



Changing the food environment in Glasgow

**Report based on 'The Glasgow Game',
with pupils and teachers from five secondary schools in Glasgow**



Date: Thursday 3rd October 2013, The Lighthouse

Hosted by: Glasgow Centre for Population Health & International Futures Forum

Facilitated by: Andrew Lyon and Bruce Whyte

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With special thanks to:

Pupils and teachers from: All Saints; Bannerman; Drumchapel; Shawlands; and St Paul's secondary schools for their constructive contributions, on which this report is based.

Thanks also to our event organisers and everyone who helped facilitate table discussions.

Description of the event

Forty-seven third year pupils from five Glasgow secondary schools (All Saints, Bannerman, Drumchapel, Shawlands and St Paul's) as well as a number of adults including teachers and individuals from a range of organisations attended the event (see Appendix 2 for a full list of attendees).

Introduction

Morag Gunion, Head of Curriculum, Learning and Teaching in Glasgow City Council's Education Services welcomed participants explaining that the event would provide an opportunity for the young people present to explore food issues within school and beyond the school gate in a fun and interactive way using GCPH's 'Understanding Glasgow' website, also drawing on recent research that assessed the quality of popular 'out of school' foods in the vicinity of five Glasgow secondary schools. During the course of the morning, pupils would also have the chance to debate and develop their own recommendations for improving the food environment in Glasgow.

Overview of the food outlet research study

Fiona Crawford, Public Health Programme Manager, Glasgow Centre for Population Health (GCPH) provided an overview of a research study, conducted in September 2011 which explored the nutritional quality of popular 'out of school' foods in comparison to food provided in school canteens. The results from this research were initially published in June 2012¹ and discussed at a research seminar on the 13th June 2012.² Fiona described how researchers visited neighbourhoods near five schools in Glasgow during one school lunchtime to find out where secondary school pupils bought their lunch if they ate off-campus, and what foods were popular. The research team found lots of outlets near schools and plenty of lunchtime offers as can be seen by the photos below.



The most popular food was chips with rolls, curry sauce, gravy, cheese etc. Sausage rolls and pizza were also favourites. The cheapest item was a sausage roll costing 64 pence and the most expensive was a pizza slice and chips costing £2.50. As many of the popular foods didn't come with food labelling, the researchers sent them to a laboratory to have them analysed and compared with Scottish Government regulations regarding permitted levels of fat and salt in school lunches. Over half of the foods contained far

¹ http://www.gcph.co.uk/publications/354_findings_series_35-out_of_school_foods?&&aq=35

² <http://www.gcph.co.uk/publications/385>

too much fat and a third contained too much salt. For example, one of the meals shown in the photo below (the doner kebab meat and chips) contained 80 grams of fat. This is nearly the maximum recommended fat intake for men for a whole day (95 grams) and is greater than the maximum recommended intake for women and children over the course of a day (70 grams).



Conclusions were that popular 'out of school' foods are generally very unhealthy. One of the recommendations from the research was that outlets in neighbourhoods near schools should make more effort to sell tasty, healthy, cheap food to pupils who eat out of school at lunchtime rather than promoting and selling poor quality, unhealthy food.

Following Fiona's overview of the findings of the food outlet research, the rest of the event focused on using the Understanding Glasgow website and playing the Glasgow Game.

Understanding Glasgow

The [Understanding Glasgow](#) website, a resource providing information and insights about issues of importance to Glasgow's population, was introduced by Andrew Lyon, Converger of the [International Futures Forum](#). The website uses twelve 'domains' to organise the data. These are: lifestyle, community safety, education, transport, environment, social capital, health, poverty, economic participation, population, mindset and cultural vitality. Participants were given time to explore the site.

Glasgow Game

The Glasgow Game is an interactive way for a group to engage in a conversation about the important issues facing Glasgow. It is based on the [World Game](#), developed by the International Futures Forum. The game works best when addressing a specific challenge or question.

