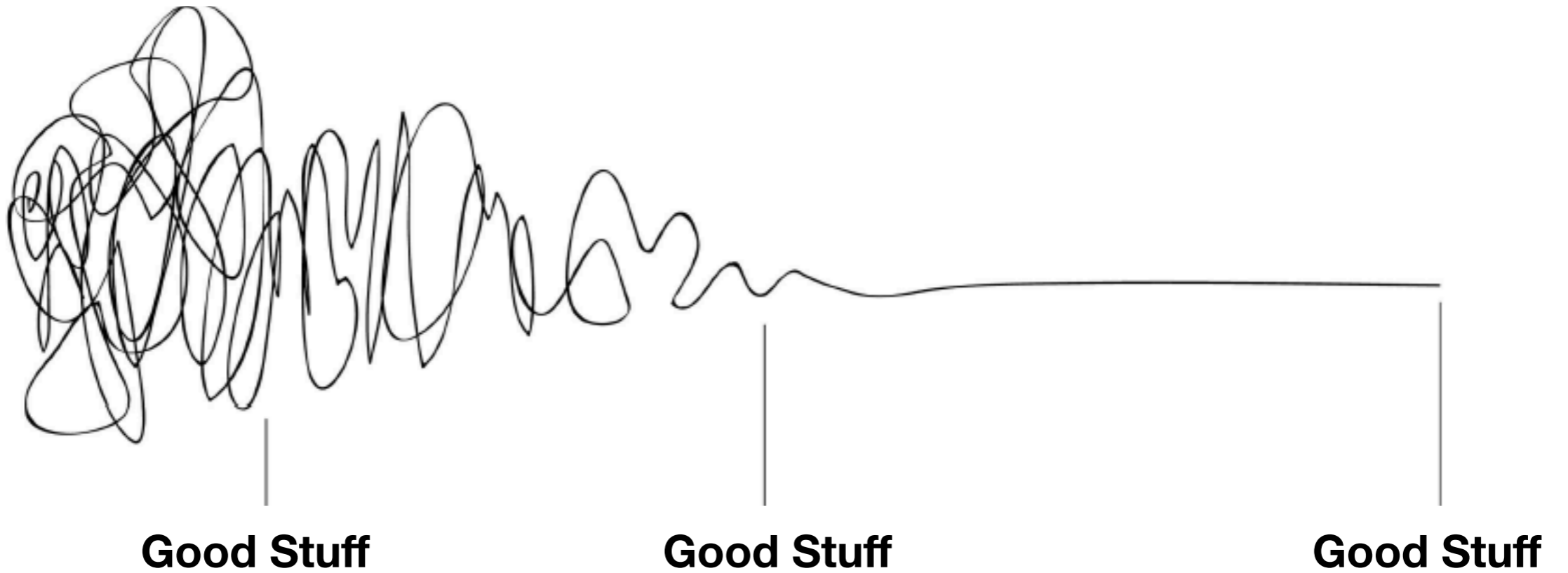
We Observed:

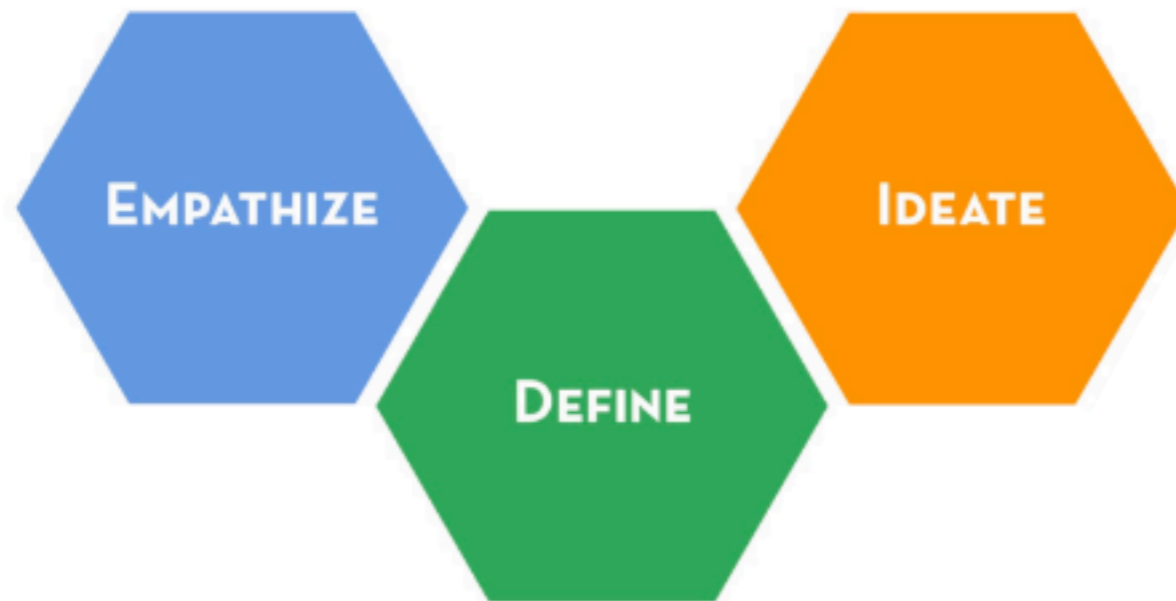
Environments without signage and packaged food that is unidentifiable.





