



Glasgow's Healthier Future Forum 22

Creating healthier futures: a discussion across generations

Tuesday 11th September 2018

200 St Vincent St, Glasgow



This report is a summary of the presentations and discussions from the GHFF22 event and does not necessarily represent the views of the GCPH

1. Background

We know that the future for young people is becoming ever more complex. Traditional milestones marking the next steps into the adult world – such as leaving school, getting a job, or finding a home – are becoming more complicated and harder to achieve. These milestones matter because they are the building blocks to living a healthy life and they are discussed in more detail in the Health Foundation's report '[Listening to our Future: Early findings from the Young people's future health inquiry](#)'.

In response to these challenges and building on the momentum generated by Year of Young People 2018, the aim of this 22nd Glasgow Healthier Future Forum was to strengthen efforts across the city in creating healthier and fairer futures for today's young people by supporting conversations among young people, adults and the organisations which serve both.

This event was co-designed and planned with young people, youth organisations and health improvement teams using the [YOYP2018 co-design blueprint](#).

2. Welcome and introduction to #Helfy22

Abbie Kirwan and Kieran O'Shea from the co-design team welcomed everybody to the event. They set a friendly, upbeat and engaging atmosphere.

Abbie and Kieran introduced the theme of the event – what we are doing in this city to support young people to take their next steps into adulthood. They also encouraged the audience to participate in the event by using the Twitter hashtag created by the co-design team: #Helfy22. A key message to young people was that they had the freedom to choose the workshops they wanted to attend.

Pete Seaman, Associate Director for the Glasgow Centre for Population Health, highlighted that #Helfy22 was a series of firsts for GCPH and our Healthier Future Forums. It was our 22nd forum but it was the first event exclusively for young people and the first where young people co-designed and ran the event with us.

Pete explained that he hoped the event would create a legacy from YOYP2018 by producing a strand of work and activity to look at issues for young people and involve them in identifying what's important to them, ultimately helping Scotland's young people to flourish. Pete invited the audience to think about the next steps on this journey.

3. Young Reporters

#Helfy22 linked up with Young Reporters Scotland at Keep Scotland Beautiful to provide media coverage on the issues that matter most to young people.

Mia and Heather from the co-design team were Young Reporters for #Helfy22. They were roaming reporters and gave coverage of the event by tweeting live throughout the morning. Mia and Heather also encouraged participation by promoting the competition for the best tweets using #Helfy22 hashtag, tweeting examples of participants getting involved in the workshops and visiting the stalls. Examples of their work on the day include their reporting on the following three workshops:

1) Skills for the future: Have your say

[Meta skills](#) are the skills people need to adapt and succeed in a changing world. These skills are predicted to become increasingly important to cope with anticipated changes in technology, our economy and society. This workshop asked participants to suggest ways for Skills Development Scotland to improve how they communicate with young people about these skills.



2) Power tools

This workshop included the thinking hats tool from the [IRISS co-production toolkit](#), which was popular with participants. This toolkit supports people to apply co-production practices by providing a guide for planning projects and tools for putting ideas into action.

3) YouthBank

A hands-on exercise in this workshop got participants to have a go at Participatory Budgeting (PB). This workshop showed participants how YouthBank are using PB across Glasgow so that young people can decide how money should be spent.



4. Workshops

Kieran O'Shea, Modern Apprentice, YOMO and Stephanie McCulloch, North East Health Improvement Youth Health Champion Workshop

This workshop introduced participants to peer education by getting them to explore their own knowledge on health and wellbeing topics. Kieran and Stephanie provided information on the benefits of this approach for those who work (or aspire to work) with young people and [how to get involved as a young person](#).



#Helfy22 @that1overthere

Peer education is a response to the Glasgow City Schools Health and Wellbeing Survey, in which young people said they mostly turned to friends or family in the first instance for health advice, information and to share concerns.

Participants took part in three activities:

1) A game of catch

Participants played catch with a beach ball that had questions and True/False statements displayed on its surface about alcohol and drugs. When someone caught the ball, they read out a question and discussed it with the group. Examples included 'Is alcohol high in calories?' and 'What is the most addictive drug?' Some questions were less obvious than others, which encouraged discussion to get to the right answer.

Participants played catch with a beach ball that had questions and True/False statements displayed on its surface about alcohol and

2) Bingo

Participants had bingo sheets with questions to ask each other. Each person could appear once on the sheet, so the group had to mix. They got a range of answers, showing the range of knowledge in the room.

