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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 participant have been removed from the transcript. The participant’s name has been pseudonymized.

**Interview with Finn**

I started in the preface. So, I highlighted ‘taking part in outdoor adventure activities has the potential to increase participants understanding’ – absolutely, I think connection with nature, completely. The environmental attitudes and behaviours; I kind- I started on a negative I do apologise, but it was a little bit about the barriers that are there, so when XXX visit us at XXX for example, one of the things that we is we will take them out, or get them into the field but sometimes that is dominated by what A) the teacher wants or the exam board wants, and I wondered- at the same time I was thinking, I wonder if this is going to be same issue, and the issue comes down to not big- not because of the tutor or the, you know, teacher wants you not to deliver the whole experience, but it comes down to that resource of time, so if I talked about time- so if I took a typical fieldwork group out, let’s say I go to XXX, you know, just South of here now, we get students out into the field and I might end up- and the coach is late, I might end up with four hours instead of four and a half hours, so it's like ah, what can I cut here, what can we cut there, and we tend to use a lot of student-led learning so you get them to think about the thinking and engage in it, and sometimes, because you getting them to do that student that thinking, I was wondering actually how transferable is that into, you know, outdoor ed as such, because you're not necessarily getting them to pick up- to get into the stream or to interact with those process, but , you know, even in my, you know, my sort of roll, that time aspect can creep up on you massively. So, you know, ideally, I’d love to be able to say to my students well you know what actually I want you to kind of- let’s take 10 or 15 minutes, let's just sit here, now, and lets look what's going on, and we do have tools, so we have things like physical and human interaction cards, so for example there would be questions posed on that, so if we arrived at a site, ‘what might this place have looked like a hundred years ago? A thousand years ago?’ and all of a sudden you starting to engage them into that sort of that, yeah, into the environment or what's going on, and then it's kind of like, well ‘what do you see today?’ so, you know if you went down to XXX you will see, you know, it’s moorland, it shouldn’t be there, it should be trees, deciduous trees so, there’s a human story to it which comes into your sort of storytelling, and we do use the storytelling, you know, so Cradoc, he was given up by the Romans wasn’t he, or something along those lines, but they liked him because he was democracy and all of these sorts of things, it’s one of these stories that it's like double sort of thing- but it did get me wondering how easy it would be in that sort of, you know, the opportunities I think are easier for us than it may be for outdoor ed to engage in that activity, because there’s that educational part on there. But that time definitely is a barrier, so, I know there's things that I want to add to some of our products for example, so just, there’s a bit more reflection, there’s a bit more focus on mental health and well-being, giving students that opportunity just to sit down and enjoy it, but actually if I do that, I have to give something up. So, that's the real sort of challenge really, so sorry to start on a negative! I haven’t got a solution to it, but I think the more that you engage them in that environment and you’ve got to create a link in a very short space of time haven’t you, which is hard; it’s hard for us, and I imagine that would be hard for your sector, you know, because what their focused on, you know, you’re putting your harness on, ‘ah is the harness alright?’, you know it’s that kind of- ‘how high is it?’, where are we gonna go with this, rather than kind of, you know, getting them to put the blinkers on and that lends to kind of looking at that sort of environment. I also picked up in that pre-face, you know the question I had here, you know there was a line here, ‘to get the most benefit from the course relies instructors having prior historical, geographical, socio-cultural and ecological knowledge of the environments they work in’, and it’s kind of that baseline, you know, what is that key knowledge that they need in that environment? So for me, you know, I’m Shropshire born, and, you know, I know my environment quite well and I could tell the stories and those sorts of things, but if I go to another centre let’s say, they say can you go over to eh- you know, Epping forest in London, ok I can deliver the bit, but I haven’t got that connectedness with that and how do I get that? Somebody will take me to say here's the site you need to go to, and it's a quick look at the geography there, but then as a tutor I might not have that empathy with that environment I suppose, if that makes sense?

[yes! kids are great at asking questions that you don't know the answers to aren’t they!]

Oh yeah, totally, you know, you’ve got one kid that will say ‘what is that?’ and you’re like ‘ooh’, but you need to, you know- you need to know local history, that local geography of those areas, there is a lot, you know, and I can imagine for the outdoor ed sector, you know, a lot of it you might go from one area that you might go rock climbing in, to another area that, you know, and that way and that- almost like freelance model I suppose as well, going from one place to another. And the other thing I picked up on, got me thinking about the

sociocultural backgrounds, not necessarily of the tutor, but also of the kids, and how you take, you know, take that on board so, I’ll give you a prime example, I had a group here in the summer, inner-city school, lads, all boys school, bigger than me, I was like ‘oh my ahh! This is going to be interesting! and someone had told me when I started the job you’re gonna meet students that haven't seen a sheep or a cow and like, you’re kidding, no chance! They hadn’t seen a sheep! They had never- and I was blown away at the interaction with them, was well because anxiety and fear, they wouldn’t on the floor! You know, ‘I’m not getting dirty!’ Sit on the floor, it’ll be alright! Screaming because the sheep came down, but I also wonder about that different backgrounds of the tutors as well, you know, if you're from an urban background it's very different to being in that rural background so, almost go back to baseline, not just to a knowledge but, you know, the confidence that you know, tutors have outdoors as well kind of has that sort of thing and, you know, how you take count of that, you know is quite- I think it’s quite a challenge, you know, it’s quite a challenge, but it’s setting that baseline out, you know, I think the history, the geography- ecological knowledge is an interesting one, so we're looking at a lot of work at the moment with GCSE Natural History, you know, what an amazing opportunity, and actually it’s amazing how many students won’t be able to tell you difference between tree X and tree Y, or this species and this species, and if I skill that up, and, you know, I reckon there are probably a lot of tutors who probably can’t go- yet I’ll have somebody who will be able to tell me about 55 different types of mushrooms! And you know, that sort of thing, so it's bits of the, the curriculum that have probably been missed. I was talking to a lady from Northern Ireland, who was actually a primary school PGCE tutor, and she was talking about how she found her students hadn’t been able to identify any trees. And she was teaching them to be, you know, in primary schools, so she started planting trees, she got a grant and was planting the trees around the university campus to use, I though what an amazing idea, and going- well I think it just shows that there might be a gap in that knowledge, because it's not there, you know, they go out in different seasons, they don’t necessarily go on nature walks. Whereas you will find some schools where the kids have spent all the time outdoors and know loads and loads there, so that baseline I think it's probably quite critical, you know, again it's going to depend on the circumstance of the tutor.

[Yeah I think in some ways that's why for this I thought I can’t focus it on the content knowledge so much, because, like you say, you could have somebody that's got real niche knowledge about mushrooms but put them in something else and you don’t- they don’t know that. So, to have it focused on content has to be so location specific. I have tried to focus it on delivering the methods once you know the knowledge but I also appreciate its relies on having that knowledge-]

It's difficult isn’t it, it’s almost that knowledge, skills, application; you can’t apply it unless you got skills, but you can't apply unless you've got the knowledge and actually you need- you need the whole package don’t you, to be that way, and that’s on top of all your safety bits and this is what we’re going to do, and time, I think it is, the biggest barrier has to be that time in the field you, know you, the longer you spend out there, particularly at this time of year, the longer you spend out there the colder they get, they stop listening, and it’s like hold on a minute, and their probably wanting that, you know, ‘I wanna climb a tree’, ‘I want to do high ropes’, or that sort of thing, rather than kind of going ‘well let’s have a look at that’, it's a challenge, but I think it's a challenge that if you can get them to own it and engage in the landscape, then actually, you’re half way there. And then it’s that thing that’s that stickability, that they need to continue with when they leave, because you know, even for us, we will take kids out to the river, if we got key stage two group we’ll talk about why waters are a really important resource, you know, well what’s- like, why is it- why is it important? Well we need it to drink or yeah so, you know, we need it to clean our teeth so what do you- how did you brush your teeth this morning? At key stage 2 it’s like ‘ah we left the tap running’ and it’s little things like that, you know. I observed a lesson a couple of months ago and the tutor talked about that but then it- someone had then gone ‘yeah and where I live…’ and talked about surfers against sewage, and it started this sort of amazing conversation, and almost with key stage two, and key stage three-

[how old are key stage 2 sorry?]

They are 10-11

[OK

So, you’ve almost got like this freedom within the curriculum to talk about those sorts of things. Key stage 3 up to your 14-year-olds, again there’s probably a little bit of wriggle room. As soon as you get into GCSE and A level it's kind of like ‘yeah we're aware of this’ or whatever, or ‘Greta said this, Greta said that’, and they kind of go (sigh)- and then it’s like (sigh) not again- so the challenge, and it sounds really bad isn't it, the enthusiasm, particularly from a school background looking at transition work, the enthusiasm that kids used to come to us with climate change – phenomenal. And as they go through the education system, rather than get better it almost gets diluted which is really, a real shame and that passion- so, yeah, it's a real- yeah, it’s just a real shame.

[why do you think that is?]

