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Training for Instructors of Outdoor Adventure Activities

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Square backets indicate my comments as the researcher and interviewer.

Sensitive information that could identify the participants has been removed from the transcript. The participant’s name has been pseudonymized.

**Interview with Elinor, Daniel and Connor**

ELINOR– So it’s this, the handbook I need more than anything isn’t it

[yeah, and then I’ve got these interview questions but it's also- if you've got any notes that you want to go through, then we can go through them first, or just go straight to the questions whichever-]

CONNOR– a little review of the questions I think for, you know, would be good to kind of trawl out lots of things

[yeah, go through them, yeah, ok , so first I’m looking at the course objectives and just looking at how relevant they are to the outdoor sector, how- in terms of how relevant they are to the instructors themselves, and also so you know, the clients and everybody else]

CONNOR– yeah-

ELINOR– you go first-

CONNOR– I can say from you know, I should start with that the adventure sector is quite broad, so I think for some people to deliver it would be very core, they would be really, really interested, but then- and they’re probably a little bit more towards, you know, the ones that are focusing more on that outdoor learning kind of programmes and things. And then you kind of have that other kind of extreme of you know I just deal with tourism and in just that and that’s where I think it means much more to that kind of structured learning and that kind of side of it, than it is, you know, just going out for the pure kind of just jumping off of a rock kind of an aspect of things, but all I would say is yeah, I think it is, it is, it's really good, I think it allows the inter-sector to be able to do, do more, so it’s kind of that kind of wider benefits of adventure sector rather than, rather than just the activities themselves, and I think it enables it to be more than just adventure activity, so, so yeah-

ELINOR (speaking over) – you might want to wait for Daniel now seeing as he’s here (laughs)

[yeah how- do you think there is room for it to be used within just the tourism aspect of it?]

CONNOR– I think it’s more and more relevant, as in, just the pure tourist notch of it, because there is more of a drive for, and I guess change for that aspect of being something bigger, being a part of a general tourist product, so that idea of green and sustainable tourism is more important than it was 5 year-ago or 10-years ago, so customers are expecting, desiring, demanding more that, in a normal tourism activity than they ever have. But I still think within that there’s, you know, companies that have embraced that more and companies that haven’t, so yes I would say that it is still relevant- overall relevant to the general tourism, but that’s that kind of aspect where it isn’t quite as- well it’s harder for them to prioritise in their hour / half day adventure sessions, so it’s one of those, but yeah.

[Hi Daniel! Sorry- yeah we’ve just started a little bit, we’re just going through the questions, I don’t know if you’ve had a chance to read through the handbook, or the questions-]

DANIEL - I haven’t read- I haven’t got to the questions yet. I got caught at page 7, so there’s quite a lot that I haven’t so (laughs) but there we go

[I was just asking Connor and Elinor about the course objectives and how relevant they are, or not! To the outdoor sector and instructors

CONNOR– and I basically said to her that I think there is, you know, a wide variety of provision in the adventure sector, from really kind of being closer and more embracing that outdoor learning aspect, and then there’s that, you know, that it is really more just tourism

ELINOR– you might have just said it whilst I was boiling the kettle, but I think some of those are also, yeah, transferable into other stuff that they deliver, so especially point 4 is really useful and probably, well I’d like to think has come up in their training in the past, but it’s a really good one to reiterate again. And on what I like- on the concept of environmental literacy, and from that strategic view, so working on some of the Welsh Government Policy groups, specifically there is a real focus on Ocean Literacy at the moment, which I recognise is only of benefit for the ocean type of things, but then rivers all lead there so- so, in terms of language its one to maybe consider as part of your course as well, or adapt to that in coastal activities

[in terms of the language, as it focus on ocean literacy- as in, the ocean literacy language do you mean or-]

ELINOR– that is a, it’s a hot concept in Wales right now, and there’s probably, and this will be helpful which is not relevant much for your course, but maybe for delivery organisations, so that the outdoor centres … if they can use that language as well, there’s probably going to be funding associated- hopefully funding associated with that in time. So that could help them deliver these programs and ultimately you selling your course as well! So, it’s worth being mindful of that and I can send you some more follow-ups so remind me to do that

[yeah ok, thank you]

DANIEL - Yeah, I mean it’s an interesting terminology anyway when you’re talking about sustainability in a round- sorry I’ve just sort of nearly picked a fight with somebody from Oxfam (laughs) but it is very, a- it is one approach to sustainability and peoples response to it, but they could learn all about the environment and then go ‘ah actually, most of the worlds resources are controlled by a very small number of people, and I’m good thanks! So, I don’t need your lecture I’ve- and then it fits in there in terms of leading, reading the groups dynamics, you know, in terms of an actual outcome, you don’t necessarily need- want- well you might want them to go down the line that you’re prescribing-

ELINOR– but what might be the little win, so if you read the room and there is that person, the little win that they might get out of it is that they can identify a shore crab

DANIEL - yeah

ELINOR– or a barnacle, you know, and barnacles have huge willies, yay (laughs) you know, and that might be what they take, and they go ‘oh that’s quite cool, the ocean environment is quite cool’, and that’s maybe the first step for them then.

DANIEL - well I was more going down the route of you could have a really good understanding of the ocean, but still not necessarily think it’s an individual action that’s going take- make the difference

ELINOR– ok

CONNOR– That’s the, that part of, I don’t know whether its two or three- it’s that kind of- making that connection to wider things, and it’s something we have had workshops and conversations within XXX before, it’s like there’s lots of time to have inspiring conversations when you are in the natural landscape and you see something that you can have a talking point, and if you can have those prepared and think about ahead of time, you can have that change and relate the, you know the picking up a piece of rubbish to actually plastic pollution or the reduction of fossil fuels, or single use plastics and all those things and kind of say, well great, if you’re aware, there’s- you know, there’s a conversation to be having about it, you know, if you want to be doing things and think you consider your- so it’s that kind of considering and you know, I think it’s that, being competent and confident in the ability to engage and educate – that’s the part of it that I think is really transferrable, kind of going back to, you know what Elinor was saying, is that some of these really, you know kind of really fit with this, but also can work in much wider things, so, and yeah I do think, you know, there are other, there are going to be things that are coming up that there’s going to be important, you know, biodiversity crisis, climate change, that you can kind of say well there’s got to be support, there’s got to be community drive, you’ve got to say well we need to engage and talk about this a bit more, and I think doing it though the outdoors and inspiring spaces I think it could be an opportunity to do it, like I say, if it’s done correctly and confidently, so-

DANIEL - yeah. Yeah and in terms of the four there, have you looked at stuff from COIN and round- their work around different personality types and how they engage with climate messaging, you know, that would be really-

[ah yeah, ok, I haven’t look at COIN, but I have looked at different personality types]

DANIEL - so-

ELINOR– so COIN: Climate-

DANIEL - Outreach Information Network. But there’s some interesting things there- I mean, they, they, they’ve got some really interesting about, for instance, people who would typically vote conservative, for example, and their values that they- that a lot of the typical language that we might use around you know, even like the phrase climate justice for example, would be a real turn-off, but in fact there are many values that they hold quite core to what their belief system, you know, in terms of helping out community and that kind of thing, that actually really ring true, and it’s that, you know, being aware that not everyone thinks the same as you so the kind of, of language you might use or the attitudes someone might have, and it might be something they pick about the environment, or it might be just ‘oh great, we just worked as a team there’, how does that translate to the environment / sustainability actions, so yeah.

[yeah, ok, I think the- trying to get it to reach everybody is always going to be really difficult, but yeah, I agree, information and how you say it to different people can take from it different things]

DANIEL + CONNOR– yeah

[and that’s where with the skills, hopefully, like you were saying when people, say picking uP plastic on an adventure or something, hopefully if you can have that conversation and make them aware of the skills so they know how to do it when they’re back at home, I think that’s the bit, maybe isn’t being done so much at the moment, that when you take them out of this beautiful location and they go back home, to, maybe somewhere inner city they actually don’t know how to- it’s, it’s such a different place that people don’t know how to relate it, , or how to change their behaviour anymore, because they’re in a different kind of world]

DANIEL - yeah, I don’t even think you need to go that far

[yeah-]

DANIEL - you know, I can think of some of the more urban council areas in XXX where the coast is there, and then there’s sort of 100m away, you know, if you want to use litter as an example, there’s litter and nobody would think about going to pick it up, so you know, yeah, it’s really important

CONNOR– it’s I guess a disconnect between what their actions in their day-to-day lives happen, to what can actually affect the natural environment, so there’s, look there’s plenty of things that happen in a city a hundred miles from the coast that has an effect on the coastal environment, and there’s a lot of people that could effect change a hundred miles away in that city. But are they doing the things that will help effect change, so, and are they aware of that

DANIEL - Yeah ‘cause there was that- is it Collab that did things around Ocean Literacy, and that just communication of cycles, of water cycles and seeing it as a 3D environment it kind of, yeah, it really made that link back home

[I toyed with the word literacy for a while as to whether that was right, even for the name of the course with ‘environmental literacy’ and thought that maybe it was because you’ve got these terms like ocean literacy and carbon literacy that are becoming more kind of well known. But maybe it has- a different meaning in an education context as it does to us going out-

DANIEL - no I think you’re right, it’s a tricky one, cause you know, I don’t really have a problem with the term citizenship, but, , Emma would do you a great big long list of why ocean citizenship isn’t as clever as I would-

ELINOR– I’m not a citizen

DANIEL - huh?