Find a person who can....		
Can Name Class A Drug? <i>Martin</i>	Knows someone with addictions.	Can Name a drink with caffeine in it.
Can name a clear spirit.	Knows someone who suffers from stress. <i>Orla</i>	Can identify how much sleep and average teenager should have. <i>Jason</i>
Can identify an example of what peer pressure is. <i>Colin</i>	Knows how much water an average person should drink daily. <i>Colles</i> <i>2Mr</i>	Knows an example of a lifestyle choice.

3) Balloon conversation

Participants popped balloons to reveal questions or statements concealed inside and discussed these in groups, including:

- Young people will listen to peers more than an adult
- Young people living in poverty have the same access to health services as those from more affluent backgrounds

Participants shared snippets from their discussions. For example, one group thought that equality of access to services such as GPs and hospitals was positive. However, barriers were mentioned, like young people on zero hours work contracts having to give up pay to attend appointments, or affordability of travel costs. Kieran finished the session with [a short film](#) made by young people to take back control of how their area is perceived. By highlighting the positive differences they made through peer

education and volunteering, they changed how they view themselves and how others view them.

Tara Bentley, Youth Volunteer Co-ordinator, Volunteer Glasgow
 Youth volunteering: Glasgow at your feet

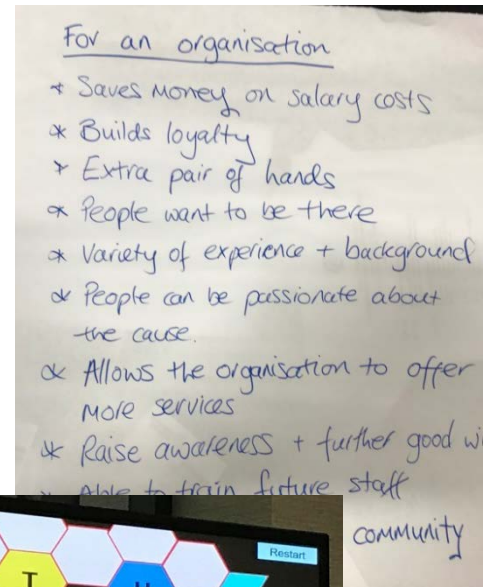
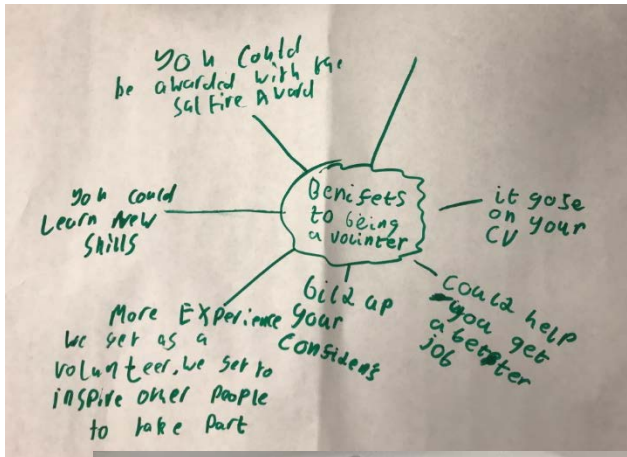
Tara described Volunteer Glasgow’s work to promote and support volunteering in the city, including [drop-in sessions](#) and opportunities for [people under the age of 26](#).

A [short video](#) gave an overview of volunteering and the important role it plays across many sectors in Glasgow, including: sports clubs; support groups; arts-based organisations; education providers; and community food growing organisations.