# Be Messy and Stew in the Ambiguity





## The Hmmmmm Stage

You ideate in order to transition from identifying problems to exploring solutions for your users.

# **How Might We (HMW) questions:**

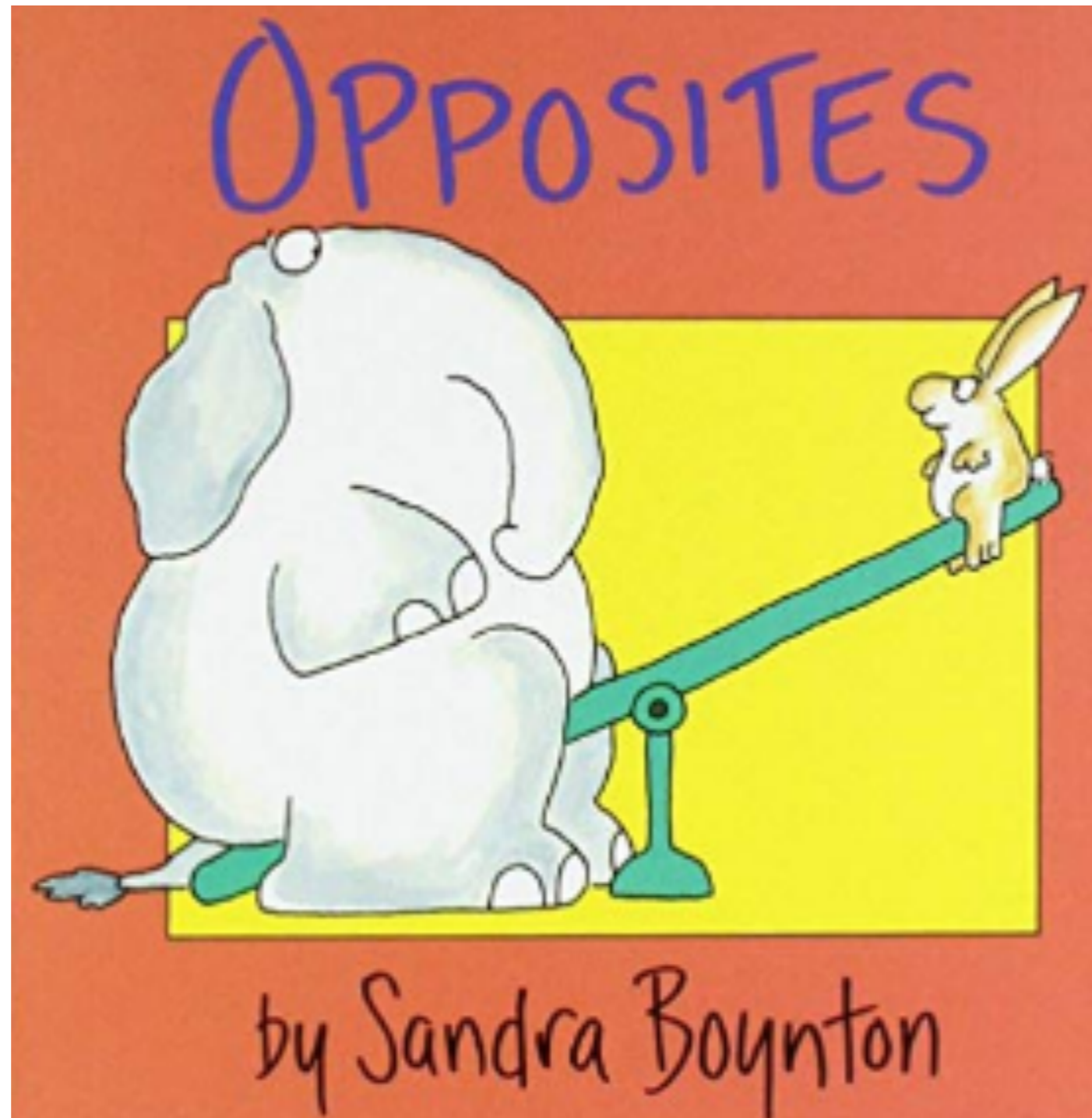
**Move you from the Problem Space to the Solution Space**