ELINOR– I’m not a citizen, of the UK, like in citizens and so on, cause that’s quite an issue cause in, ed- yeah, a way that it’ll trip people up. But you’re aiming this at the teachers isn’t it? The delivery people-

CONNOR– instructors

[yeah]

ELINOR– instructors, yeah, so its ‘teach the teacher’ type thing so you- and you could use sort of catchphrases and sub-titles and stuff to kind of hook them in, or to explain that it isn’t that scary, cause you know I’ll probably use XXX as an example, so XXX, a couple of years ago going on an ‘environmental literacy course’ would probably see that as a bit a barrier, but if you sold it in a special way then he probably wouldn’t - this is just an example though so you know, but and now that he’s a bit more senior, he’ll- and I don’t know if you’re interviewing him, but he might be a good one to kind of translate that back to his younger years as well, what would put people off or not-

CONNOR– I do kind of, I get what the- just kind of looking at the course objectives and what you want out of it, you know, and because of the, the environmental content is not a core aspect that you need to know about the environment somewhere else to be able to do this, it might not necessarily be the right term, but it is one as you said that people are getting a little more understanding, cause its almost you want them to be a little more of an ‘advocate’, or a bit more, you know of an ‘engagement’ type of thing, it’s almost like- cause I think you even say it in here, you don’t have to be an expert in the content to be able to teach and understand and change and it’s one of those like, is it-

ELINOR– maybe it is that advocate

[yeah]

CONNOR– at a time when it, it is a little more of, well, you’re wanting to- not necessarily educate in a terms of you’re going to get a university degree out of it, you’re raising awareness but then also enabling you know, what they can do and change and kind of inspire so it’s one of those, yeah I would say potentially yeah, maybe the term literacy needs to be looked at, you know with kind of what you want to- I think yeah not your objectives, but the overall aim of the course and kind of go back well, what is the aim of this? At the end of it I want the instructors to be doing this that’s the aim- to enable what change, so is it more of an advocacy and kind of behaviour change role or is it more I want them to be more educated and understanding about the natural environment. But yeah, that’s a- its semantic, once they actually took the course, they would go ‘ah right, I get it, and actually I can do things’, so I think, yeah I think, as in most things, I think name is probably more important just to get people through the door, than it would be in with anything else.

[yeah]

DANIEL - yeah, I mean, a lot of it is just- its communication isn’t it. So, you could use communicator or whatever if you wanted but I mean, that’s still quite a long word!

[yeah that’s the thing it’s trying to have it short enough that it’s kind of you see it and aren’t just, that’s like a long thing! And long enough to- so that it says what it is!]

DANIEL - So I was- sorry I wasn’t- I was just seeing what COIN, actually they do a climate conversations type course, and I was trying to see what they call that but - I’ll send you the link

[ok, yeah, so then carrying on with the course objectives then I’ve just got, in terms of their achievability, do you think they are achievable for outdoor instructors? And as a course its achievability in terms of- so the long-term aim is that it can increase the confidence of outdoor instructors and competence in their ability to teach about the environment, then is that going to increase the client’s ability to change their behaviour for- in a pro-environmental way, how do you feel? Is that- it’s quite a hard thing to foresee but-

CONNOR– I would say again, I think it definitely is achievable, and I think from kind of a work in the outdoor sector I would say there have been examples of it, it has happened, so it’s definitely achievable, and I think it kind of like- my first comment about some businesses have a little bit more of that education and desire to kind of learn and kind of change within their core business structure, you know, as more of an educational centre, or more of an inspiring learning kind of adventures, and those probably, this would enable greater change, but even on the ones that are a bit more on that- just directly delivering tourism end, you know, it will enable some change, but they all have the ability and I think the course would improve their ability, it would just be how much did they actually implement and take it forward, and I think that would be based more on the aims of that business, and also some direction of what is those customer expectations in the products, you know, are they really wanting more of that sustainable tourism product? Or are they- do they just want to go on a boat trip? You know, and it’s kind of one of those, well- and there is a difference- but for those one’s that it- that’s kind of core to their product I think it’ll really enable a lot of change, and it provides that confidence. And I think that it’s something that we also look at in a kind of- it might be something that’s not done once, it’s something that you need to have some courses but then it’s that reminder of that, well, yeah- it’s good to kind of have those communication courses you know, every couple of years, cause it reminds me there are a lot of really simple things that I do, but if I think about it I can do it more often. So I would say yes, would be my answer to that.

ELINOR– a long way to say yes (laughs)

CONNOR– a lot of thigs depend, so, I think there’s a little bit more than just ‘yes’.

ELINOR– yeah so I think so, an I- but I think, sorry I’m just looking at the time and so on. I don’t think you can do it just once and then, you know- so, so a follow up structure either in-house, with, with buy in from the senior team and therefore every year we will check in on this, or we have a quarterly meeting where we look at, you know, how can we do this better is important, and then refreshers and so on, or maybe on topic specific stuff, like a climate change group thing, where you bring multiple centres together or whatever

[yeah]

CONNOR– I would agree, and I think that almost suggesting that- if it could be suggested that business goes back and spends some time on how you integrate that into their product.

[yeah]

CONNOR– so it’s one of those like, yeah well you learnt this but now we need to look at how we operate and how we do things, so its like that next step up, you have the practical learning type things, and its actually there needs to be reflection on that, that business and it is probably from that, that higher level that actually this needs to be, you know, how decided this is to our product is it? And then it kind of gets built in and that kind of has that follow up– well we learned this, then we have a follow up and turn away, you know, how is it going to be used and implemented-

ELINOR– and may- and maybe part of your course is that- or maybe follow-ups could be doing things with particular organisations, like, you know COIN, or in our case if it’s here, on a particular subject, noting that there isn’t environmental organisations everywhere but-. Yeah, or, a focus on you know, this is how you do that with youth groups, and bring like a youth group thingy in-

DANIEL - Yeah, I think you have to be aware that the- you know the group that you’re working with, cause most people don’t really have any formal training around sustainability or environment or that kind of education in their background necessarily, that their journey will change and as they- and they will have new perspectives and also within the world of sustain- sustainability, sometimes, you know, I can remember when like biofuels was like a really good answer, and then now it’s not, and it’s kind of making sure that whatever they have can grow and develop as they grow and develop their understanding and make connections between different things, because I guess you’ll have people that are coming in at this at sort of 17 / 18 and that are really on fire about marine plastics and then a bit later on they’ll get a better understanding maybe at how that really relates to the supply chain around that issue, but also maybe how it relates to other stuff around climate change and so on, it’s just a, and if they’re facilitating other people having conversations they might need to upskill I guess, because its more nuanced and more sophisticated than what you’re trying to communicate I guess, yeah.

[For sure, yeah. So with the like the structure that you’re saying, hopefully there would be- at the moment I’ve kind of said that it’ll be a two day thing with a morning being theory and then the afternoon we’d go- and it would be sort of centre specific, go out and say ok what activity do you want to go and look at, say they do coasteering or whatever, go out and do the coasteer or the session that they would run, and then look at where they can implement these things that we’ve spoken about in the morning.

CONNOR– yeah, again it’s also a kind of commitment that they’re going to do something with it, and I do like the practical aspect of you know, looking at it, it would be great to, you know, if you’re gonna- to get the certification at some point you need to show that you’ve done it. Almost if you compare it to some of the NGB stuff; you do the training for a sea kayak leader award, and then you do an assessment, and it adds like a kind of extra level of complexity but it kind of shows that while you learned it, now you show you’re proficient-

ELINOR– and maybe that link into like your local organisations, or organisations relevant to your course, so for the marine ones it’s like, hopefully you’ve checked in on what Marine Conservation Society do, or, or like Keep Wales Tidy on beach cleans, or you know, we bring a lot of stuff together. So, what’s your action plan, you have to have something, but it’s a bit vague, there’s no set requirements, that’s part of it, and you bring that back like a month, two months later, or what’ll work for you as an assessor, and then- but that, but then makes them make those links, rather than just do it in isolation, and most, most of the ones that are serious about this probably have them already so it’s quite an easy task, I don’t know, I mean that-

[making the links but also keeping up to date with things and-]

ELINOR– yeah, and then that makes them more sustainable in like delivery terms and in the long term, that they can then- yeah do activities with that

CONNOR– I do kind of feel that that possibly sits outside of this, cause its almost an introductory, you know, kind of, so it is- like I said its sort of that training but then there’s that- to actually be qualified or to be actually proficient, you have to do those next steps and kind of show how you’re going to implement- that you have implemented, and then that can be you know reviewed and done, so it might be well this is the training course that you’ve done, an environmental literacy course, but then, the next step is you’re actually a certified environmental literacy delivery, you know, person or whatever so that actually so, so that you’ve done it-

ELINOR– I feel like that might be a centre thing, like, you know, in a broader sense, to qualify as an environmentally literate centre, you must have made that network or that ecosystem connections relevant to your place

DANIEL - yeah, or that could be, you know, it could be a certification, or it could be an award even where-

ELINOR– Daniel loves a good award!

DANIEL - yeah, ahh I know! (laughs) I’ve- you know, like the green dragon, or that kind of accredited award where it is- the onus isn’t necessarily in individual instructors that are coming and saying well let’s see how you’ve built this into sessions; what training did you offer your staff? And it’s that, you know, dreaded tick-box exercise, but at least it shows you have those- that centre has those things in place and they could just have a sample of evidence and that could be ah well I’ll go and-

ELINOR– Daniel has just designed our funding bid to the XXX fund (laughs) good idea Daniel!

DANIEL - well- you could- yeah- I mean that would be one way of doing it. I mean, because you’ve got to cope with a huge variety of things, and- oh while I remember- think back to that a lot of us deliver these things in beautiful places. If you’re looking for national uptake, some people will be delivering on a housing estate so- it won’t be a beautiful place, but that doesn’t necessarily mean you can’t find environmental merit or worth amongst that lot

ELINOR– graveyards, fabulous places!

DANIEL - graveyards? Ok (laughs)

ELINOR– For wildlife, (laughs) I’m serious!

DANIEL - oh right, I thought you were telling us about your weekend (laughs) but, yeah it is that, you know, there’s no reason why a kayaking session on the Trent isn’t going to teach you- or you can’t have these conversations, even if it’s only ‘ooh this water tastes funny!’

ELINOR– so there’s an old program that I used to run with XXX which is called XXX which they did for a bit longer after I was gone as well, which literally goes to graveyards or to like things- you know, go to the green here which you would think in not your most ecologically exciting place to look at but- maybe not the green, but maybe the coast path or something nearby but- look at things that are exciting there, you know, any river will have something, or you could be looking at, you know, phosphate challenges there or-

DANIEL - yeah

CONNOR– yeah, I agree, definitely diversity and stuff but I think this is aimed at adventure activity instructors, which, most of the time, there’s a little bit more of that high quality natural environment just because of the association of that, but there will be a wide variance in that, that part. Some things, they deliver activities that are adventurous that are not in a beautiful place , so you know, and again a kayak session on the-

DANIEL - Cardiff Whitewater Centre would be-

CONNOR– exactly, so it’s, yeah I think that is mindful that, there’s a wide variance in that natural environment that its delivered in, how many take that into account, and arguably you could have probably more impact with those people that are closer to some of those less perfect environments cause you can have- probably closer to urban environments, more people, yeah I think it’s a good point

[yeah, there’s certainly one slide that I’ve put in and it looks at what, you know how we perceive- how different people perceive nature, so I’ve just got a variety of pictures because I think that if- , (getting up pictures on laptop) from working here we see it as a beautiful place but then actually we might not see nature in- if we went to an inner city and see an urban fox or something we might not see that as nature because we’re used to seeing a ‘big’ nature, and actually even if it’s not for the instructors, they need to be aware and for their clients, so yeah, I do have a little kind of exercise I guess for people to look at on that and just try and get them to think about- I guess not being patronising, not that they’re meaning to but when we’re in those places running sessions-

DANIEL - hmm, yeah… Yeah I mean you could change it to here but XXX has one when she’s talking about ocean literacy on Bondi Beach, you know, well it’s the coast and you’re kind of like, some people zone in on the fact that it’s a beautiful beach and there’s lots of people surfing but there’s like a building site in the background and hotels and things there and it’s like, it’s that idea of you know, what’s the coast for and how to sort of fit together, so it’s a, yeah…it’s a… that was a bit of a random connection, but yeah!