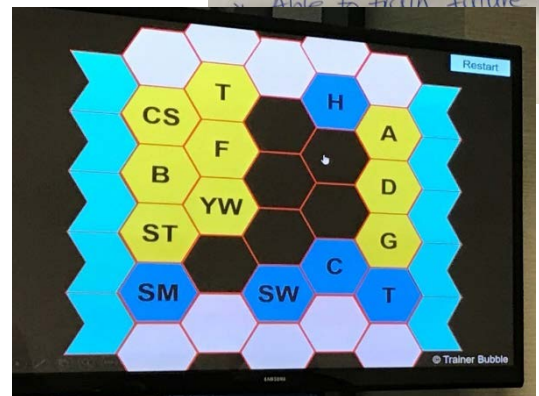
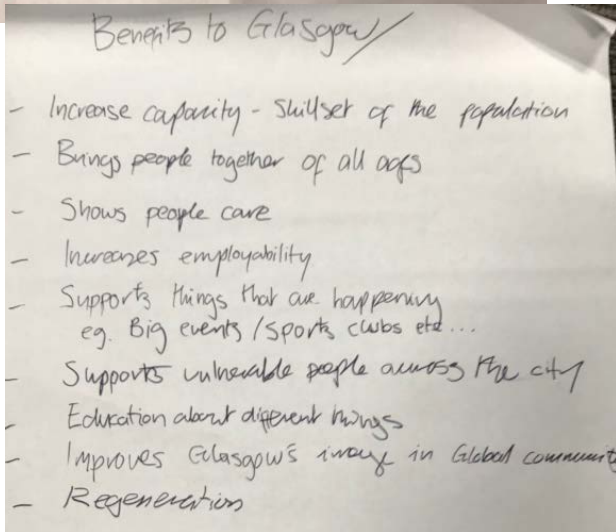
Participants took part in two activities:

1. Benefits of volunteering

Participants got into small groups and discussed the benefits of volunteering to individuals, organisations and the city.



2.



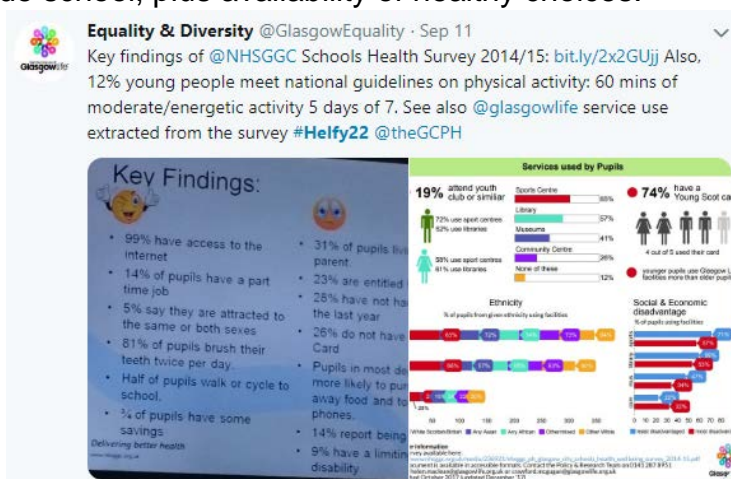
Blockbusters

Two teams were formed to play 'Blockbusters'. Teams competed to be the first to get across the board by picking a letter and answering a question about volunteering that began with the corresponding letter.

Linda and participants took part in three main discussions about results from the [Glasgow City Schools Health and Wellbeing Survey](#).

1) Key issues for young people

- Diet: food choices inside and outside school, plus availability of healthy choices.
- Physical activity: 12% of students meet the physical activity target. Participants thought this figure was low and discussed its accuracy.
- Cost of holidays: can parents afford to buy healthy food and take children out? What activities are available in the summer?
- Gender identity: still not properly addressed in questionnaire.
- Poverty: a clear underlying issue in most of the discussion.
- Mental health: exam stress was raised, including peer pressure to share results and to be seen to be getting on in life, e.g. a job, college or university.



2) Who needs to know about the data?

The group discussed ways to broaden awareness of the survey results and involve young people and staff in taking action:

- Could pupils be more involved in choices around school meals? Participants from North Lanarkshire explained that free school meals are delivered in school and in youth clubs in the holidays.
- Take data into schools and discuss issues, e.g. how to achieve 60 minutes of physical activity each day.
- Stigma is attached to using some services and this needs to be considered.
- Important for staff in nurseries and primary schools to be aware of survey results.
- Data should go to all organisations that work with young people.

3) What should happen to improve young people's lives?

- Discussion with young people.
- Create opportunities to change.
- Improve understanding of underlying issues.
- Important to take data back to students.
- Relevance to Curriculum for Excellence.
- Links with the [Health Issues in the Community](#) course run by the Community Health Exchange (CHEX) at the Scottish Community Development Centre.
- Participants asked what partnerships and community organisations can do to improve the situation collectively.
- Suggestion of an award scheme as an incentive to achieve goals towards improving health and wellbeing.

Julie Gordon, Bobby Smith, Katherine Wilson, North West NHS Health Improvement
Can young people really influence health services?

