

Challenging Conversations:

Supporting young people in engaging with controversial equity and sustainability issues

1 October 2024



Welcome!

Please:

- Introduce yourself in the chat box
- Mute your audio
- Put any questions in the chat box
- We will be recording the main webinar but not group discussions

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#target2030

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Learning for Sustainability Scotland & YouthLink Scotland

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1. Welcome and introduction

Betsy King
Learning for Sustainability Scotland

Aims of today's session are to:

- ❖ Discuss ways of supporting youth workers in working with young people on controversial issues related to equity and sustainability
- ❖ Share LfS and youth work resources
- ❖ Engage and discuss how this topic connects with the aspirations of the national Learning for Sustainability Action Plan and National Youthwork outcomes.

Session overview

16:00 **Welcome and introductions**

Kirsten Leask, Project Manager, Learning for Sustainability Scotland

Liz Green, Workforce & Practice Manager, YouthLink Scotland

16:10 **LfS: supporting young people to engage with challenging equity and sustainability issues**

Charlotte Dwyer, Director, Scotdec

16:45 **Creating safe and brave spaces for discussion**

Sarah Robinson Galloway, Senior Action on Prejudice Officer, YouthLink Scotland

17:10 **Next Steps**

Tools and resources

17:15 **Close**

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2. Setting the Scene -1-

Kirsten Leask
Learning for Sustainability Scotland

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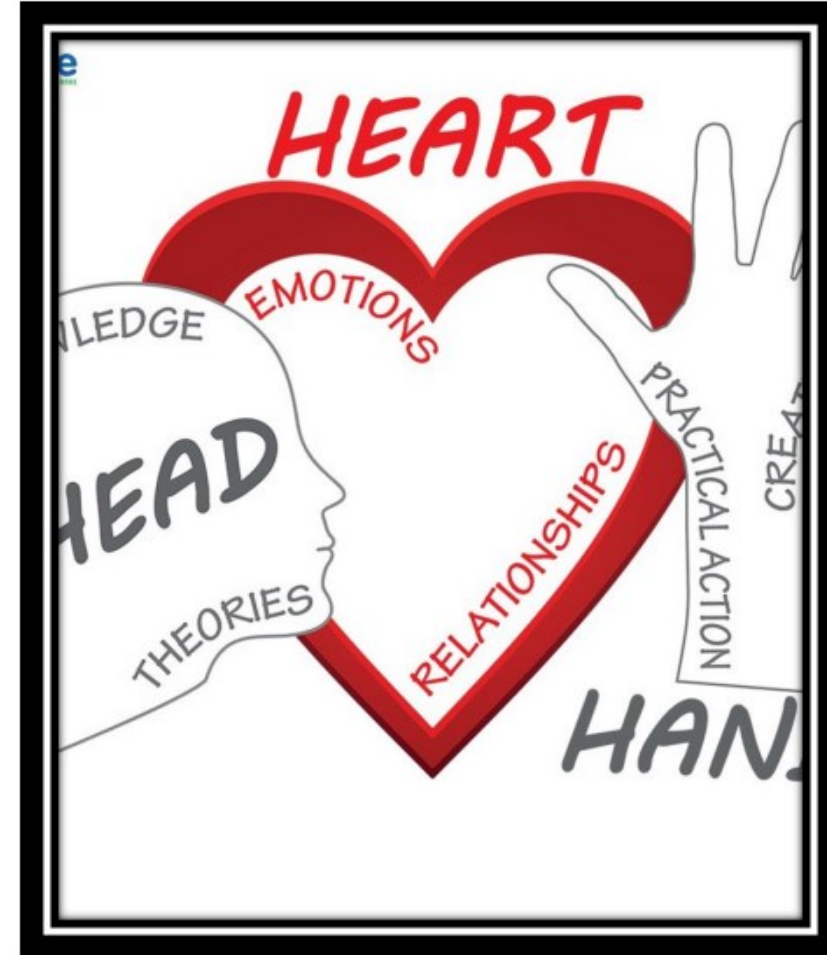
Learning for Sustainability...

‘...empowers learners to take informed decisions and responsible actions for **environmental integrity, economic viability and a just society**; for present and future generations, while respecting cultural diversity.

It is about lifelong learning, and is an integral part of quality education. It is **holistic and transformational education** which addresses learning content and outcomes, pedagogy and the learning environment.

It achieves its purpose by transforming society.’