How the game works

A relevant [challenge](#) is identified. In this case the overarching challenge was 'changing the food environment in Glasgow'.

Participants formed 12 groups, each group responsible for one theme/domain of the Understanding Glasgow Mandala.



Stage 1: Trends, shocks and concerns

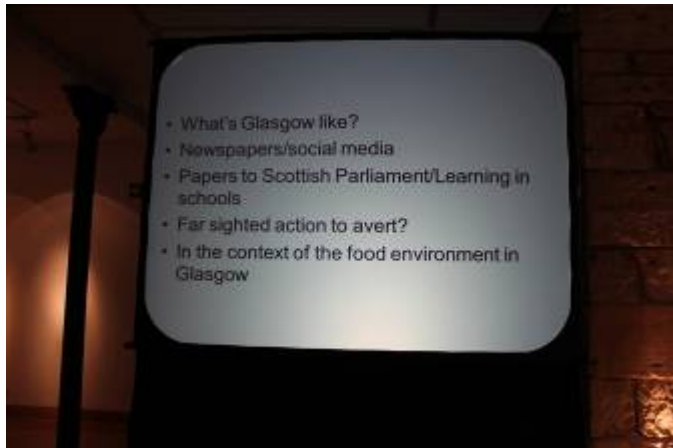


Using the [Understanding Glasgow](#) website each group firstly examines the key **trends** in their theme, a possible **shock** relevant to that theme – such as a deep economic recession, civic disorder or public service collapse – and their key **concern** should the shock become a reality. These were written on coloured hexagons.

Groups then pair up with another theme to consider implications jointly if shocks they identified within their respective themes occurred simultaneously, for example if there was a surge in population in the city along with a fuel crisis.

Stage 2: Consequences and actions

Each group then considers what Glasgow might be like given a particular trend, shock, or concern; what sorts of reports might be written for decision-makers, what the possible media headlines might be and what sort of 'far-sighted' actions might be needed.



Stage 3: Wise declarations

Finally, participants identify a **declaration**. The declaration is a statement about what participants consider needs to be done to ensure the city can meet the challenge identified at the beginning of the game.



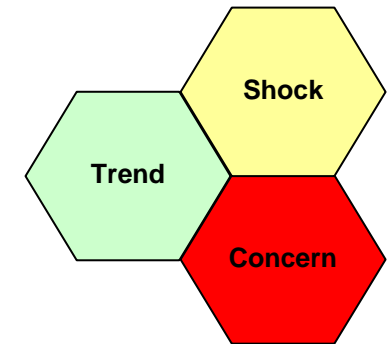
The hexagons on the following two pages outline the key trends, shocks and concerns identified for each theme in the first stage of the game.

Outcome of the Glasgow Game

Trends shock and concerns

Trends, **shocks** and **concerns** were identified by pupils for each of the 12 domains on the subject of 'Changing the food environment in Glasgow'.