This workshop included three interactive examples of services for young people.

1. Youth Health Service

This Maryhill-based project was created in response to research and projects which found that young people required a holistic health service that is accessible, appropriate and responsive to their needs. Reasons for young people attending included: advocacy or housing support; sexual health; family break-up; cyber bullying; a listening ear; bereavement; advice and support for stopping smoking; alcohol and drugs.



#Helfy22 @200SVS

Participants were asked to guess what young people wanted in a health service – adults got the highest score of 5 out of 11 right. Young people asked for things that were very simple things to fix – but they needed to be asked in the first place. Examples included:

A service at the right time when young people can access: 6.30 – 9pm	The right place, right atmosphere, non clinical, 'cool'...with music!
Staff with good communication skills and good at working with young people	Consistent staff – relationships are key
To be listened to, with TIME to talk	Young people ONLY
Confidential/private – so people don't know why young person is there	Holistic – helps with a range of things (non-stigmatising)

2. Y-Pod

[Y-Pod](#) is a website for young people and professionals to find services and events in North West Glasgow. The website arose from a mapping exercise with young people, who continue to recommend how it is refreshed and marketed alongside Glasgow North West Youth Network. Future changes led by young people will include letting users add events, photos and using geolocation to search for information. The team invited #Helfy22 participants to make a pledge to sign up to Y-Pod and suggest improvements.

3. Weigh to Go (WTG) weight management course for adolescents

Weight management courses previously required people to travel to hospital every six weeks. When asked, young people said that they needed courses just for them, delivered locally by staff experienced in supporting individuals to lose weight.

Most referrals to WTG are through word of mouth. The team designs marketing materials with young people and their preferences include images, a graphic novel/comic style and clear messages with a light tone. Young people also asked for hard hitting messages and staff negotiated a compromise to create honest content that also respected NHS values of care and compassion. Participants split into three groups to work on WTG social media and produced an Instagram post, a Facebook post, and suggestions for reaching different audiences.

Nicola McGill, South Health Improvement and Linda McGlynn, YOMO YouthBank – how you can get involved

Nicola and Linda gave an engaging and fun introduction to YouthBank, describing how their organisations collaborate to work with young people. The YouthBank covers all Glasgow localities – [North East, North West](#) and [South](#). [YouthBank Scotland](#) co-ordinates and shares learning from across Scotland.

At its core, YouthBank is about empowering young people, challenging them and creating a range of positive outcomes for those who take part, including increasing: confidence; pride; self-belief; aspiration; team-working; communication; motivation; leadership; creativity; expression; resilience; and adaptability.

What is distinctive about YouthBank is that it is completely led by young people and is dependent on volunteers aged 12 to 25. Adults only support governance, transparency and administration of funds. YouthBank has a board made of young people with support from four adults.

YouthBank adopts the principles of participatory budgeting where young people are supported in identifying local priorities, developing funding proposals (typically to a value of £500) and presenting projects to their peers. Young people then vote and funding is allocated to the winning proposals.

Participants watched a [video](#)

demonstrating this type of process at an event held at the Tramway arts venue attended by 160 young people.



The session finished with an interactive session where participants paired up to develop and present funding proposals for the value of £5. In Session A the winning proposal was about young people learning skills to make soup and bread and developing it into a sustainable social enterprise. In Session B the winning proposal was to develop marketing materials to promote a local Gaelic school. Both recipients actually received £5 and were asked to provide evidence of initiating their proposals at a later date.

Jacqueline Chalmers & Stephanie Thomson, Glasgow Health & Social Care Partnership
Health Issues in the Community (HIIC)

Jacqueline and Stephanie introduced the [Health Issues in the Community](#) course. HIIC enables people to explore health in their own communities. The course uses a social model of health, covering inequalities, power and participation.

The [HIIC youth pack](#) uses a range of fun participative experiences and activities to engage young people's existing interests. The course has features that make it suitable for development and learning with groups and individuals in various settings:

- Adaptable for use in a school setting
- A lesson plan has been developed for 50-minute chunks
- Delivery of a full course takes approximately 70 periods

Participants took part in a group activity to discuss the following three questions:

1. What affects your health?
2. What affects your community's health?
3. Who could help address/support health issues in your community?