[I suppose they’re all linked back to the same sort of answer Connor that you gave about some- for some it’s going to be more- a more of an important course for some centres than others. Do you think with it being a two-day course would put people off, because it is quite a big time out? Or do you think that could be viable?]

CONNOR– I think it is a challenge, you know, it’s a- yeah it’s just the staff resource to do it, it is a challenge to get people out in any industry to do that, that training (until it’s something – preferable) and things that are bringing in money for that business, so there’s, you know it think there’s ways to help increase that and there’s some reward or some, you know, seen benefit of what can I do with this, this qualification with this training, with this course to improve my business and improve the product that I am delivering so I think that would need to be important to make sure that is clear on, you know this will add value and what that value is. But yeah it is, it’s hard you know, the one’s that get forced through it, the kind of, you have to, have the- you know, the first day in lifesaving so people, you know it’s a requirement, so any additional things are harder to do-

ELINOR– yeah a two-day course, ultimately, you know it costs say, someone costs at least £100 a day to have, so if you have 10 people on a course, two-days, that’s 2 grand, before you’ve paid for the course, so that is an investment, and that is something that needs weighing up. Timing probably is also important on that and then that motivator – so do they have to have it in order to win the contract with a school? Or to… a.. so simultaneously that motivator needs to be built, or is it a requirement, you know, can you build it in as a requirement from XXX if you want to be accredited or- yeah that- I don’t think the- ‘that this is a good thing to do’ is a strong enough motivator at times, because it is tricky running an adventure business, so that is a big investment, and as a freelancer again that’s a big investment, you do have to do your lifesaving and your first aid and you’ve only got so many weekends plus also you need to make money, and then it costs money probably to do the course-

DANIEL - yeah, you need your badge don’t you! Your award so you can put it on your website and say ‘we do this’ and some kind of explanation for say- if your clients are schools that this supports, you know, the curriculum and then all its requirements around, you know, ethical informed citizens, which you know, is essentially where you’re going with this, in fact they use citizenship rather than literacy for that, now I think about it, yeah

CONNOR– you know, I think, it is a challenge to build that quality mark- cause anyone can say their a ‘first farmer’, but what does that mean, you know, so it’s like, well, it’s like so it has to, just to create it, once it has backing of a powerful entity or powerful understanding then it’s just another logo on there and it actually costs a lot to build that understanding in the general public to kind of say well I see that and I get it and that’s why I’m going to go with her, and I think the, what Elinor was saying is those drivers that- it’s one of those, you know, if it could be linked to a framework requirement to access, you know, future business, you know with getting a school in, they’re going to look for this mark, the schools know they need to look for it, so then they ask ‘do you have this or not’ and they go in, or its funding to deliver courses for ocean literacy well great, I have this that allows me to tender for that, you know, so it’s one of those, it’s like well how does it relate to things that are going to make it a business way of working rather than just an extra, and then they’re- and those are the things that are sort of- outside of the scope of what you’re creating but it becomes very key to enable high uptake

DANIEL - yeah, and whether you, yeah, there are all sorts of routes to accredit this or badge it or whatever, so it, it could be some kind of, badging to go on as a citizen- sitting guilds, you know, leisure or hospitality type qualification that wouldn’t necessarily be adventure people I guess but-

ELINOR– and does it take away some of the training they would do anyway? So if it takes away half a day of training around… around, , reading group dynamcs and training which, you know, say, a centre like XXX would do anyway or, you know, back in the day XXX would have quite young instructors coming in that would probably be quite a new concept to them, at a guess, I never worked there but, so that might be- or XXX or whoever, that might be quite a useful thing if you’re 18 year olds just coming out of school. So does it take away some of the training that they would have to do anyway and that takes that time commitment away as well.

CONNOR– or supports them to be able to get their kayak leader award because you’re going to have to demonstrate reading being able to read group dynamics and then- and this kind of helps build them- the qualification that they need to have, it supports them deliver that. Because that’s one of the ones that really does transfer across because you can read group dynamics for safety, you can create good dynamics for just customer service, you need good group dynamics for ‘is this the right time to have an inspiring conversation’. So it’s one of those that, that is one that, you know, if done well and kind of like that, you know what there’s a lot of other things but *that* was really good and it helps my business and I have better structures so *that* is a, one there, , yeah but I think it is a challenge, and it’s a challenge that lots and lots of people face, you know, with any, any kind of training, any kind certification and I wouldn’t underestimate the amount of effort it takes to get something accredited through things that are accepted by, you know, say colleges through certificates or apprenticeship frameworks and other things, it is quite a, a process

[right ok]

DANIEL - yeah, and there are different terms I briefly stepped into that world this week with the renewable’s thing, but, you know, some of the exam boards now are just badging stuff, which is where it’s not actually a qualification, but they’re accrediting, like, the additional- , the syllabus that this is delivered in quality, and it means something; but they’re not assessing the learners cause that’s where it gets really expensive is when you assess the learners output, but you- but actually getting it accepted as well, this is a quality program of study, is like a one-off thing and a bit more straightforward. But yeah, that’s not my world really, but yeah

ELINOR– ‘cause you’ve designed this as a private business buyable course is it? Or do you want it to be-

[um, I’m not really sure as just a- as in, for it to be a kind of stand-alone thing or?]

ELINOR– yeah

[yeah ok, so the intention was for it to be a stand-alone thing because I felt that a lot of the courses that exist already have the environmental module but it’s very content specific which is good but actually you’re never really taught how to interact that content with the group and also because the focus of the courses is primarily on safety, which they need to be, then the environmental stuff is usually like the first thing to go, so I felt that having it as an add-on course just doesn’t really work because if there’s not enough time to do it then it won’t be done. So having it as a stand-alone thing it’s actually- that this is the most important-]

CONNOR– yeah, it’s the core focus of the training rather than the you know, the 10%

DANIEL - hmm yeah

[like a side-product, yeah]

ELINOR– what could happen is that you, you know, end up doing partnerships with say, the RYA to- or offer it as part of their syllabus and it will- you’ve branded RYA and it’ll be a bit more sail-y focus or kayaking with British Canoeing if that’s what they’re still called and they- yeah and they make it canoe-y focused

[yeah, yeah definitely. I suppose that’s where there might be different levels to it, so whereas this could be- is an introductory to- could be focused on any kind of sport or any environment it’s just on the delivery on how they have those conversations or whatever, then when you make it more focussed maybe that’s the time to have a level 2 or whatever, you know, a next session up to be ok this is the content specific to this environment, but who is- I guess that goes into the kind of the facilitation of the course in terms of who’s going to own it]

DANIEL - and I- whether there’s anything to be learnt- as I understand now a lot of the NGB’s are now, you know, people are less qualified but then they’ll get like assessed for a particular site or specific operations or whatever, and you could see how that might work if it was linked to, you know, the centre being assessed as a quality provider of environmental conversations

CONNOR– I do think that there is opportunities though it kind of comes back to some of the drivers of it; there is a curriculum, and they kind of need to be, you know there’s the requirement for outdoor learning, and it’s like going well if you’re going to say that- you’re- has been seen generally as a tourism provider which you’ll want to be entering that space as a new product that it could be well we’ve done this, this is what allows us to do it, you’re going to have to supply us the content you know, that you want to focus on but then we can have the conversation of how that gets weaved in and inspired and that type of thing. But it is more- less kind of delivering to general tourism, but it is a design kind of purpose of the course and it kind of leans a little bit more to that kind of outdoor education kind of, you know, purpose of a talk rather than like yes, you’ve talked with the teachers and you’ve talked with your group leaders that have a time when yes you are going to be taking them out doing adventurous activities but we want it to be more because that- and that’s where you can kind of go ‘well great’, you know, there’s a biology class, well then great we can focus on this and we can talk about things that way and how you build it in. So I think there is some opportunity there, but just you know, mom and pop and two kids that want to go out and have a canoeing session; that’s a slightly different audience with a potentially different driver, with their- that type of business to do it

[I suppose that potentially comes back to how their selling the product but- I kind of think well they still need to possibly have their attitudes and behaviours changed, so is it our responsibility, or our responsibility along with lots of other peoples to start poking those kind of conversations even if they are just going for a, for an adventure?

CONNOR– I think ‘responsibility’ is probably the wrong word but it’s one of those is it desire, is it wanted to have a greater impact, you know, is it one of those that you want to play your part in protecting and preserving? And those are the things that, you know, well if your business understands that we need a high-quality natural environment to have a great product going ahead, well then we have a little bit of a duty to inspire change and raise awareness and understanding and other things. So, I don’t think it’s a completely a hard sell, but I think kind of starting with, with that aspect of like you know, it’s not a responsibility but it’s important to be doing it to help protect our business and things there and these are the stuff for the wider big picture things, so it’s a little bit more maybe that. There’s a lot of people they don’t want just a job, they want a job with purpose, and this might be the- being able to help add that purpose to being a surf instructor or a kayak instructor. It’s not just about the paddle stroke, the pop-up, its actually- I did it and it’s the fun part, but my purpose is that helping do these other things

DANIEL - yeah, yeah responsibility is an odd one isn’t it, but there is that thing that going outside and doing those activities is like an opportunity for transformative experiences for people. And when you talk to people who are engaged in environmental sustainability they often- and I’m not sure that it’s as simple as this, but they often provide- use that as an example ‘I went rock pooling’ or ‘I went- I was kayaking and boomf, it suddenly made sense to me and I became the, the great climate campaigner’, or whatever it is that they’re talking about, they often use that as an example, and I think there is this inception though- if you are going to take people out sea kayaking, they’ll probably have you know, like a bit of a special moment out there, they’ll go ‘wow, this is beautiful! And what are we doing as a species’ or whatever you know, and I think, you know, preparing people to make the- to support their customers at that time is kind of a, yeah, a good thing to do. Now how that translates to your bottom line I have no idea but at the same time they may well come back if they interpret ‘I went and did that and it was an amazing experience, I can’t wait to go out with them again’, that is your repeat customers and if you’ve (laughs) yeah…

CONNOR– but again it’s some of that kind of wider environmental learning can be that inspirational thing. When you have that moment to talk about the limpet and how it does this, you know, and they’ll go ‘ah, that’s pretty cool, I could have just walked by and didn’t, you know, notice any of that!’ and its one of those- I use it a lot when speaking to people who are like you know ‘coasteering is different because it’s not just jumping off a rock’ and that’s because years and years of investing in the sector to understand the natural environment and how it is there, so it is much more about a, a learning, about the intertidal zone, but just in a dynamic way, and it’s one of those, but that was supported through making sure they understand the content, the fun way of explaining things, and that type of side of stuff, so- and if you looked at, you know, coasteering somewhere else in the UK they won’t probably have that same level of focus and importance and that is a, you know, its special, it’s a different product there.

