Title Research data for PhD Thesis on Advancing Environmental Literacy

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 George**

Where are the sort of limits and scope of the PhD? If the PhD is to present a finished entity, that is marketable and has sort of- grab a task and can be worked on, that’s one thing. If is to produce a theoretical model that says this thing could work if someone took it further, that's another. So-

[Hopefully it will be the first, I think, trying to get it, you know, by the end of the PhD it’s a product that can be used in- yeah, I sort of like the practical aspect of it to come into the area, but I suppose that all depends really on how successful it is in trialling the course, because if at the end of the course it doesn’t really seem to make a difference-]

Yeah, and again, I’ll probably go off on tangents and go to a lot of places-

[yeah, that’s fine]

Because what I was pondering on was, for something to be usable, it needs to have enough throughput to make it worthwhile in terms of production of resources, production of monitoring or quality assurance, all those sorts of things need a kind of certain volume of traffic to make it sustainable. Consequently, depending on where you wanna go with this sort of, you know, the outdoor structure, you know, from, from volunteers to first level instructors, level, I don’t know, level 1 to, you know, to up, to up, to up and whatever, obviously there’s more people in that section that there are in that one, than there are in that one, than there are in that one. But, by the same token, then generally their experienced drops down there, both on the two aspects that you’re talking about. The one aspect being the ‘can- do I have content knowledge, subject knowledge’, and I think the lower down this you go- they’re kind of emotive words I think but, for the sake of- I think it works, the further into that you go, the more there would need to be a content kind of ‘aid’ if you like-

[in terms of the environmental contact?]

Yeah

[Yeah, ok]

And also, the more the, the lesser experienced those people will be in terms of articulating a knowledge to a- you know, that group management, learning, pedagogic side you’ve talked about within there so depending- I think it depends on where, where the sweet spot is in this kind of worker triangle, delivery triangle- cause they’re not all workers, they could be volunteers and whatever else they might be, which I tend to use interchangeably for this purpose as to where the sort of sweet spot is that says ‘right, there’s a bunch of people there that are going to provide enough volume of head count that as instructors, or delivers, to make a system work, but are also close enough to the customers- the learners that there’s actually a, an inter- a volume- a reasonable effect being had from the outcome. So, I think about that- but I think why it’s relevant here is that it is directly relevant to the level of where the syllabus is pitched

[yeah, yeah absolutely, and so, in, in some ways I’m trying to- I think it will be at, sort of, entry-level instructors, because, like you say, there’s not necessarily- they’re not necessarily taught how to deliver that information; they’re taught how to go out and lead and run a kayak session, or whatever it is, but you’re not necessarily taught how to deliver that environmental content, and a lot of the way, at least from my experience, is from, you know, you start off as an assist so you listen to other people and you hear someone say and you think ‘ah I’ll pick that up’, and-]

Yeah exactly

[and then at the end of it you maybe do some fact checking and think ‘hmm, that isn’t right what I’ve been saying!’]

Yeah! What was a legend, what was a story, what was a lie (laughs)

[yeah exactly! And it just kind of gets changed a bit over time and you realise that actually you just take what everyone else says for granted and that that’s true. So, in terms of the content- why I’ve tried to stay away from it is because I wanted it to be available- the delivery side to be available to any sport without it having to be location specific. And whether then it would be, sort of, separate modules, or areas, because yeah, I agree, unless you’ve got the content you can’t deliver it right! So, but yes, I think- in terms of going higher up the triangle, the people that have been around for a long time or quite experienced in the industry quite possible do a lot of this already, and whether its intentionally or just because as the practice has evolved that has become-]

I think it’s interesting actually, I think there's a- I think there's a- it feels like there could be a site specific version for more junior staff why you say like OK effectively my pie graph of effort is completely full by just giving people safe and when I’ve got to- and I've got to do that gorge walk and this beachcomb and that thing here and what I need to do is have enough confidence to be able to, if you like, once I've been doing it for a bit and I can actually have some headspace to be thinking about how I'm doing it I'm what I'm doing and adding another value, that's one thing, so I need- I can now access the point of it even, or whatever but I'm going to need a little locally produced set of truths if you like, that is a anemone and that is about- you know there is a point here where you can point out path erosion, or whatever

[yeah I see what you're saying]

but actually, then I think there's always a place for that sort of stuff because what you're then doing is seeding that concept down here which hopefully stays with the person as they grow through that general world of instructing and leading and whatever else there is, but likewise, where you've got people that are a bit more experienced and can operate in multiple environments, are in top of their game a bit more, you know, hold on a minute I've been doing great kayak instruction or climbing instruction or teaching geography, or whatever it is hadn't even occurred to me that boats bouncing off rocks leave... You know now what I need to know is how do I integrate into my really good already practise this environmental literacy, but I've got headspace to do it

[I see, yeah, that makes sense]

so it's almost, like a level one and level 2, I hate to use the words or those terms but, you know-

[I know what you mean though, yeah that's interesting, because I hadn’t thought about it in those- I sort of thought of this as quite an entry level thing in terms of delivery but yeah, it's interesting the way you've almost turned it the other way up in terms of the content is initial and then pedagogy is for higher up which yeah, makes sense]

Well, it's only one way of thinking about it and I can remember- and part of my experience is from a- I worked for XXX for ages, and companies like that, where you have to take people that are enthusiastic but are on this end of the spectrum to start with, so what's the- what do we need to get them functioning on day one in a confident and enthusiastic manner and so it really does sort of sharpen the pencil I think, you know, what's necessary and what's down the line or whatever. But if you can gain peoples enthusiasm for a topic at that point then hopefully it will carry through, whether they are still with your business or even in the sector or whatever later, you planted that seed early, but generally at that first starting wide eyed level it's like, which is where the volume is and where, another fact will come onto in a second, but that level then someone needs to think right I've just about grasped the concept what do I do about it like, here's my three or four key how to articulate the point points, the pedagogic learning side, and here are five facts that I know work in my site, you know because my input is not generic, I'm not travelling the world, I'm doing it here or whatever.