Overall, participants saw that health and wellbeing was affected by three things that could also influence how issues are supported in their communities:

Equality included:

- Money or lack of it, including income inequality
- Access to opportunities
- Issues with inclusion and exclusion
- Issues affecting health that individuals can't control

Exercise and diet included:

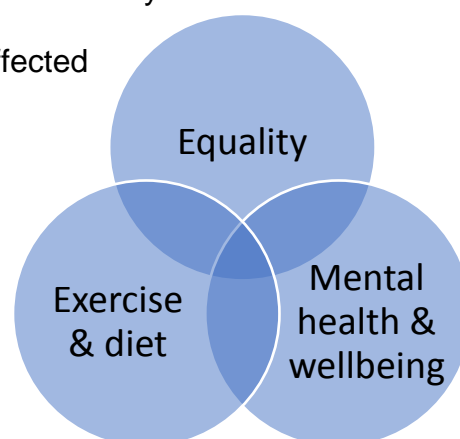
- Food provision, access and variety, including fast food outlets near schools
- Alcohol
- Nutrition and poor diet
- Time for exercising
- Environment, including access to the outdoors and a lack of light and fresh air

Mental health and wellbeing included:

- Stress, depression and moods
- Amount of sleep
- Mental health needs and access to services
- Addictions and self-medication

Community qualities that participants identified included:

- Good, caring neighbours
- Connectedness
- Feeling part of the community
- Housing, education



Noelle Mackay and Laura McKie, *Organisational Effectiveness and Development, NHS Greater Glasgow and Clyde*
The NHS recruitment process and how to navigate it

Noelle and Laura pitched their workshop at the start of this event by highlighting that NHS Greater Glasgow and Clyde employs more people aged 60-65+ than under 25. With the need to recruit more young people, their workshop described some routes into jobs and support for young candidates.

NHSGGC looks after 1.14 million people and employs around 39,000 staff – it is the largest NHS organisation in Scotland and one of the largest in the UK.

“The NHS needs to recruit 15 out of every 100 school leavers into health and social care professions to maintain current service provision”

Shirley Rodgers, Workforce and Strategy Director, NHS Scotland

Jobs in NHSGGC and the NHS in Scotland can often be split into two types:

- 1) Clinical, e.g. nurses and doctors
- 2) Non-clinical, e.g. office jobs and porters

Entry level jobs

All school leavers are encouraged to apply for entry level jobs. The main requirement for entry level in the NHS is to have a caring disposition, which means having an attitude that shows care towards others with the ability to communicate in a warm, friendly and professional manner. Everything else can be learned on the job.

Entry level means jobs that require either no or some school qualifications, e.g. standard grades or nationals. They are listed as ‘Band 2’ in the NHS scale for salaries and job types.

Lots of the Band 2 jobs sound technical, like Ward Clerical Officer or Assistant Clinical Technologist. However, these names shouldn’t put young people off applying as experience often isn’t expected and training is given.

NHSGGC has pathways and programmes to support ongoing career skills, progress and work towards higher level qualifications. NHSGGC jobs are advertised at: <https://jobs.scot.nhs.uk/>

Modern apprentices

Modern apprenticeships offer the opportunity to work and learn at the same time. By the end of the apprenticeship individuals have shown that they have the knowledge and skills required for the job and are competent and experienced workers. Find out more at <https://www.nhsggc.org.uk/MA>.