[there’s this quote that I use from a lady called Alison Lugg, who says, and I think you’re right I think it does happen sometimes, but she says that we need the skills to be able to frame and facilitate the learning because it’s not just a matter of exposing people to outdoor experiences and hoping that they become infused with environmental awareness or sensitivity. So, like you say, if you’re paddling around XXX you are likely to have those awe inspiring moments, but I’m not sure how long that’ll last for – you might remember it, but does that mean that when you get home- are you actually going to change any of your behaviour or are you going to remember it as a really special thing that you want to go and do again. And I think that’s where we might need to change it maybe slightly to make it more than just an awe-inspiring moment. But, like you say, then it treads on their toes of well are we just going out to have fun? Because if, if that’s what they’re going to do then maybe they don’t want anything more than that]

ELINOR– and making it- so back to your possibly Oxfam example which I wasn’t part of- I imagine that if people are trying to survive day to day and especially now in a time of you know, severe pressure and cost of living and so on, and they go out on a team program; they’re lucky enough so that they’re school has adopted a team program, or they’re at a farm for city kids or whatever it is, but they’re coming home to not maybe having meals for a day and whatever, so how the hell do you make that a priority. So, it does feel a little bit privileged as well to be able to be demanding behaviour change and environmental living. So yeah, proportionately, how can we.. yeah

CONNOR– I think that ‘demanding’ should probably never be in the conversation. And I think that probably needs to be clear in the course. Because then you do potentially- someone trying to do the right thing actually gets a little exuberant and has a really bad experience because someone turns around and bites their head off and then they never do it again. And it’s one of those that, I think the expectation of how to implement and how to do things with their- and realise that someone could have an amazing, you know, inspiring moment that life changes them, but they didn’t tell them; you didn’t notice that; but it still happened. So it’s one of those, that, you know, you don’t necessarily have to get the verification, that validation of it for it to be an important moment in that individuals life. So it’s one of those that, and again, you know, I think it’s a key aspect is that this is all just a part, you know, and you can’t force or demand anything, I think again, it could cause a bit of a negative feedback of the people that are, sort of or wanted to try to do this, actually you’re really bad so.

DANIEL - yeah, yeah, being savvy about what you measure I guess, that’s a thing isn’t it.

CONNOR– yeah

DANIEL - yeah I mean- and if- and that’s the thing, people could interpret this as ‘ah they’ll do this and then be- they’ll, they’ll stop single use plastic in their life’ which might be a thing, but you know, the appropriate environmental response might be going out and going ‘yeah, well we’re using all the worlds resources and I’ve not got any dinner. Let’s start a revolution.’ And that, you know, or at least start asking some really hard questions about why is my estate so poor, and the world under so much environmental stress? You know, that is quite a reasonable thing to come to it’s a- but yeah, anyway. Dismount the high horse (laughs)

[There’s quite a nice model I saw a while ago that had, you know, if everyone tries to do just one little thing then its more helpful than trying, you know, trying to be perfect, and just trying to reiterate that none, none of us are perfect and that we’re always- don’t beat yourself up for the things that you can’t do, but if there is one thing that you do a bit less of or whatever then that should be something that you’re celebrating or- taking the pressure off, that we’re- trying to say that not everyone is doing an awful job, because no one is]

DANIEL - there’s that thing isn’t it, you know, you don’t want- you want to do what you can and not be a hypocrite, but at the same time, you- some people, the change they might make is actually standing up and speaking out about their circumstances or the way that they vote or that kind of influencing in that way, because, you know, if you are on an estate watching your little prepaid meter spin round, it’s not your energy use that’s really driving the climate crisis, so it’s, yeah

ELINOR– I was just about to go and turn the heating on! (laughs)

DANIEL - you’ve only got your coat and your boots on inside, it means it’s plenty warm, you’re not in your sleeping bag yet!

ELINOR– well I thought Ella might be a bit cold, just she hasn’t put her jumper on yet!

[I’m ok!]

[To go on to the content, and I’ve broken it into the- because the environmental literacy kind of slant on it, it’s got these sections of knowledge, attitudes, and skills. So that’s what I’ve broken the course into. And in all of them- one of the things I was looking at was trying to integrate citizen science projects in in an informal way. So engaging with people and saying ok these are the things that we’re likely to see on our adventure; do you want to pick one and get- become more good at identifying it and then counting how many we see and recording it at the end…and in a way using it as a- because we’re there most often, using it as a way that- to help record those species but also because it just sparks a way to have that kind of conversation, in yeah, not a ‘we’re going out and doing science’ but just a very inclusive way]

ELINOR– and it feeds into like a bigger purpose doesn’t it?

[yeah]

ELINOR– your part of a bigger thing in doing something meaningful

[and if you can then- if people are interested in doing it then you can obviously then- they’ll know how to record it and maybe it means that if they go and- wherever they are, see a bird or whatever that they can identify then they can help record it.

DANIEL - it depends on the kind of citizen science and equally quite often is an app isn’t it. It might not be everybody in the group doing it, it might be going ‘oh look we’ve just seen- if it’s like mammal monitoring, ‘we’ve seen a seal’, just clicking ‘log’ and the instructor saying I’m just recording this. So that would be a, a useful thing. And you do storytelling later on and that tends to be how I use it is like ‘oh look, there’s a little egret, they weren’t in this country but now climate- because of climate change they- over winter- holey Moses we can see 12 of them! (laughs) so that kind of storytelling, and you do the same about all the variety of different various species works might- well… And it’s not out of place I don’t think in that context, you know, I’m sure lots of groups would just go ‘ah yeah there’s the instructor off on one’ if they weren’t interested, or they’d be going ‘oh hang on, really?!’

CONNOR– I think it’s also a- with the science stuff its again its talking about what they’re action is being a part of the bigger picture, so it’s one of those that- and again it comes back to that creating change after it, so it’s like great, when we’re all inspired for the three and a half or five hours on session, but it’s when they get back to their day-to-day lives; how does that prevail, how does that impact, how does that continue on, so you’re inspiring other things there. So, it’s one of those that, you know, we talk, you know- and again with the- the records, you know, I ask well what do you want to get records of? Well to be honest any record, of anything really helps, because- and sometimes even the most common species that we have the least number of records for because people just kind of go ‘well we always see them’ but there’s been some really cool things that have been done with common species because they are everywhere, and they have really effected things, and I know there is a survey around blue bell blooming times related to kind of global warming and kind of earlier less harsh winters and stuff and it’s kind of like ‘well great let’s just- yeah, I see the blue bells in my front garden like all the time’, but it’s one of those like no one certain aspects of the- across the entire of the UK you can map really big things, and it’s like well great, I am taking a picture of this gorse because well- yeah there is some there and there, but it’s doing something specific here, and so they’ll go well great, that- so it’s like its picturing that bigger thing, it’s like yes it’s just a record, but you know with a hundred of them you can do this, with a thousand records you could do that, with ten thousand records you can actually make some really good understanding of, you know, bigger concepts. I think that’s one of the key things for the citizen science is that, you know, it's sometimes hard you kind of, ‘well why are we sitting here and counting all these tiny little pieces of plastic’, you know, like some of the MCS kind of rubbish surveys and stuff and you do them on the beach and you’re trying to get people engaged with it so I’m like, ‘it’s like 600 pieces of trash! You have to count them all?!’ well yes, and the sizing is important for this, and the type is important for that, because it allows us to- remember that big quote that says you know, there’s going to be more plastic than fish and you by this certain point; this is what allows people to make these kind of calculations so-

DANIEL - which is good if you’ve got the group there for this purpose isn’t it, but not if they’re going ‘well hang on I’ve just paid £30 to go paddleboarding!’ (laughs) so I think-

CONNOR– Yeah and that’s again comes back to that- I think some of this leans more towards certain delivery aspects of the adventure aspect than others, and I think the citizen science one definitely kind of leans much more towards that environmental side, but again, I still know, you know XXX does you know, some of that on some of her general wildlife tour boat stuff, it’s like she takes a picture and is then like ‘ah yeah I’m just sitting down to record it’ because you know, it’s a Risso’s dolphin, we don’t really see them this time of year, and it’s like then well great, so it’s kind of built in and it can be a real quick type of an action, you know and people will go ‘well what do you do?’ you know, I’ll say ‘I use this app, or that app’, and that can inspire to do other things, so-

DANIEL - and it’s a different group of people that will be- latch on to that which is cool. Because it’s a bit like Pokémon Go isn’t it except it’s- you know, they used to do that in the olden days apparently! But it is like ‘ooh, I have something quick I can do it on my phone’, people will, you know- people who would never have thought of recording starlings will sort of think well actually, that’s quite a cool thing to do, there’s an app for that.

CONNOR– A lot of stuff goes to the local record centres. A lot of the iNaturalist and things will also go to the record centre, so it’s like pick an app that works for you; most of them go to the same places, and if you’re really interested they’ll tell you somewhere in the app where they go, but, they most go to really big data bases cause then you can make bigger picture decisions.

DANIEL - yeah, and there was a- there are climate change- I mean National Parks had one for a while, but and there’s one where you can just take pictures of the sections of coast, you know, and in terms of the day-to-day running a session, well that’s always going to be there. You know, that’s why plants are great aren’t they, they don’t tend to run away! You can- you go ‘I’m going to walk out there and there will probably be a bluebell! So- (laughs)

CONNOR– yeah, I don’t have any good pictures of peregrine falcons! (laughs) it just doesn’t seem to happen!