[yeah, I've never thought of it as something that is so site specific but I can definitely see the market I suppose for that kind of area. I had kind of wondered about whether a good opening would be- and again it's not a huge volume then, but university students which aren't necessarily working at a centre but they are I suppose in the frame of learning that you can more easily put things in, which again when it comes into practise then the most important thing is safety but-]

yeah yeah yeah but it is, well it is, but and again, it depends on kind of, you know exactly where- you know that group of people might well be able to say okay I can academically engage with the concept of the idea – fantastic, and I'm now going to think about if I'm going somewhere I'll research what I need to know for that place from wherever I'm going- and then when I go there, fine I can deliver it, because that's there-

[they've done it themselves a bit more]

Yeah, their way of thinking through that will be slightly different.

[so in terms of the content that's in the course at the moment, in terms of the delivery content, do you think that is pitched at a level that could be understood by the sort of lower level work-]

I think it's half and half, I think cause it, it's a bit of a mixed question as well because at the moment it's pitched at two days there will be at that volume level here, businesses that were employing those people might well think that two days is a bit of a chunk however, in terms of message do we want to say-not say, not like wash, but is it, is the topic, is the point important, do we want to build an extra value to our delivery our sessions our knowledge, do we want to be seen to be doing the like and the right thing and do the right thing, absolutely on message, it's then saying hold on a minute do I spend two days with that person doing this thing or do I qualify them in two rope elements so they can go and deliver- you know, so but I could well see a point whereby they something slightly sharper for that group, that left the business to be saying you now need to produce an onsite portfolio of information-

[so, sorry, going back, somebody that's leaving- as in, that has worked there but is leaving?]

no no, no, so, okay I'm going off on a complete tangent here, but if you imagine- in terms of who is going to do the course, then you're either going to have an individual who stumbles across it because they're a member of the IOL or because they've seen an article somewhere or whatever and thought oh that's a good idea I'm going to attend that thing, so they are motivated, they are- they've made a decision, they're going to go and invest some time and to three weeks or whatever it is, they've made a decision to go and do that, because they think it'll be good for them and they'll be interested and they'll go away afterwards and they will use it and they will take the steps to think I need to brush up on my this or I'm going to X environment let's look at, you know the whatever. there will be another group of people that are effectively sent on it, because that part of an employment regime, and that could be the scouts, it could be first year instructor at a centre, it could be, you know, anyone but they're not necessarily individual decisions, they become part of the mechanism they're going through, but they will then stay in that environment, so they might well go on a course, it could be 3 evenings of online learning, or it could be, not this course particularly, but you know whatever, there’s someone that somewhere has said that as part of your development you’d be thinking you should be doing this, so crack on, you know, there you go, but once they've done it, they will need to be in an environment that supports its point, so if they fell off of course where they said OK I now understand the concept of environmental literacy, I get that I need to integrate it and I'm keen to as well and all those things, and they turn around and next day go to work and go um… what do I do, and if someone hands them a- right your cliff walk and- or, integrate it into the training and the induction, and the resource pack is contextual knowledge but they can then use as a crutch while they develop their own knowledge, they'll have both sides

[and that they can refer back to]

yeah, so I can see, I can see somebody approaching you know, a Kingswood or Brathay or whoever, an LEA a centre, and someone saying well you’ve bought into the concept, your responsibility now as the business is also to provide information that these people can enact while they’re sort of cutting their teeth on the point.

[yeah that makes sense. I think that, maybe ties in slightly in that actually, thinking that I hadn't really envisaged it as a site-specific thing is maybe a bit contradictory in terms of the actual delivery of it, I imagine going into centres undoing the part, the half day theory and the half day practical on an activity that they run, which I suppose is- touches on that-]

it does yeah

[and, and again that time is a big factor and how easy that is, but how important do you think that practical aspect of, of doing it within the courses if you are then saying okay as a centre you need to develop this]

I think really important at the introductory, more junior level, less important at the people who are already theoretically engaged and can think at a- they've got a lot more experience behind them, I think it's vital at the junior level- not junior- they are emotive words aren't they, but at that starter level, and my experience says, and that's just the nature of- I run a group in skills activism, essential skills council, so they did some, some kind of wide surveys and one of the things that came back from this survey- and at the time there was like 26,000 people estimated at working in that- in the outdoor sector you know, delivery method, and there were four times the rates of dyslexics declared in that than in the national population and the learning styles, people declared that they had we're massively weighted towards practical as well, so it's not saying those two are necessarily linked, but I've seen nothing in my years working in the outdoors that hasn't said get people hands on! (laughs)

[it's interesting you say that actually because I was really trying to put across to justify why I was doing the practical aspect, and yet obviously for the thesis it all needs to be backed up by research and there was nothing that I could find that looked at the kind of demographic of outdoor instructors and yes, from experience too, when I was on my undergrad course and just working in it I know that a lot of us are dyslexic and you just kind of accept it and think-]

yes, but even if you take the dyslexic out of it, the survey was- and this is a dated survey now you know, this was like 15 years ago, but it was shouting don't put me in a classroom!

[do you think that survey was published, do you know?]

it was skillsactive, I don't even know if skillsactive exists anymore, but effect, it's very very dated as well, it wouldn't necessarily do your- I could probably-I know a person that used to work at skillsactive still, I mean I was a trustee and an erector and manage the employers group, you know they were voluntary positions as opposed to paid labour if you know what I mean, so I didn't have access to all their shared point, or whatever but I could certainly put out a few feelers and see if that sort of stuff is still there

[if it is, yes please!]

yeah, and there's people who have done all sorts of allied research in that view so do you know- someone pointed towards a chap called Loel Collins?

[no, I've read quite a lot of his work I think]

yes so he's- I worked with him on- well he came on to the group that I was writing apprenticeships for a while back, so he is a legend in the outdoor world for canoeing and kayaking, as a practitioner and a coach or whatever, but also he's sort of worked in academia for ages now, and he's become a proper, you know- I can point you- he might be able to point you at research on learning styles, and there's also a chat I worked with down in Dorset area, a guy called Dr Roger Hopper, and he's- he was running an outdoor Christian centre for years I think, but now works in a university down there, but he again- they’re people closer to the academic side of things than me, who may be able to point out- by the way there's some research done in this area that maybe you could reference, that is about- supports that point basically, if you needed some

[yeah OK, yeah that may well be useful, thank you. so related to that then, when you’re saying it's important further down, but less important higher up, why would that be if most people are practical learners would you say?]

