



Summary of Critical Learning Lesson Plans to be launched spring/summer 2022

This document gives advance sight to members of the nine subject areas in which the SMP will be producing 'critical learning' lessons plans, resources and information in spring/summer 2022.

These critical learning discussion lessons are for schools that want to dig deeper. They are less closely aligned to the curriculum than the other seven lessons being launched at the same time but aim to help support teachers (even those who haven't been to Malawi or have any previous involvement) to be able to take on sensitive but important topics, knowing they aren't risking reinforcing negative stereotypes. These critical learning lessons are mainly focused on secondary schools.

These lessons are being developed partly in response to the recommendations of the Irma Arts (2020) report titled '[Scottish secondary schools and their links with developing countries](#)'.

They are not necessarily designed as a programme for schools to work through in full, in order but rather a menu of options which teachers can choose from as they think would have greatest impact. These lessons can either be delivered by schools themselves or the SMP can provide in-school speakers to support these lessons.

Lesson 1: Power and poverty, a critical understanding:

Session summary:	Learning outcome:	Learning intention:
A session exploring the scale of inequality between Scotland and Malawi (the global north and the global south), some of the structural causes of poverty and the continuing relationship between poverty and power. It highlights some of the challenges of having an equitable relationship where there is a power imbalance and the difference between equity and equality. It helps learners identify continuing global injustices and power imbalances which can reinforce poverty and gives practical examples of how this can be challenged through activism. Examples include: Malawi's role in SADC and the UN LDC group, and the injustice inherent in different delegation sizes in COP26 and other key global negotiations.	Basic awareness of the scale of economic and social inequality between Scotland and Malawi, and the human implications of this	I can see how life is different in Scotland to Malawi and I can see the unfairness in this
	Critical reflections about some of the causes of poverty	I can see there are lots of reasons why people are poor most of which are not that person's fault
	Critical reflections around the relationship between power and poverty, and how this can become self-fulfilling	I can see that if you are poor, you often don't have so much power, and if you don't have power you're likely to get poorer
	Basic awareness of steps that can be taken, by governments and through civic activism, to break the connection between poverty and power	I can see what could be done, by me and others, to make a fairer system

Lesson 2: Use of images and video: the narratives we construct:

Session summary:	Learning outcome:	Learning intention:
<p>A session exploring what images learners have of “Africa” and “Malawi” in their heads and where these images came from. Are they accurate? Are they fair? Are they helpful? The session supports empathy, encouraging learners to think about different perceptions of people in Scotland and how these make us feel. It explores the challenge for the media, charities and activists of wanting to accurately reflect the human implications and social injustice of extreme poverty in Malawi, while not reinforcing negative stereotypes or continuing a narrative of pity which undermines Malawi’s long-term economic development. The session works to dispel harmful stereotypes, showing Malawi in a positive and progressive light, highlighting the many successful Malawi-led development initiatives, encouraging empathy and critical reflection of the language and images which learners use and consume regarding Africa.</p>	Negative stereotypes about Malawi and Africa challenged	I can see that some of what I previously thought I knew about Africa is wrong and harmful
	An empathetic understanding of the harm negative stereotypes have	I can imagine what it would feel like if someone were to say or think these things about me
	Understanding and critical reflections around the appropriateness of different narratives, images and video use in charity campaigning	I can see how charity campaigns can do real damage, even if they raise lots of money
	Understanding of what makes a ‘good’ charity campaign and how this can inform how learners themselves talk about Malawi	I can see what makes a ‘good’ charity campaign and, from this, what changes I can make in how I speak about Malawi

Lesson 3: Scotland and Malawi: Understanding our shared history:

Session summary:	Learning outcome:	Learning intention:
<p>A session which digs into the history of Scotland-Malawi relationships, looking to deconstruct the ‘loan traveller’ narrative around Dr David Livingstone and highlight the roles and stories of those around him. To consider Scotland’s role in the colonial project as well the Scots who fought for Malawi’s independence. To include learning about the role of John Chilembwe and other Malawian freedom fighters and an assessment of how they are remembered today. To support critical reflection around the “160 years of friendship” narrative and listen to a range of different perspectives with regards the legacy of Livingstone and others. The session includes reflections over the manifest and latent elements of colonial legacy which live on in today’s contemporary relationship.</p>	Critical reflection around the language of “discovery” and “exploration”	I can see that Livingstone didn’t “discover” Malawi because people already lived there
	Basic awareness of Livingstone’s travels, the role that Africans had in this, and the unwitting enabling role Livingstone had in the colonial era that followed	I can see Livingstone wanted to do good, had many friends who helped him in Africa, but his maps made it easier for people to later control Malawi
	Basic understanding of colonial rule in Malawi, Scotland’s role in this, and efforts to fight colonialism	I can see that Scotland was a part of the unfair and bullying systems, even if many Scots fought against these
	Critical reflections of the latent and manifest legacy of colonial rule today	I can see that in some ways countries still have power over countries like Malawi, because of our past

Lesson 4: Partnership vs charity:

Session summary:	Learning outcome:	Learning intention:
<p>A session exploring the difference between one-way charity and two-way partnership. To explore mutual understanding, empathy, reciprocity and different approaches to international development, considering what is and what is not “partnership working”. To learn about and reflect on the 11 Scotland-Malawi Partnership Principles and how Scots benefit from their partnerships with Malawi, as well as some of the challenges of working in real, meaningful, dignified partnership. To highlight the importance of countries like Malawi owning and leading their own economic development, and of Scotland working within Malawian priorities.</p>	An understanding of the difference between one-way charity and two-way partnership	I understand the difference between charity and partnership
	An understanding of the 11 Scotland-Malawi Partnership Principles and the value of this approach	I understand the 11 Partnership Principles, where they came from and why they are useful
	An understanding of some of the challenges of having an equal partnership in an unequal world	I can see why it is hard to have a really equal partnership
	An empathetic understanding of why local ownership is needed for development to work succeed	I can see that Malawians know best how to make Malawi better, just as Scots know best how to make Scotland better

Lesson 5: Critical dialogue groups (with QMU and StekaSkills)

Session summary:	Learning outcome:	Learning intention:
<p>This is an active session specifically for groups going to Malawi or having a digital interaction with young people in Malawi. It is informed by, and delivered with, StekaSkills and Queen Margaret University, building on research funded by the Scottish Government. It explores how youth solidarity dialogue groups can be used as a way of supporting direct engagements between young Scots and young Malawians in ways which promotes rights and equality, relationships, solidarity and resilience. It encourages and supports learners to enter a ‘brave space’, through critical dialogue, in which they are able to respectfully learn, grow and themselves develop.</p>	Negative assumptions and stereotypes about Malawi challenged prior to travel.	I understand that some of what I previously thought about Malawi is wrong and harmful
	Understanding of the unequal power dynamic that can establish during school visits if not challenged	I can see that visits can sometimes be unfair, with one side making all the key decisions
	Active reflections on how to engage partners in Malawi and awareness of some of the risks to be avoided	I can see that it takes active work to make relationships fair and equal
	Understanding of the ‘critical dialogues groups’ model and able to use this approach in Malawi	I understand how to use this approach in our visit to Malawi and I can see why this is useful

Lesson 6: Understanding the 'White Savior' complex:

Session summary:	Learning outcome:	Learning intention:
This session supports a critical understanding of 'white saviour' behaviours, which see white people depicted as liberating, rescuing or uplifting non-white people. It looks to identify and reflect on such behaviours, especially in terms of how it frames those in Malawi, who are denied agency and seen as passive recipients of white benevolence. It looks to address this sensitive area in a constructive manner which seeks to identify modes of activism and respectful partnership which can avoid white saviourism while honestly reflecting inequalities and fighting social injustice through solidarity and partnership.	Understanding what is meant by 'white saviour' behaviours	I understand what 'white saviour' behaviours are and can recognise them
	Understanding of the unseen damage that 'white saviour' behaviours can have	I understand the harm 'white saviour' behaviours have, even if not intended, and you can't see the harm
	Active self-reflection about instances where thoughts, words or acts might have had aspects of 'white saviourism'	I may be able to recognise some aspects of 'white saviourism' in the way I used to talk or thought about Malawi
	Reflections and insight into how partnership and solidarity working can be structured to avoid 'white saviourism'	I am inspired to work through dignified partnership and am able to avoid 'white saviourism'