UNESCO 2019



A vision for Scotland

‘Target 2030: a movement for people, planet and prosperity’:
Scotland’s refreshed national Learning for Sustainability action plan



“To build an inspiring movement for change so every 3-18 place of education becomes a Sustainable Learning Setting by 2030.”

“A Sustainable Learning Setting is about every aspect of the learning context. It is about what and how students learn, how the setting manages its physical environment and resources, how staff and learners relate to each other, how they work with their local community, and how they reach out to the wider world.”

Culture

Curriculum

Campus

Community

- Leadership and Collaborative Partnership
- Learning, Teaching, Curriculum and Assessment
- Learning Environment and Resources
- Learner Voice, Choice and Action
- Meaning and Understanding

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2. Setting the Scene -2-

Liz Green
Workforce and Practice Manager
Youthlink Scotland



National Youth Work Outcomes and Skills Framework

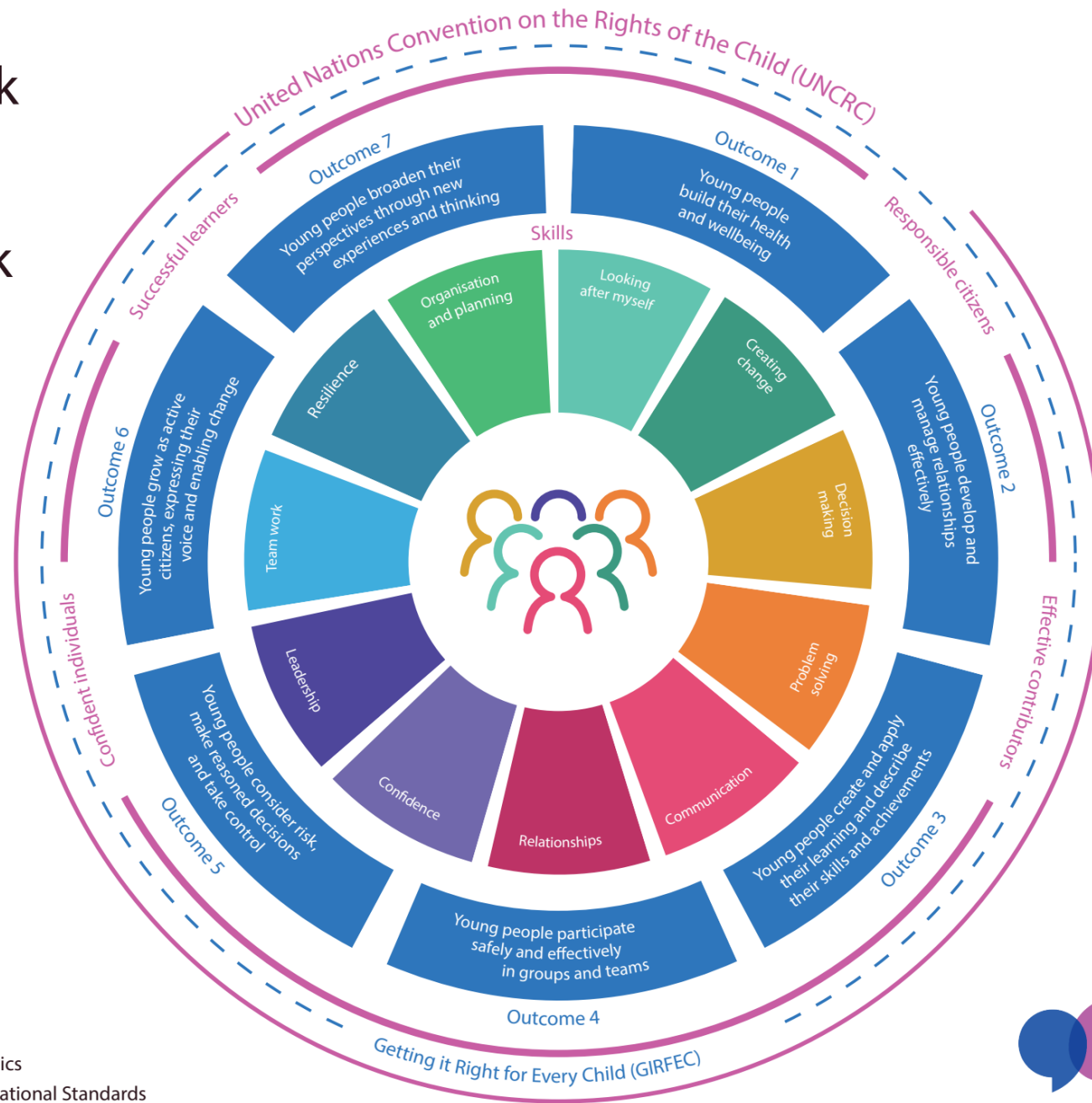
Nature and Purpose of Youth Work:

Youth work is an educational practice that contributes to young people's learning and development. It is an inclusive and empowering approach where:

- The work must build from where young people are
- Young people and youth workers are recognised as partners in a learning process
- Young people choose to participate

Youth Work practice is underpinned by:

- CLD Competences
- CLD Values and Code of Ethics
- Youth Work National Occupational Standards



Youth Work plays a key role in delivering Scotland's national outcomes, in particular:

Children and Young People

We grow up loved, safe and respected so that we realise our full potential

Education

We are well educated, skilled and able to contribute to society

Health

We are healthy and active



**YouthLink
Scotland**

Youth Work National Occupational Standards

- YW06 Explore the concept of values and beliefs with young people
- YW14 Assist young people to recognise, realise and defend their rights
- YW19 Develop a culture and ethos that promotes inclusion and values diversity

CLD Code of Ethics

- Social Context
- Equity

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3. Exploring Controversial Issues with young People

Charlotte Dwyer
Director
Scotdec



Exploring Controversial Issues with young people



www.scotdec.org.uk



@scotdeclearning



What
controversial
issues concern
or impact our
young people?



What makes an issue controversial?



What Are Controversial Issues? Issues which ...

- Evoke strong feelings and views
- Affect social, cultural, economic and environmental aspects of life
- Deal with questions of value and belief and can divide opinions
- Are usually complicated with no clear 'answers' as people often hold views based on own experiences, interests and values
- Arise at local, national and global levels
- Can vary with place and time and may be long-standing or recent. An issue that is controversial in one community or country may be widely accepted in another.

Sharing Worries, Fears and Concerns

Why is it important that we enable young people to discuss controversial issues?

What are the challenges, fears or concerns around hosting these discussions?

Some Guidance

Create safer, braver spaces where young people can express views in an open forum for critical, detailed and respectful discussion

Create a set of ground rules as a group, e.g. challenge ideas and not people, invite others to give reasons for their views, show respect ...

Do not be expected to have all the answers. Sometimes there is no answer! What does this show your young people?

If someone is personally affected by the issue, check in advance that they are happy to discuss the issue or if they would rather not be part of the discussion.



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4. Creating safe and brave spaces for discussion

Sarah Robinson Galloway
Senior Action on Prejudice Officer
YouthLink Scotland

Creating safe and brave spaces for young people to discuss controversial issues



What is a safe and brave space?

This is a youth space that empowers young people to speak about the issues that impact them. It is a space where all participating agree to actively engage while acknowledging the humanness of all.

What are the key elements of creating a safe/brave space? Use the chat to share your thoughts.





The racial literacy development model theorized by dr. Yolanda Sealey-ruiz. Note. reproduced from Sealey-ruiz (2021).



Youth Workers role

- Self-directed learning around an issue and/or the community it impacts to have a baseline understanding.
- Understanding our own prejudices/biases to know what may trigger us.
- Keep the discussion factual as much as possible.
- Group understandings are crucial to reference back to – setting the boundaries

Card game/wheel of institutions

Spin each of the wheels and consider what the institution selected taught you about the protected characteristic selected.