I think, gosh, unresearched, I just think that people who survive long enough to be out there are engaging with their topic in a slightly different way or have the capacity to. for one thing that competently- they’re unconsciously competent in what they are doing by then, so there's headspace to be able to think hold on a minute let me think about something, whereas at the junior level it's like well, you know-

[safety safety safety]

yeah exactly what am I going to do here, so- but still very I mean, generally practitioners rather than theorists but you might just find that there's a- they have the capacity to think that's part of my CPD for my own personal development or because I've got a passion for doing it or whatever. I could engage with two evening online learning courses and I have the wherewithal in myself to follow it through from there

[and the CPD do you think that would have- do you think it would be important for there to be a follow up, whether that would be-]

Ah right, so we are using, so two different types of CPD, when I was talking about- in that last two minutes ago was the person and the standing they need to keep themselves professionally competent and whatever, and refreshing and do whatever else it might be, in the note I put through was I was saying, was about structurally introducing a certificate, would you be expecting people to refresh or do they just get a certificate for life, but that's to do with the structural mechanism of having an awarding structure or a qualification and stuff which is perhaps a bit further down the line

[yeah, I see. So, one of the questions I've got in here which sort of relates is the value of the course to these different people and different instructors and I suppose to not only the instructors but also to the centres, and as we've talked about time and it is- you know, you have to choose what you're going to put your staff through, but do you think it would be something that would be of value to these centres?]

very much so, and not necessarily always from the angle that might be the first level thinking, so- but again this needs to be words that are not misunderstood but effectively, businesses are wanting to think how do we continue to look like we are at the cutting edge of doing the right thing or how are we going to communicate stuff, you know, they can't turn off the boiler that's heating the swimming pool, and their carbon footprint- they have a carbon footprint and, you know, all that sort of stuff, so if there's something they can put in to their structure, to their communication, to their groups, whether it be volunteers or charities, or teachers or whatever that says look we're having an environmental literacy aspect or however they want to spin it, you know to their thing, then that would be- positioned correctly to them they be like right where in, what do we do, you know, fantastic

[so, kind of value on the, like the badge side of it]

yes, yeah totally, but not just for- that's why the words need to be not misunderstood, not just to get the badge, the badge needs to resonate, it needs to do the stuff, so the point of the topic I think will resonate with the people in businesses who are making decisions about how to run their businesses, you know, right, got it comment that makes perfect sense and by the way we can market it or push it, or spin it to teachers or whatever; there's an extra value on the thing they are doing or whatever, we now need to do it obviously as well, not just say it, but that's another matter. The other thing that could be useful as- practically, the way that employment is going and costs and the sector, some of them- harder to teach, higher ratio activities, are getting harder to resource. In terms of finding people who can deliver higher technical skills, obviously you've got to be in the sector for a long time to get there, more generally, people are finding other work, you know, things are very, you know, lots of work in the sector is very seasonal, so it's hard to grow people to that level, whereas, building in value to what could have been seen as a softer activity, but building in value through this where someone can still go well actually I can take my 8 or 10 on that cliff walk or down that beach walk or do this activity that is, if you like easier in the programme for the centre to staff, would be useful. Yeah so it would be another- it’s not that- it's absolutely not the reason to do a PhD on it, but in terms of thinking- if when- if when bringing the thing to market that was a bit that said, you know, this will enable some of your- you’d have to be- I'm not a marketing person but, effectively if the purchaser realised that there was some activities that they were doing which were a bit run in at the know at the moment, or a bit- whatever, but they could put 12 on it, and they could put 12 on it in the future with a better value kind of, why wouldn't they.

[and do you think that's equally- would that be equally of interest to centres that do like pure adventure tourism as it would be to the ones that maybe have more schools in and have more-]

I think there's a different spin to different centres. the centres that are doing adventure tourism are becoming increasingly mindful of the fact that people need to burn carbon etc to get to them, and so anything that they can-not anything, stuff that they can put into their programme that says we're also doing the right thing and this is the good message and we're also going to equip you to appreciate the environment more you know, that sort of stuff as well would be of value. I don't like the way these words are coming out, they're a bit pragmatic in terms of thinking- when someone goes and- when you take something to market people are going need to think what's in it for me, you know and that could be the instructor at the, you know what am I going to do with my weekend, you know, I could go and brush up on my climbing, oh nice, I would really enjoy it, but structurally there are a lot of people who are in businesses but are making decisions about what they do, where they position themselves to their clients, where they position themselves to their instructors as well, you know, people want to work for good businesses and if you think, hold on a minute, these guys are on the nail with their, with their environmental stuff as well, that is a different relationship between the employee or volunteer and the business, and the same with the customers coming, so yeah, that's just the world we live in, you know

[yeah, at the end of the day it has to appeal to be sold doesn't it so yeah. And then I guess taking it away slightly from the instructors on the centres and that's their motive, and looking at, say the adventure tourist who's coming down and wants to go coasteering for half a day. How much do you think there is a gap for that, for them wanting this kind of product sold within their adventure?]

I genuinely think a growing gap, I think there is a genuine ‘I want to understand more', there is a guilt, ‘I have just driven here, how can I feel better about myself that I am gonna go away with away with some knowledge’, or whatever, there's also- I mean one way or another, there's a whole stuff about the environment and that is- it's just increasingly on everyone's radar isn't it, but then, for a genuine member of us, what we do about it- and we can make choices at home, we can make choices about where we travel and do whatever else it is, but if those choices are aided, because of something they can grip, and learning a bit more, or I'm gonna take away something on that, or, great I'm happy to- you know, the kids are going to come out of my coasteering session, parent says, you know, we’re going to- am I gonna be able to sit in the car and say ‘we never thought about that did we’, or whatever, you know there's a real benefit and there's a sort of satisfying a general underlying guilt about being alive (laughs) so I think, you know, using up the worlds resources, so yeah I think there is a massive opportunity and that opportunity can only be realised if the person delivering it is able to deliver it. So, and there's a range of things we have already talked about whether they are competent- you know, their knowledge, their business is supporting it, etc, or their employer, you know.