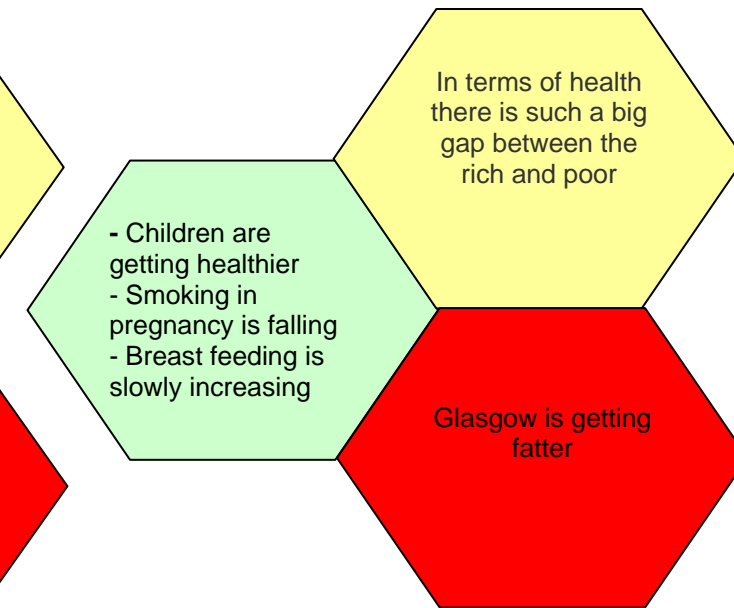
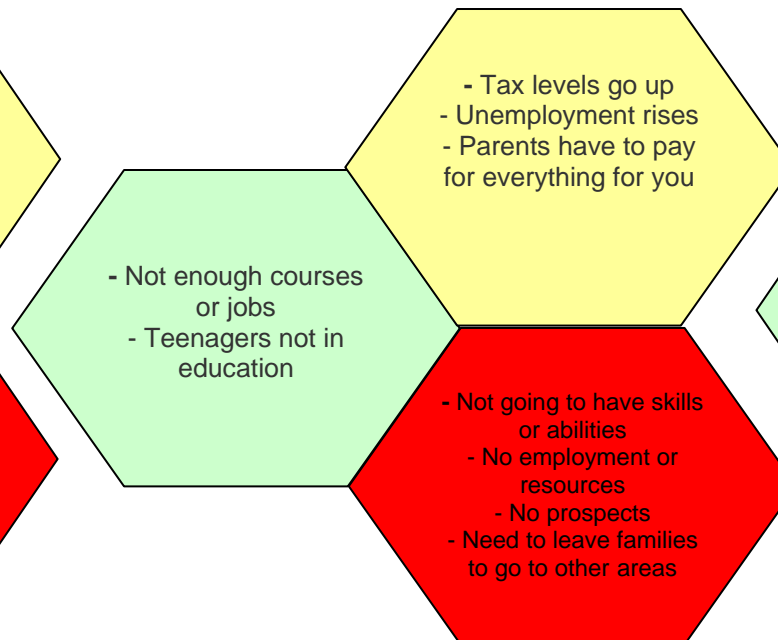
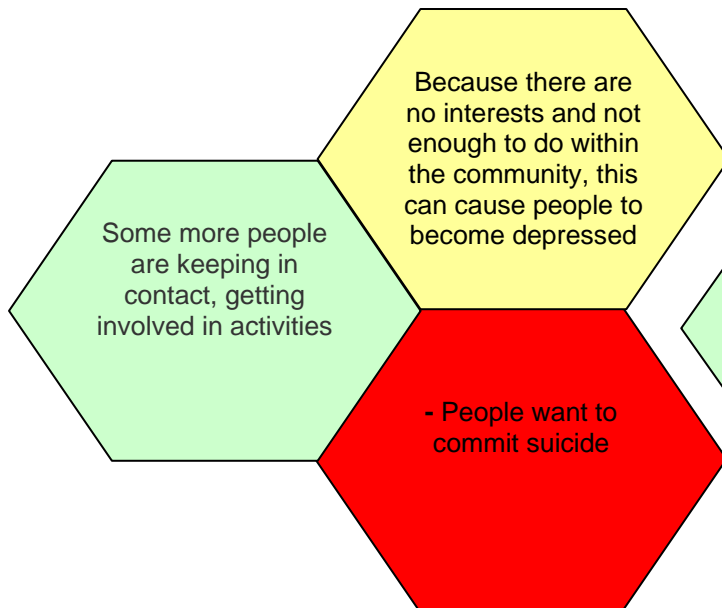
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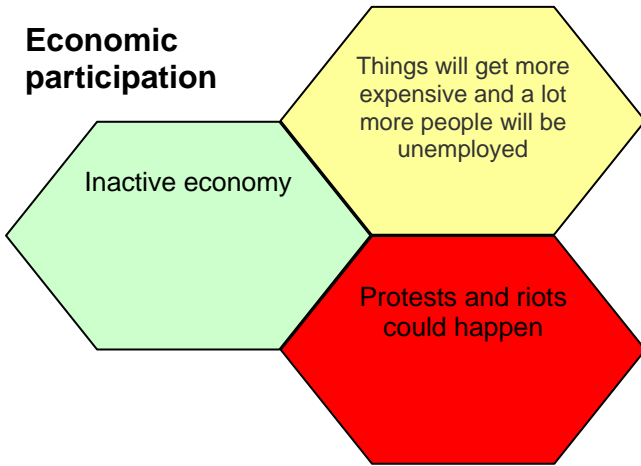
Social capital