**HMW** help students learn about where their food comes from?

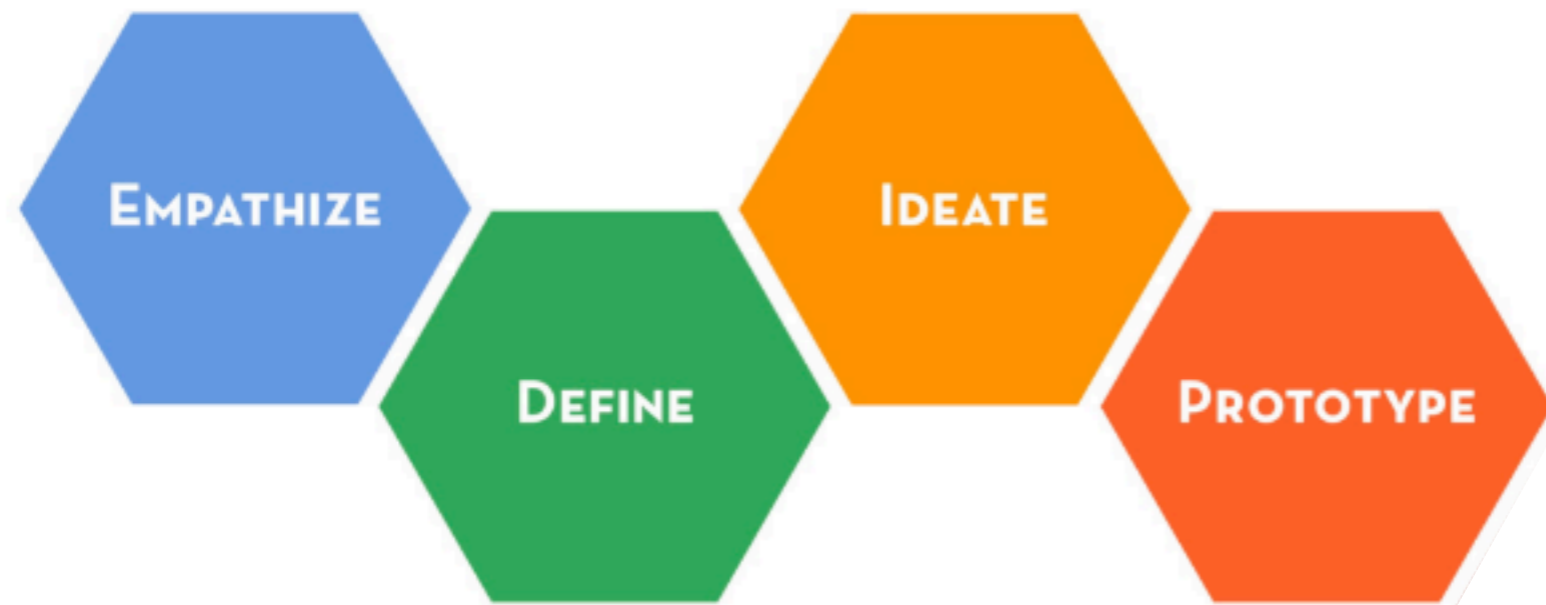
**HMW** explain school lunch?

**HMW** provide more time for learning at lunch?

## Think About Extreme Users



**Yes, AND**



## Build it.

### **Empathy gaining.**

Prototyping deepens your understanding of users and the design space.

### **Exploration.**

Develop multiple concepts to test in parallel.

### **Testing.**

Create prototypes to test and refine solutions.