[yeah I think, I’ve sort of- in the presentation that's like trying to look at their own- I don't know if you remember the wonky wood diagrams, but kind of looking at their own knowledge and attitudes and behaviours, and saying OK how much can you deliver this and is it different, and then looking right back and saying how is your activity being sold, do you even know your company ethos, or do you know how it's being sold, because I know that in places that I have worked before sometimes the reception staff have never been on the activity, so maybe they've got actually a different idea of what it is than if they actually came on it or whatever, but yeah, I agree I think never see growing sense of need, but I have also definitely been on sessions where you think, gosh this conversation is just going to get shot down and how much do you pursue that, and how much do you just accept that they just want me to take them coasteering!]

yeah, yeah totally, and that's in the skill of the deliverer isn't it to either overtly or covertly or not at all sneak the message in, you know, and even a, and that's the scale isn't it, and nobody wants to be preached at

[no, no definitely not and I think that's what I really don't want this to be is a, you know coming on this and all of a sudden you're not going on an adventure anymore you're having a lecture but on the Cliff and I think that's not what it- that's not what I'm trying to achieve, I still want it to be fun but just to contribute.]

yeah, exactly so there is a sweet spot in there isn't there, there is, yeah educative, informative educative, and give someone some knowledge to take away. Yeah.

[Yeah]

I have no idea if any of this is following anything of what you thought was going to happen!

[yeah, it's all good, kind of roughly following a vague pattern and that’s-]

but I'm just thinking- some of the- you're going to get quite a lot here I'm sure of the feedback about it- about the sort of theoretical nature and learning and that sort of stuff, so if this is not well, you know-

[no it's- yeah, it's really good to have- well, that's why I wanted to speak to a variety of people because then you just, yeah, you pick up on different- there's lots of similarities and lots of differences which is really good. The course objectives- well I suppose actually I forgot I was going to ask about them but I think we've sort of covered that in value I suppose, just in, let me just have a quick look at- just looking at how relevant those objectives are both to the people who will be on the course, so the instructors, and the people who would hopefully be receiving the course, being the consumers.]

no I- I read them at the time and yeah, I think they are, they- they make perfect sense to me, whether they would be what you would sort of communicate to different participants, you know, whether it be the purchaser of the thing, the person that's attending, which could be the same person, or, is down the line but, in terms of the point of it, they are entirely yeah, on message and make sense to me, yeah

[and achievable?]

they are with the caveat that the- I think aware of different facilitation strategies without the environmental attitudes, I was going to say, is one thing, the capacity to use those different facilitation strategies is the- talk the talk kind of awareness, there’s the let's go and have a go, you know, brilliant, is different, and competent and confident in the ability to engage and educate about the environment I think will entirely depend on the other stuff that we've been talking about, you know, saying, well what am I going to point out and say? So, in my environment, yeah what's my go to points of first level knowledge? Yeah, and I think that is- which is why I think it's- the idea of doing two practical sessions where people are doing those, potentially in the environment they're going to be working in, efforts are bought in course for a scouts centre that’s only got their scout centres that are doing it, on that venue would be really useful because they're going to say great, at this time of year that thing there (laughs)

[is flourishing!]

or is, yeah, but I think it is all about planting seeds isn't it, if that person is going to need to continue their knowledge acquisition, but ideally, if they've bought into the concept by- kind of they will provide a, the motivation to develop that knowledge, post the course, it's about that seed being planted.

[yeah carrying on, and that content knowledge. I sort of toyed with the idea of the environmental literacy term, and whether or not that was appropriate obviously there is environmental education or- I didn't really want to use education because I felt that that might- it's not quite right within adventure tourism, but also there's a- you know, ‘literacy’ in a, maybe in an academic world is a bit different in terms of a few people have said, well that's just reading and writing about the environment, and I felt that- from my experience with the word with like nature literacy, and carbon literacy, and ocean literacy, all becoming a bit more prevalent then that did work, and also I liked the fact that it uses the knowledge, and attitudes, and skills. do you think environmental literacy is a, I don't know what's the right word- a sort of a-]

I think you asked 10 people you'd get 15 opinions! On what The thing is gonna be called, and actually, there’s the sentence of two that comes underneath whatever title it is that picture is it to say this is about, you know us gaining an awareness of our impact on the environment, how we can minimise- or whatever it is will be the thing- obviously, you know, the branding side- it didn't strike me- it didn't raise any hairs on my neck or thinking why is it called that, I got it, why it was called environmental literacy

[fine, that's good! I mean yeah, as you say, I think it will suit some people-it will suit some and not others, but I think the framework that I've got here of the environmental literacy is what I quite like because it binds those things to hopefully create that behaviour change and if the behaviour change- so that's hoping for sort of client behaviour change, which is something that I'm not gonna be able to measure within this PhD but, but it's the ultimate goal I suppose]

yeah absolutely

[and so I sort of felt that by- and there's a lot of-and I have the quote in here that it's not about hoping and- it's not just about exposing people to the outdoors and hoping that they become infused with nature, and I think-]

but it's absolutely not bad isn't it come up because if we're exposing people to the outdoors and we don't, you know, we are worsening the problem if we're just increasing volume of use of the outdoors, yeah so you get to appreciate stuff but you've walked on those planks you've, whatever-

[Exactly. There's also one study that I include in here as well, a piece of research that I did on the impact of coasteering on barnacles, and it amazed me at how significant it was, I really didn't- I didn't expect it to be so significant, but it changed, I was sort of thinking, is it going to stop me being an instructor, no probably not, but is it going to change the way that I work then yeah, it will, and yet it's something that I don't know, I had never even considered it's just, you know, they’re grippy under your feet – brilliant! We might tell stories about them or whatever but I never really thought anymore about it, And I think there's this expectation or understanding within the outdoors that we're all there because we've got this green ideology or something, and there's actually no acceptance that we are part of the problem in damaging the outdoors]

Yeah, exactly, which is one of the reasons we are sat here having a chat, because when I was reading this stuff I was thinking this is sort of- not our message but it’s time for us to be thinking about this stuff in a more- both informative, you know, and if we can drive behaviour or decisions, and those decisions don't necessarily need to be don’t go out in the outdoors, you know, it could be, well, I was walking through- I was in Canada years ago, Canada, and basically it was- we did loads and loads of walking which was great, and every trailhead basically said- there was a good sign on it, rather than a long list of things, they were concentrating on one or two things one of the things they were concentrating on was saying stay on the path, stay on the path, stay on the path, and it was said- underneath it would say five people- I think it was something like- it takes five people to walk one route off the path before it becomes a new path

[wow!]