DANIEL - I know! We’ve- the- the one on Strumble- the nest on- in an undisclosed location- it sits on the telegraph pole at the end of our driveway, and I still haven’t got a picture of it! So- (laughs)

ELINOR– you still need your peregrine

DANIEL - yeah, they’re a bit fast

CONNOR– they are

[So, then it goes on a bit about the storytelling, but this is kind of just moving on to the content of it in general; the citizen science and then the storytelling aspect of it]

DANIEL - ooh it’s got an acronym!

ELINOR– yeah so I think that brings it back to like how useful is it, like how can you build this into your wider staff training as well, cause that’s obviously relevant for other elements too and not just the environmental element side

[yeah, yeah that’s true, I was trying to draw on this- I don’t know if you’ve come across this phrase of pedagogic content knowledge, but outdoor instructors already have their own PCK of- they know how to be an instructor and what to say and why they’re doing it when, and this is like an extra branch to it if you like, so yeah the same with the storytelling, they probably already know maybe how to do storytelling for a lot of things, and maybe this is just adding an extra branch of how to do it in a different domain or- or for those new instructors coming in that have never done it before, whereas probably the people that have been doing it for ages have been doing it without necessarily even trying or knowing that their doing it because they have- it’s been passed down]

DANIEL - so I’m glad you’ve got this ‘managing role play in there’, that’s a good thing, you know, because, you know, people should be playing a role, not themselves; and that’s often where- where there are, you know- I’ve seen some real horror stories in my past where people haven’t allowed children in particular not to play somebody else; they’ve had to be themselves and its triggered all sorts of things. Things like Forum Theatre might be a good thing to look at-

[Forum Theatre?]

DANIEL - yeah… which is a.. developed…comes out of South America- can’t remember the guy’s name now… but that’s about using theatre and role play for, sort of, attitude change and exploring issues. It’s a really powerful tool

[is that- is he called Gutherman or something, is it somebody like that?]

ELINOR– Augusto Boal

DANIEL - that’s the one! And there’s quite a- well, fortunately his book on it is relatively short so, you know!

ELINOR– a Brazilian radical, there we are!

DANIEL - yes (laughs)

ELINOR– and then there’s lots of forum theatres which is probably not what you’re looking for

DANIEL - yeah, well there’s lots of theatres in this, you know, theatre forum which was based in XXX for a long time and that was their inspiration behind that- they’ve- they tried to adopt his methodologies, yeah, so that’s, yeah, but

ELINOR– ‘often used for socially excluded and disempowered groups’ (reading information offline)

DANIEL - which again depends on your client group doesn’t it I guess, you know, in your context, but, yeah, certainly if you’re- if you’ve got kids that are- who are sort of from poor deprived backgrounds, they shouldn’t be playing people in poor deprived backgrounds for example, unless you’re really skilled at it. Imagine you’re you but you’re also Bruce Lee as well; how would you deal with this situation?

ELINOR– who gave Daniel chocolate?!

DANIEL - I haven’t! You’ve eaten it all! (laughs)

[while I think- I picked up on earlier you were saying Daniel about certain like phrases that will maybe engage people or just turn people off and I think, well from my experience with talking to people that maybe ‘nature connectedness’ is another one of, people really either buy into it, or you kind of say it and people are like ‘ah yeah whatever’, and turn away from it. So I didn’t know the- like the relevance of having it in here, but I think it is good for developing environmental attitudes and, and yeah, your opinion on nature connectedness and the relevance of its content

DANIEL - yeah, it’s a tricky one isn’t it because that’s definitely the commonly used language to discuss that, you know both within organisations and, and in terms of the academic study of that pathway, and you look at I mean XXX talk about level of connected- I don’t know if you’ve seen that?

[yeah]

DANIEL - the kind of thing there; whether it’s something you’d want to use with all of your client groups, that actually phrase to their faces, not- you know, it won’t mean stuff to people

CONNOR– I would agree, it’s one of those it’s like, you can have a group practice mindfulness, but you probably don’t want to tell them they’re practicing mindfulness, and it’s one of those you go, I’m like- and again, you’re the kayaker, well let’s just take a moment to like, to really just enjoy this right now, and enjoy the sunset and the nature round us which is kind of, do that for just a bit, before the tide turns and starts moving us the other way. So we’re just going to sit and enjoy and we’re allowing them to be mindful and timely or you’re encouraging them to, but you’re not using words that might patronise or pedantic and things and its one of those it’s like well yeah you can say it but using normal wording, normal kind of conversational questions, so-

DANIEL - I’m just trying to think what the- I facilitated a brach trip for a school and there were a few little scallywags amongst their year eight which you might expect! And then like a couple of them sitting there and you say, ‘ah what are you doing?’ and that dude says ‘ah yeah, when I’m down the beach I just like to zone out’, and they were meditating really; if they had been a bit posher and a little bit older they’d have been meditating but they weren’t they were just chilling down the beach!

ELINOR– yeah, and it’s- so- cause when I was at XXX so towards the back end so maybe five/six years ago there was some people doing- integrating mindfulness sessions into schools and so on and I’ve seen it done inside and I can’t fully remember it into the some of the successfulness of it- or I’ve seen an article recently about the successful of integrated mindfulness in schools and that, that particular article picked up that it wasn’t so successful so, yeah, that might be worth looking into, and, and like Connor said as well, then yeah and using the language around what you can use, so maybe that’s useful like for some groups relevant to bring in mindfulness and nature connectedness as actual words; others, other things you could say is ‘hey let’s just zone out’ or ‘zoom in’, or ‘focus on how beautiful it is here’, or, you know, let’s like, yeah let’s not talk for 5 minutes, just from here to there let’s just quietly just, you know, look around you for X, Y, Z and call it that

DANIEL - no one says anything till you’ve been fed! (laughs) but, or, yeah, but not- definitely or, yeah- just listen- in a moment I’m going to ask you what you heard or what you smelt, like zoning out and (sniffing) can they smell chips (laughs) that kind of thing going on, yeah, so

ELINOR– and then some groups, you know, I was going to be really- you have your yoga mums from Surrey – probably say we’re going to practice some mindfulness, you know and, yeah, focus in on that

[and then sometimes you’ll have some of those people in the group and some others!]

CONNOR– it’s kind of having that- a thought process that sometimes you need to do the ‘health by stealth’ kind of thing, so educate by stealth and so you’re going actually you know, you’re not really going to say, ‘it’s classroom time, we’re going to learn!’ it’s just, it’s kind of, fluid in there, and then other times you probably can be a little bit more, you know we’re really going to focus on this because it- but again it comes back to that gauging the sort of, the customers and the clients and going when is the right time to bring this up, but I think that probably the best way is when they, you know you, you have those opportunities just by journeying through the activity and there isn’t a break and a pause you know, they shift gears from fun to educate then back to fun, and it’s sort of ‘everyone come over here let’s wait- let’s stop what we’re doing and then-‘, you know, it is just, is it more beneficial to the two or three people around you kind of saying ‘ah’ and you see there’s that wow, they’re getting over and it’s kind of like smoothly done, but I think there’s also something, you know a question in there, you know what things that might be left out and beneficial and I think it’s something around some of those- I can’t get my wording right- but it’s the questions that you can kind of ask, you know, people that have their kind of responses and it’s all sort of a, a coaching type questions type things, it’s like getting- you know, asking things that make them kind of think about their response to come back and that can kind of promote that kind of more wider thinking inside of it and- can you remember the type of questions that I’m talking about? There is a word for like, the questions that kind of provoke that more kind of meaningful and full of answers stuff, I don’t know why it’s not coming to me right now

ELINOR– open questions?

DANIEL - no, he’s got a fancier word than that!

CONNOR– it’s something but I can’t remember but, but again it’s one of those like it’s just how you think you approach something; you know it’s like yeah, I think Daniel’s example of you know, practically you know, a path from here and there and you know, can you just listen for this and see what you think you hear, and that kind of goes alright let’s get some focus and that- you can kind of well yeah that was a Skylark and so that- and then you can kind of go into your story about Skylarks or whatever, you know, sensitivity is important at this time of year related to Skylarks, you know, and stuff so

DANIEL - yeah, but those- I mean I don’t know what the fancy word is but-

CONNOR– yeah it won’t come to me

DANIEL - but you know, those big ideas or those big questions are really, or wicked issues is what XXX calls them isn’t it- sometimes they’re really useful things just to have a couple of those up your sleeves and you know, you know, jets flying over and you’re going, just musing, ‘ah I don’t really know what I think, its great visiting other countries and understanding them, but there’s also that carbon emissions; I don’t know, what do you think?’ and not- just stepping out of that ‘I am the instructor and I am in charge role’ to, the kind of- you’ve put in your notes here about their thoughts and views and people are more likely to share those if they feel that you’re engaging with them as a peer as opposed to ‘so tell me how do you resolve the issue of global travel and carbon emissions?!’, like there in some kind of university tutorial is not great! Everyone’s coming out like ‘ooh I don’t know!’ (laughs)

[yeah, sort of making it informal enough that you’re saying that it just runs smoothly instead of going- slipping from fun to education to- just making it all integrate into one]

ELINOR– I think you’re- and you’re using the activity to do that, and this is a maths related one, from you Daniel! So, and I’ll probably explain it wrong now but, I think we were joking about- because some funding had come alive about maths stuff, and like… increasing numeracy across pupils and so on. And I said, ‘well that’s not really what we do is it Daniel’, and Daniel goes ‘well actually!’, your game with rocks on the beach is like stealth math teaching, isn’t it? Did you not tell me this? I think you do like bowling on the beach or something

DANIEL - I do definitely do bowling on the beach! I do it in a landscape-

ELINOR + Daniel - talking over each other – unclear

DANIEL - yeah, you can do that yeah, my last one was mostly me not getting hit by year 8 kids from XXX (laughs)

ELINOR– it’s like how can you build it into an activity, yeah and it is then, yes they might have got a little bit better at maths on the beach, and they were on the beach

DANIEL - Yeah I think the link there was that after that session the school went- a lot of the sessions we did- I’m doing really nudging, nudging the teachers going ‘this isn’t that hard’. You know, for 50 quid you can get the mini- you can get the bus down here and do all sorts and that’s cool I think. They do bowling and then the next time they just went to the beach and they just used it like a giant whiteboard and did their maths session for the day just by with sticks and writing on the sand and they probably played football and ate ice-cream as well but you know, for me that’s a really nice outcome because like, yeah you guys can really do this, you’re school professionals, you can keep your group safe and this is a great place for them to let off some steam. Make lots of mistakes at maths and it doesn’t matter because they can just scuffle it over, so yeah! Yeah..