Education

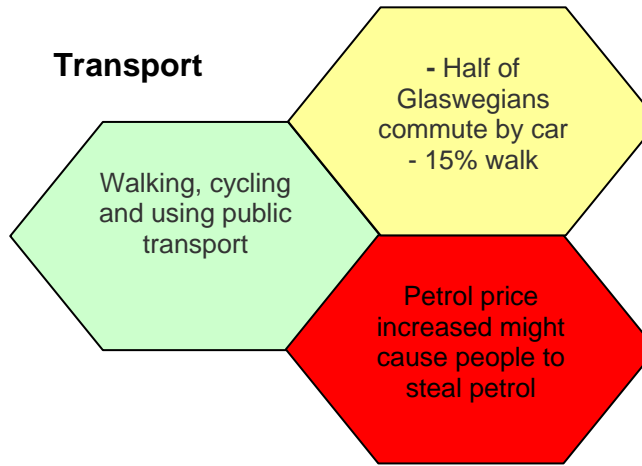
Health



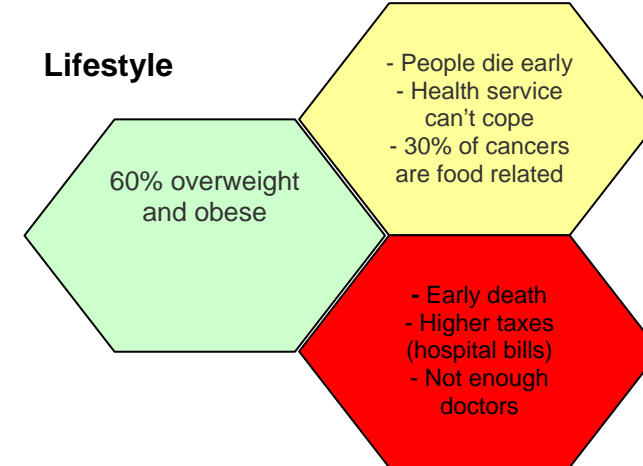
Economic participation



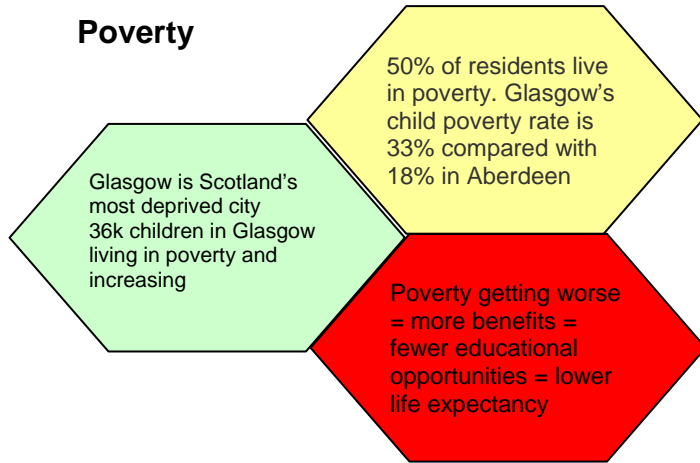
Transport



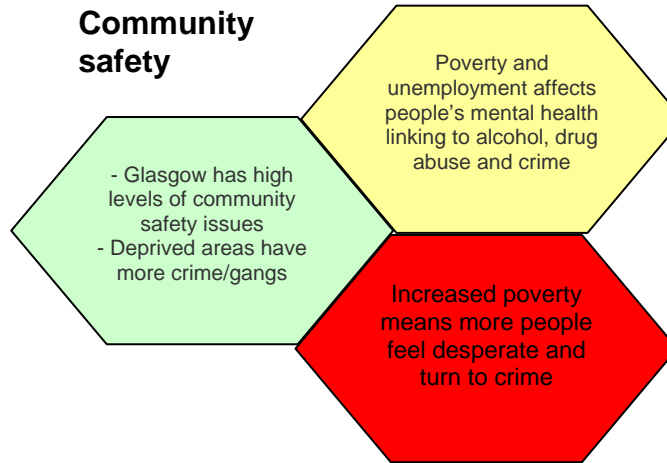
Lifestyle



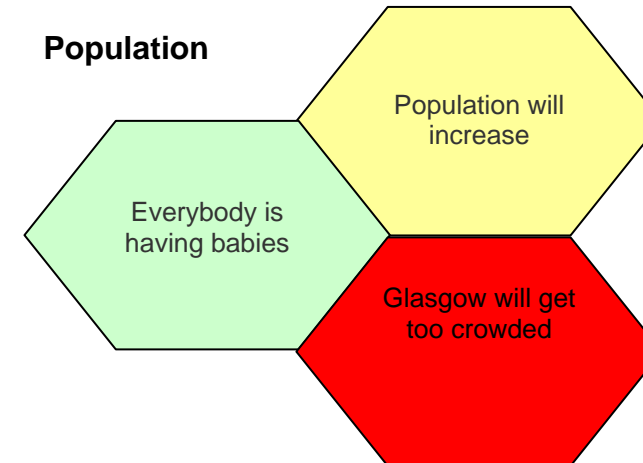
Poverty



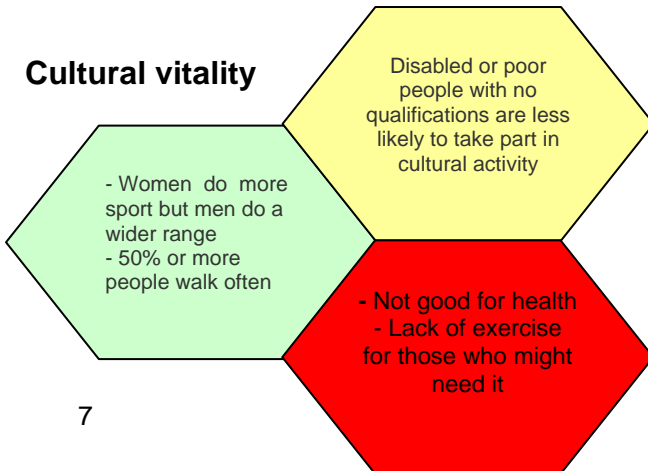
Community safety



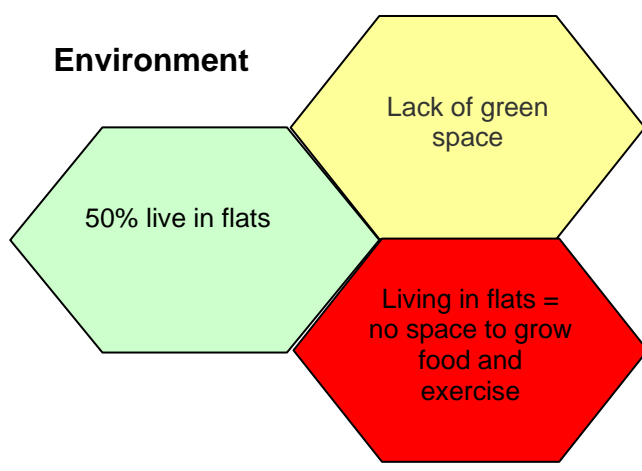
Population



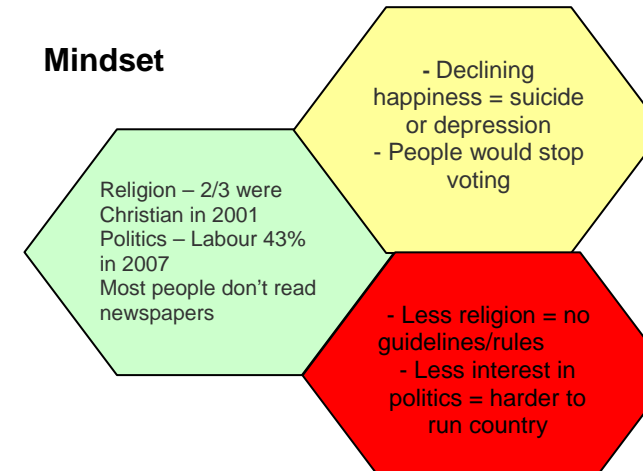
Cultural vitality



Environment



Mindset



Consequences and actions

The next part of the morning focused on thinking about consequences and potential actions if some of the trends, concerns and shocks became a reality. Pupils were asked to produce statements describing what Glasgow might be like, and what newspaper headlines might appear. A selection of the headlines that pupils created is shown below:

