

# Session 5 - Growing Good Food

**CHAIR: Emma Halliday, Greenspace Scotland**

**1. A food growing strategy for Glasgow**

- Ken Harris, Sustainable Development Officer, Glasgow City Council

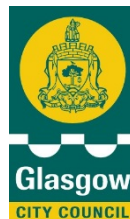
**2. Community Gardens: Community Benefits**

- Prof Deirdre Shaw, Professor of Marketing and Consumer Research, Glasgow University & Dr Helen Trill, Post-doc research assistant, Adam Smith Business School, Glasgow University

**3. Food growing with children and young people**

- Thomas Malone, Shettleston Community Garden

[#GlasgowFoodSummit](#)





# Community gardens, community benefits?

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# What do we know?

- Sustainable communities of care in Glasgow – John Crossan, Robert McMaster, Andrew Cumbers, Deirdre Shaw
  - [https://www.gla.ac.uk/media/media\\_622132\\_en.pdf](https://www.gla.ac.uk/media/media_622132_en.pdf)
  - <http://eprints.gla.ac.uk/160960/> (scaling up community action for tackling climate change)
  - <http://eprints.gla.ac.uk/138000/> (the work of community gardens)
  - <http://eprints.gla.ac.uk/116501/> (contesting neoliberal urbanism in Glasgow's community gardens)
  - <http://eprints.gla.ac.uk/129972/> (places of prosumption)
- Community as idea and community practice – Helen Traill
  - <http://etheses.lse.ac.uk/3789/> (thesis online)
- Baltic Street Adventure Playground



# Health and wellbeing benefits

- I decided instead of sitting in the house all day, the garden would get me out and about, it gives me something to do... Me being epileptic as well, it [the garden] helps bring down my stress levels with having something on my mind [...] I was in a bad way, drugs and stuff – working the gardens has saved my life (Volunteer)
- Getting out and away from ‘staring at the wallpaper in the estate’ (Casual community garden user)



# Community Empowerment

- Having a voice, seeing results from action, taking on new roles
- Expressing a right to the city
- But difficulties with that
  - Funding often short term and in a competitive environment
  - Leases can be ambiguous or restrictive (eg no permanent structures)





# Social inclusion and community cohesion

- Encouraging behaviours of knowing and being known, connecting, solidarity and mutual support, openness
- Encouraging a positive sense of place
- Flip side is closed communities – and sometimes projects can be a kind of tacitly exclusionary, despite an inclusive rhetoric





# Spaces of growth

- Learning environments (e.g., skills, education)
- Gateway to the broader conversation (e.g., UA/food justice/food security)
  - But sometimes have to start from: why grow potatoes when you can buy them for 20p reduced in the supermarket? (Worker)
  - You can't begin from politics (Volunteer)





# What now?

Community Food Hub research  
with Baltic Street Adventure  
Playground



European Union



gov.scot

**EUROPE & SCOTLAND**

European Social Fund

Investing in a Smart, Sustainable and Inclusive Future



University  
of Glasgow

Adam Smith  
Business School





SHETTLESTON COMMUNITY  
**GROWING  
PROJECT**

Thomas Malone  
Shettleston Community  
Growing Project  
...The smelly Welly Club

Runs From April until  
October

After school during term  
time  
(Tuesdays and Thursdays)

Easter/Summer/October  
holidays  
(Tuesdays, Wednesdays  
and Thursdays)

Up to 16 children on  
each session.





# What We Do.....





# The Smelly Welly Cook Book....A Sneaky Peak

## Apple crumble

### INGREDIENTS

#### Crumble mixture

300g plain flour sieved

175g brown sugar

Pinch of salt

200g unsalted butter, cubed

#### Fruit mixture

50g brown sugar

1 Tbsp plain flour

1 pinch ground cinnamon

450g apples cut into 1cm cubes

"I like making new things to try from plants we grow!"  
Robbie

### METHOD

Preheat the oven to 180°C.  
In a large mixing bowl, add flour, sugar, salt and butter and massage together using your fingers until the mixture resembles bread crumbs.

In a separate mixing bowl, add the fruit, sugar, cinnamon and flour then mix together.

Coat an oven proof dish with butter and spoon the fruit mixture in, then cover with the crumb mixture.

Bake in the oven for 45 minutes.

Serving suggestion: Serve with custard.

Serves 6 Cook 45 minutes

## Cauliflower and potato curry

### METHOD

Heat the vegetable oil in a large saucepan.

Add the onion and cook until soft, around 10 minutes.

Add in garlic, turmeric, ginger, cumin and curry powder and stir in and cook for 1 minute.

Add in potatoes, potatoes and cauliflower and chilli, cover with a lid and simmer for 30 minutes, stirring occasionally.

Once vegetables are tender, the curry is ready to serve. Add as squeeze of lemon juice and add coriander to garnish.

Serving suggestion: Serve with boiled rice and piece of nan bread.

Serves 4 Cook 40 minutes

### INGREDIENTS

2 tbsp vegetable oil

1 large onion chopped

1 large piece of ginger – grated

3 cloves garlic – finely chopped

½ tsp. turmeric

1 tbsp ground cumin

1 tbsp curry powder

227g chopped tomatoes

1 cauliflower cut into florets

2 potatoes cut into cubes

1 chilli, deseeded and diced

Squeeze of lemon juice

Coriander to garnish

## Pasta bolognese

### INGREDIENTS

1 onion finely chopped

1 pepper sliced

1 carrot finely grated

1 courgette finely grated

500g beef mince

400g chopped tomatoes

2 Tbsp tomato puree

1 Tbsp dried herbs

1 beef stock cube

300g dried pasta

### METHOD

Fill a saucepan with 500ml of water, add the vegetables and bring to boil for 8 minutes then simmer until vegetables are softened.

In a separate saucepan, heat a Tbsp of vegetable oil and add the mince and stir until the mince has browned.

Add the vegetables and stir in with the mince then add the chopped tomatoes, tomato puree and dried herbs and mix together on a low heat.

Let the Bolognese simmer for about 30 minutes.

In a separate saucepan, add water and bring to the boil. Then add the pasta and cook until soft.

Serve in large bowls and add a slice of garlic bread.

Serves 6 Cook 60 minutes

# Bringing everyone together





# Working within the local schools

Provide training to staff to grow their confidence in teaching children

Education in food growing, environment and wildlife

Promote the after school club

Help in delivering projects with high school groups

## Some Quotes

“As a staff member I have learned a lot from Thomas about how to organise groups planting and preparing ground in the school grounds. I liked the use of scavenger hunts for information to keep the children active”

“As a teacher I feel more confident leading the gardening club now as I know more about plants and when to plant them. Tom also gave me different ideas of what activities to plan (cooking, bug hunting... )which the children loved!

The children were starting to feel a lot more responsible for the garden and took more and more initiatives week by week”

# Residential trips