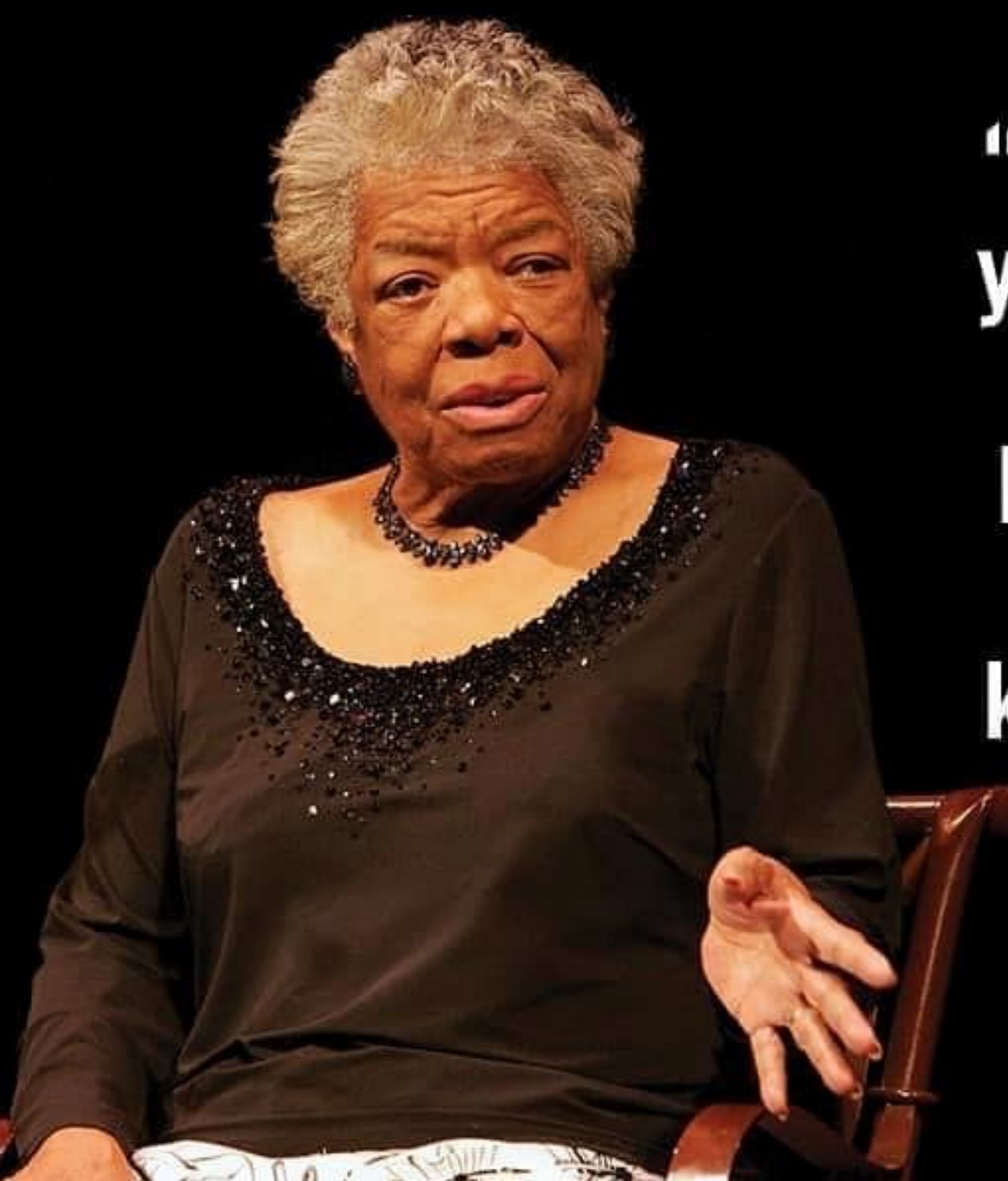
Institutions:

<https://wheelofnames.com/n7a-rav>

Protected Characteristics:

<https://wheelofnames.com/a32-6c2>





**“Do the best
you can until
you know
better. Then
when you
know better,
do better.”**

Maya Angelou

Forbes INDIA



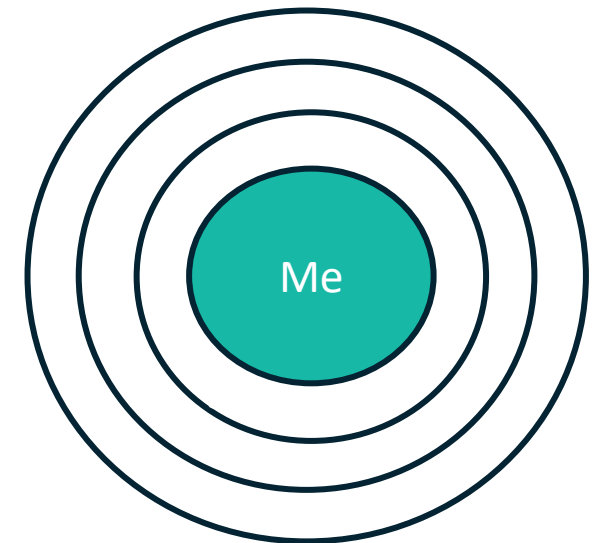
Putting it into practice

So now that a brave/safe space has been created how does the discussion start?