I don't know, I don’t know if their attitudes change, some- some will say that way but they very much- I don’t know, I think they become a bit, I don’t know, selfish? I don’t know, it's really- it kind of changes and those which then go on to do degrees in environmental science, geography, that sort of thing, it stays. You know, and it’s difficult, you know, and I’m only one school, you know I was only doing one school, but you know, we didn’t have eco clubs or anything like that, but there was a school parliament, not- yeah, school parliament as such with school council where they did things, and they got rid of single use plastics and that sort of thing, but maybe not to the extent where it's that way but- within the curriculum you get GCSE you’ve gotta study climate change; for, against, human causes, physical causes, and it’s like oh here we go; science done it (badly) I didn’t say that! But you know, with the science part of it, the number of kids that talked to you about ozone when it’s not important, you know, no- I banned the word ‘ozone’, it was a swearword in my lesson, you know, you’re not allowed to use the word ozone or oxygen, it’s got nothing to do with it, the two ‘O’s’, you know, and it’s that sort of education that I think- in terms of that climate change education, there’s a lot it, there’s a lot of resources out there but actually, what is the best way of delivering that? The exam boards and you know, they’ve have kind of gone ‘they need to know this bit’, move on, and it becomes a bit more of the exam rather than a part of personal life I suppose

[yeah it may be quite a distant thing-]

Yeah which comes back to that connectedness doesn’t it with that nature and that environment sort of thing. You know, in terms of course objectives I wrote down ‘what’s your definition here of environmental literacy?’ and then I scrolled down onto the next bit and there’s your definition so! I thought your objectives were good, you know, they've got to understand what environmental literacy is and why it’s important, you know, you can’t practice what you’re not preaching, you can’t practise something you’re not passionate about so, that's got to come through and it's not an- it can't be a bolt on, it can’t be an add-on, it's got to be something that's kind of embedded within there. Competent and confident, yeah, at the end that's what your outdoor instructor wants to be don’t they, ‘I'm doing this, and- A) am I doing it right, because I want to do good job and I want to do it right but actually, have I got that skill set that I need to allow me to do that as well’. The third one ‘to be aware of different facilitation strategies- behaviours’, yeah I kind of talked about the facilitation strategies about what activities- I suppose I had a question for you in terms of what activities you see them doing in the field, that sort of thing, have you given that consideration or?

[yeah, well- so in terms of activities for the environmental-]

Yeah

[yeah, so that's the kind of- where I sort of go a bit more into the-]

If it comes later on that’s fine-

[well it’s the activities of the sort of citizen science and storytelling and then there’s various, like, nature connection activities you know, like you say, sitting down and just encouraging people to be mindful or-]

A bit of Andy Goldsworthy, that sort of stuff, and that's what works, that’s what works particularly for us, you know, if you can give- you know one thing I do, if you’ve got time, and it comes back to time, I get students to build a dam. It’s like ‘what?!’ Build a dam, you know and they work as a team, it’s great to watch them work as a team and watch them build a dam and start the conversations about the environment and they start asking more questions, and you know, and then it’s kind of like you have to take that down cause it has to be ethical field work, you can’t leave that here for the next group so take it back down, and they’re all a bit upset, but actually it’s a great opportunity to kind of, talk about the questions that they didn't want to ask maybe in front the whole group, and those sorts of things, so it’s quite good.

[Yeah I think that’s the kind of- yeah doing the activities, hopefully as much as anything, like you say, it’s just like starting those conversations and a lot of the work for- so outdoor ed, for this in a sense of, maybe it could be used in schools, but also I'm looking at more from, like an outdoor adventure tourism, where, yes a lot of people are just coming to get there, I don’t know, summer thrill and have a little adventure, but actually if you can have those conversations by just doing something quick- do a quick activity, and getting them to ask those questions then, yeah, then I think that’s- if it’s- if the questions are coming from them it's a lot more meaningful than if it’s just being said anyway]

No, definitely. And then the fourth one, you know, reading the group, you know, it’s what I talk about- you know, what I talked about there, it’s really hard to read the group, you know, you can almost go ‘ah, they will know something’ and then you’re always surprised cause they don’t know something, or there’s some that know more than you! And it’s that ‘ah no, crikey!’ and- but it’s that bit, and I’ve- the only thing I’ve written down here is about that different, you know, key stage two and key stage three, is easier, when you get higher up particularly, you know, for us in terms of the time they’ve got to do, like an A-Level student’s got to do their non-examined assessment that is a huge amount of time that's required, and literally that means that they can be, kind of you know, really, really under pressure to do those sorts of things, so yeah, I think the objectives are right, you know, understand, build the confidence, here's how you’re going to do it, make sure you’re picking the right horses for courses if that makes sense, and I think that’s absolutely key, absolutely key. Course structure; always a challenge, I’ll say time again, you know, are they going to release them to do that training, you know, yeah those sort things, what are they gonna gain from it? You know, that's a bit part to sell to get them to go into there, but the way you’ve structured it – absolutely. Theory, practical. Theory, practical; because you've got to be able to do both haven’t you. You know, there’s no point practicing in the classroom and then saying ‘off you go!’ but actually what you can do in the morning is you can start those discussions and then you can demonstrate practical activities in the afternoon, and always, always I’d suggest, put them in the shoes of the student, so you're now key stage two students, well, make them think like them, because it’s the sorts of questions they’ll ask in that- and then go, right, you know, you’re now a GCSE group, you’re a 15, 16-year-old, and get that sort of concepts, but what that does it makes them think about that delivery. You know, as an ex-teacher I always thought to visualise what you want to see in their books, that's what you’re going to deliver, you know it’s the same; visualise what you want them to walk away with, that’s what you’re gonna get them to deliver again as well. So, environmental literacy, I've written down the word ‘easy part’, why have I written ‘easy part’ down here?! I don’t know! No, I think it’s the understanding of the environmental literacy, you know, I’ve put comments down here, you know, I’ve put ‘Vitamin G’ as I call it; vitamin green, or vitamin good for you, you know, getting people outdoors is huge, absolutely huge, but it’s those links isn't it, and I quite like the bit where you talk about, you know, the materials in our daily lives to clothe ourselves, and actually, that's probably your way in, you know, got me thinking about sort of we used to do- I used to do globalisation, and it, you know, if it's was non uniform day it was brilliant because you could do ‘well where is- where’s your bag from?’, ‘where’s your top from? They start looking at their labels and all of sudden it was like ‘well how far is that from here? How many air miles?’ and all of a- you start that conversation and its very practical. Something else I’d seen was a piece of work where they actually calculated their carbon footprint. It was very, very simply done, and carbon stores, you know, particularly in trees sort of what we do, you know, you measure carbon for A level, you know, you measure circumference, you measure the hight of the tree, there’s an equation, you work it out, you go well this tree stores this much carbon, what would happen if we chopped that down? But that's great, but what you’ve gotta do is you’ve then got to put that into context, so actually did everyone understand? They won’t understand the units or the measurements, but you can kind of go, well actually, that's watching so many hours of Netflix, or you know, that sort of thing. That’s your parents taking you on a 20-minute trip down the road because you can’t be bothered to walk or last cycle, and it makes it a bit more personal, and I think that's probably one of the ways you can go about it quite quickly, it’s about their personal- their personal back- not backgrounds as such but their personal environmental impact, you know, which gives it that way, which also then gives you away in, you know, if you’ve been- as you say if you’re walking up and down a track, well look, you know, we’ve had groups out here all year, look what’s happened; what’s the implication? What could we do about that? You know, and I kind of wrote ‘the balance’ at the bottom because you know, that impact at the same time, you know, what are we doing in that, in that environment as well as I suppose, to an extent to limit that impact. We do quite a bit about ethical fieldwork, so you know, we don’t take anything, you know, always gonna make sure we reduce numbers and we stick to the path, and if there’s an area we know that has been over used we won't go there, you know, we move our sites around a little bit, you know, and I’ve put the challenge, so you know, you talk about act- well actually, you talk about action, that active citizenship you’ve said that already today, for me that's huge, you know, what are you gonna do, so you’ve learnt this, so what can you do? One of the things that we do is we do a like a personal learning objective, so a group might come in and say well, you know, you’re going to set yourselves three objectives today, what are they going to be? And they’ll be like well what do you mean?! And it’s like well, are you going to work on your teamwork? Are you going to- yeah, be an effective communicator? ‘Ah yeah I’m going to work on my teamwork!’ You know, are you going to- what are you going to learn, you know, there’s a learning one, but you could have an environmental one quite easily, so actually say, you know, we’re going to go up a high ropes course, we’re going to learn about the tree species and actually my other one is, I want to know what the impact of the high ropes is of the tree, how is that managed? You know, that sort of thing, and gives them that focus and at the end we’ll always come back to those personal learning objectives, cause we’ll kind of go ‘right! Tell me how your day’s gone, what did you find out?’

[Yeah and reflect on it-]

And reflect, and I think that- the more they do that, the more you’ve got this concept of that stickability I suppose, you know, and going that way. And I’m going to use the word ‘time’ here, because it's that challenge. For me, being of a certain age, (sigh) I can remember when winters were winters and summers were summers, this summer was a summer but I don’t know about this winter. But, in my lifetime I’ve seen climate change, but the young people in front of you, are they gonna have seen climate change? which is a real challenge is it, because they are have- you know, it’s like ‘ah it was wet yesterday’, no that’s not climate change ‘ah we had a hot summer’ you’re getting a bit closer, but, you know, when was the last time we had snow on the ground? You know, making them reflect like that. I remember power cuts and snow being that way- but the other challenge of it is, if they do something, seeing the impact of that change doesn't happen overnight. That's so long isn’t it, you know, for me, you know, I do- you know, more recycling or, you know, not using the car as much; I'm not going to see the benefit of that probably in my lifetime, you know, so you know, if there’s things on the landscape, you know, I suppose, you know, one from here, I don’t- you know, did you come through Wales today or anything like that, you normally see the logging that takes place, you watch all the deciduous trees have all gone, and it's like all the pine trees and it’s like all of a sudden you drive down that road one day and it's like ‘ah it’s beautiful’, and the next day ‘where have all the trees gone? Cause they’ve just been logged cause they’re just their for timber, you know, super quick growing trees, but you know, the impact of that array of change is- it takes a long time doesn’t it and like I think that's-- I think young people want to see that change quickly

[yeah, you want that reward don’t you-]

Yeah. It’s hard at the moment- at the moment they say, ‘I switch the lights off now’, why’s that? ‘saves mum and dad their electricity bill’, it’s like, wow, wow, wow, what about carbon and that sort of thing?! The context kind of changes doesn’t it, and, you know, I’ve already talked about on here, yeah I mentioned the word ‘toolkit’ down here, what was I talking about a toolkit for?! Um… yeah, something that we kind of- we’re doing some work in the background and it’s about sustainability toolkit, so, you can use the information to kind of give you a-

(interruption)

Yeah, it’s getting to engage in that, so the toolkit we we’re talking about things that qould sit alongside that potentially you might look at with a group and go right, this group- actually, I’ve read the group, this is the perfect thing for them, rather than kind of going ‘you’re all going to do this’, because it won’t kind of fit.