CONNOR– I did have one- one thing that kind of came to mind with this, this course, I think it’s probably most beneficial when it’s aligned with that content, you know, and it’s one of those that, you know, it’s kind of saying you don’t have to or you need to have the content knowledge there, but if they’re learning something and then thinking about the practical kind of, implementing, you know, have some kind of relation to you know, the content that you’re expected to be kind of put through with this. Or using an example for them to start thinking through. But I think having- you know you’re doing the course around, in a certain habitat leaning and this and that and then its fresh in your mind, you’re thinking about all that fun information you learnt about and then you have all- how can we integrate this and that, so it’s one of those, but because I think having some of that content will be integral to- well you can have all these processes but if you don’t have the content what are you using the processes on? So it’s one of those that-

ELINOR– and having it relevant yeah, to groups so that’s what it might work well with a- RYA adopt it and then offer it, because you’re at least talking about similar stuff and whether you’re sailing in XXX or XXX it doesn’t really matter, because you probably have water to your- you know, creatures in the water to your disposal- yeah it’s-

CONNOR– no I think that kind of like- the activity-based kind of, aligning it I think probably has those opportunities to talk, because you’ll have certain things you do say and that you always have, well, that’s where we always do that and it’s the timings well this is a great opportunity to talk about ‘this’ and that’s that content that I’m talking about, but you still need to decide, well, what’s the environments issue? So maybe it’s doing your engine service on a sailboat; you have that opportunity, you know, while you’re doing that, to talk about this is why we don’t let oil into the environment, this is why we don’t do this, but its then that environmental stuff that is that content that you need to know. Because you just say well it’s bad for the environment or you could have a little bit bigger discussion, you know, about things on there, so I think it does like- I think it would be great to tie it with the activities because that probably has the regular things that are going to come up; kayaking, coasteering or paddling, that you can bring these subjects in, but then you need to have the subjects which might be a little more place-based to the landscapes and you know, opportunities they would see, or there could be some more of those, those global issues that we’re all seeing you know, it’s that- again that litter example it’s like marine litter, well you can pick it up, you’re doing what you’re supposed to, but you can also talk about you know, some consultations that are coming out or maybe some of the wider impacts that’s sort of like having a little bit of that training on the content near these I thing would really boost the kind of uptake because they have new information in their brain and they also kind have to practice with things like ‘I just learned stuff’ so it sort of comes back to Elinor on the timing aspect of the you know, if you’re going to get- when’s the best time for them to dedicate the amount of resource that’s being suggested to then really get the most out of it.

[yeah and that is definitely quite a- location specific kind of informational content]

CONNOR– yeah, I guess if you’re getting into those really specific environmental aspects, but again there’s probably some you know, pretty larger environmental things that you could just generally kind of deliver for anywhere, because you probably get a lot around you know, climate change that would be applicable to anywhere in the UK, you know, through this, but-

DANIEL - yeah I think you could probably identify 4 or 5 things that people ought to have a- like at least a bluffers guide on, so you know they ought to talk with some confidence about what climate change and so on is, I feel you probably have quite a reasonable knowledge-base amongst people with that, but, if you were then going to talk about eco-foot printing for example, I would say that peoples knowledge of what it actually is might be really low or- if you were going to, you know, and again the issues around nitrates and water quality – not a generally high- and you obviously don’t want to throw too much new content like that at people, but whether you can- but to support them to be able to talk for 2 or 3 minutes without dropping any big clangers, or even just a minute without dropping a big clanger about what is an eco-footprint might be a useful thing to do. Now whether that’s formally delivered in a course, or whether it’s some kind of very short video content and they self-assess themselves, ‘I’m confident about this’ ‘I’m still going to mess this up’ kind of assessment going on there, but that would be kind of helpful. You know some of the global stuff people generally get themselves- can get themselves into a right old twist about climate justice and what’s fair and what’s not and come from the best intentions, be lecturing some kid that’s living in poverty here about how they’re using far too much of the Earth’s resources isn’t great, so yeah. But yeah, how you fit that into that structure in a way that’s, you know, given that most outdoor instructors probably didn’t sign up to be lectured to, is a- yeah, an interesting one.

[yeah, definitely. Capturing the audience.]

DANIEL - Yeah, and that could- I mean, thinking out loud, potentially that could be some kind of activity that, would actually- sort of a game- as part of the training that they could then take away and use would maybe work well, so.

[Could it be something to do before coming onto the course?]

ELINOR– I would probably guess you would have limited success with that, with anyone, and especially this audience

DANIEL - Yeah well look at-

ELINOR– pre-qualification questionnaires (laughs)

DANIEL - These guys are great obviously but-

ELINOR– No, I wasn’t- I have just been reading for your- for this course, course, I read through the whole thing but I didn’t go into detail reading the course content because I saw it in your calendar that you had an hour set aside to look through Ella’s stuff so I thought Daniel will be on it!

DANIEL - Daniel will be on it! But what actually happened is somebody else saw that ah Daniel’s just reading (laughs)

ELINOR– and got in touch. So yeah, it’s tricky like to do that. So, if it’s a two-day course I think people perceive it as it’s a two-day course and may or may not be fully consciously present during those 16-hours, but I’m definitely not doing stuff before, unless it’s a pass-fail assessment.

CONNOR– and I think something that’s I guess useful a lot of the time is those quick kind of summaries or quick kind of one-liner or acronym that can remind people of process. You know you have your story telling acronym in there but it’s those little resources that they can take forward that they can kind of, well yeah, it’s- well like I can put it with my training stuff it has that, you know, ‘action, implement, conversation’ or whatever, it’s one of those like little things that they can kind of quickly remind themselves you’re kind of saying like well great, yeah I do have a session this is going to work perfectly on, how can I quickly spend, you know, 15 minutes reviewing, you know, my key things, and then build stuff in so it's sort of- you have the two-day course but I think what they’ll probably take the most value of is something that they can quickly reference you know a week or two weeks or a month or six months later to kind of say well great, there- and even better is that there is some silly acronym they can actually just remember in their head that can do-

DANIEL - yeah especially if it’s on a card that says that big I would say and it’s on a keyring and you just go ‘oh yeah! That’s what it is (laughs)

CONNOR– but again, you can, you know, if you relate it to a lot of stuff with, you know safety training things, you have all those acronyms that you kind of go through with that standard kind of process and you kind of go well yeah it’s a critical moment find out what’s the- and right now I haven’t done any first aid training in a very long time-

DANIEL - I was going ‘Dr ABC, oh God what the hell is the ‘R’?!’ (laughs)

CONNOR– yeah and ABC is the perfect on its Airways, Breathing Circulation and it’s-

(Talking over each other) ELINOR– it panics you ‘I forgot the C!’

DANIEL - ah yeah, that’s what you get a glimpse of (laughing)

CONNOR– like well, it’s that kind of candidate that kind of if someone’s lying dead in front of me they’re like ‘airways, breathing circulation’, so one of those it’s like those quick things that well, if they can be going like ‘ah well this is a great time’ and if they have that really simple kind of thing that they can remember to integrate stuff, that’s things that can potentially, you know, actually help the uptake limitation of it so there’s, yes there’s lot’s, you know two-day’s worth of content and practicing this and that but are there a couple of little things that they can take with them that kind of go like great this is a great opportunity ‘ah, what did Ella teach me?!’ and going ‘ah no, it’s this, can I remember that’, so then they can implement something, but yeah

[it’s just remembering the right acronym for the right occasion that’s what I find hard!]

DANIEL - yeah it is, sorry, I obviously got traumatised by my first aid course cause I’m just like-

ELINOR– I know I feel like we should do a little in-house refresher maybe with the team that went to that!

DANIEL - yeah. Imagine some really terrible role play on your course where suddenly you’re all pretending to be paddling along and someone goes ‘ah climate change, it’s bollocks!’ (laughs) ‘deal!’ (laughs) ‘ah that’s an interesting opinion!, Tell us a bit more about your..’ (laughs)

CONNOR– But again I would come back to that- just the, the whole like- instructor safety aspect of it is that you need to understand that you don’t have to do this every single time, you *don’t* *have* to integrate it with everything. If you know it’s not going to be a receptive audience, you know, maybe it isn’t, you know, you’re not skilled enough to have those conversations and being able to accept that, so that then you have- slowly someone builds their confidence, slowly they start with, you know, perceived and understood and great audiences and they’re like ‘ah they did great’ and that builds their confidence and they do it again, and kind of having that- not creating that negative feedback loop that has people kind of stop doing it you know, and things, so, I think that’s a- that would be a key aspect, because you can- these- you know a lot of the- you know as Daniel kind of mentioned, ‘the wicked problems’, they’re massively complex you know, and it’s one of those like well all of a sudden you could get into, you know, a conversation that people get really decisive, really opinionated, really kind of go ‘***you****’,* you go, you know, that’s the last thing that you want is that you know, things because, you know, pull the fun and the benefit out of the situation and potentially they don’t have a customer again or they kind of go ‘I’m not going to go with that company, they were all environmentally lah lah lah and I’m just going to go with this one that, you know, over here, they don’t seem to have that’ so it’s one of those, it needs to be sensitive and picking the right things. And it comes back to, you know, that inspiration does happen and it’s just slight nudges and its slight nudges is all that needs to be there, so it doesn’t need to be a big massive, you know, part of it. I mean, the delivery I think is important, but yeah-

DANIEL - yeah, and yeah, I suppose your aim is that people leave the course-

ELINOR– change the world?!

DANIEL - feel confident that they can play their part-

CONNOR– I think there is a slide in here or a page in here about what this course will do and not do

ELINOR– blah blah blah!

CONNOR– for the person that did not read prior to the thing

ELINOR– ah no one reads that bit!

(laughs)

DANIEL - I did, I read that bit

ELINOR– I did, I read that bit, I didn’t read the middle bit

CONNOR– ‘it does not attempt to solve climate change!’ word for word

DANIEL - yeah, well I was going to say is, you know, the acronyms are great and it’s just giving them the confidence to know that if they don’t do ABC and they actually do CBA that, they probably won’t kill them! So (laugh)

ELINOR– well I don’t know!