Exactly, and it might have been eight or it might have been three, or whatever, the point is- this was years ago, but, it was, it was basically saying, we are happy to have the erosion on the path, that's got a sacrificial route! The educative bit was, you're not that special, if you go off the path here it takes 5 here before that becomes an established path unless more erosion and then the water comes in or whatever. But it wasn't trying to kill- you know, cover all, you know ‘don’ts!’. We managed the path here on, that's fine, but it's still a path and it still shouldn't be there in terms of the purity of the whatever, but yeah- but I think there is stuff in there isn't there about, on the one end it's about what we understand, how do we open a door that helps people understand the impact they are having by being there, and then, what do we have to come to terms with and what do we have to do about it. And I think that type of stuff- the outcomes might be, well you know, being happy there's a train up Snowdon, you know, I- is there, you know, my dad can go up that train, he couldn't walk a it, you know, and is it good for him - mental health and whatever- but- so where's that levels of compromise- barnacles, you know, so do we change the route every week because there's not as many barnacles on this bit now all you say well we've stripped the barnacles off this one but that's where we're going to carry on going because we've stripped it it's now already damaged

[yeah, and you can argue it so many ways can't you, an especially then if it's, yeah as soon as you introduce it as a business, that brings a whole new thing- area to it as well-]

including responsibility, yeah

[I think it is, even if nothing necessarily changes, I think it is important that instructors and centres start having these- and some no doubt are- but having these kind of thoughts as to ‘Oh yeah, we’re not perfect, that's OK, let's accept that, but what can we improve on’, or whatever. actually there was something that I wanted to include in the presentation, there was a really good image that I saw of- just saying don't beat yourself up for the things that you don't do, because we're not here to make anybody feel guilty, and you can't do everything, so actually if it's raining and you decide to drive to work today, don't beat yourself up about it but, what have you done, you know, the other 90% of the time you've decided to walk or whatever it is and there were just some statistics about- I think it was- if everybody- if 10% of the world was perfect it would make quite a small difference where is if (10%-]

if 90% of the world was 90% perfect-

[yeah, or 10%, whatever it was! but it was-and I just thought-]

there was a sense of realism going through

[yeah, because I think there is that danger of having that guilt and actually just highlighting it and then people going are I can't, I can't even deal with it, where is actually having it as a positive thing, or celebrating the positive things that you can do is maybe a good thing too]

yeah, and I think it's just showing a really useful part of it as well, somewhere within the course or within the delivery that is that kind of guilt management bit would be incredibly useful

[yeah, I have tried to touch on sort of, let me get the image up, what you might expect in terms of climate anxiety, in just a typical group of eight and this was some of the- yeah, this was based off something from the office for National Statistics on the UK of children, and men and women, and how they feel about climate change, and obviously it doesn't take into consideration that you might have family groups and they might all have similar kind of views and that kind of thing, but if you just had a random group of eight, that- then actually it shows how you might have quite a big split on to how you might frame things differently and whether you really want to treat the- I think people who aren't worried or anxious at all or maybe don't believe in it or whatever, you would speak to them probably quite differently to the people who are trying to do everything they possibly can]

yeah, I think it's a really interesting aspect of it, and it can't be ignored because if those people are going to be anxious anyway, but then- not anxious, the world needs to become better at doing stuff and that's not going to happen if everyone is just losing sleep over it and being worried but there needs to be an element of- and I think, I'll go off on complete tangent- the point is it's a very relevant course (laughs) what I'm trying to throw in is- because I think it is very relevant, how is it going to get some mileage, it you know, how is it going to be- something will come out of the PhD and develop it, it would be a shame if that was then-got your PhD, brilliant, but wasn't something that could be picked up and-

[no that's definitely not what I want to happen!]

but I think yeah, that leads to that end so that's why I took it from just pragmatic, real world stuff that there will be people out there who are making decisions about what they spend their money on, and they will be looking and saying, I need this person ropes qualified and first aid this and do whatever else, so this would need to set well up there with the understanding that it's satisfying the need they have but I really do think it does satisfy a need they have, it would just need to be articulated and presented to them so that they were- it provided them with a solution to the need they weren't necessarily yet, couldn't tick the box on, if you see what I mean.

[yeah, absolutely, well actually when I originally thought about doing this I wanted to call it something like an environmental first aid course, because I thought you know, we all have to do a first aid course to work in the environment and actually, shouldn't we be doing one for the environment too? So yeah, so I haven't gone with that but yeah, it would be great if it could be a, you know, you have to do this to work in the environment because you need to be more sustainable, or whatever, the reality of that I think is quite far down the line for anything to be-]

yeah, and not everything needs to be mandatory in terms of sometimes it doesn't do it a service I mean, for years- I was on a refresher first aid course only a couple of weeks ago and it was brilliant by the way, but when I was working, the machine going through with XXX years ago you're looking for first aid providers and you're thinking bloody hell, you know, some of the courses were- suffered, as opposed to- you know they didn't do the topic any good, they didn't do first aid any good, they were just I think- whereas actually if you've got people coming saying I really want to do this, you know-

[yeah, you've got a different audience]

that's where the seed is planted and the concept goes with the person through the rest of their life, not just their working career or volunteering career, but yeah and that's not always achieved by something being mandatory (laughs)

[yeah, no, that's a very good point!]