[and is that a XXX toolkit- sustainability toolkit, or do you use other ones or?]

I imagine that- we’re doing some work on it now- it’s part of what we deliver anyway, but we want to kind of enhance that little bit and just kind of give that, you know, we’re an environmental charity you know, and those are the messages that we want to, you know, to go and the practise evolves, you know, it’s all that way, so, anything that we use, you know, we use but others- you know, there are bits out there, there’s lots out there

[yeah, I’ve seen various toolkits that I’ve looked at bits of]

But yeah, again it comes back to that time. And then I loved your barrier, I liked it; knowledge, skills, I would have probably added application, but we’ve talked about that already, and attitudes, and then, I kind of wondered, I put some lines along here and went well what are the barriers to getting that into a behaviour change? Or a change of culture? Which is, you know, massive isn't it. And I've of- I’ve listed some, you know, so, anxiety – definitely a climate change anxiety where people are too- not scared but just don't wanna kind of admit there's a problem, you know, I remember when I started teaching it was like half a degree climate change, and now we’re saying ‘ooh well we’ll take 2˚’, and it’s like wow hang on a minute, you know and- students don't understand what half degree means, and it’s like one degree- I mean so many people in, you know, Sub-Saharan Africa died of malaria, you know, it's like drinking water for half of Asia’s going to disappear, but students can’t put that into context, you know, ‘hotter summers won’t it’, it’s like you’ve got to be kidding me, that sort of thing, so that anxiety. Timeframe we’ve already talked about; the longterm nature of not being to see that quick sort of positive reaction, the one thing I did write down is, I wrote down ‘beach clean’, because that's a nice easy one isn’t it, actually, if they’re doing a litter pick- well actually some of them so like litter picking, they like the claws! But if you’re doing a litter pick or something like that, that’s immediate climate action, you know, that sort of thing I suppose it depends on the landscape you’re in doesn’t it, you know, if you’re climbing I imagine the opportunities to do something like that is a little bit like- that might be a bit more environmental education, you know, whereas, you know, the coastal environment gives you a huge amount doesn’t it, you know, huge, you can go into all sorts and take a look from those points of view. I also raised the question at the bottom about the confidence in terms of, particularly facts and the accuracy of the science; it’s been a massive thing. So, I remember being set DVD's ‘The Inconvenient Truth’ it was sent to all schools, and then the DofE went ‘oh no we shouldn’t have sent this out!’ and then you have to give a balanced version of climate change, you know, those sorts of things, but actually, there's lots of resources out there that, are they accurate? Are they up to date? And are they contemporary? So, it did get me wondering about that longer term sort of thing, so once you've done this, what's the latest thing that they should be- cause the science moves doesn't it, you know, the science moves. And I was at a conference yesterday talking about Greta’s new book, I must read it actually, and it was like- it was all about the history of the science behind climate change and it was like why- and the geopolitics that come into it and then all of a sudden start to look at that and you go – that’s why nothing’s happened. But geopolitics, some of the kids will be over that! Maybe that’s the one thing with the older kids that you get them to kind of think about it, you know-

[yeah, I know that’s something that I’ve really experienced is, you know, even in just telling facts about, and then it's usually a kid asks you- you say what you've been told because you've heard other people say it and that’s the knowledge that you know, and then usually, yeah usually a kid says something or asks you a question and you’re like ‘hmm, that’s a really good question’, I need to look at more, and then you actually Google it and search it and you think ‘I’ve been telling everybody this, but actually, it's not right!’ Just because you hear it from somebody else-]

Yeah that’s right, and it- and I think the science behind it changes so quickly, or, you- could I say, the leading scientist stands up and says ‘this is that bit’ which isn't always the right- I don’t know, it’s hard to- I think it’s hard to deliver it if you know what I mean, because it keeps changing

[yeah, and getting the resources right, because a lot of it is hearsay, so and a- so yeah you sort of hear it and think ‘ah well they know so I'll say that’ but actually, are you looking at the resource to know that it's right in the first place]

Yeah, no, definitely. And then we’re talking about sharing guidance towards ongoing projects; I don’t know if you’ve heard of the John Muir award?

[Yeah]

Yeah, that's something which is, you know, I was wondering about other alternative projects that you could kind of tap into, so we- I used to take students to XXX as part of that week they’d do the John Muir Award, which is great because we used to get to take them for a week, I was like ‘do you really need-‘, deputy head was like ‘do you need to go for a week?’, I was like ‘well yeah’, maybe you do, and, but it does give you that sort of scope, you know, to tap in there and just a kind of thought what other things might be out there. There’s lots of charities, there’s lots of projects and there's lots of working groups that are all trying to do the same thing, and everyone you go to ‘let’s change the curriculum’, you know, and you go ‘yeah okay’ and those sorts of things but yeah, I think, you know, in terms of what that environmental literacy is, I think you've got it right, most definitely. Again, sorry I've just picked out the challenges, but I think it's important that course- you know, you sum up it up in that course ‘it doesn't equip you as an ecologist, geologist or environmental scientist’, you know, and that’s I think that bit with that research knowledge or the knowledge needs to be fresh and contemporary, and accurate, and you definitely don’t want to take the fun-factor out, you know, they won’t be too happy with you if all of a sudden, you know, the fun things have disappeared, and so you know, ‘attempt to solve climate change’, well, I love it! It should be on the other side, but, it’s just- the reality is, yeah, it’s not going to happen overnight, you know, it’s that longer term sort of pick up, and that longer sort of gain. In terms of the environmental knowledge, I wrote- you wrote about citizen science, I wrote down ‘ethical fieldwork’, you know, and the ethical nature of what you do- if you’re in certain environments and I wondered if it was kind of, you know, that allows you to kind of have a way in, I don’t know, you know, so what impact have we had here today? Those sorts of ways, you know, this is definitely where I can't read my writing! Yeah, and then I talk about mitigation, so, you know, we have to get permission to go to lots of our field sites, some of them, you know, particularly the ones near here are National Trust, we get permission to go in, you know, they’re busy. Sometimes the National Trust will close one site and another for ecological reasons, you know, as a teacher I used to use XXX and it was brilliant, but the impact of more and more people going there was having- so they closed- you know, you don’t get in there any more, it’s a real shame, so you go to XXX where the water’s about ‘that’ deep but, you know, it’s that little bit. Permission…what have I written there?! Ethical field work…forget that bit I can’t even read that! But in terms of the syllabus, you know, I picked up that knowledge gap again, you know, do they know what the wildlife is? Do they know- now the XXX have got some lovely eco-skill courses, so you know you can put that one down. There’s one on the wall on butterflies there- yeah pollinating- yeah, you know, you’ve probably seen them they come out of the thing, they’re amazing, you know, what they can do. But I wondered about, you know, we’re talking about the younger generation, that engagement and the role of technology, because you’ve got- you know, you mentioned some of the apps at the top there, the platforms iRecord, iNaturalist; but actually, is there a role of technology to kind of take them in there, now, you could go to certain extremes- well actually lets have some VR, let’s look at what the landscape looks like in the future, something they can pick up on their phones, you know, that sort of historical aspect, you know, looking back, you know, look what it looked like and now look what it looks like, you know, someone can take a tablet out with them- half of them will probably have better phones than we have! And actually, it’s kind of like, you know, you can share stuff can’t you in that way, you know, it’s that balance about tech in the field and not. We use it to facilitate, to help out with like data collection and photos, but, you know, most of the time we want them to be outdoors and doing it, but, there are- there's all sorts of apps out there, you know, plant identification’s the one, you know, what do you think it is? Now use the iPad or the tablet, ooh were you right? Those sorts of things and build it up. And potentially you could record your information there couldn’t you

[Yeah, and that’s the aim, having the citizen science in. Say you're going out on a kayaking session or something and you could say at the beginning the session ‘these are the things that we’re likely to see, do you want to pick one? Okay, lets record barrel jellyfish and then you can say why we’re seeing more or whatever, and then it will be- and, so ok how many did we see? This is- and kind of go through, you know, this is how we’re gonna record it, in the hope that they would do that-]

Give them sheets and stuff like that- because actually you go back next year and say ‘well look, last year… why is that?’ you know, well actually, the warmer- waters are warmer, because there’s more food, you know, those sorts of things, or you’ve got species coming for cooler waters, you know, we have something similar in terms of-, you know, well we have a moth trap, you can count certain moths, net data, all that sorts of stuff and actually there is massive amounts of data at some of our centres, but actually it does allow you to kind of go back and to use that and to use that, and that’s quite a practical one, if you get them look- I think that’s a really good idea- if you get them looking for bits when you’re kayaking, perfect isn’t it, you know, they’re there, they’re looking around ‘oh yeah I’ve got this, or that’ or, you know, even like rocky shore, you get them in the rock pools; what are we seeing a lot more of, less of-

[yeah, and I think if you can get them to record it then maybe next time if they would go to a beach they say, ‘oh let's record this today’ and they’d know how to do it, maybe- hopefully!]

Well, the thing is they identify a crab species or something like that they go ‘ah look what I’ve found mum! It’s a so and so… it’s a brown crab!’, ‘well how do you know that?’ ‘well, when I was on the, you know, outdoor ed expedition we were doing this…’, but I think that’s really important, it gives them- makes it active, you know, and it’s something that’s very simple on the side, you know, birds, you know, that sort of thing, what plant species, there’s loads of different ways. I think it’s easier with living animals than plants- plants might be more interesting to be honest because they’re phenomenal what they can do, but your average student is like ‘it’s a plant..’, you know, they don’t get it till they’re a little bit older.

[and you can be a little bit more, you know where it’s going to be so you can plan for it!]

Yeah, but I do think, you know, that young generation definitely that role of tech in there and that citizen science allows you to get a- almost a database of where things are and what they’re doing, so really good.

[yeah, a lot of the places that are using outdoor adventure activities are so, you know, niche, that we’re the most frequent visitors to the sites, so I think if you’re going to get data then may as well get it from these places that, that aren’t trodden so often.]