Schools work experience

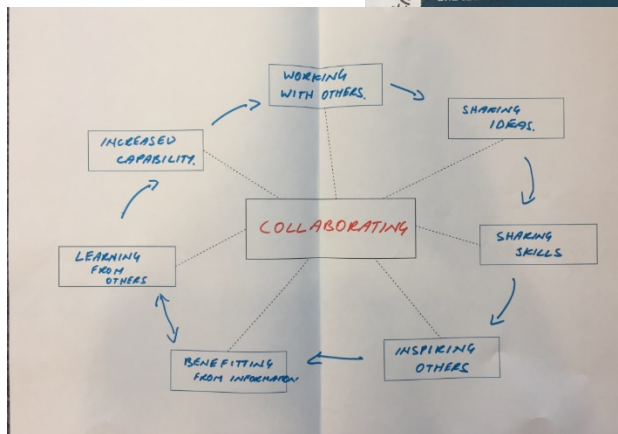
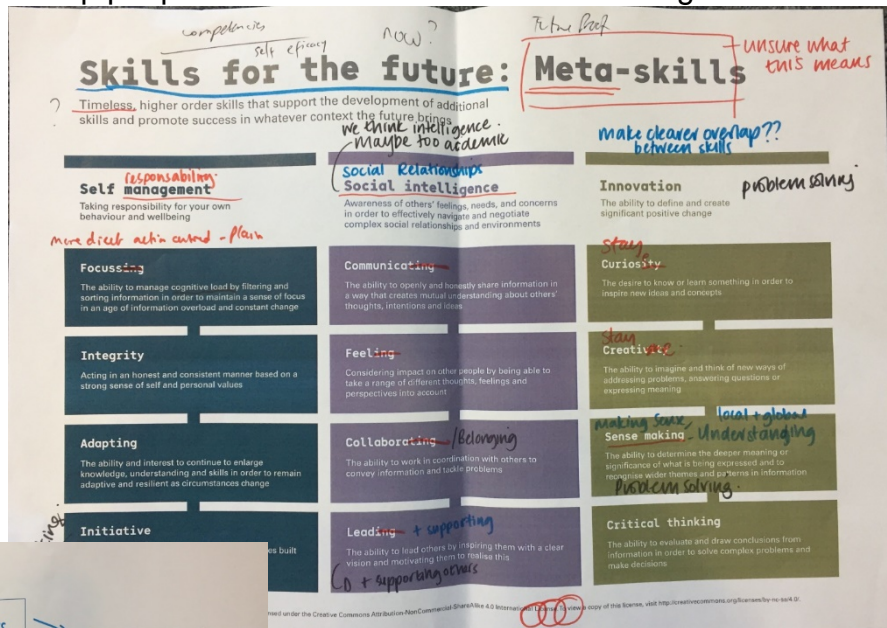
Young people in S4, S5 and S6 can apply for work experience placements in a variety of roles that range from biomedical science to dentistry, physiotherapy, medicine and nursing. Go to <https://www.nhsggc.org.uk/working-with-us/the-recruitment-service/work-experience/> or email workexperience@ggc.scot.nhs.uk to find out more.

The workshop began with a [short film](#) about three types of skills that [Skills Development Scotland](#) predict for the future:

1. The ability to manage the here and now to focus on what is important.
2. Connecting with the world and see things through others' eyes. Solutions for future problems will require pooling different skills and sectors.
3. Creating change – the best way to predict the future is to create it.

Sophia and Lisa introduced participant meta-skills, which they explained as the kind of knowledge or ability that help people succeed whatever the future brings.

Participants refined a tool for communicating meta-skills to young people. This image shows one group's suggestions for changing words and improving how ideas are communicated. For example, the group suggested changing self-management to 'self-responsibility' or 'self-empowerment':



One group also suggested that 'collaborating' includes 'belonging' and social 'intelligence' and should be renamed 'social relationships' to sound less academic and intimidating.

Participants also discussed how they already use meta-skills. A young person described playing drums in a band,

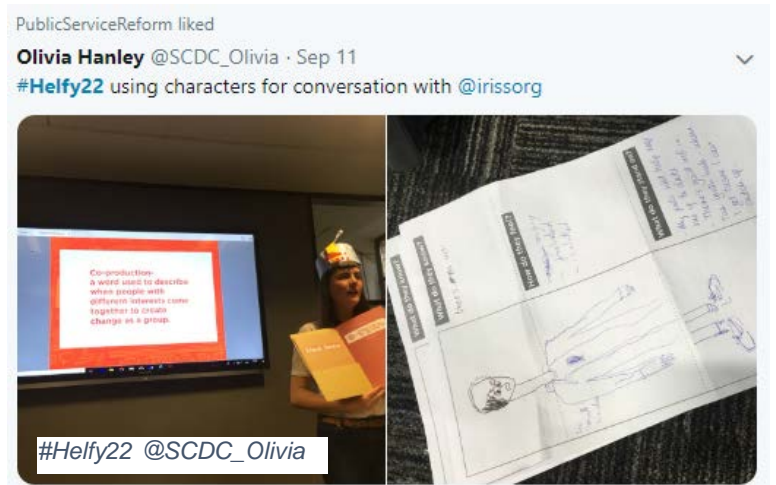
which needs the following meta-skills: focusing (learning to play); adapting and collaborating (playing with band members); curiosity and creativity (composing music); and initiative (learning from online videos and managing cognitive load).