DANIEL - but as long as they’ve done all the- done the things and that’s what, you know, it’s that thing isn’t it and like you say, it’s- situations are different and nobody wants to feel like they’re being dealt with in a formulaic way, even though it’s quite handy to have a formula to deal with people! (laughs)

[yeah like you say - you can quite quickly get out of your depth if, if someone is very opinionated]

DANIEL - I’m not going to go there or I’m going to take the easy out which is the fact that most- many of these things are very complex and genuine experts who have spent a lot of time thinking about it don’t necessarily agree with each other. So, you know, if that’s not your job, you can say ‘well, yeah but, there are several different ways you could do this’ (laughs)

[yeah]

DANIEL - or I might say which is the best, but yeah

[Do you have anything to add to the participant thinking or goal setting? I feel like we’ve covered the participant thinking, but if you’ve got things to add then please do]

DANIEL - Remind me of- is the goal setting. Is it for the participants on the course rather than the session participants or the-

[well I suppose both; the session for the participants in- again kind of what instructors I imagine will already be doing to a certain extent, or at least some anyway, when you start a session- and not necessarily formally but just through those informal conversations you know ‘what are you hoping to get out of the session’ or whatever, and so… adding to that PCK again in just the goal setting and reflection in terms of what is the session doing for your environmental identity, not necessarily phrased like that but- are there things that you can- I know on the carbon literacy course then people are encouraged to make a commitment and- however big or however small, and whether it’s appropriate for us to say to the ends walking back from a session or on the minibus or whatever trying to encourage people to make a commitment to what they can do to, to do a little bit more to help the environment or just to spark that conversation again to- whether it’s with school groups what they can do within school or, anything like that]

DANIEL - yeah, it’s so dependent on the group isn’t it, you know, imagine for people just booking to do an activity – totally appropriate maybe if, you know, if you’re having an environmental conversation to, you know, again, almost adopting that peer thing of, you know of, you know, ‘I’m doing this’, you know, or- ‘do you consider yourself to be environmentally friendly’, ‘what do you do’ all of that kind of- that kind of level of conversation might be appropriate. I think you might find that people- you’re not setting them goals, they often- they might set themselves goals in response to what they’ve done, but yeah, it needs- I think it would seem a maybe a bit out of place if somebody’s done a session and you said- somebody said ‘right, and what’s your goals for looking after the environment when you get home’, might not seem right. And even with school groups I would be- lots of schools do do things and you know, I might have a conversation around ‘oh, you know, who’s on the eco-committee here?’ ‘What kind of thing is the school doing?’ you know, and I might do a bit of nudging ‘oh, do you think that’s enough?’ or, it’s that change, what are your obstacles and it’s that kind of coaching approach rather than ‘let’s get the flipchart out’

ELINOR– there’s also the goals of the session though isn’t there and saying that, you know, yeah you’re going to learn to kayak cause we’re in a kayak taster, but what we’re also going to do is look at some of the cool stuff along the way, so I’m planning- for this trip I’m planning to see some seals so, the goal might be to establish whether it’s a male or a female and knowing what they’re called blah blah blah so would you be keen on that? Or, you know, ‘no’. You know, and like I’ve seen it I think on sessions it's like do you want to learn a bit more about the rockpools along the way or do you just want to go as high and as fast as possible, I think I’ve seen an instructor do that actually, and they’re like yeah we are keen to do that!

CONNOR– I would agree I think that the goal setting, and it’s something that, you know, would be beneficial in just the delivery of most sessions as long as it’s not just a ‘turn and burn’ more of a visitor attraction type of a business and it is one of those that they’re actually doing a bit more bespoke sessions and things that- it does adapt itself to adventure- like true adventure activities and it’s more because every session is different; the weather is different every day, we need the- your group speed and the distance that they travel is different every day, so that kind of- and again it comes in that kind of gauging your group capabilities and desires and things, you have to sort of do that anyways so you can have a good session, so its setting those goals, you know, and giving that feedback for them allows you to- maybe this is a session that I do a little bit more of what, you know, Ella kind of taught me or, maybe this is a session that, you know, again it is just we want to go as fast and its more that, rather than have a group of, you know, young learners, you have a group of stag guys and it’s like ‘well, we’ll see where we go’ with there- and I think again the reflection I think is quite important but it doesn’t have to be that level of, you know, are you going to make a commitment to go, I think that would be a very extreme example of implementing this and really well designed and they would have to have some expectations that they were going on an environmental learning course to have that as an appropriate outcome, but, reflection on, you know ‘wasn’t it great that we saw a seal’ and that it was, you know, odd time of year to see them, you know, and that kind of reflection could be built in quite well you know, and kind of- you know kind of looking at because its celebrating, you know, well great well what did we enjoy on the session or not, and you bring some of that environmental benefit, you know, ‘wasn’t that a great sunset’ or, ‘wow, wasn’t that really cool what we saw’, you know, that today with our experiences and that kind of on your reflection at the back I think it will add value to the experience so I think the- the goal setting / reflection I think can be really well- adding value just to any adventure activity session, but building in the environmental aspect of it can have those wider benefits. But again, I think it is one of those, you know, be warned that, you know, the example in here is, you know, that might not be what you need to do, because I think that is that real thing and that is where you can get some of those unintended consequences of- you don’t really- because you’re not going to know your participants that well and they’re not going to be that open with you and you might say that that is a bit out of place for asking them to have a commitment to do something, but-

DANIEL - I mean, perhaps in this bit here, perhaps if it was broken up a little bit more, so it’s like, you know, it was like, making environmental setting- goal setting as part of our wider goal setting for the session; introducing- you mentioned 3 different, or 4 different types of potential goals there- just to make it clear that this is- as part of your normal goal setting for the session and reviewing, that might be- because if I’ve understood correctly that’s what you’re doing isn’t it? You know, you’re normally like, ‘our goals are not to drown, come with us, see something cool’ and you- depending on your group I guess you’ll probably agree these and, like you say, and then when you review it at the end that’s potentially when you build on those if you want- if it’s appropriate

CONNOR– I’d say some businesses do that in partnership with the participants, some do that as the instructor’s kind of doing that in the back of their head while they’re getting things going and heading down there, so I think it’s, you know, definitely some of the ones that do it more in partnership with a group, you know have that discussion about what we’re going to do that day, that’s a perfect time to get more of that information and maybe it’s a little bit, you know, when there is time that’s an approach that should be used a bit more, so that yeah you’re not assuming what that group should be having as a goal setting, they can actually help you decide that, but you know that’s where there’s different levels of that goal setting that is done but you know, any adventure- you know- if it’s not a, you know, an attraction or you start here and it ends there, you have to make those decisions, you know, it’s just how much participant kind of information do you give them, how much do they get to choose, you know, do they get to do things and that’s done differently in different businesses

DANIEL - yeah and that’s sort of, you know, I would say explicit goal setting or stating goals at least even if it’s not join negotiation is good practice anyway, we’re going to do- so people know, you know, even in terms of like inclusion, you know if you’ve got people with autism or asperges in the group saying ‘well we’re going to do this this and this’, their stress level just goes down like two or three notches already because they know this is what will happen, yeah the first bit’s done, might be boring, next bit might be good! You know so it’s there, but it’s there- it’s that group management side that, you know, I think it would fit quite well with what-

CONNOR– yeah, and you know I was saying it happens, you know, pretty much in any adventurous activity, it’s sometime- but is it the instructor making those decisions and telling the participants, or is it a bit of a conversation making those decisions together and that’s kind of the- that spectrum of that- but does it generally happen from most sessions? Yeah. You know, and if it’s not, you know, a business that we always go from here to there and back, and they just- you get in and it’s like getting on a bike and you just kind of you do it and you come back, there is some things where it doesn’t apply just because that’s the- it’s a set kind of we’re ‘doing’ and it’s not really-

DANIEL - just pop it on the poster (laughs)

CONNOR– yeah, you know so, and again that’s where its set more for- is it an adventure attraction, or is it an adventure activity? And it’s like there’s some arguments about where people might sit in there. But for the real adventurous activities I would agree, yeah, it works well, and it’s just that- as Daniel I think kind of highlighted it’s how do you build that environmental aspect into the goal setting alongside your distance or, you know, excitement, you’re kind of pushing boundaries, levels whatever you want to be doing

DANIEL - yeah, and I think covering that in your course would be really useful because some people will necessarily jump to setting somebody quite a hard, measurable, SMART target around their own personal behaviour or missions, and that’s accepting that that actually could be more subtle than that, would be, yeah, it’s a good thing for instructors to pick on because they could have their big boss going ‘you must challenge their environmental behaviour’, but that in practice may be not what they think it means (laughs)

[yeah]

ELINOR– I’m going have to duck out in a minute

DANIEL - do I have to duck out as well?

ELINOR– No, I’ve got a meeting

[Is there anything that- cause I’m happy if you want to- I’m aware that it’s half one so if there’s things, other things that you want to add then that’s great and if not then that’s fine too!]

CONNOR– yeah I don’t know, it’s probably more do you have any questions for us you think you might not have followed through yet?

[there’s a question of the sort of PCK, and whether that is an appropriate thing to use, and I have got the framework here, that’s, I don’t expect you to read through it all because it’s quite lengthy, so I’ll just give you the first page, or a page each, and this is the framework that was- I adapted it from an outdoor education, kind of where it was sort of in a boarder sense used, but yeah it sort of focuses on the different things and that’s what I’ve used to look at the syllabus- to kind of make the syllabus of the course. Basically, looking at what’s important and how you say- what you know and how you’re saying it. I sort of toyed with the idea of having that in the course and then I decided no it was just too chunky and boring to have in the kind of handbook. So, I broke it down into the syllabus.

