

# Better together

**Welcome to a workshop on how we can be better together!  
Students develop their own ideas together, using the ideas  
of Democratic Design and circularity as the starting point!**

Workshops at IKEA Museum are always based on the Swedish Curriculum for Compulsory School (Lgr 11) and syllabus. We have used the latest updated versions (which come into force in 2022). As a teacher, you will also be contacted by a learning specialist well in advance of your visit, so that we can find the right focus for you. This description contains:

- An outline of the purpose of the workshop.
- Which compulsory school subjects it can be linked to and why, according to the curriculum and syllabus.

## **Purpose and content**

- In a joyful way, to achieve sustainable results both individually and in collaboration.
- To put an individual idea into practice, and then develop it together.
- To gain an insight into how the vision and values of IKEA play an important role, both in Democratic Design and in renewal and improvement work.
- To understand the importance of focusing on the small details, which jointly create something bigger.
- To show how a constant striving forwards and together is necessary in meeting current and future challenges.
- To prompt reflection over how you can become your best you, together with others.

Students will work individually and together to solve a simple design task. We want to empower them to grow through a task. We highlight, with concrete examples, how IKEA is still very much about Ingvar Kamprad's mottos "Nothing is impossible" and "Most things still remain to be done". This attitude affects how IKEA deals with current and future challenges and developments. We intertwine historical and more recent examples that show how IKEA has come to focus increasingly on sustainable design and circularity in everything from production and choice of materials to transportation.

The “Better together” workshop is characterised by and stimulates the same fundamental values as the Swedish curriculum. School should, for example, stimulate students’ creativity, curiosity and confidence, as well as their desire to explore and transform new ideas into action, and find solutions to problems. Students should get the opportunity to take initiatives and responsibility, and develop their ability to work both independently and together with others. In terms of knowledge, students should be able to solve problems and put ideas into action in a creative, responsible manner. They should also gain knowledge of the preconditions for a good environment and sustainable development.

## **Concrete links to subjects and syllabuses in compulsory school**

### **Crafts**

The workshop links to the endeavour of crafts to develop ideas, consider different solutions, create objects and reflect on work processes.

### **Chemistry**

The workshop is permeated by a sustainability perspective and is linked to humankind’s use of energy and natural resources, locally and globally. It gives examples of how the ambition within IKEA to become climate positive throughout the value chain has had an impact on both IKEA and its suppliers. We look at themes that relate to the syllabuses for years 4–6 and 7–9. These include the ecocycle of different raw materials as they are refined into products, how they become waste and are then processed before going back into nature. In consultation with you as a teacher, we can highlight topical social issues adapted to the participants’ age and level of maturity.

### **Home and Consumer Studies**

At IKEA, efforts to create a better home life for the many people are a part of everything we do. The Home and Consumer Studies syllabus too emphasises that life in the home and in the family is of crucial importance for people. That our habits at home influence not only the well-being of the individual and the family, but also society and nature.

#### **Years 1–6:**

Learning can be related to life in the home with a particular focus on recycling, the environment and health, and the opportunity to make conscious choices as consumers as regards health, finances and the environment.

#### **Years 7–9:**

Learning can be related to life in the home with a particular focus on recycling, the environment and health, but can also look at more complex ideas around purchasing and private consumption from the financial, social and environmental perspectives. This could be resource management, and how the production and transport of goods impact on people’s health, finances and environment.



## **Biology**

Through the historical *Our Roots* exhibition at IKEA Museum, students learn more about humankind's use and development of different materials through the ages. Knowledge about nature and people gives us tools to influence our own well-being, and also to promote sustainable development.

### **Years 1–3:**

We use *Our Roots* and concrete examples from IKEA design over the decades to convey insights about manufactured products, which materials are used and how they are separated at source and reused, both in the past and today.

### **Years 4–6:**

We look at the human dependence and impact on nature and what this means for sustainable development. Also pivotal are ideas about nature as a resource, and the responsibility that everyone who uses it has.

### **Years 7–9:**

The *Nature and Society* and *Body and Health* core content areas come into particular focus, since the concept of Democratic Design provides insights into what opportunities IKEA and consumers have to contribute to sustainable development.

## **Geography**

Geography aims to provide knowledge about different environments, and contribute to an understanding of people's living conditions, and of how people, society and nature interact. This better enables students to understand the world, and prepares them to be able to promote sustainable development. This is important also for IKEA as a global company that wants to contribute to a better life at home and sustainable development for the many people.

### **Years 1–3:**

Within the framework of the *Living Together* core content area, this workshop indirectly contributes knowledge about life before and now, for example family life and school. The effects of urbanisation within and between nations will also be discussed. Pupils will gain an insight into how this alters people's needs, which in the workshop can be linked to design, life at home and sustainable development.

### **Years 4–6:**

Issues relating to the environment, people and sustainability permeate the workshop. We illustrate how choices and priorities both in production and in people's everyday lives can affect the environment and contribute to sustainable development.

### **Years 7–9:**

The change over time in people's purchasing patterns and ways of supporting a family is touched upon in the historical journey described in *Our Roots*. Global production and consumption patterns, along with flows of goods and services today, can also be looked at. Also sustainable development and the consequences of demographic patterns and shifts, such as population distribution, population development, migration patterns and urbanisation.

## **History**

A historical perspective gives us tools to understand and change our own time. This creates understanding of how the past has shaped the present, and thereby influences our expectations on the future.

### **Years 1-3:**

*Our Roots* shows people's living conditions in days gone by. The workshop also looks at human migration in history – both within and between countries – and its causes and consequences, as well as hometown history and how it has influenced the way we live.

### **Years 4-6 and 7-9:**

Our collections give students an insight into the transformation in agriculture, as well as an opportunity to learn more about industrialisation, social development and ideas that have shaped IKEA and many other companies.