Yeah. In terms of the storytelling bit, I’ve already talked about- I’ve touched on bits of that, but I think yeah, definitely, the local stories from the past almost let us reflect on what it's like now. You know, XXX, deciduous trees are chopped down, you know, the fort building- there was a fort, you know, and then the Romans came and then it was all sorts, and then it was grazing land and the sheep then stop the trees growing so now it’s like moorland and is quite unique, so you’ve got your plagioclimax, and everyone’s kind of going ‘ah right’, and then they’re going, well what would it have looked like? It would have looked very different. So, what can we learn from that? And, you know, it starts those conversations, ‘well I saw an Oak tree’, and it’s like perfect, you know, have kind of gone, but it does give them, particularly they’ll like a story because actually you can learn from it can’t you, it’s almost like history, you look back and you’re going ‘we were a bit stupid doing that weren’t we’ and kind of do it along those lines. The bit for me as a geographer, I kind of put down the idea of case studies, you know, you know you can build in- and it’s almost like a story, so ‘once upon a time there were these threats, this is what happened and this is what's being managed now’, almost within that landscape, you know, maybe, you know, it’s not as nice is it to say ‘once upon a time there was so and so and doctor so and so did this’, or whatever, but actually case studies allow you to apply that knowledge in quite a short sort or step, you know, it would be quite good. And I liked-

[sorry, going back to case studies; getting them involved in some aspect of it, or being-]

I think you can have case studies pre-prepared almost, and, you know, if you’ve got an exceptionally bright group and there’s something there- they might be able to make a little case study, you know, we went out to study this but actually we’ve now got- we found out this, this is what we suggest the future would be, and it’s that part of the case study it's not- it’s almost giving them a framework isn’t it, you know; before, during, after. Well, we can do before just about, we can definitely do during, what’s it going to be like after, you know, and that sort of thing. And I liked the acronym, you know, action – what’s happening, you know, it comes down to that; colour, and that's the bit isn't it; give the details, you know, the sounds, the smells, the sights, you know, emotion as well, and sometimes you can almost do it like emotion mapping, so throughout the day-

[emotion mapping?]

Yeah, so can have like a graph with the time, you can do it as simple as an unhappy-smiley face and a happy face there, and throughout- well on like a positive and a negative as they go throughout the day and like ‘ah, I was really unhappy here because of the anxiety of, you know, going up 50 feet and jumping on some barrels or whatever you’re doing yeah, and then ‘by the time I did it I was up here, but then we actually talked about the environmental part and actually I dropped down to here because I didn’t realise about this. Now I feel a bit happier because I know this is how their managing it, in that sort of area’, which is quite a nice little way for them to capture- and almost with that personal learning objective as well. Yeah, and that engagement, I’ve written create a sense of ownership, you know. Yeah, I mention about time again, connections with the past, present, and future, but actually you could split that I suppose within your activities, you know, right we’re going to talk about the activity, let’s have a look at the past, let’s do the activity; well, you’ve just had fun, what does it look like now? What can we learn from that activity? You know, you can almost slip it can’t you, so you could almost hit it in small chunks rather than one sort (sigh) that sort of stuff. And then environmental attitudes; I’ve started ticking lots of stuff on here; the university of derby model, yeah, brilliant, senses, emotion, compassion, meaning, and beauty – yeah. I’ve put here what about well-being and mental health aspect. You know, particularly, you know, I’ll go back to that climate anxiety, I think that there’s a lot of that, we’re seeing more of that, of youngsters, kind of you know, that disconnect we were talking about from primary to secondary school, it’s like you’ve this curriculum, you can do loads at primary but then you get this curriculum that later on everyone goes ‘I can’t do that, I can’t do that’. And then I suppose the other part, you know, is actually supporting, you know, their well-being and mental health within that if its an opportunity, you know, you know, that downtime, that reflective time, you know, it's all part of it isn't it, and you might be able to do two for one, so that time that you’re just sitting in the environment engaging and listening; actually you’ve just done- probably done someone’s mental health a world of good because they’ve just kind of gone ‘I'm not thinking about that, I’m now just thinking about the environment and what part I’ve got to play in it’, you know, I do wonder about- that's one thing actually, just thinking about it is games and environmental games that you could potentially play in outdoor ed, because they want to be doing something don’t they-

[yeah, yeah all the time!]

So, any sort of environmental games that you could play with those sort of themes might be another way in, as a teaching sort of tool, because there’s a massive difference then between being active and ‘being active’, rather than being active and like ‘ah no it’s a climate change lecture’ sort of thing, so it’s kind of getting that- but that goes back to that bit doesn’t it – read your groups; read your groups, look at your audience

[yeah, see what they’re feeling up for]

Yeah. Connection wise, the other thing I wondered about- we talked about science a little bit but I wondered about arts and literacy, you know, can you get them to connect to that landscape by using art, you know, whether it’s something that been done in the past, or something that their doing, or is it something you get them to do, I don't know, I was thinking we take some of our students out to our coastal locations and we give them- they’ve got role play cards, and they have to role play, the- you know, the history about what happened there- if you’re really horrible to them you make them mime it, and their like… you know and it’s great! But actually, it does create that connection and they kind of understand, you know, like and they go ‘oh my god, there was a village here! And it went! Well why is that?’, Well, dredged out at sea, and literally in one storm ‘pfft’ the village was gone overnight, so, it’s creating that sort of- those opportunities really for them to connect, I think the more you can do it- but literacy, you know, there’s poems about landscapes aren’t there, there's all those sorts of things, you know, you can use. I think, you know, there’s those bits, or, you know, if we go back to that storytelling, folklore, there’s bound to be some song or something like that, you know, get out Spotify, it’s bound to be on there isn’t it, you know, and it’s that sort of thing, the stories, the songs that people use that tell that- that was social media in the day wasn't it I suppose that was it. But in terms of, you know, that- those pathways, I think there's lots of pathways, I think the challenge you’ve is probably there’s lots! It’s like-

[narrowing it down-]

Narrowing it, but then you put that bit; different groups, different attitudes, yeah, it is difficult, hence coming back to that toolkit, you know.

[yeah

You know, you talked about areas for consideration here, you know, nature connectedness – how might clients respond? I think it’s (sigh) it’s so varied isn’t it, I think, teachers will be happy, it depends on the kids and how much they’ve had, if they’ve been- if it’s been done badly and its saturating it's almost like they've lost that drive to it which is really sad

[yeah, and that taking the fun out of- actually their there to do an outdoor activity or on holiday or whatever]

And it’s that little bit which is difficult. Participant thinking; the one bit we talked about- talk about the expectations of clients when they arrive, actually, are you practicing what you preach? So, is the outdoor centre or the environment sustainable? You know, it’s that bit, so we, you know, here, we’ve got a biomass boiler, you know, we’ve got solar panels where we can, everything, you know, it’s like they’re on a timer all switched off; are these LED, I think these are LED I can’t really tell now, practice what I preach! They might be, might not, I’m not too sure, but they’re super bright so they must be, you know, it's all those sorts of things, you know, where's the recycling, all the way down to, you know you shouldn’t have lots of paper around, and if they’re having food; where is the food coming from? is it local? Where’s the food miles display, you know, you’ve gotta- and it’s there- and sometimes those little conversations, those little bits are important, so in some of our centres we've got big display boards and, you know, local- the sausages came from this farm, this is from this farm that way, and actually over breakfast the kids go ‘ah I didn’t realise the sausages came from this far’, and they start to talk about those, so it’s that opportunity within centres maybe, you know, yes you’re promoting it on the course, but actually are you promoting it within the environment *of* course, you know, that sort of thing. Cause there’s nothing worse is it, if they go ‘ah you’ve got water bottles?!’ single use plastic?! Oh dear… and the kids are like going- and sometimes, you know that might be it, so yesterday, I was at this conference yesterday, and they were talking about top tips for sustainability for schools; most of it was all about saving money on energy bills, and then sort of about single use plastics, and I looked, and there’s about five people all drinking out of bottles there, and I’m just like ‘really?!’

[yeah, how is this still happening-]

Yeah, and you can see them and then they were like sort of putting the lids back on (laughs) but yeah, it is that bit. So yeah, I moved through that bit. Goal setting and reflection, I’ve just written at the top of this about personal targets, those personal learning objectives I think are really important; set something at the beginning, reflect on it at the end, you’ve got more chance of them owning it, the challenge you’ve got is them then taking it away- they’ll take it away, but it's keeping that going, that's the real difficult part, and I think that’s A) probably out of your remit (because that’s the parents!), but actually that’s the challenge, and if you have the answer to that, the world problems would all be solved because everyone- every child in the UK would be like going at the- we’d have another generation now coming through, I’m going ‘ah yeah, actually, it's this way’, you know. And the goals, you know, you talk here about the goals, you know, what might stop them, and I think, I suppose that’s the fear, but you can model it, they don’t have to be difficult; they’re personal. So actually, I want to reflect on you know, how much plastic I use, or I want to reflect on the environment, you know, in terms of the landscape, I want to make it better, you know, you can just- definitely set them out, and it is, it’s that learning that’s transferable, I think that’s key, you know, I really do, I’m a great believer, if you learn a skill, you set then, you know, as a geographer, you can take that skill and you can use it elsewhere, you know, and I think that’s quite important

[yeah, that's why I wanted the model of environmental literacy really as opposed to, I looked at like education, but I thought well in outdoor tourism you don't really want to promote education as such, and I just think, yeah to have literacy is not just about having good attitudes or having some knowledge, you need those skills to be able to-]