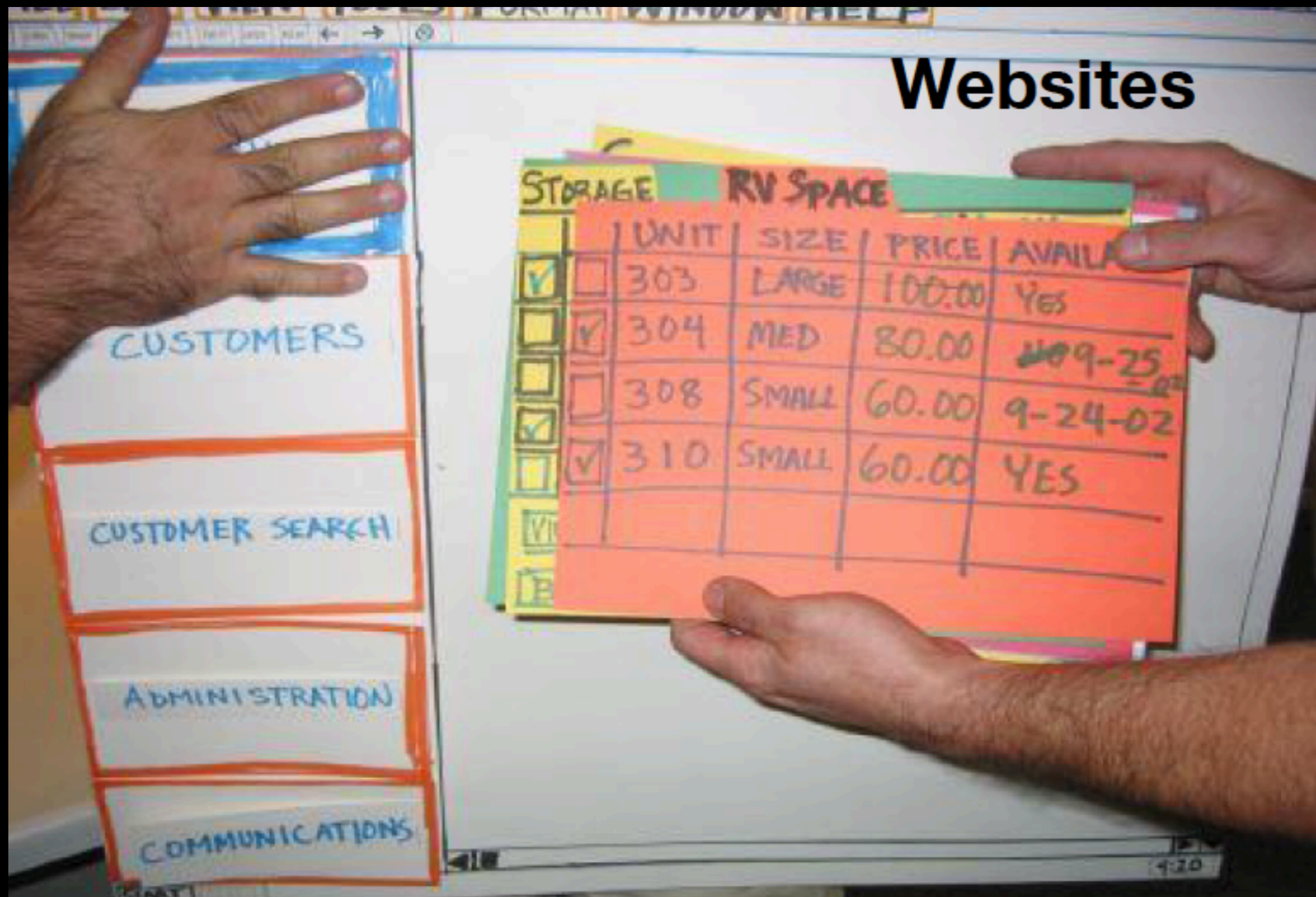
### **Inspiration.**

Inspire others by showcasing your vision.

# Products



# Websites





**Experiences**

# Share it more broadly.

## **Learn more about your user.**

Testing is another opportunity to build empathy through observation and engagement—often yielding unexpected insights.

## **Refine your prototypes and solutions.**

Testing informs the next iterations of prototypes. Sometimes this means going back to the drawing board.

## **Test and refine your Point of View.**

Testing may reveal that, not only did you get the solution wrong, but you also framed the problem incorrectly.



EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST

# Assume a beginner's mindset

You carry your own experiences, understanding, and expertise. Your unique perspective is an incredibly valuable asset to bring to any design challenge. At the same time, your viewpoint carries assumptions and personal beliefs. Your preconceived notions may, in fact, be misconceptions or stereotypes, and can limit the amount of real empathy you can build. Assume a beginner's mindset in order to put aside biases and approach a design challenge with fresh eyes.

## **Don't judge.**

Observe and engage users without the influence of value judgments on their actions, circumstances, decisions, or “issues.”