DANIEL - yeah, no it’s a- … in terms of this table though, are you using this for design or is this something you would present people and say well this is your measure of-

[I don’t think I would present it to people because it’s quite an, like an unwelcoming piece of text, I think anyway, it sits- that’s kind of what I’ve used in my thesis really, as a background to the handbook and yeah, so that’s kind of what I’ve based the syllabus on, but I think having it all like that to present people in a way would be good because people can pick up on things that they feel they are less good at and you could maybe target the course on specific things, but actually I think if you were to give a piece of paper like that to a lot of people it would just be like I’m not going to read all of this, which- because yeah it’s not a particularly inviting piece of work]

DANIEL - no, no I mean people generally don’t like tables do they, you know so stuff on- it would- the right person could take- turn some of this into quite a great infographic couldn’t you, if you used perhaps two or three different activities as an example of, of, show- you know, they explain what makes it good practice, you know, their doing all the different- or how the character in your infographic is moving up a level in their sophistication in what they’re doing, but because it’s a little bit like those acronyms isn’t it, if you can create something that gives that constant reminder of stuff, that it can sit on the wall of the staff room or a- or as a- you know, it’s just a quick easy flick in the front of your activity logs, it’s quite a- that would be quite a powerful thing,

[yeah]

CONNOR– I did like that it probably should, you know, be a part of it, it’s just the concept of it, and kind of saying you know this is how you can approach it, so it’s one of those that, so they kind of know, you don’t inadvertently walk in this situation when you started something but they realised they’ve started a conversation and well they’re doing it but they don’t quite have the content to look later at the board, you know when they go home what about this, I haven’t really thought about how do I break it down and teach it, so it’s one of those that I think that idea is more of a thing you need to think about, like well, yeah I’m very passionate and knowledgeable about carbon emissions, but have I put the effort in to see how that relates into the activity we’re going to be doing, how can I pass those along. So, I think that the concept of it is something that I think should definitely be the syllabus and help people kind of frame the things that they want to be talking about and doing, and potentially an example here or there, I haven’t looked at it, but I think the idea about it, yes, I think should be in there, because I think if not people will go walk into a trap that they kind of set themselves it’s like well I really want to implement this, but they just didn’t quite implement it correctly because they hadn’t, you know, made the plan and really thought about it, cause a lot of this I think, you’re going to need to put a bit of, you know, effort into actually saying am I going to design this or really have it in the back of your mind and if something opportunistic really comes up then you’ve got to do it, but I think the first few times they’re probably going to need to plan, you know, something that they know is going to be around the corner, they know it’s going to be there, they can practice on implementing this and that’s, potentially something that you can encourage them to do, and again, you know, Daniel’s example, he uses plants, I used the limpet, it’s one of those, you know, well you kind of know it’s going to be there, so you’re using something that you know is going to around the corner so you can have a planned kind of way of implementing it, you know, kind of, using this, this kind of process to do things, and again it kind of breaks down that, you know, well you need to know a little bit about that limpet, you need a little bit, you know, why you want to be talking about it, how you’re going to use it, and those conversations so, yeah, but I would kind of probably say that just it’d be a bit overwhelming with people that are looking at a big table of it, and I think it just comes down to people’s learning styles, some people would kind of be like ‘great! There’s tonnes of examples!’ and they just kind of dive into it, and there’s others that kind of cower you know, so I think it, it depends of the participants, but I think that basic concept of what you ‘re wanting to be doing, that idea, the PCK is- that’s you know kind of a- I think an interesting concept to be able to let instructors kind of know that you don’t have to be a university professor to implement this, you don’t have to know everything about it, but you need to have those kind of opportunities and it- I think it’s that idea that you need to structure that, that’s that a little bit of a job in itself, it’s like going well when I see that opportunity what- do I have my thought process, do I practice, you know, what I want to be saying or have a little bit of an understanding of the topics I’m going to bring up when I see certain things, you know, so it’s one of those, and that’s the stuff that I think is -

DANIEL - yeah, are they- some of those, you know, I was just looking at climate conversations as a Scottish Government one and that’s about training average citizens to have those kind of things around different topics on the things you’re looking at, but even that’s a bit wordy, but you know, so, but it’s like Connor was saying, it’s how do you get out of this trap so you don’t suddenly shatter as soon as someone goes ‘well what about water pressure’ (laughs) you know and, and at the same time because if you- you are unsure, that’s when you’re more likely to get either crumble or give a result- a response that is too angry or forceful cause you’re trying to- and not understanding really what the persons’ saying, yeah, it’s a-

CONNOR– and that, yeah that’s maybe something that needs to be added is that ‘get out of jail free card’, what are the- what are the lines that we give if you’ve started this, these dumb things and some just general ways of being a politician and redirecting, you know, the things and the things, cause then you kind of have like well ‘I tried it! I had to use get out of jail card number 2! I got asked this’, and you can kind of, you know, have that little bit, and help their confidence of doing things because you can kind of have them sitting there. But yeah, I think, yeah, I think the concept of it is something that should be touched on, but yeah, I thought it was quite interesting and I was like yeah, it makes sense because they are really good at teaching people stuff, it’s their job, you know, it’s not necessarily this, so how do you link that in

DANIEL - and they kind of, as far as I can tell, roughly fits with, is it the national coaching framework? Which the sports bodies have adopted, so the quals kind of fit that model anyway, so their familiar with it, so that’s a good thing, and, you know, going back to the conversations, actually, in some ways it’s more important to have a conversation about climate which ends without massive conflict, than it is not to, or to be right. And unfortunately, we are often- quite often environmentalists have this thing of ‘we must win the argument’, when actually giving people opportunities to think- talk out loud, and they might after they’ve spoken to you go and think about it going ‘ah I said that, that was absolute rubbish wasn’t it!’, you know, you don’t really win arguments do you (laughs) do you, I don’t think, so yeah, it’s that kind of- some kind of- giving- equipping them with the model there you’re not you’re winning an argument by setting the house on fire that’s not really helpful (laughs)

CONNOR– and I think it’s a very important point is that sometimes just having that conversation is just quite enough, you know, instead of saying well, you know, there’s this session where they did think about the wider environment a little bit or they did think about this environmental issue; I didn’t get any response, I didn’t need to, but at least it was in their mind and they can kind of think about it because it’s that beginning the stage is- it’s an awareness and yet you can never know about it and yet never- nothing else can happen, that awareness is that initial starting point of being able to do anything so again, I think it’s kind of well, you have it, well great, you have a good redirect and you kind of move on and then you get ‘set!’ you know, it’s like great, go catch a wave! But at least they were, you know, you know, thinking, so

DANIEL - And we’re back to the- possibly the most privileged group in society, the middle class- white male (laugh), or middle-aged middle-classed white males, in not many contexts do you say ‘yeah I’m really worried about climate change’ and have another person say ‘yeah I am as well’, you know, actually that’s not, an everyday conversation, and you know, I’m sure lots of other groups it’s a similar sort of thing, but it’s just enabling that to happen, while some will say ‘ah yeah I am worried about the environment’, for some people that’s quite a big step; they don’t need to solve it then, they’ve just realised they can say that and not everybody-

CONNOR– yeah, and again that kind of comes back to some of the very content that if you’ve done a great, you know, sea bird training day and you knew populations were declining and then go ‘well yeah, this concerns me’, you know, so they know that there’s now- there’s sea birds in whatever they’re going on, they know they’re struggling with population a little bit, and you just leave it at that, and that can kind of sit there and then a week later, or a month later they’re like ‘ah yeah, a guillemot’ do you know, you know, now they know something and it’s one of those like, well just those little things, you know, you didn’t have to go into how do we fix the declining population of guillemot, it’s just that well they’re there, you know ‘ah that’s a guillemot, they’re rare’, you know it’s actually a declining population here, well you know, they’re doing very well *here*, but they’re actually declining around the world, so, you know why do we need to be more protected and especially in places here, so I think, yeah, but I think it is one of those that, you know, even that short kind of thought process is great, you know, take that as a win, there was some aspect of environmental- in the activity, it wasn’t just mountain biking, it wasn’t just surfing, there was some consideration, it’s that- it’s a first step, and I think from a really basic course, that’s probably the only thing you should really expect from it, you know, and if you review further and you get more confident and you’ve done that aspect tonnes and tonnes of times yeah the ability to say well yeah, I can hold a conversation of a bit more because well like I’ve done that more specific content kind of stuff, I’m a little bit more confident because I’ve brought up these environment issues twenty or thirty times over the past year in sessions, and I can hold these conversations, I think it’s that- that little bit of expectation setting of where people go out of this would be important, again like the kind of- so they don’t get exuberant and set themselves a trap and have a bad experience, but then also kind of letting go that, you know, you can’t take mathematics, but all of a sudden you’re going to be working on the super clyde or- so it’s one of those but, everybody starts somewhere, so it’s still better that I can balance my chequebook, you know, I’m not going to be doing higher level algebra, but yeah so

CONNOR– it’s almost I think like determining like a remit, you know, it’s one of those, in outdoor sectors you kind of have a remit, they’ll go- you take this course- you know, kayak leader but he isn’t going off to XXX! Clearly defining, you know, like well this course is going to enable you to start these, but not necessarily to have in-depth conversations with a biologist about, you know, this, it’s one of those like, it is just that this little bit of kind of maybe remit setting on you know, what and how this should be used

[yeah, ok, yeah in a way- well how I started was trying to say this course isn’t going to make you- is going to do this but isn’t going to make you a biologist or whatever]

CONNOR– Yeah it is said in there quite clearly with that, but I guess it’s just that kind of- you know, you are setting goals for them at the end of it, just make sure they’re setting, you know, the right goals and within the remit that this course has enabled them, so it’s one of those that-

DANIEL - I have seen some fairly- I mean it wasn’t the people’s fault involved, but cringey things where in fact some very top level climate scientists had been doing a talk about climate change at a community group, and they get to the end and these people are obviously super qualified in what they do, but that’s not the questions they get; the questions they get are like ‘well, should I have swapped my fridge? Or do I need to change my car?’ and stuff, and then you’ve got your research scientist that lives in that bubble and then you’re suddenly asked with the real world, you’re also out of your depth you know, and it might be- and the same goes for this isn’t it, even if the person delivering the session was the most qualified climate scientist in the world, they wouldn’t be the right person to talk about how do we go surfing in an environmentally friendly way, it’s that, it’s that instructor they have an area of expertise that’s a- not to be embarrassed about that because- yeah it’s, yeah

[and also it’s quite a subjective- I know I mention in the, in the course because I did a study on the impact of coasteering on barnacles and like it was really significant, and everyone will have their own opinion about whether we should, you know, whether we should be sacrificing those barnacles or whether those barnacles are an indication of the impact it has on dog whelks or whatever else, and it’s like, yeah, totally out of remit then, because it’s not going to stop me going coasteering, but to some people it would and like, and to others people might say well there’s so many barnacles does it matter? But I think it’s just having- for instructors and for companies being- not saying that ‘we do all of this and we don’t have an impact, we only have a positive impact because we’re inspiring people’, and actually recognising it’s not that you do, we are definitely having an impact, and so, just yeah, like you were saying earlier really, saying we’re doing a good job in taking people out and showing people this area, but actually we can’t just deny that we’re only doing good]

CONNOR– no

[Is there anything else you’d like to add or?]

DANIEL - no, thank you

CONNOR– no

[thank you both, and you Elinor]