[so I’ve included this introduction to citizen science within activities. So if you're, say going out on an adventure somewhere and you can say before you go OK these are the things that we might see, do you want to pick something and we will monitor it, and as much as anything just cueing that conversation and saying we're doing it for a purpose we're not just doing it for fun necessarily, but we're going to learn about that animal or plant or erosion or whatever it is-]

so I think there are two different sides to that, there's the, not in course but, when the person has done your course or the course and are back in their environment, I totally agree- not agree, I think it would be brilliant if they were able to spot a citizen science- is that the right term, sorry?

[Yeah, citizen science]

topic they can integrate an and be able to go and say okay what I do is, by the way we are also contributing to this, so go and find whatever, or point out, so people can feel- because part of that is, if there are people that are going to be anxious or worried or whatever, you're giving them a something that says we are doing something about- you are now contributing to doing something, you know you've got, whatever, and also you're consciously doing something which is great, so, I'd love to see, if I was still working in the machines I've worked in I'd be saying OK great, on these three activities were going to engage with these three things, here's how you mention it, here's what you point out, here’s the stance I want you to bring back or the pictures or whatever else it is, and this is how I want you to spin it to the community, to the clients about their involvement and how they've helped and contributed and point them at what they can look out for the results and do whatever else it is. You can send people away with something they will think I have helped, ace. if there isn't one relevant, even just raising the concept as in, when you go back home have a look through these websites or this link or this stuff or whatever it is because you might be able to contribute to dah dah dah dah dah- and even if you can't, feed a hedgehog, or whatever, giving people a starter that says when you've left here, here's what you can do next.

[yeah, because that's where it all starts really isn't it, it's continuing what they're going to do back home]

yeah, but both I think have a point so yeah, entirely on message for me that.

[and feasible? Do you think within the comment you know like a lot of the activities maybe half day activities or whatever and, not that it should take up a lot of time, if you think it is feasible within running a tourism activity]

I think various levels, yeah. It depends on the nature of research that is being looked into and what it's trying to find, but if it's just, you know, if it can contribute with a small amount of input and make- which is what these things have isn't it, lots and lots of input and things- which could be, you know, right way out on a climbing session, keep your eye out, that's a chough survey going on in this area at the moment, anyone who spots one, by the way they look like this, fine got that? Two reminders during the thing, anyone seen one? No, fine-

[the fact that you haven't seen one still counts]

yeah, great and it could be for anything from that level through to, right we’re now going to spend 15 minutes doing a count of, or doing a look under every boulder within 100 mile or, we're just going to record how many people we saw on this walk, or whatever, then- at various levels- depending on the nature of it, and the group, I think it could still provide a feeling of being joined with it- and a real join- but a feeling of being joined with it even with a very minor level of input that didn't detract from the point of the day or the activity- detract is a very emotive word as well isn't it- but I think would add to it but didn't get in the way of it in any meaningful amount of time or input or distraction or whatever, totally. and certainly the, you know, let me AirDrop you a standard page we've produced that has got the links to the citizen's things in your area or-

[yeah that would be the- yes certainly the goal is- because there is so many different places you can just record things and, yeah, if that meant when people went home or went on holiday somewhere else I'm near a beach and thought I'll record that I've just seen it - brilliant, amazing, and even if it's just something that's really common that you see, you know, bluebells in your back garden or whatever it is-]

yeah, well they all work on statistical- needing volume don't they, but we can't- obviously what we can't do is control what people do when they leave us. what we can do is provide them with a motivation- not provide them with the motivation but- providing them with something that means they are motivated and providing them with the first link, and that's you know, great, and if that's a- like I say now, just a website to look at which is absolutely generic but then people follow through and whatever- but what people do when they go home is thing but you know if we've planted that seed then great.

[And this may be a slightly rogue question but how effective do you think it is in- you know obviously people that come down especially for any sort of residential time are in quite a unique place; wherever the activities are tend to be beautiful or niche or, you know, less busy or whatever. People quite often then go home to maybe some inner city somewhere that is deprived or whatever it is, it isn't the coastline or isn't the mountains, do you think there's an aspect that- where we need to be careful of not quite patronising but-]

I know what you mean, yeah, yeah, I think there is and I think that can be sensitively managed and that's partly to do with thinking you know, the thing that's being looked at here is X, when you go home to another environment- however you are trying to manage it- but I'm sure there's ways of pitching it by saying you can make a real difference to these surveys from home, regardless of where that home is- I'm not using the right words, but, I'm sure there's capacity to help people feel that even though they're going back to a tower block in Birmingham or whatever, that their environmental impact, their environmental contribution can be more than not just dropping litter, or whatever it is, that’s all of the stuff that we've said for years, but okay you know, find a citizen science thing that you can contribute from that area because it's- that's if you like more in need of it than here

[yeah, definitely]

But I get your- I understand what you mean yeah it's not all about- when people have left and they've gone to do something special so they're not in their own environment, they're not doing their own activities, this is all part of the joy of it isn't it, on the fact that it's an intense, intensely rich environment for learning and knowledge and personal growth and change and development but it doesn't detract from the fact that on a day-to-day basis over here, you know, like you say feeding a hedgehog or taking a picture of a bluebell or whatever to contribute is part of something they can do. I really like the idea of helping people understand something in a meaningful way but then you've got to work out what is meaningful for that person and stories can really help with that I get- it's not like Once Upon a time, you know it's making something- so I think as a point in the course I think standing and saying, identifying an issue is different than understanding, by the way you know the story about this thing is, you know, it feeds the whatever that does this, so then, so the side of-making something memorable and having a point to it I suppose not just identifying something. So I think the general point- yes, as long as people get the idea that it's not about myth or legend or time filling distraction or whatever, but provided there's a reason for their story- perhaps story isn't necessarily the right word in my, yeah, it's interesting, there's a point that I'm trying to stand- understanding will be increased about the environmental nature or whatever thing by making something tangible to them

[I noticed you said, more than just identifying what it is and there's been a few pieces, I found quite interesting bits of research about naming things and whether we should be naming things or whether that's, you know, just making it more of them and us kind of- and to me I think, I'm not going to remember what a, what an oyster catcher is unless I know something about it and know it's called an oyster catcher, but arguably you could say well I'm calling it an oyster catcher, but that's all you know about it, and so there's been some work on that kind of storytelling but not using the name, or when in the story do you tell them what it is because you’re- I suppose describing something more about them in that story as opposed to just identifying them]