## **Question everything.**

Even (and especially) the things you think you already understand. Ask questions to learn about the world from the user's perspective.

## **Be truly curious.**

Strive to assume a posture of wonder and curiosity, both in circumstances that seem either familiar or uncomfortable.

## **Find patterns.**

Look for interesting threads and themes that emerge across user interactions.

## **Listen. Really.**

Ditch any agendas and let the scene soak into your psyche. Absorb what users say to you, and how they say it, without thinking about how you're going to respond.

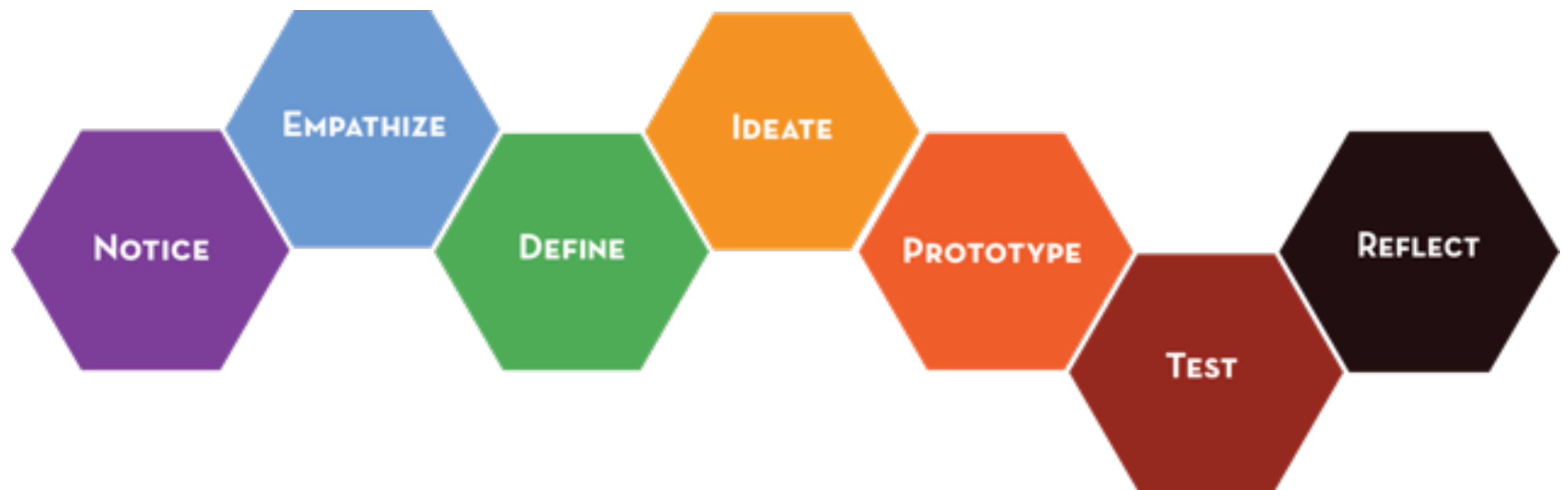


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Image credit: flickr.com/dagnyg

