Life In Scotland 2026

Curriculum for Excellence Lesson Plan

LGBT YOUTH SCOTLAND

LIFE IN SCOTLAND FOR LGBTQ+ YOUNG PEOPLE

Relevant Experiences and Outcomes

Health and Wellbeing across Learning:

HWB 3-01a / HWB 4-01a(recognising and managing thoughts and feelings); HWB 3-02a / HWB 4-02a (understanding how social context affects wellbeing); HWB 3-09a / HWB 4-09a (identifying support and making informed choices); HWB 3-10a / HWB 4-10a (assessing and managing risk); HWB 3-11a / HWB 4-11a (acknowledging diversity and challenging discrimination).

Literacy across Learning:

LIT 3-02a / LIT 4-02a (engaging with others' ideas and contributing relevant information); LIT 3-09a / LIT 4-09a (communicating clearly and adapting talk to purpose and audience); LIT 3-18a / LIT 4-18a (using and evaluating information for a purpose).

Social Studies:

SOC 3-17a / SOC 4-17a (understanding how participation and informed views can influence decision-making in society).

CfE capacities:

Successful learners, confident individuals, responsible citizens and effective contributors.

Practitioner note:

These Es&Os are a best-fit alignment. Select the level and evidence appropriate to learners' prior learning, context and stage.

Session Title:
Life in Scotland 2026

Curriculum for Excellence level:
Third/Fourth Level
(adaptable for S1–S6 and youth-work settings)

Duration:
Approximately 50–55 minutes

Curriculum areas:
Health and Wellbeing, Literacy across Learning and Social Studies

Learning intentions

- We are learning why research is used to understand young people's experiences and influence positive change.
- We are learning to express and justify our views while listening respectfully to others.
- We are learning how to make informed, independent choices about taking part in research and how to protect our wellbeing.

Success criteria

- I can explain at least two ways research findings may be used.
- I can contribute a relevant idea or example and respond respectfully to another viewpoint.
- I can identify my rights as a participant, including privacy, voluntary participation, skipping questions, taking a break / and seeking support.
- If I choose to participate, I can complete the survey independently and at my own pace.

Timings	Activity
5 mins	**Intro to Life in Scotland** Get an idea of who has heard of Life in Scotland before. Ask if anyone has done any research themselves. Blurb on LiS: LGBT Youth Scotland is doing research to find out what life in Scotland is like for LGBTQ+ young people. If you are aged 13-25, identify as LGBTQ+, and live in Scotland, we are interested in hearing about your experiences in this survey. The research project is called 'Life in Scotland for LGBTQ+ people'. This research has been led by a Young Person's Steering Group, which is a team of young people. They are making key decisions in the research so that it meets the needs of young people. **Resources/tools** Introductory slide or printed overview; agreed group discussion guidelines; visible signposting to support.
5 – 10 mins	**Exercise One: Why research?** 13-16 year olds Ask young people why they think it's important to do research. More of a general chat through these points & find examples from their own lives, e.g. their experience at school. Results from Life in Scotland will help us: • Understand the needs of LGBTQ+ people living in Scotland today. • Identify where LGBTQ+ people need support and where work needs to be done to improve LGBTQ+ people's rights. • Demonstrate to key decision makers why they should take action on LGBTQ+ rights. • Inform training, resources, work with national partners, submission to Scottish Government consultations and speeches in the Scottish Parliament. • Adapt services so they respond to the needs of young people. • Strengthen funding applications for services that support LGBTQ+ young people. 16+ year olds Depending on size of group, can be done in smaller groups or as a whole group: [With whiteboard/post-its/paper & pens]: Why do you think its important do this research? What can be done with it? Use points above to confirm/expand on answers. **Resources/tools** Whiteboard or flipchart; post-it notes; paper and pens.

Timings	Activity
5 mins	**It's All About You** Take 5 minutes before doing the survey to mention the following: • You can talk about the survey with others but you can also keep your answers private. • Don't feel influenced by other people's answers, we want to know what you think. • Questions can be skipped, no pressure to answer everything. • Some topics might be upsetting, look after yourself (point out support areas). • Take breaks if you need to! **Resources/tools** Participant-rights reminder; local support information; quiet space or named trusted adult; optional break area.
30 mins	**Fill in Survey** Young people can scan the QR code using their phones and fill in the survey. On average this takes 35 minutes. Maybe have a screen break half way through. **Resources/tools** https://app.onlinesurveys.jisc.ac.uk/s/lgbtys/life-in-scotland-for-lgbtq-young-people-2026

Learning, Teaching and Assessment

Prior learning:

Learners may have discussed rights, equality, wellbeing, surveys or how evidence is used to make decisions. Begin by checking familiarity without requiring personal disclosure.

Assessment opportunities:

Use questioning and observation during discussion; review post-it or whiteboard responses for understanding of why #research matters; ask learners to name participant rights before the survey; finish with an exit prompt: “One way research can make a difference is…” and “One choice I have as a participant is…”. Survey answers are not assessment evidence and should remain private.

Differentiation and inclusion:

Offer speaking, writing or anonymous post-it responses; provide key vocabulary and sentence starters; read instructions aloud and check understanding; allow extra processing time, breaks and use of an accessible device; avoid requiring learners to disclose identity or personal experiences; provide a meaningful alternative activity for anyone who does not participate.

Wellbeing, safeguarding and ethics:

Participation must be voluntary and based on the survey provider’s eligibility and consent arrangements. Establish respectful discussion expectations, remind learners not to share another person’s information, identify support routes before starting, allow questions to be skipped, and respond to any disclosure in line with the setting’s safeguarding procedures.

Plenary:

Revisit the learning intentions and success criteria. Invite learners to share one new understanding about research, rights or support, without discussing their survey answers.

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