

# STEP 1

## SET THE SCENE

### 1.1. POSITION YOURSELF



- Write your name on the Name Card and tick the area you represent - you can pick more cards if you represent multiple sectors.
- Place your card on the map where your role feels most relevant - there is no right or wrong location. Choose the position that resonates most.

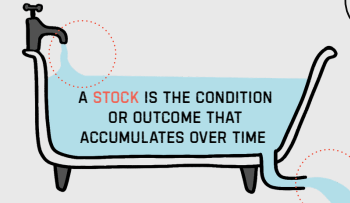


### 1.2. INTRODUCE THE PROBLEM

### INFLOWS INCREASE THE STOCK



- Agree what constitutes the "stock" and what is the main "inflow" and "outflow" in the context of the problem discussed.
- Write them on the Problem Card.
- Place the card somewhere visible so the group can refer back to it throughout the session.



### OUTFLOWS REDUCE THE STOCK

### 1.3. DEFINE THE CONTEXT AND SYSTEM BOUNDARIES



#### Review:

- The current prevalence or level of the "stock".
- Any quantitative and qualitative data or legislation regulating the issue.
- Lived experience insights, if available.
- Trends over time, if known.



# STEP 2

## MAP CHALLENGES & OPPORTUNITIES

### 2.1. WRITE YOUR IDEA



Think what factors can make the issue worse, and which factors can help improve the situation.



Write down one idea per sticky note.

### 2.2. PLACE IT ON THE MAP



Briefly explain what you wrote and position your idea on the map, wherever you feel it fits best.

There is no single correct location. For example, "Lack of nutrition education" may be placed near a school, college or university buildings.

Keep adding sticky notes until you run out of ideas, using this as an opportunity to collectively brainstorm and discuss with the group.

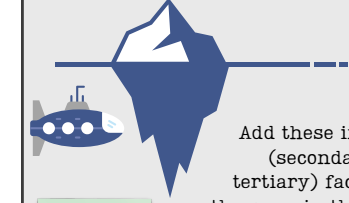
### 2.3. PAUSE AND REFLECT



#### Look at the map:

- Are all parts of the food system represented?
- Are there any domains without sticky notes (Economy, Politics, Environment, etc.?)
- Are there any important factors missing?

Think beyond the most immediate causes of the problem - dig deeper! Try to identify the underlying drivers that shape the factors you have already identified, drawing on the iceberg metaphor in food systems thinking.



Add these indirect (secondary and tertiary) factors to the map, in the same manner as in step 2.2. - you can use a different colour of sticky notes.

# STEP 3

## FIND LEVERAGE POINTS

### 3.1. LOOK FOR CLUSTERS



#### Reflect:

- Where do you see groups of related factors on the map?
- Which areas seem to influence several other parts of the system?
- Do you notice any root causes that could create shifts across multiple domains?

### 3.2. MARK LEVERAGE POINTS



Identify three to four areas on the map that you believe (as a group) may have the greatest potential to shift the system in the desired direction.

Use a different colour sticky notes and place these notes on the map to mark selected leverage areas.



### 3.3. DISCUSS POTENTIAL INTERVENTIONS



For each leverage point, discuss initial ideas only:

- What types of actions might help shift this point?
- What would need to change in the system?

**Note:** This is a first brainstorm-avoid settling on solutions. Evidence review will follow.

### 3.4. CONNECT IDEAS TO EXISTING EVIDENCE



Plan a follow-up meeting where the facilitator brings an evidence-based shortlist of relevant interventions tested in the past. See the Bridge-ACT website for a curated list of external resources and databases - these will make your work much easier!

# STEP 4

## BUILD PARTNERSHIPS

### 4.1. IDENTIFY PARTNERS



Write the name of a person or organisation, that could play a useful role in implementing potential interventions.

Use a different-colour sticky notes, and place it on the map near where that partner could contribute.



## ENVIRONMENT



## FOOD SYSTEM



## HEALTH



Research was funded through the Transforming the UK Food System for Healthy People and a Healthy Environment SPF Programme, delivered by UKRI, in partnership with the Global Food Security Programme, BBSRC, ESRC, MRC, NERC, Defra, DHSC, OHID, Innovate UK and FSA.

Illustration by Hannah Mumby  
The visual illustration is conceptually informed by a food system diagram originally developed by Parsons, Hawkes and Wells (2019), which provided foundational ideas for food system structure and relationships.



The password protection is currently in place for the testing phase and will be removed once the website is published online.

### 4.3. NEXT STEPS



Plan a follow-up meeting to discuss how to:

- Refine the system map (REFINE\*),
  - Engage students or early-career researchers (ENGAGE YOUNG TALENT\*),
  - Develop impactful advocacy and implementation strategies (ACT\*).
- \*Guidance available on the Bridge-ACT website.

### 4.2. CONNECTIONS AND ACTIONS



Take your name card off the map and add a short note to yourself: an action you could take, a contact you could reach, or someone you could introduce with relevant expertise or influence.

### 4.4. REFLECT AND SHARE



Share your findings and reflections with the group. Discuss what you have learned and how you can apply this to your own work.