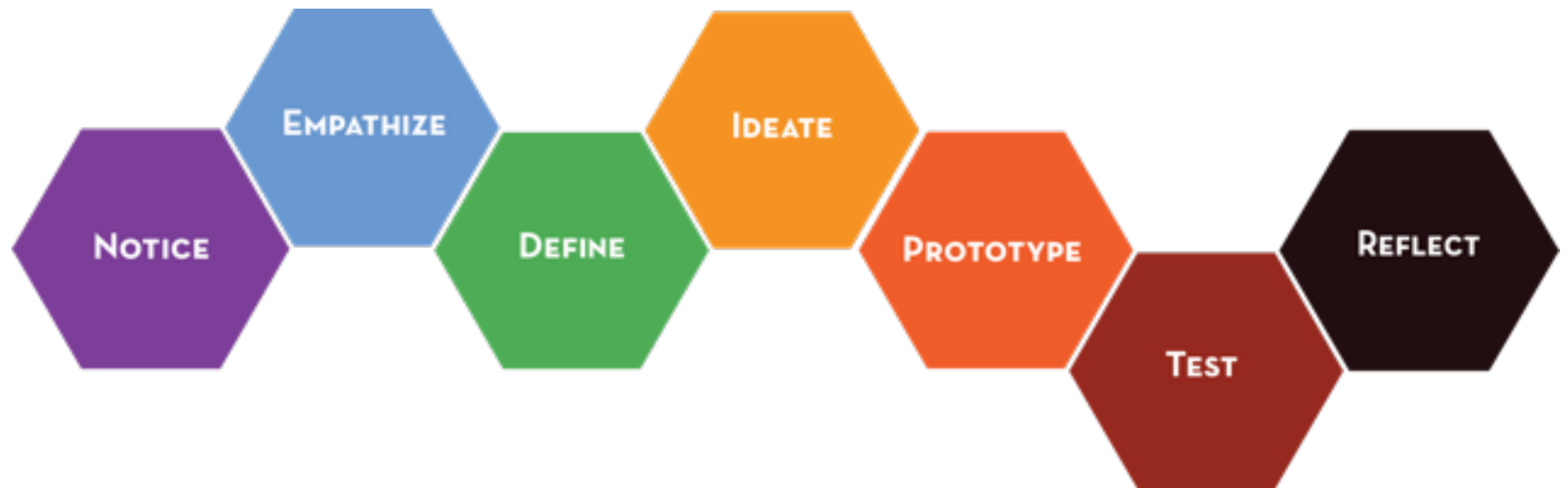


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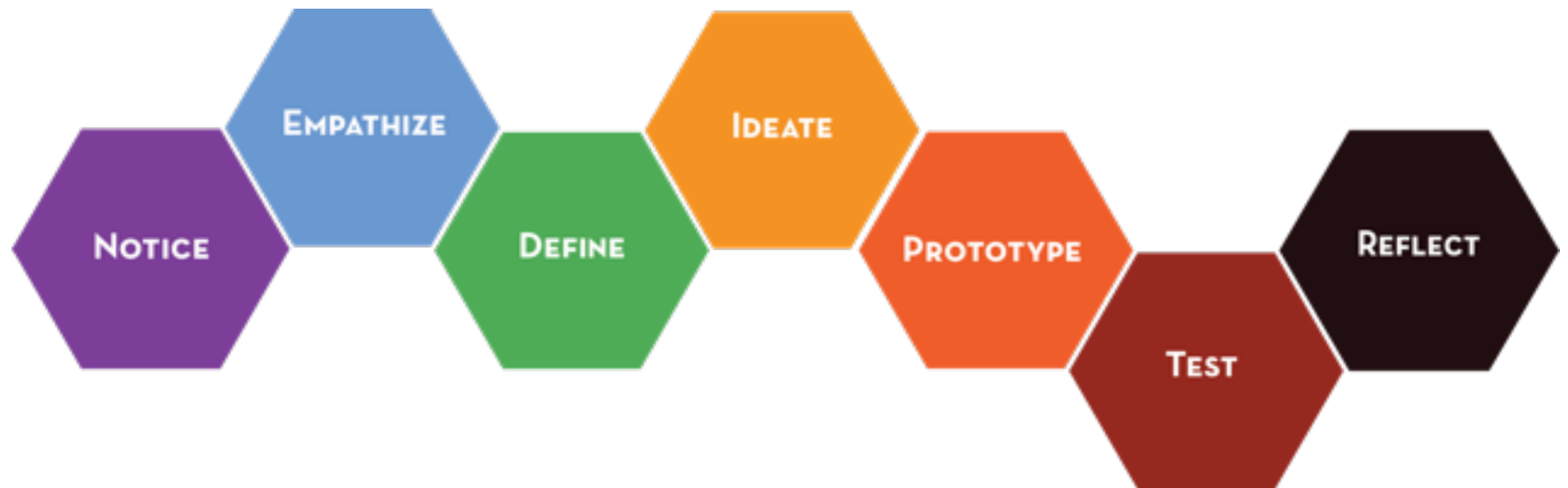
# NOTICE

The NOTICE phase focuses on you, the designer, in order to build a practice of awareness of your values, identity, biases and assumptions and your impact on the user and context within which you are empathizing. This allows for authentic user centered design, not “you” centered design.



# REFLECT

The REFLECT phase of the process is ongoing and transparent throughout the design thinking process. It allows you the time to focus and reflect on your actions, emotions, insights, and impact as a designer and human.



**THE ONLY WAY**

**TO DO IT**

**IS TO**

**DO**

**IT.**



# **DESIGN CHALLENGE**

**Design the school meal experience.**

**For people who have limited time;**

**Keeping in mind not everyone understands the cafeteria;**

**We aim to design an experience that provides a positive food memory.**

**Partner Up!**

**You have 45 minutes for the design sprint.**

**You can use any resources in the space to create your prototype.**

**Meet back here with your prototype.**

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