Yeah, I think that’s why we’re in quite a niche, you know, our organisation, because that's what we do, we go out and do environmental education, other centres and providers might do adventure and a little bit of environmental education, you know, and actually we do a little bit of adventure in some places, you know, with freelancers coming in they’ll do high ropes and those sorts of things, you know, the right centre with the right activities. In the past there have been holidays and things like that so that if you wanted to you could come to XXX and you could book in a period of time and use facilities, we have adults eco-skills which is really, really popular, so eco-skills courses you can go- you know, we would put you in touch with a local guide who is at like a major expert on something, you can go bat hunting, you know, you can go and spot mushrooms, the variety- moths, you know, literally they’re huge our courses, people come in and do art work, you know, so I think the last time I was in here, one of the classrooms at XXX at the top there was being used for artwork; they’d done to the landscape and done water colour but it’s all that engagement isn’t it, but some of those were adults rather than children. But we have things like XXX, so people come to us to the XXX which is about evolution and the environment and those types of things and do something practical. We have people come for their Duke of Edinburgh gold award where they have to do- they have to stay on a residential and do something, and then we have things like marine camps, like this summer, then people will go down to XXX, and kind of go and take part in those marine camps- they all seem to be very popular the marine ones, you know, they’ll come here they might do a week on climate change and sustainability, you know, it doesn’t quite have the same ring as the others but, you know, you get students on it. And then there’s that whole sort of, you know, the width of what we offer is huge, you know, centres will specialise in what their local geographies are, so if you go to XXX, we do a lot about geology, glaciation castle head, or has- you know, amazing grounds and this bit of venture there so, you know, a bit of canoeing, might go out on XXX and those sorts things, you know, so, so there’s lots there really. There is lots there. You know, and I think the last bit that I scribbled on here was in terms of like possible interview questions, which I didn’t want to answer too much cause I wanted to kind of think on my feet, but, you know, bang next to the practical aspect I’ve put vital, you know, and I’ve written the word hybrid down here, what was I thinking?! Some examples of habitats, environments… yeah I think it is, yeah it's the hybrid nature of the course and I think that’s right, that physical and that hu- you know, not physical but yeah, the physical delivery of the theory and the practical experience of going out and doing

[yeah, and practicing it]

Yeah oh hugely, hugely, you know and, in terms of your pedagogy behind it, you know, I think your teaching practice has got to be kept straight forward and simple in some respects, because some of your- might come with PGCE or teacher experience but I imagine a large sector don’t. And so, what's the best way to teach? What’s the best way to deliver? You know, well actually, they’re probably- they probably don’t realise they’re delivering and teaching anyway because you’re teaching students how to climb, how to kayak, how to do these things, and actually; that’s quite hard! Because you’re delivering something that’s not in a textbook, it’s kind of backed up by a PowerPoint, and I think that’s that confidence bit isn’t it, you know, we talk about risk assessment with teachers, lots of early career teachers are petrified of risk assessment, absolutely petrified ‘ah I don’t want to get it wrong, I don’t want to get it wrong…’, will I go, ‘well, you can’t get it wrong’, cause A) you’re following the guidance of your school, your schools got a health and safety policy, you just have to implement it and it's been done before so you can have a look at an old one and use it. ‘But don’t you risk assess every day?’ ‘Do I?’ ‘Well actually, in the classroom the kids tripping on a trip’, ‘Oh yeah they have to put their bags underneath’, ‘yeah, don’t you look for the risks at break time and lunchtime?’ and actually that's that- and they kind of then go- ‘ah yeah so I do’, and then all of a sudden there’s like a step forward, and maybe that's something that needs- in our model, you know, for those that don't come from that educational background, but yeah, I think what you got there- and I hope I haven’t been too negative!-

[No not at all]

But thought about the challenges behind it, but I think what you got here is something really, really positive, really, really positive, that, you know we talk about making a difference; will it make a difference? Any small bit that you make is a difference, and it needs lots of people like yourselves and your course to make those small differences, to make bigger difference, you know. You know, if a student goes out and does outdoor ed and picks up something about environmental responsibility, and those sorts of things, that’s a win-win, you know, I’m a great believer in the added value that benefits- and should it come with us, actually I want to support mental health or I want to educate you on the river or the urban study you’re doing- actually I want you to work as a team, I want you to build your character, I want you to experience being away from home- they’re massive wins aren’t they. You know, and I think that’s definitely you know, in there and it comes across as logical. I think you’ve really, really thought it out, I mean, you know, a really good piece of work

[thank you very much!]

A really good piece of work

[With the PCK I think it's, like you I say, instructors are already to some- you know, they already have a PCK of their own, because like you say they’re already doing that teaching so hopefully the- I mean I wouldn't go into too much detail for teaching the course on PCK because I think it's not really- maybe not the right audience to, you know, go into the theory behind it-]

Yeah definitely

[But actually, it’s like, ‘you’ve already got this teaching skill and this is just adding an extra branch to it]

Yeah and I think that caution is right, because if you scare them with that, then actually everything else you’ve set out they won’t do, so you’ve got to build that confidence so, it's almost like, if you can frame that all the way through, and even like, you know, the sessions that you’re doing one on this, one on that, you know, that’s your delivery format, because the more they see that, the more they’re gonna go ‘actually, isn’t that how that was delivered?’ -and that and it was delivered and then it all, it’s like you’ve got everything that pulls together and they’re kind of going ‘well I’ve been doing that all week’

[Yeah and believe that they can]

Yeah yeah, and I mean, I think- and that’s a lot of it isn’t it, it’s that belief, you know, we have some people who come from outdoor ed and come and work for us, you know, in delivering courses, you know, and actually I think they’re daunted by ‘ah need to know this this and this…’, but actually, in a very short period of time it’s like, ‘oh wow, I’m actually learning- I’m doing this’, yeah, cause you’ve been doing it all the way along haven’t you! And it’s that confidence, you know, I don't know, you know, early career teachers- you know I go back to my career in that I liked the- I loved a lesson plan in front of me, after years you kind of go ‘I don’t need a lesson plan in front of me, but it was like ‘I’m going to stick to script!’, but you kind of, you almost want them to have that crib sheet in the field or something along those lines, and that structure, you know, and how- you know, and going back to- you know, we talked about the timeline before didn't we, you know, in the past, during, after, you know, it's almost like having something similar isn’t it, or actually at the start of the day this is the bit that you do, during you do this but you’re looking for these opportunities, if these come up you potentially could do, you know and then at the end of the day you’re going to come back to it, and whether that’s just as simple as that personal learning objective or, you know, kind of, that bigger reflective piece or case studies, or get them telling the story! ‘Ah go on tell me- you make up a story about it-’ you’d have some great stories! You know, it would be really good, but I do think, you know, it’s a lot, there is a lot there! You don’t- you know, you don’t want to daunt them, but at the same time kind of develop it and kind of, you know, work with them if that makes sense?

[Yeah absolutely, yeah I think that kind of thing is great, especially for… yeah school groups that you have that come in, that are there for maybe a few days because you can really have a really solid reflection at the end of the week where they do produce a bit of work or something-]

And there’s relation-, you know, if you’ve got them for a number of days, you know, that relationship is much easier, and that confidence for them being able to talk to you about it, you know, and to reflect, is huge. If you’ve got them for a day it’s a lot harder

[it’s quite hard, yeah, and especially then when you’ve got a family that have come for half a day, as you say, some people are more anxious than others or whatever and having, you know, say you’ve got two kids and their parents and how do you do that and say bye to them in 3 hours’ time, and hope that you’ve got some of this kind of stuff across]

But you know, if their contributing, you know, let’s say you take them out- lets take the kayak example, you take a family out, you go kayaking, they count up how many jellyfish they’ve seen – they’ve contributed. Now is it making a difference? Not necessarily, but indirectly it is, you know, and it's that little bit and the ‘feel goods’ I suppose isn’t it, let’s celebrate this, I’ve done this, this now makes me like ‘yes!’, you know, I’ve done that sort of thing

[yeah, not to make it too scary that they have to change this, this, this, this…]

Yeah, huge, you know, but I think it’s really good.

[What do you feel about commitments? I know you sort of mentioned it earlier with in terms of like objectives and reviewing them, but in terms of at the end of- I know at the carbon literacy course they do something where they’ll encourage everybody to make some sort of commitment-]

Like a pledge?

[yeah, and whether it’s followed up or not, but you’re just saying, you know, if we leave ours, there’s something that you’re going to change or what are-]

We kind of do that, you know, we have learning objectives, but we will have like, you know so, you know, I’m talking about the toothbrushing incident, you know and so you go like ‘what are you going to do?’ ‘Are you going to switch the tap off?’

[yeah ok]

‘How are you going to switch the tap off?’ and you know, it’s a good thing, switch the lights off, you know, to save electricity, and that’ll keep your parents happy, but actually, you know, a pledge, it can be a simple pledge can’t it, the problem with any pledge is, you know, you’ll get some student who will go ‘I’m going to solve climate change!’, that’s a lovely pledge, but actually, it- is it smart I suppose. I suppose you almost want to frame it, you know, it needs to be specific, it needs to be measurable, achievable, realistic, and timed, so when are you going to do it. So SMART objectives, or SMART pledges, yeah I don’t see a problem with that at all really, you know, if they’ve been kayaking and done a litter pick, so what are we going to do? ‘Well actually I’m going to recycle more, or I’m going to make an effort to read the back of the yogurt pots, the ones that can’t be recycled and the ones that can be instead of throwing them all away cause I’m just assuming that none of them can’, you know what I mean? All those sorts of little things that make a difference, you know, if you put in the woodland I suppose you go out and actually, I learnt about the bugs in The Woodlands today, and well- I’ve built a bug hotel. And it doesn’t have to be anything special- yeah just build up a load of sticks and twigs and all those sorts of things- hedgehog homes or whatever they do- those sorts of things, yeah I don't see a problem with that at all. And it’s nice- the- as you say, the reality is do they stick to them or they don’t, but actually, then brilliant.