Lesson 7: Do No Harm: exploring intended and unintended consequences:

Session summary:	Learning outcome:	Learning intention:
This session follows a fictional case study of Scotland-Malawi engagement to explore how even the best of intentions can lead to harmful unintended consequences, often unknowingly, when working between two different cultures. It looks to build a critical and reflective approach which seeks to expose harmful assumptions and identify different perspectives and different - unforeseen- risks. It does this in a constructive manner, recognising the importance of action and activism (as opposed to passive acceptance and inaction), helping learners see respectful ways of working between two cultures which can help mitigate these risks.	Appreciation that good intentions are not enough and well-meaning but misguided work with Malawi can do more harm than good	I see that even when you try to do good you can sometimes accidentally do harm
	Recognition of some of the negative, and untrue, assumptions and stereotypes behind some aid work	I can see that some of what I thought about poor countries like Malawi isn't true
	Able to critically reflect on some narratives around aid and development, asking questions and seeing from different perspectives	I think harder now when I see simple stories of 'helping the poor' and I ask more questions, seeing it from a different points of view
	Recognition of some key features of impactful, sustainable and appropriate international development work	I am excited and inspired by international development done well

Lesson 8: The case for Climate Justice:

Session summary:	Learning outcome:	Learning intention:
This session looks at the real, human impact of the climate crisis in Malawi, now and in the future. It compares the likely impacts in Malawi and Scotland, and compares the relative contribution which each nation has made to causing the climate crisis in terms of carbon emissions. It takes a social justice approach, highlighting both instances of positive cooperation between Scotland and Malawi in the area of climate justice, and instances where the global north has repeatedly failed to deliver pledges for such support.	Understands some of the current, and likely future, impacts of climate change in Malawi, and how this compares with Scotland.	I can see how the climate crisis will affect people in Malawi and Scotland differently
	Understands how little Malawi has done to cause the climate crisis and sees the injustice in this	I see how unfair it is that Malawi hasn't caused the problem but will suffer the most
	Understands and can define 'climate justice'	I know what 'climate justice' is
	Understands and values climate action through partnership and solidarity but recognises much more is needed at a higher level	I can see that good things are happening between Scotland and Malawi to fight the climate crisis but we're not doing enough

Lesson 9: Understanding Malawi: its language and culture:

Session summary:	Learning outcome:	Learning intention:
This session looks to build an understanding of Malawi, with a basic introduction to a few words in Chichewa and discussions about cultural differences and similarities between Scotland and Malawi. It identifies the scale of inequality between Scotland and Malawi but highlights the resilience of those in Malawi and identifies inspiring stories of Malawian-led development work. It actively works to challenge prejudice and stereotypes. While information and resources are available to allow schools to deliver this session themselves, the SMP is able to offer Malawian school speakers who can deliver the content either in person or digitally.	Able to say a few words or phrases in Chichewa	I can speak a little of Malawi's language
	Recognition of the role of culture and the importance of respecting and valuing cultures different to one's own; with common stereotypes about cultural differences and similarities challenged	I can see that in some ways life in Malawi is quite different to life in Scotland, but in other ways we're much the same
	Appreciation of the scale and impact of poverty in Malawi (in respectful and dignified terms), and the scale of inequality between Scotland and Malawi (as well as in Scotland)	I can see that many people in Malawi do not have many of the things I take for granted and can see the unfairness in this
	Appreciation of the importance of Malawi-ownership and leadership in Malawi's development and assumptions of 'Scotland having Malawi's answers' challenged.	I am inspired at what Malawians are doing to fight poverty