GLASGOW SINKING DUE TO OBESITY

GLASGOW'S EATING HEALTHY?

BIG CITY BLUES

GLASGOW'S GONE DOWN...

GLASGOW DOWN HILL

ALONE IN THE CITY...

TRAFFIC TROUBLE

GLASGOW: EUROPE'S NO. 1 HOLIDAY DESTINATION?

CARNAGE ON THE STREETS OF GLASGOW

GLASGOW AT A STAND STILL

GLASGOW: TOO CROWDED AND NOT SAFE

GLASGOW ISOLATION

Declarations

During the final part of the morning pupils were asked to think and talk together about what they had learned and to come up with a statement (declaration) about what they consider needs to be done to change the food environment in Glasgow. Everyone gathered into a circle (known as a 'wisdom circle', because it was made up of pupils from each theme/domain who were coming together to share their collective wisdom, based on what they had learned that morning). One pupil from each theme read out the declaration they had prepared (shown below). Each declaration was preceded by the participant announcing that, ***"From the perspective of responsibility for [domain, e.g. lifestyle] it is our considered view that, in order to engage responsibly with the future, it is essential to"***

Cultural vitality: Limit fast food places. Have healthier foods available at popular cultural venues.

Lifestyle: Encourage kids to eat healthy and exercise by advertising food better and make it easier to access. Schools can help by teaching fun ways to keep fit and cheap, easy recipes to make.

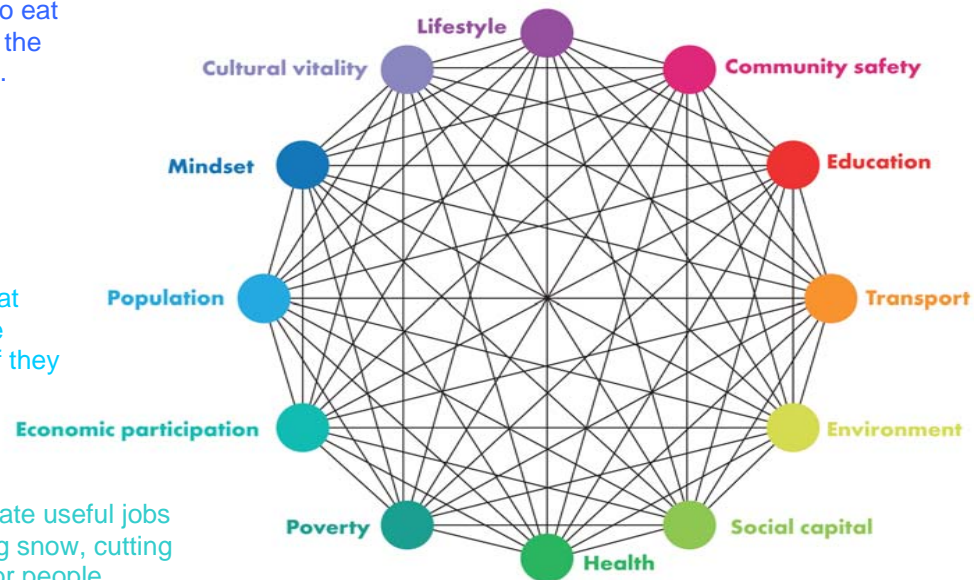
Community safety: We believe that if pupils had a healthier diet then they would be calmer, thus cutting down on fights and teacher assaults.