I like the idea of things fitting into their context. So there's a guy called Jim Lanly who runs- it’s not called nature of Snowdonia because that's a book by Mike, but he runs a business up in North Wales and he will take people out and do a short ish walk and he's got enough environmental, generic environmental knowledge to be able to say right, the underlying rock up there is something, consequently that plants that grow of these, because they are acidic or whatever, consequently the wildlife that lives on them is this, consequently the way that they then fertilise these plants is this- and it kind of rather than just this is the rock cycle and these are the plants or whatever he joins it altogether and it's much more memorable, I can't remember anything about the names of the actual stuff but if you think you can see the environment in a more holistic point and he ends with saying, consequently if one bit of that is removed the whole thing falls down, right! And that's the bit that grows your bread by the way, you know – okay! And it's really- so there was a point to the stuff as opposed to just naming, yeah really, really useful

[yeah that was one I've got in the course actually and sort of I don't know if it just goes a bit too deep into that should we be naming or not but it's a short video narrated by David Attenborough about a wasp and an orchid, and just saying well if they use each other to pollinate then where do you stop it from being a wasp and start the orchid being an orchid, and come it you know, just to mess a bit with peoples brains I suppose but yeah I like the idea of saying okay yeah that's where your bread is growing or how do we fit in with that, because, because we fit into everywhere somewhere, or our influences fitting in somewhere]

yes, yeah so we're coming away with if that was reverse engineered to say- yeah so the point, I think it is a very relevant part of the programme is helping people to understand how they're going to- or understand the theory of how they are going to articulate stuff in a manner that people go ‘oh I get it’, and that's the impact I'm having or that's the impact if we didn't change this or that and the other through- rather than just identifying, yeah

[yeah okay so that's all sort of what will be covered in the first day of the course, so I've kind of split into, at the knowledge and then working on that in the afternoon with the practical and then on the second day looking at attitudes and motivations and skills and then again the practical. So looking at attitude's I looked a lot at the nature connectedness work, and didn't want to go with it wholly because I felt there was- it's so focused on attitude's as opposed to anything else, not knowledge or anything but I think for in terms of developing attitude's it's- I think it's a good way to go. have you- do you- have you come across nature connectedness much?]

only at surface level, so I'm aware of it, I haven't delved into it

[yeah OK, so it looks at these five sort of pathways to nature connectedness which (finding the slide) so senses, emotion, compassion, meaning, and beauty, and that's the ways that they say that you can strengthen this nature connection. and the term I think I found quite interesting because some people seem to really love it and some people hear it and think oh not this again on- and so I’ve, yeah, I sort of toyed with the idea of having the term nature connection because that is the terminology that's used, but also how do you portray that with clients or customers or whatever]

There’s advantages and disadvantages to using terminology like that in my world and that is, if something is vogue it attracts people’s attention they think oh I get it, that's fantastic, however things become not vogue, or they have their day and then they replaced by something else which is the same deck chairs arranged differently on new Titanic, so to speak or whatever, but most- if you look back overtime there are all sorts of things that pop up they are doing broadly a similar job but like in a sort of chain, but it's a new way of marketing or communicating the same thing, but once you build any of those into a structure then the structure becomes dated to that particular thing, but rather than- taking the point of it and building that into the structure and maybe then at a given time you look at the links and stuff where you point and say well and it might be link to this thing or link to-I'm not wording this very well, what I think is that everything- there is very little that comes up in this type of world or in our overall outdoor world which doesn't have a sort of life span, and so, here perhaps it could be useful to make sure that The thing is not wedded forever to something and therefore doesn't have the capacity to be wedded to a new thing or- not wedded to- provide connection with or residence with a new thing-

[I suppose there's room for it to change as, you know, like good practise in first aid changes or whatever, there's room for things to develop, but yes I can see that if then all of a sudden it becomes something totally different then maybe you think Oh well that's not right anymore]

well I think there's some things that do really well as a campaign, and they can raise awareness through a campaign and become-they get some gravatars they get some momentum, but campaigns are very difficult to sustain forever. so, sometimes something needs have a life span when they say actually we've done it now, will come out and- now we're going to do something else that is broadly the same but we're going to- society is ready now for a new-

[new term]

yeah, new terminology or whatever, think right OK we've got that one now let it raise and fall and then come back again, so yeah, it's just come yeah, so if someone builds first aid into a programme it's unlikely that the world is not going to need and understand the word first aid! but, this stuff, then things do tend to have a- their ebbs and flows, yeah.

[Yeah, okay. So yeah I suppose the principles of it might well be the same but whether it is that connection to nature- because yeah, it is definitely argued whether it is the right term anyway because, by saying you're becoming connected to nature are you- there's a whole well are we already connected to nature or does that mean we are disconnected to nature or, you know, raises all sorts-]

so in the connection, in the connected- in this, does it talk about impact?

[no]

No, so the fundamental point of this is people understanding their- the impact, and what they can do about it, in terms of their connectedness to nature, to kind of-

[yeah, because I think that's where, I don't know, looking into the the senses, or the beauty, or any of these really, you know you can stop while you're out on a hill walk and appreciate the beauty, actually if that's all you're doing then it doesn't really mean anything in the long run, apart from-]

but its rationale for existing is not the same as the rationale for this existing is it? As I say, you know you're gonna be- as an individual you will benefit from being connected with nature, this is saying by your connection with nature you are having an effect on nature and this is what we can do about it, to a degree

[yes. I suppose it's working at it so that this is that- not saying this is what you need to do to do it, it's integrated within the environmental attitudes, so this can help grow your environmental attitudes and that along with your environmental knowledge and your environmental skills is what will lead to being able to change your behaviour. so yeah, sort of trying to build it into that as opposed looking at a stand-alone thing. But yes, I think looking at impact is an important factor for attitudes as well]

Oh totally, yes yes yes, it almost feels to me in a way with us exploring it, that actually, these guys need to be aware of your work so they can build your work into it as opposed to the other way around! So what I mentioned here, while you're out promoting all this stuff, brilliant, there's a consequence, so perhaps you need to educate people through a programme like this, or whatever, to be saying and while you're doing all of that which is brilliant for you by the way, have a think about your impact on it as well and this is what you can do here. Yeah, interesting.