In short, young people in the group recognised meta-skills. However, the language used for these skills could make them sound alien and difficult concepts. By starting with young people's lives, it was easy to find clearer examples. An outcome is to recognise that young people are already using skills for the future. This doesn't mean they don't need to be taught, but neither are young people inexperienced.

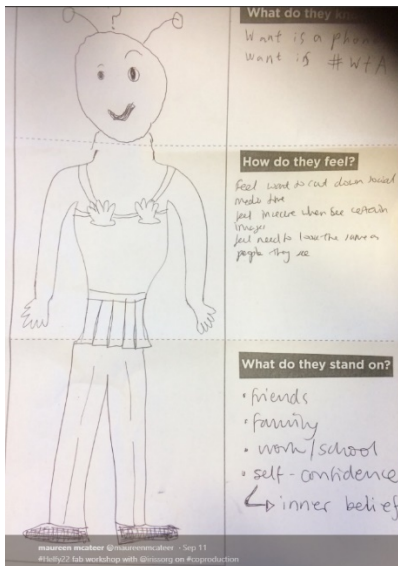
Josie Vallely, IRISS
Power tools

This workshop introduced participants to tools in the [IRISS co-production planner](#). Josie called them 'power tools' to get across that people of all ages, including young people, can use them to participate and have a voice to create change with groups.

To demonstrate how these tools can balance power within a group and enable young people to have a say, participants used two tools:



1) Consequences characters



#Helfy22 @maureenmcateer

Participants each had a [consequences sheet](#) and split into groups of three. They drew a head of a person and on the right side wrote down what their character 'knows'. They folded the sheet so the head was not visible and passed to the person on their left. Each person then drew the next part of the body on their new sheets and wrote how the character feels, folding the sheet and again passing to the left. This process went on until the full bodies of characters had been created and also had been given values and beliefs that they 'stand on'. This tool showed how it can be used as a fun icebreaker that gets people being creative and supportive towards each other.

2) Thinking hats

[Thinking hats](#) help teams think about a problem in six different ways: feelings; positive; creative; problem; information that is needed; and defining the overall picture.

Participants each made a thinking hat. By physically switching hats, groups can be encouraged to focus or think in different ways about an issue or problem.



#Helfy22 @aaronsden

5. CommUnity bubble and pledges

Volunteer Scotland brought their Community Bubble and were on hand throughout the morning.

Participants dropped by their stall in between workshops to write up pledges about strengthening collective support to young people in Glasgow.



Pledges included:

- Introducing British Sign Language as a school topic
- Promoting local volunteering opportunities to young people
- Creating more youth volunteering opportunities
- Improving co-design processes with young people
- Writing a blog about collaborating with young people



6. Active listeners and feedback

Four active listeners shared their reflections from participating in the event, which included specific learning takeaways from workshops and their thoughts on the wider picture for young people.

The Future Skills workshop shone a light on how young people make sense out of meta-skills – the skills you need to learn new skills. Surprises from the morning included learning that more young people volunteer in Glasgow than adults (45% of young people compared with 20% of adults) and led to reflection on the vital role that young volunteers provide in helping services to be relatable to their peers. Another listener voiced their surprise that more people aged 60 and above work in NHS Greater Glasgow and Clyde than young people, leading them to reflect on the importance of continuing to support young people into the workforce in combination with more partnership with schools and colleges.

A final, overall reflection focused on the laughter and fun that was experienced during the event, showing that serious conversations don't need to be 'boring' or 'dour'.

Feedback from the evaluation forms included that many participants said that the co-design of this event with young people had created a fun "buzz" and had made the

content of the morning relevant to their lives and working roles. The range of workshops and the interactive activities in many was commended, and participants asked for more interactive sessions in the future.

What participants found especially useful was getting the chance to try out resources, processes and tools that they could take away with them to use in their (working) lives. Examples included that the Youth Health Champs was a fun workshop with helpful resources; the Power Tools workshop got participants practicing different ways of thinking; the NHSGGC workshop explained their recruitment processes clearly and gave examples of recruitment routes; YouthBank got participants using a participatory budgeting process and networking with each other; the Skills for the Future workshop got participants collaborating and giving suggestions about how to communicate meta-skills to young people; the Youth volunteering workshop raised awareness of the types of opportunities available; the School Survey workshop gave information that was relevant to participants' roles; the Youth Health Service workshop raised awareness of its activities how it gives opportunities for young people to make a difference.