Mindset: Encourage people to WANT to eat healthy food and to make them aware of the consequences of not eating healthy food.

This can be done by:

- having healthier shops
- making healthy food more attractive
- competing with price of unhealthy food
- providing different eating places.

Population: Try to get people to eat healthier. Have more fruit around the local area. [Shops to] pay more tax if they don't promote more healthy stuff.



Education: Let young people have a say in the food no matter what. Be more in charge of where the food comes from.

Transport: Closer walking distance to shops. A better variety of food. More staff in shops to reduce queues.

Environment: Better shops, especially in housing schemes. Discourage opening more fast food outlets, especially near schools. More and better social housing. Improve school dinners. More allotments for those in communal housing. Improving our immediate environment will improve our food environment.

Economic participation: Create useful jobs for the unemployed, like shovelling snow, cutting grass, and going shopping for people.

Health: Reduce the amount of fast food shops around schools. More healthier, tastier food shops.

Social capital: Put the prices down a bit for food in shops.

Poverty: Lower prices of healthy food make healthy food more affordable for lunches and for lunches to taste better.

What now?

As can be seen from the declarations, a clear theme emerging from the pupils' declarations was their desire to see action taken in the city to make healthy food more attractive, accessible and affordable.

Morag Gunion provided closing comments thanking all of the pupils and teachers for their enthusiasm and engagement in the morning's proceedings and informing them that their declarations would be fed directly into discussions regarding the possibility of Glasgow becoming a 'sustainable food city'.

More involvement

Would it be useful to run a similar event in other settings, with other colleagues, on other issues? Would you like more support taking this further in your setting? Please contact Bruce or Andrew.

Feedback

Please feedback to us on how you are using this work – what works well, what works less well.

Bruce Whyte, Andrew Lyon, and Fiona Crawford

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fiona.crawford@glasgow.gov.uk

Appendix 1: Event programme



Changing the Food Environment in Glasgow **Thursday 3rd October 2013** **The Lighthouse**

- 9.30 Registration and arrival refreshments
- 9.45 Welcome and overview of food outlet research findings
Fiona Crawford, Glasgow Centre for Population Health
- 10.00 Introduction to the game
Andrew Lyon, International Futures Forum
- 10.15 Exploring key dimensions of the challenge
- 10.40 Feedback
- 11.00 Refreshment break
- 11.20 Combining perspectives
- 11.50 Reporting back
- 12.15 Wisdom circle
- 12.45 Offers and requests
- 13.00 Lunch