- A-Z activity – started as A-Z of alcohol, often used as the A-Z of sectarianism.

| | | | | |
|---|---|---|---|---|
| A | G | M | S | Y |
| B | H | N | T | Z |
| C | I | O | U | |
| D | J | P | V | |
| E | K | Q | W | |
| F | L | R | X | |

- Circles of influence – a reflective exercise to support young people to think about who in their lives influence them and the decisions they make.



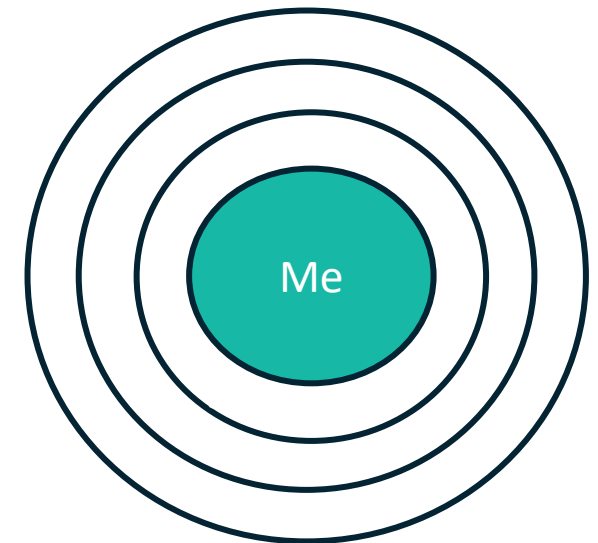
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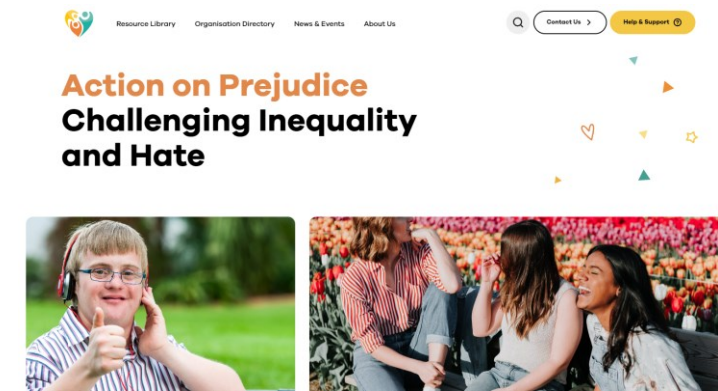
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6. Next Steps: Tools and Resources

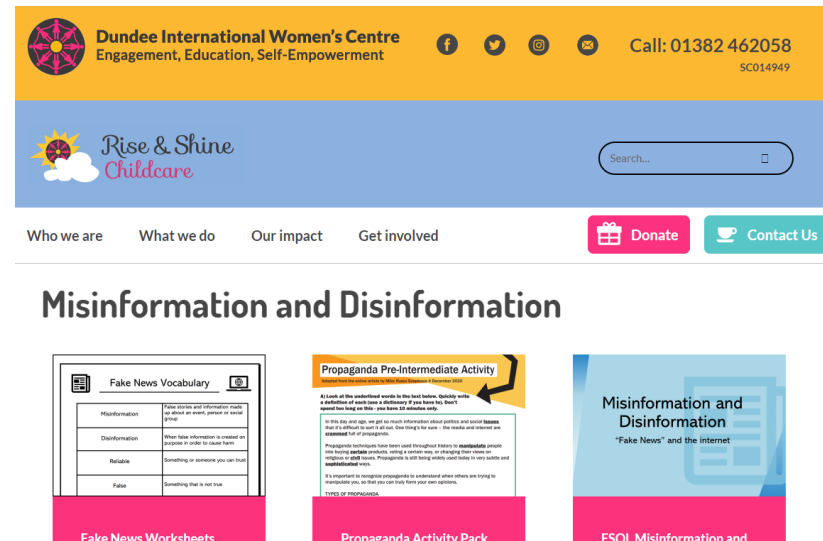
Action on Prejudice website:
www.actiononprejudice.info



Dundee International Women's Centre – Misinformation and Disinformation resources:
<https://diwc.co.uk/topics/misinformation-and-disinformation/>