Participants called for more young people to attend events like this in the future, especially more secondary school pupils. for a venue to be geared towards young people. It was useful, fun and there was a "buzz".

7. Next steps

Disclaimer: GCPH's Healthier Future Forum events are not explicitly part of any decision-making processes, instead they are an opportunity for a wide audience to explore important societal issues.

The intention behind this event was that it contributes a legacy from YOYP 2018 by creating work or activity to look at issues for young people and involves them in identifying what is important to help them flourish.

8. Acknowledgements

Thank you to the co-design team:

Aaron Fernandez, Year of Young People 2018/Volunteer Glasgow

Mia McNally, SSF/Active East

Heather Little, SSF/Active East

Abbie Kirwan, YOMO

Kieran O'Shea, YOMO

Bethan Chalmers, Year of Young People 2018

Julie Gordon, Health Improvement (West), NHSGGC

Bobby Smith, Health Improvement (West), NHSGGC

Clair Blair, Health Improvement (South), NHSGGC

Stephanie Thomson, Health Improvement (South), NHSGGC

Jacqueline Chalmers, Health Improvement (South), NHSGGC

Nicola McGill, Health Improvement (South), NHSGGC

Michelle Gillan, Young Reporters Scotland, Keep Scotland Beautiful

Debbie McGowan, Urban Fox

Alistair Neil, SSF/Active East

Individuals who contributed to a co-design session:

Ami Chastey, SSF/Active East

Carly Horne, Glasgow Youth Council

Aqeel Ahmed, Glasgow Youth Council

Michael McNamara, Youth Health Service

Active listeners: Eilidh Lamb, Glasgow Kelvin College; Stewart Fyfe, The Prince's Trust; #Helfy22 Young Reporters (Ami, Heather and Mia); Pete Seaman, GCPH.

Thank you to all the workshop leaders, stallholders, and participants.

Appendix 1: programme

Glasgow's Healthier Future Forum 22 Creating healthier futures: a discussion across generations

Tuesday 11th September 2018
200 St Vincent Street, Glasgow G2 5RQ

Programme

9.00 – 9.30	Registration and arrival refreshments
9.30 – 9.45	Welcome and introduction Abbie Kirwan and Kieran O'Shea, YoMo (Young Movers) Pete Seaman, Glasgow Centre for Population Health
9.45 – 10.05	7 in 7 – workshop 'tasters' <ol style="list-style-type: none">1. Youth Health Champion2. Youth volunteering – Glasgow at your feet3a. Your data and where it goes – Schools Survey3b. Can young people really influence health services?4. Youth Bank – how you can get involved5. IRISS & GCPH – Power tools6a. Health issues in the Community6b. The NHS recruitment process and how to navigate it7. Skills for the future – have your say
10.05 – 10.15	Choosing and moving to workshops
10.15 – 11.15	Workshops (Round 1)
11.15 – 11.30	Refreshments and stalls
11.30 – 12.30	Workshops (Round 2)
12.30 – 12.45	Coming back together
12.45 – 1.00	Feedback from workshops, closing remarks and lunch and stalls

#Helfy22

Appendix 2: stalls

Volunteer Glasgow exhibition of photos celebrating and showcasing the stories of Glasgow's young volunteers (aged 8-25 years old).



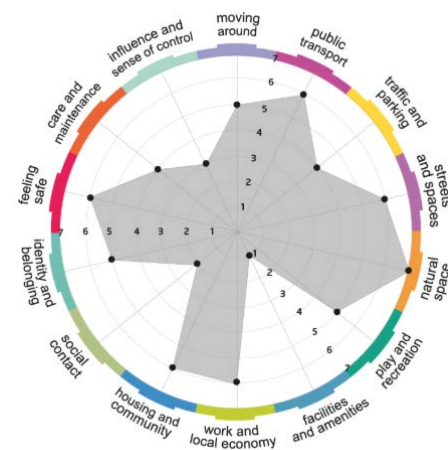
- [Glasgow Clyde College](#)
- [Dental and oral health services](#)

Health Issues in the Community
A [course](#) to promote skills and confidence to address health issues in communities.

See Me
Activity pack for conversations about mental health and Feels FM, the World's first emoji powered jukebox for mental health. <https://www.seemescotland.org/young-people/resources/campaigns/run-your-feels-fm-activity/>



Place Standard
The [Place Standard tool](#), promoting conversations about place



Face painting and body art by [Fab 'n' Funky Faces](#)