Appendix 2: Participant list

School	
Shawlands Academy	
Mr Liam Carleton	Teacher
Mariam Al Attabi	Pupil
Evie Alexander	Pupil
Habiba Amin	Pupil
Louise Hartley	Pupil
Janine McCormack	Pupil
Michaela MacDonald	Pupil
Niall Penman	Pupil
Simran Sahonta	Pupil
Shiona Wylie	Pupil
Helena Yeoman	Pupil
St Paul's High School	
Mrs Maureen Tait	Teacher
Dilan Boyraz	Pupil
Emma Buchanan	Pupil
Kriza Casino	Pupil
Charlotte Chesters	Pupil
Megan Dowling	Pupil
Kornelia Gorska	Pupil
Nicole Halliday	Pupil
Kayleigh Henry	Pupil
Chloe Love	Pupil
Julia Macmillan	Pupil
Bannerman High School	
Mrs Kathleen Connolly	Teacher
Raveena Bhopal	Pupil
Emily Byars	Pupil
Emmeline Durrant	Pupil
Christopher Holt	Pupil
Samuel Kerr	Pupil
Taylor Jade McAdam	Pupil
Holly McIntyre	Pupil
Courtney O'Neil	Pupil
Sarah Plant	Pupil
Kayleigh Wu	Pupil
All Saints Secondary School	
Mr Alex Neary	Teacher
Lauren Anderson	Pupil
Josh Brown	Pupil
Morgan Casey	Pupil
Shannon Conlon	Pupil

Erin Kelly	Pupil
Kieran Murphy	Pupil
Olivia Murphy	Pupil
Scola Oporum	Pupil
Kayleigh Revie	Pupil
Jordan Short	Pupil
Drumchapel High School	
Mr David Dunn	Teacher
Kyle Gibson	Pupil
Abbey Glassford	Pupil
Rebecca Graham	Pupil
Alicia Henderson	Pupil
Edith McGhee	Pupil
Grant McLellan	Pupil
Jamie McMillan	Pupil
Courtney Elizabeth McNaught	Pupil
Tammy Thomson	Pupil
Other attendees	
Name	Job Title
Paul Birkin	Glasgow City Council
Helen Clark	Glasgow City Council
Fiona Crawford	GCPH
Heather Cunningham	NHS GG&C
Barbara Gallacher	Cordia (Services LLP)
Anne Gebbie-Diben	NHS GG&C
Morag Gunion	Glasgow City Council
Ken Harris	Glasgow City Council
Andrew Lyon	IFF
Kelda McLean	GCPH
Suzanne McShane	Glasgow City Council
Jean Miller	Cordia (Services LLP)
Lynn Naven	GCPH
Bruce Whyte	GCPH

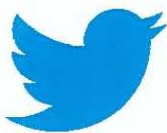
Appendix 3: Feedback from pupils

Pupils were asked to write a short 'tweet' summing up their experience of the day. These were entered into a competition and the winning tweet was:



Great Day at the lighthouse learning
about health + wellbeing in Glasgow!
Good fun: #Glasgowcitycouncil #healthy
#FOOD!

Other tweets included:



Today was so much fun, it was
so interesting learning about food
issues in School meals #changing
the food environment in Glasgow #parity

Pupils showed a good grasp of the complexity of the issues involved in changing the food environment:

I enjoyed the whole day and I learned that everything
is basically linked in a way. If something ever
happens it'll have a knock on effect. A lot of Glasgow's
population is obese. Fast food shops know how to
attract children's attention

They also enjoyed other aspects such as meeting people from other schools and "being treated like an adult":

I enjoyed working as a team
to make decisions. It was like we
were really in the government!

Appendix 4: Declarations list

The declarations in list format are given below. Each declaration was preceded by statement, ***“From the perspective of responsibility for [domain, e.g. lifestyle] it is our considered view that, in order to engage responsibly with the future, it is essential to”***

Lifestyle: Encourage kids to eat healthy and exercise by advertising food better and make it easier to access. Schools can help by teaching fun ways to keep fit and cheap, easy recipes to make.

Community safety: We believe that if pupils had a healthier diet then they would be calmer, thus cutting down on fights and teacher assaults.

Education: Let young people have a say in the food no matter what. Be more in charge of where the food comes from.

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Mindset: Encourage people to WANT to eat healthy food and to make them aware of the consequences of not eating healthy food. This can be done by:

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