

# Group 1

1. How might we go beyond 'carbon literacy' to transformational learning for sustainability in our personal practice?

2. How might we enable this across Scotland?

3. What is the role of LfS Scotland in bringing about transformational learning?

Find out what it means and be more confident to deliver

Given ideas and having discussions on how to move forward

Importance of meeting people 'where they are' - and putting your own agenda to one side.

Make messages accessible to our different audiences

'Frozen in fear' try and make it relevant to show how people can help

skills share/training provision

thinking outside the box and trying to engage as many audiences as possible

C-Lit is about personal lives - so is this about changing prof practice?

Link more to our personal practice.

Looking at complexities of situation and how it connects to life choices links between local and global situations

Storytelling! We are a narrative species, we believe the stories we are told on a social level.

Interesting approaches e.g. DeGrowth and Centre for Human Ecology course. More acceptance needed of big political issues and drivers.

Continue connecting different organisations

Need co-ordination across all the sectors. A role for LfSS?

Cultivate skills of conflict management

Realise that carbon literacy can be applied to any area

Use stories of what is possible e.g. life without a car!!! and accessible models

Need to be willing to say that this is a political issue. e.g. fuel usage may go

## Group 2

1. How might we go beyond 'carbon literacy' to transformational learning for sustainability in our personal practice?

It's hard to include LfS because it is perceived as being an add on rather than embedded in Curriculum for Excellence - it is central

include LfS as a part of ALL subjects, as an element in all LA decision-making

2. How might we enable this across Scotland?

In the Local Authority, there is a link between reducing poverty and climate action. There needs to be a culture change around consumption

now about reaching hard to reach groups like SIMD, older, less able adults etc? Those in food/fuel poverty - eg grants are being offered to enable people to pay their gas bills how does this help them be aware about trying to reduce carbon footprint?

3. What is the role of LfS Scotland in bringing about transformational learning?

I think we need to be able to reach more people, whether through partnerships with communities etc, collaborations for project funding?

## Group 3

1. How might we go beyond 'carbon literacy' to transformational learning for sustainability in our personal practice?

**We need systems thinking to create enormous change.**

**Moving beyond carbon literacy to sustainable competencies through learning and teaching approaches. Starting what is relevant to you and your community.**

**As a parent, there is great comfort in understanding the individual actions we can take e.g. specific actions or conversations we can have with teachers and children.**

2. How might we enable this across Scotland?

**Collaboration between parents and teachers**

**Weaving sustainability into existing interests e.g. sustainability in fashion designing. Schools can support parents to do this.**

**The opportunity for learners to connect with nature is essential.**

**Skills for nature based careers - eco literacy and carbon literacy is needed from an early age.**

3. What is the role of LfS Scotland in bringing about transformational learning?

## Group 4

1. How might we go beyond 'carbon literacy' to transformational learning for sustainability in our personal practice?

**Meet people where they are**

**Facilitate discussion between people of opposing views**

**Address emotions**

**Redefine success in society**

2. How might we enable this across Scotland?

**We need a coherent message for all groups involved.**

**We might need to be broader than carbon literacy**

**More political advocacy**

3. What is the role of LfS Scotland in bringing about transformational learning?

**Facilitating story telling and sharing positive experiences to change global narratives at a small scale**

**Work to coordinate sector based approaches**

## Group 5

1. How might we go beyond 'carbon literacy' to transformational learning for sustainability in our personal practice?

**Sense of place - connecting people to their local heritage is a good place to start**

Framework for LfS as a cross-cutting theme, placing LfS at the heart of all learning, in terms of both purpose and content

Breaking out of the echo-chamber, bring it in to where people are

Strip back to the purposes of education - sustainable practices, global citizenship, culture and heritage, values and attitudes, developing activism (Falkirk)

Falkirk focused on framework rather than making more resources - many existed already

2. How might we enable this across Scotland?

Falkirk worked with teachers to make it happen, now need to develop processes and relationships across the council area - link to framework to keep coherence

Someone like Yvonne in Falkirk in all councils with enough time to focus on this work

Teachers to adopt a co-design approach. Finding solutions with pupils. So the changes have a longer legacy for sustainability

3. What is the role of LfS Scotland in bringing about transformational learning?

## Group 6

1. How might we go beyond 'carbon literacy' to transformational learning for sustainability in our personal practice?

2. How might we enable this across Scotland?

**Continuing  
collaboration?  
Particularly in  
small rural  
areas.**

3. What is the role of LfS Scotland in bringing about transformational learning?