[yeah, and that’s- I mean I'd like to- hopefully the aim is that if we can increase instructors belief in their ability to tech, so then it'll increase the students learning and- or the client learning, and they will have some- it will result in some longer term behaviour change, which is way too big of a study for what I'm doing, but-]

Yeah, but I think, you know, if they’ve been in an amazing place, they’ve got the adrenaline pumping, they’re doing something excellent, they’re feeling good about themselves, you’ve got to keep them- well yeah, you’ve got to keep them buoyant, but actually that's- let's look at that- let’s end up on that same buoyant part, I suppose the risk you get is ‘I’ve had a really good time, we’re all enjoying ourselves’, and then we spoke about climate change and it all got a bit doom and gloom I suppose, and you might get families that- which sounds awful, but that don't care, really don’t care. But that’s the bit where you’ve got to read your audience a little bit, you know, it’s worrying that isn’t it, you know, you might turn up and then, they will all have single-use water bottles, and you know, it’s just like horrific, absolutely horrific.

[yeah, I think my view is that well surely- maybe not our duty but like, well I think yeah like a duty to make them care! Like so what if you don't care, like if I’ve got you here for three hours, yeah!]

yeah, and it’s that little bit isn’t it, and kind of showing them, but if you’ve got kids there its easier to show the kids because the kids will go ‘ah yeah, yeah, see I told you dad!’ (laughs) and that sort of thing, but yeah it is that challenge isn’t it, about that- I suppose you’re mark- your demographic is such a huge- then it depends on who you get, and doing it that way

[Am I alright to show you bits of the presentation? Is that ok, because there are certain bits that have- that resonate with what you’ve said which is quite nice]

Yeah course you can

… (getting presentation up) …

[ok so, as I say it’s kind of split into two, with a bit of an overview, and then different variations of what is literacy because I toyed with whether literacy was the right- environmental literacy being the right term, and- because in education I think it kind of has a different meaning to maybe what I know as from the outdoor-]

It’s a- it’s yeah, it's a word that- it’s almost like the word ‘climate change’, it’s huge! It’s massive! So if someone’s going to say we’re going to talk about climate change, well *what*? You know, it's that little bit, and it’s become more mainstream that environmental literacy, it has got a bit broader hasn’t it.

[Yeah, in a way I think a bit broader, and in a way a bit more specific because it's sort of less ‘literacy’ in terms of reading and writing about it or whatever, and a bit more- so yeah-]

Really it’s environmental understanding isn’t it

[yeah]

But, that doesn’t have the same ring does it!

[No, and environmental understanding and then- is this really going to make instructors ‘environmentally literate’ or is it going to make them environmental advocates or something]

I’d say a bit of both really isn’t it, let's say you- someone does this and they start the course and they finish the course and then they start reading more environment stuff, you know we’re talking about attitudes and knowledge- that’s a massive win isn’t it. And actually, there’s so much out there, there’s too much out there, I think that's the problem, there’s too much out there, you know, the number of meetings I go to it's like ‘well let’s solve the world’, it’s like ‘ok… what are we going to do?!’, and- ‘let’s look at our curriculum’, teachers don't want to change the curriculum cause there’s no time, then the environmental literacy word pops up, and it’s like going ‘ah what a great course’, and then someone will go ‘ah we’re writing some resources on this’, and you think why are you doing that? It already exists! Somebody else will say ‘ah we’re doing something similar’, and you’re thinking why do you two not talk to each other ‘shall we talk’ and I’m thinking get on and meet, and there’s lots like that, there is

[there is so much there and it's, yeah like you say, it’s really hard to pin it down and again that's kind of why I stayed away from the content of it because I thought that's already all out there it’s already-]

Yeah a lot of the group’s that we’re working with- so there’s a climate group out of the University of Reading, and one of the things they’re looking to is to actually quality control some of the resources-

[Ah that’s a good idea]

It’s like amazing isn’t it! This is really good! In other words don’t go to that website you’ve always gone to, this is the resource that is really good for doing this part this part, yeah so, makes sense, it does make sense, and it's almost like be careful with the resources that you’re using I’ve noticed, yeah, a bit in there

[So… yeah looking at making a difference and just that we can still make a difference really and then hopefully it'll be quite interactive from, from the word go really, looking at- just breaking it right back down, looking at how our influence on the environment and then getting them to say things and some ideas and the other way round, and then, as in the participant handbook, just looking at what it means, what environmental literacy means and- that to have knowledge and attitudes is great but if we don't have the skills to apply that then it gets lost-]

Yeah, yeah exactly

[So it’s actually by having all three is that’s what create the behaviour changes. I think these kinds of quotes are really good!]

Ah yeah, I love a quote!]

[and then get people to do Wonky Wood diagrams, I don’t know if you’ve come across these before?]

I haven’t, no

[so, they- I mean the idea is they'll all have a questionnaire form with them anyway, and so this would be one of them and there’s a list of- I think I’ve got here 20 questions, and they’re each based on these four things and then you plot your-]

Yeah so it’s like a radar graph, yeah I've done those at like management courses and they kind of go this way ‘my cobweb says- is here’, but wonky wood, yeah I can see it now, I was thinking ‘ah that looks pretty!’

[and so yeah, where you're happier and less happy, and then going OK so that’s your knowledge and attitudes and skills as an instructor and how happy are you facilitating it, and this was mine that I did a while ago but on the whole it’s all lower than, you know, I could say ‘ah yeah I’m really knowledgeable about that’, and somebody could say ‘well how happy are you telling somebody else’, and all of a sudden you think ‘ooh…’-]

And that’s point isn’t it, put your money where your mouth is and it’s like ooh, I’m not doing that!

[Yeah, exactly, and then- and then just getting people up on their feet and looking at these questions and, yeah, how important is our environment, how conscious are you and how much responsible you feel, and hopefully it will kind of mediate that everyone feels like it's important, otherwise I feel like there’s something quite wrong in the workplace!-]

Well, what you’ll create there is you’ll create a bit of solidarity in the group, cause they’ll all kind of go ‘yeah actually…’ and it’s that reflection, and that will bring them together, yeah that’s a really good little activity.

[And then again looking at two quotes, one from IOL that I think is really good cause it says you know we’re ideally placed to influence and educate, and then looking at this one from Alison Lugg, which I think really highlights it, I like this bit here, ‘it’s not just matter of merely exposing people to outdoor experiences and hoping they become infused’ because I think that's a big part of-]

I think that’s what everyone assumes about being outdoors, it just happens you know, you’ve got to engineer it, drive it

[yeah and then looking back at this teaches knowledge and skills to frame and facilitate and then we can look back at these (wonky wood diagrams) and say ‘okay so can we do that? Is that realistic?’ And then taking it really back to, you know, hoping that some maybe management people will be in on this course as well as the instructors and saying OK well yeah how is it being sold? What are they expecting before they even meet you, what are they expecting? Cause if they can see it advertised and they’re getting these little doses of environmental bits then they’re already expecting it, so maybe that's where we need to start an actually change bits from the beginning. And then we have a break. And then yeah, so looking at how to- focusing on how to educate first so it’s just keeping it in the same line as, as the participant handbook, and looking at this study that I did for my undergrad actually, in Horizons, looking at the impact of coasteering on barnacles, cause and I couldn't believe how, how much impact we were having on barnacles. And you know, you can have the question then- I picked on you were saying, you know, some sites if you’re noticing they’re being over-used you change to somewhere else, and else with coasteering that's quite hard because like you say, you have to go to the deep bits, so do you sacrifice an area, or do you go somewhere else and obviously, there's thousands and thousands of barnacles so- but if their indicators species then what damage are we doing to the dog whelks and this sort of thing so-]

Yeah, it’s almost like that rotation isn't it, it’s like, we’ll do six months here or- that way- or if you know you’re having an impact then you’ve got an area- but then- the industry, it’s a private industry isn’t it so its commercially led, so it's like, you know, you'll do something environmentally sustainable but Johnny down the road is just going to carry on and go I don’t care, I’m just making my money and- yeah, that’s a really tricky one actually isn’t it.

[yeah, really hard, and I think, again I think that's important for people in management and for the instructors, because it changed- OK it didn't stop me from being a coasteering guide, but it did mean that before I went on any coasteer I said ‘when you’re walking, you know, they’re living so’, you know, you change how you doing it-]

And actually, that goes back to that point doesn’t it, about, you know, the sustainability, the centre or the provision is- so the ethos within the organisation- it can’t just be the tutors doing it separately, so yeah that makes sense.

[yeah, an ethos but actually recognising that we’ve not all got clean hands, you know, what we’re doing we’re trying to do it well, but actually-]

Yeah, yeah absolutely, it’s all about balance isn't it, getting that- getting that right pathway really.

So yeah, and then looking at the citizen science projects and possible ways you could record it, and just hoping to make it really clear and easy and not scary for the instructors, so that they can pass it on for their students, and this is just some examples of things that you might see-]

And in that citizen science you’ve also got like the national things haven’t you, like the bird count, RSPB bird counts and, you know, all the things that go on throughout the year that they take part in as well so-

[yeah exactly, yeah just trying to get across that it's not, it's not you setting up a project and you recording it and you writing reports about it or anything, like you just have to note down how many you’ve seen it’s as simple as that.

Yeah definitely.

[And then looking back to these questions that we looked at earlier and saying OK well if you were going to have a citizen science project within your activity, how might you sell it to your clients then. And then looking at storytelling.]

Yeah I think that’s huge isn’t it.

[and again, what you were saying about factual stories and, or factual information and are the stories that you're telling right or wrong, so I think, you can all have a picture-]

I like the idea of the lochness monster, you know, you’ve got to all decide to disappear down, or whatever, you know, it’s those bits, but again, its age appropriate isn’t it, I like the idea, definitely biological, geographical, the features, you know, plate tectonics and ice, that’s huge in some parts that you could have loads of outdoor ed going on, you know, huge.

[yeah, yeah so just making it, like you say, local knowledge and, and if you're going to tell something about the Loch Ness Monster that isn't factual then that's fine but you just have to know that it isn’t factual!]

Yeah, some of them assume it is.

[yeah. And yeah, looking at the different- somewhere over different time periods and imagining is pretty cool]

Is that Borth? The sunken forest at Borth?