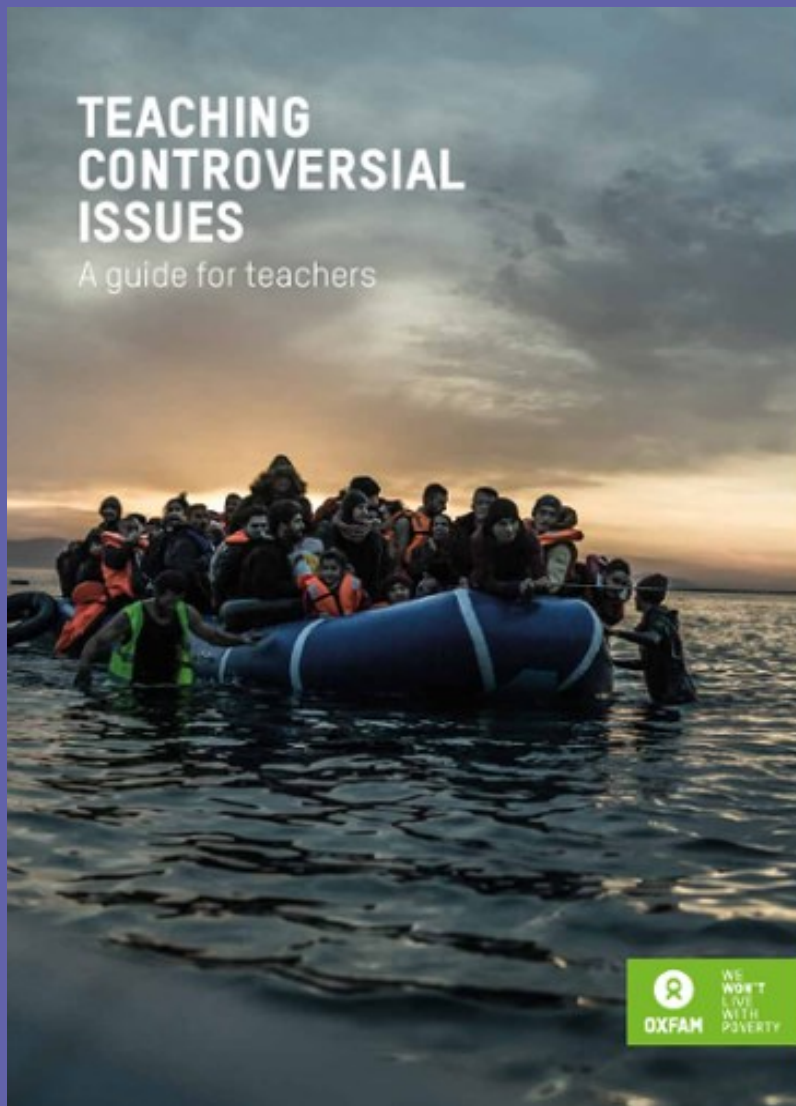
Dundee International Women's Centre – Rumours to Riots resource:
<https://www.actiononprejudice.info/library/the-southport-attack-rumours-to-riots/>



Resources



Resources



HOW Highland One World Global Learning Centre

scotdec

Approaching the conflict in Ukraine with learners

PEACE
✕
NOT WAR

An education resource for teachers in primary and secondary settings to explore fears and develop greater agency to discuss the Ukraine conflict with their learners.

The Guardian Education British Red Cross UNICEF News WISE OXFAM PSHE Association

Approaching the conflict in Ukraine with learners

An education resource for teachers in primary and secondary settings to explore fears and develop greater agency to discuss the Ukraine conflict with their learners. Access the resource The resource aims to support thinking about...

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A' Adam's Bairns?

Exploring equality and diversity in Scotland past and present, this resource examines the way in which past events have led to many of the challenges we face today.





Inspiring hope and informed action for a better world

Browse our resources

Topic

Level

Curriculum Area

Subject

Keyword Search

Anti-racism

Gender

Climate

Rights

Learning for Sustainability Portal

Hosted on Education Scotland website

<https://education.gov.scot/resource-themes/learning-for-sustainability/>

- Sharing practice
- Advice and guidance
- Professional learning



As our children and young people grow and develop they will enjoy a wide variety of inspirational learning experiences through Learning for Sustainability. These experiences will help them to flourish and thrive in the 21st century and will empower them to lead positive change in their communities, society and the wider world.

Target 2030

Let's build a movement for change to ensure all learners receive their entitlement to Learning for Sustainability and to help every school and setting become sustainable by 2030.



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SUSTAINABLE DEVELOPMENT GOALS

EDUCATION SCOTLAND supports the Sustainable Development Goals



Thank you and goodbye

Keep in touch:

www.learningforsustainabilityscotland.org

www.youthlink.scot/lfs

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lfsscotland.org