[That’s at Amroth]

Ah, Amroth, yeah yeah yeah, cause there is one at Borth, and is it Kingtonate or something- someone told the sea to go away and all that sort of thing, but it’s a great way to climate change. You know, we don't have any centres near there, but, you know, I used to go surf at Borth, you know, not that its an amazing surfing space, but, you know, we’d take a surfboard and share wetsuits and all sorts! And go and mess around in it, and then you’d be like ‘oh hang on a minute, what’s this?!’ and it was like the sunken forest, and you learn the story and actually, how often do you see the sunken forest? I’ve taken my son, I’m going- he’s going ‘ah what are you talking about?!’ and it’s like, ‘we’re going to come here one day and you’ll see it’, we’re going to see it so, you know.

[yeah, yeah and I just think it's amazing looking at- I did a project at Amroth and looking at the different things that have been found there, and finding, yeah like the boar's tusks or, I think it was like tiger remains or something- no, it was mammoth remains that was it, and you just think like ‘really?! What?!’]

I suppose you’ve also got some rewilding going on in places as well, which is, which is a nice- well, it’s controversial for some and not for others, but actually that's that environmental steps that take place, you know, river management, you know, looking at- not just look at the river but looking at the size of what's going on and the bigger picture of there- what they do- you know, it gives you nice sort of flavour of something that has been done in response I suppose, a different way of thinking.

[Yeah definitely, yeah, a response to whether that is restoration or, or complete just leaving it to do what it needs to do or whatever]

Yeah yeah yeah, just leave it alone and it would be fine we wouldn’t have a problem! Yeah instead we keep putting flood defences in and pushing the river down, you know, but hey!

[Yeah so the example that I was giving here was of the Manx Shearwaters that, that migrate and, you know, how and why they migrate and where they migrate to, and that some get lost when they go so you go to help them out! And then it gets a little bit deeper here maybe, I spoke to some people a while ago and actually read a paper on it as well about this whole idea- I don’t know if you’ve come across it- about not naming animals, or, or wildlife or whatever. Because by naming it we’re just objectifying it and not seeing it for its part within the ecosystem, we’re just singling it out, and I struggled to get my head round it a little bit because in terms of being guiding I think if I'm gonna point out a limpet and talk about a limpet then I want to name it. But this is a little video that’s narrated by David Attenborough and it's about the wasp in the orchid and actually how do you differentiate them because if they need each other to pollenate, then how can you say this is a wasp and this is an orchid because they’re always together, so it’s a bit of a-]

That’s a bit deep for a Friday afternoon! Jeez! Trying not to name species ‘that thing over there, that naturally or unnaturally, that thing, I’m not allowed to give it a name! But I see what they’re trying to do, so look beyond the name, so actually you look at that the species, the relationship it’s got, it’s role, rather than going ‘oh there’s a so an so’, ‘there’s the air..’ that’s a very different way of thinking, a very different way.

[Yeah it is- like I said iI don’t know if it's a bit too deep, but I also feel like it is quite a, a good thing to think about, even if you think about it and think no, I can't do that or that’s not for me- ]

Well it is, it’s about relationships isn’t it, in any ecosystem, one bit fails, the whole thing's gonna fail whether it’s short or long term, so you get- and maybe you’re putting a different lens on it I suppose, you're thinking about it in a different way, if they walk out of that bit and they kinda go actually it's about relationship between these, so I can't just talk about one species I need talk about several species in the food web and the food link – brilliant! If they go into a higher level and it, you know – brilliant. But actually, it gets you thinking along those ways.

[yeah, and I think it also maybe highlights how we perceive ‘us’ as humans and nature, because it's a very separate thing in some ways, or some people see it as very separate, and actually to think okay well what would-]

But if David Attenborough has narrated it then I’m all abord, I’d do anything he says! (laughs) The Godfather himself! Anything with Attenborough, they’ll love that!

[Yeah! So, so yeah, thinking about that then, if you’re going to talk about something what are the things that you need to talk about rather than just calling them by their name, so thinking about why are they important, or how can you identify them and what do they look like and then going to what are they called and maybe why there's a background to it, but- but yeah instead just saying that’s that, this is that, then actually forming some kind of- a deeper link. Finishing day one with a quote from David Attenborough]

Yeah, end positive.

[and then, so yeah, then going into whatever activity, I kind of envisaged it that if I was delivering this at an outdoor centre, then they could choose what activity they want to practise it with, so yeah, weather it’s kayaking or whatever, or hill walking and so you go out on the first day and practice. So then looking at the attitudes and competencies and participant thinking, I’m sure you’ve probably come across this before (Einstein’s quote) but I think it's a good, just a good way to introduce it. And then like you were saying about climate anxiety, there were taken from the office for National Statistics, but just looking at if you had a random group of eight people, you know, not taking into consideration if it's a family group or whatever, then, then you are gonna have people-]

There was recent- if you wanted to look at young people there was a recent climate change survey of young people and their attitudes-

[ah yeah was that done on different countries- 10,000 children or something in different countries?]

Yeah but there was also one done in the UK

[ah ok]

Trying to think where I would find it… somebody commissioned it, I don’t think, I don’t think- it didn’t necessarily tell us anything- I’ll have a look for it before you go, remind me and I’ll have a look.

[great, thanks]

Definitely, it came out of a meeting I was in, I was like, ok it doesn’t tell us anything!- and I’m not too sure where it came- but I’ll have a look for it and see if I can find it cause it was definitely was done recently

[well yeah, that would be worth having because… yeah so just trying to highlight that different views of the people have on the climate, so if you've got a typical group of eight people then you might have this kind of split and actually, like you say, trying to read the group and target different people within that is quite difficult, but just trying to make people aware of it really, of what they might have.]

And it’s also it’s factors- you might want to put there’s factors that change it so, you know, social economic background, exposure, urban, rural, those sort things that is always gonna change, you know, unless you’re going with their- trust their inner gut to kinda go actually that's what I’m looking at rather than stressing on it or, you know, they maybe need to do pre-course information ‘ah yeah, I think this and this and this…’, that sort of thing, but you know, you get an idea, but again if they’re booking on, they should know what their booking onto. It’s that ethos, it comes back to it.

[Yeah, so I suppose that’s if their- if they as a group feel like they’re booking on to an adventure activity just for the adrenaline, then, then something has to change in that marketing so that it's slightly different maybe. Yeah and then just looking at some- at how that difference might look in terms of the human-centred and the environmental-centred, and what that might mean. And then have you come across the Nature In Self scale?]

No I haven’t, no.

[So this is again asking- which I'd ask the instructors to fill in which will partly be from my research, but also I think it’s good for them, and just getting them to identify how they see themselves with nature]

Yeah ok, that’s interesting

[and the reason behind that is because a lot of the time we think we’re, like saying with social economic background, and where people are living, a lot of the time we’re delivering these activities in really beautiful, big places, and so, to me say, I would see nature as something really big like maybe being in a woodland, whereas if I was walking down a street I maybe wouldn't think of it as nature-]

yeah definitely yeah yeah

[so getting people to recognise what they see is nature and then looking at this and just getting them to have a discussion about from these things what do you think is nature because I think without meaning to, you risk patronising-]

Yeah, no, I think that’s important, and you know, it’s those backgrounds isn't it, so I'm looking at that now (pictures of nature) and I’m going well a town is totally man-made, but actually, there is an ecosystem inside that town, that actually is that nature? Probably not, but then, you know, streetwise you know, the impacts trees, and all that sort of stuff, Shropshire farmland, you know, there's nature in all of those really isn't there I think, you know, even to a small scale someone's going to come to you and they might have- I don't know, they might like in a small block of flats and they've got a small greenhouse or something growing on the balcony, compared to somebody who lives on a farm and it’s like ‘ah yeah’, you know, who tends to be- my experience of farmers, well I’ve taught farmers- they’re the worst! They’re the worst! It's like ‘ah I blummin hate these hedgehogs…ahh these electric cars…’ wow wow wow! Where do you get this from?! It’s like terrible, and then to think that they all start preaching to young farmers, but actually maybe you should take the young farmers with it, but yeah, no, there is nature in all of those and even, you know, if I put, you know, that past, present, and future, you know, the quarry might look like a big scar on the landscape but nature will reclaim that, nature will reclaim all the urban areas on there, you know, you only have to look back to lockdown when all the weeds and the plants and everything started growing, and it’s like oh my God nature's coming back! You know, I think in Llandudno they had the sheep- the goats had been coming off the mountain and off the moor and then they’re now trying to get them back, I think they might be culling a few, but then now they’re like ‘it’s ours again, they want the town back!’ It’s amazing!

[yeah I doesn’t take long does it]

No, it doesn’t, it doesn’t

[yeah, so just trying to get people to think about that really because- and like you were saying, getting something to stick and something to take away and actually if you're out in this big kind of woodland delivering these activities and then they go home to this kind of environment then they might think ah well.. I can’t- ]

And it’s also that thing isn’t it that we were talking about before, you’ll get kids that will be petrified in that woodland, and you don't realise that you’re taking it for granted and it’s like ‘why aren’t they engaging? Why have they gone grumpy and quiet all of a sudden? It’s like here, the grounds go all way back, we’ve got couple of ponds and bits, it’s pretty open, it’s ok, but then, you know, you get on a bus, and you go elsewhere, you know, places can feel quite remote very quickly.

[yeah, what different people are used to whether its safety in numbers or safety in no numbers! And then moving on to nature connectedness, which I really like, but I struggle with the idea that it is just attitudes, and so that's why I've tried to incorporate in the attitudes but not sort of make it the bigger- do you do much with nature connectedness?

In terms of those, you know, you try and get their senses, you know, smell this plants, those sorts of things, what's the one plant that smells, it smells like awful dog food?

[I can’t remember what they’re called, the big daisies? They look like big daisies?]

Ah they stink!

[yeah!]

But it’s like, you know as tutors you know, you’re walking between, we’ll look- when we’re walking between sites we’ll look for opportunities to either engage their senses or to get them to look for something or, you know, games of I spy with little kids, you know, it’s just about, it’s all about those connections, there's no- I call it ‘downtime’, but it’s those bits that get them thinking, I mean, we've done it with- you know, I've seen it when people do numeracy or literacy things, you know, and riddles and the kids are like ‘wow!’ and the kids are trying to solve it, but it keeps them focused on those bits, but on the way, if you see something you take advantage of it, you know, you definitely go with it, you know, I think one of my first days here I was up in the late district and there was a sheepdog, you know, herding sheep, and these A-Level students are like ‘dah dah dah dah dah’, you know and actually the tutor should stop, does exactly what they should do, you stop, use it, what’s going on here? All of a sudden they were engaged into the landscape and then start- and then were questions ‘so what about that house over there?’ ‘well that was sold by…’ and there comes the story, and all of a sudden ‘oh look there are solar panels all over the top’, and it, you know, and that’s, I think that’s important, it is important, you know, but the places we've got, you know, some stunning, stunning scenery and landscapes, and you know, they go down to Devon and you’ve got the nature reserve, it’s huge! It’s an absolutely stunning location, but at risk of climate change, because the lay will, you know, sea levels go up that lay will break and of a sudden that nice lagoon behind it is gone! You know, it’s a real threat, but, you know, we get it, they learn that as part of it whilst they’re there, so yeah

[and look at ways that they can help or?]

yeah I think so, you know, you can get that reflective nature at the end of it and kind of go ‘well actually, this is what the landscape- this is the threat, what can we do to help?’, you know, ‘I'm gonna recycle’, well done, ‘use the car less’, your car or your parents driving you around?! But it’s those sorts of things, you know, and local foods- and then it starts- what’s interesting is then they start telling you things they’ve seen in the centre, which is really good because they go ‘food miles!’ and the teachers are going ‘where did you learn about food mile?!’ and they all go ‘ah it was on the display I saw- so it comes back to that ethos so it’ what you see as well, so yeah, it’s quite nice when that happens actually and it’s like ‘yeah I’ve achieved something!’

[yeah, like subtly reinforced something, yeah]

Yeah, and it is subtle, I think that’s the thing, it’s that subtle- sometimes it's more powerful than the rest, yeah definitely.

[yeah, and then sort of bringing it all together to really focus on behaviour change, cause that's the important bit! Again, this needs jazzing up a little bit really, but was just barriers, again by office for national statistics, but the most common barriers of why people don't make changes to their lifestyle choice, and then I've just got these, sort of taken the most common four and given suggestions about what, what could be your answer if you were and instructor and you said ‘ah, you know, why don't you …’ and they said it was too expensive then you could sort of make these little changes which actually-]

It's active citizenship, it’s write to your MP

[Yeah]

Yeah, and you get a letter back!

[yeah, sometimes! Which don't always require a huge amount of financial investment or time or anything else but, yes, just kind of reinforcing that- I saw a really good diagram actually in a course I went to that was this thing saying, I can’t remember exactly the figures, but it was something like if 10% of the population were perfect, it would make a quiet a small difference whereas if 10% (higher percentage) of the population did a little bit then it would make a much bigger difference and kind of get that across that we're not out there to try and make people feel guilty about what they’re not doing-]

Do you think you will get some families or students that will say it’s too late?Because, you know, you go into old argument of the tipping point – have we gone past the tipping point and actually now we’re past the point of no return so we may as well just enjoy it, you don’t know, there’s that point isn’t there, cause if the Permafrost melts then suddenly we’re in trouble, you know, and that’s what’s going on I suppose isn’t it

[yeah, I think there is and I think through my PhD journey I’ve done this a bit like ‘why am I doing this?! But then-]

But that’s climate change! So if you’re going through that sort of things, then actually, will the learners attitudes potentially go through that similar sort of journey as well I suppose, cause you do, you kind of go ‘ah I doubt it’ and you know, the kids would always ask me ‘well what do you think’ and I’d go ‘well I can’t tell you what I think’, ‘yeah but you can tell us can you!’ and I’m kind of going, you know, I’ve taught to you about enhanced climate change- greenhouse effect, the human causes, I’ve taught you about the physical and actually, I think it's a bit of both, but they’re looking at me like ‘wow, you can’t say that!’ and I do! Because the science will be that the Earth rotates around and the orbits will change every 48,000 years in Milankovitch cycles, all these sorts of things and they're there going ‘yeah’, but then look at it, look at the graph, at no point has it ever done that before since about 1916 and they’re all sort of looking at me going ‘right’, well so I don’t think it’s because of that! We haven’t got closer to the sun have we?! That's because of this, so actually one year might look worse than the next and so on, and they’re like- and I start talking about personal things, like I’ve seen it, and then they go ‘right’, so yeah, they always- they will ask, they will ask- they’re nosey! You know, but it's difficult, it is difficult and sometimes you walk out and you go ‘hmm ok’, and you think, you know, I remember having lessons- it was quite a classic, I’d say ‘Donald Trump has got it going on hasn’t he!’ and they would go ‘well what do you mean?!’ Cause literally, what does he do? I said he makes it up! And they go ‘what?!’ and we start talking about this bit where he’s got this climate change graph and he just drew what he wanted! He just went ‘that’s the way it’s going!’, and I said, he probably knows as much as the scientists do! You know, and the thing is, the scientists- I don't think the science is complete, by along way, which is worrying actually I think in some respect, but you try not to scare them at the same time.

[yeah, yeah and you kind of don’t want to get people to just not trust the science totally]

Yeah, it’s difficult. You do back to that political landscape, you know, we talked about that Inconvenient Truth DVD, and there was a scientist who published the, you know, the UK information and then he was absolutely pulled apart by the government, I think he committed suicide in the end didn’t he, I can’t remember the name of the scientist; it was terrible that

[Was that after the Climategate]

It was all to do with Climategate yeah, and, you know, I think it kind of set it back a little bit, and then people didn't trust what was coming out, it was like- and that’s the bit, I remember having a document- there was bit’s I remember that, you know, one of the things we used to do in the old exam spec, there was a- for A Level students you would get them to make a nursery rhyme, and they’ be like ‘what?!’, you’d say you’re going to make a nursery rhyme on different degrees of climate change ‘well what you mean?!’ well you’re 1 degree, and you’re 4 degree’s, there was a table, but there was a national campaign time and it was, it was taken down pretty quick because it was like, you know, ‘Jack and Jill went up the hill to get fetch a pail of water – there was none because the climate change, and it’s like the video was dad reading the little girl a bedtime story ‘let me tell you a story’, and a puppy dog drowns in it and all this sort of stuff, it was really hard hitting, but because it was so scary it was banned, so we used to have all the pictures of the kids ‘make a story’ ‘but it was banned!’ You’re not allowed to advertise it because of climate change! It’s like, there you go, it is crazy, it is very political, very political, and as a result the science is questioned, you know, and it is a real- it's a bit of a mess really. It’s frustrating, it is frustrating, but you do- you go through a journey where you kind of reflect- You question yourself, you know, actually am I doing good enough? Can I make that difference? You know, it is big sort of change really, you know, a step change I suppose for some, and some will say it’s too far, what’s the point, and others will have a go I suppose

[yeah, I think that’s where this diagram that I just mentioned is good because it’s actually, you know, don't feel guilty if, you know, if you're running late so you get in the car and go, it's okay, but, you know, you’re thinking about it which is, which is a start for a lot of people I think]

Yeah, and you know, and if one time they go ah actually I’m going to walk today because it’s better, that's a win, you know, and as you said 10% of the population, we’re 8 billion now(!) do that then, you know, that’s a start isn’t it.

[yeah, but yeah in terms of being out of your depth in conversation, you know, what you were saying, people ask questions and are nosey, what's your take on not knowing, or, you know, on trying to the waffle your way through because you think ‘ah I've got to answer this question because I’m the guide!’]

I think you can make it personal, talk about your personal journey. This is what I do, you know, and if they’re there then they might be practicing, you know, environmental, you know, I go back to recycling, it’s always the easiest option isn’t it, but that- their practises might be more environmentally-centric than they realise, you know, and draw on it, you know, it’s that bit isn’t it, you know, did they get on a plane and fly half way across the world? You know, it’s those sorts of things, and you know, it’s difficult- you know, shop local, carbon offset, have they planted some trees? Have they got an allotment- you know there’s all sorts of ways-

[making it personal rather than global]

Yeah I think so, and that local is sometimes easier to defend than global, you know, we got to the global bit, and we could be here for another 3 or 4 hours! You know, we’re not going to, you know, we’re not going to fix that, but yeah that local I think is really important and that’s local then to that study area or that site where they’re doing the activity as well isn’t it

[yeah, local to that, and their place back home]

Yeah, huge, you know, and they can all draw on something, you know, definitely.

[and then just- I touch on the smarter goals but change a little bit into the ecological

Ooh I like that, smarter.

[Yeah ecological to benefit the environment and the individual, but like-]

Yeah I like that, that’s really nice, I like that

[And again, not necessarily that you’d like, go through these kind of things with the clients when they’re there, but if the instructor can have it in the back their mind, like you were saying, it’s not gonna fix the world, okay lets narrow it down a little bit-]

Yeah yeah, but it has to be doesn’t it, you know, your smart objectives, and smarter, I like that, yeah, I really like that.

[yeah, just trying to make it a little bit more relatable. And finishing off with this knowing, doing and believing, which I think is both important for the instructors and for them to pass on to their clients, it’s the- well you could link these together like environmental literacy I think cause if you lose any one of them then you’re not going to do it, but if you can get two of them then the third one will come as well, and I think, yeah, believing, that’s where’s you’re saying the peaks- you know, the ups and downs, but at the end of the day I think well we’ve got to try right!]

Exactly! Well, hopefully, yeah, hopefully! No I think it’s really good, I like that.

[And yeah for day two then going out and looking at those kind of things, I think that what you were saying about role play in the practical- about, you know, getting them to impersonate year 8’s or whatever, and think ok, how are they going to react when you’re talking about these climate challenges or whatever, is a really good idea. And yeah, hopefully it wouldn’t be too long!]

No, I like that, I do like that. No I think it’s really good.

[is there anything you’d like to add]

No, I’m all done!

[thank you very much]