[yeah, the attitudes is really all-round nature connectedness at the moment so I think I do need to build impact more into that education. so the last two bits that I come onto participant thinking, which we have covered a little bit, in terms of you know, what anxiety's you might have within a group and also intentions for doing I suppose common motivations for doing it, but it also ties into the next one which is goal setting and I think that there's lots of goalsetting that happens within the outdoors but then someone I've spoken to have sort of said that might just happen in the instructors head an it's not necessarily shared and it also feels quite formal within maybe a tourism thing to be doing goal setting reflection or whatever it might be did you find that you had structured goal setting and reflection or was it more activity focused without or yeah, just in your own experience of instructing or sort of facilitating, those kind of things]

I think limited, to say, yeah, I think mostly I would say that the history I have- I would say, at best, there was an illusion to goalsetting, but mostly it was transactional, during the time that I was with you, or that the instructor was with you we are going to do this. And at the end of that, and there may have been some reflection on did we grow as a team through that crate stack and the answer is yes! You could almost play a recording of it or whatever, as opposed to these are things that you could take away with you, or whatever. But that's the sort of transactional machine that goes on in that kind of- which is the same as a lot of centre's and all sorts of stuff where people come for a period of time and have three or four sessions a day, often with a different leader and they're not necessarily linked overall, though they might think they are or they might be a little bit, but one way or another the baseline is it isn't particularly and isn't really expecting much other than-almost like a sheep- I almost wish we weren’t recording, but it's like the nature connectedness, go into the forest, go and see what happens to you, if you see what I mean, they say well, you know, if you come here and you spend some time with us on this adventure programme or this, whatever we'll put you through the programme and you will become a better person for it, just by doing it. And I think the levels where by that is articulated really focused and driven is another level up from that. So in the level 5 apprenticeship we wrote for example, that's where we're saying right OK, you need as a level five person to be going to a client and saying what outcomes are you looking for from this programme, how are we going to design it, how are we going to meet- prove- best predict that these things, units, added up- individually and added up will add up to those things, how are we going to monitor it how we going to assess-and whatever so that there is more overt meeting of a need through that stuff and in fact I've been thinking about the apprenticeships all the way through chatting about this because they, you know, I would like to think that a good apprenticeship deliverer once this was there should be standing there saying this is something we should integrate into the apprenticeship programme because it is something that will take many- the apprenticeship programmes are not syllabus related they are outcome related, you can do what you like, which is what appealed to me when I saw there was a thing called the regidry view of apprenticeships years ago, there are too many like joined up blocks that don't add up to a whole and whatever, so have some freedom, anyway- an apprenticeship standard that says by the end of this apprenticeship people will be able to have these knowledges, these skills, these attitudes, and have developed-and have proved them in the workplace. How you get them is unique to The Apprentice on their work environment, So what apprentice providers often look for is what could I provide that is a known thing that is likely to give these people the skills knowledge and attitudes in this area of the apprenticeship, so it's not a mandatory you do the thing, but it's useful, right okay well that's boxed off, they'll do that they'll do this, they'll do this or they'll do their whatever, and it's likely that by doing these things they'll have developed these knowledge these skills these attitude's which we can then assess in the workplace, yeah, and it's useful, so it's a provider of units within them

[okay, so and then- I'm not too familiar with the apprenticeship scheme but can they be adopted in any centres then and then sort of different centres can-]

so it's a bit, perhaps slightly a tangent, so the- if a business decides it needs to bring people in and develop them, whether it be new stuff or developing the stuff internally, it could use an apprenticeship route for doing that, to say OK right, we're going to say we've got place for 15 apprentices we think that they're going to become the start of the future- you know, or whatever, all those things- so we advertise the stuff and consequently because they're running apprenticeship we'd get some funding towards helping with the training we're going to put them through, and at the end of it they will be accredited to Level 3 which is standing shoulder to shoulder with other level threes in whatever engineering or baking or whatever, so it's a unified standard. There's no reason, there's no need to do it if the business- it's the business putting a value on it as a journey, it doesn't qualify them to be anything at the outcome other than accredited to that level. in the meantime, they may well have gone through a level two kayak course, a first aid course, as part of the-if the business decides these are the things I need them to do as part of the apprenticeship then they will get those things through the apprenticeship come up because you can't be assessed at competent at doing your job in the workplace if you're not technically allowed to be on the water, so you say okay well we're going to assess you an instruction over- which is what the apprenticeship requires, just like you would get assessed if you were an architect if you're, you don't turn up to your architect assessment with a bunch of portfolio's, you have to be seen doing architect work- bit of a tangent- the point is, that good apprenticeship providers tend to look for helpful waymarks and things along the way of the journey of the 18 months or two years to stand and say here's something that I think you'll enjoy, I think will add value to the staff and by doing it you'll come out with an accreditation for that thing of, whoever it is, that accredits it, but also it will equip you to be the rounded knowledgeable employee that we need you to be to pass the apprenticeship, not just a paddle board instructor or to keep you safe on the hill. it's more, it's a more holistic-

[yeah that's a really good idea, I've not really-I've heard of people on apprenticeship schemes but I haven't heard about them]

yeah so basically an apprenticeship scheme, the ladybird version of it is you get a bunch of employers together and say, and someone will say, what does-when you describe someone as being a good employee what does good look like? No, we didn't ask you if they were qualified, what does good performance look like you know, in your business? And then some will say, they eventually tease out to be committed and loyal, okay good that's fantastic, yeah, I want them to be great with the customer, okay great well could you define great with customers? And what you eventually create is a long list of stuff of which virtually none of it says I want them to be qualified as a canoeist. Being qualified as a canoeist is enabling them to be in the environment, the skills and attributes of being good at that level or the next level are- okay we are their accreditors, we are now-how can we put things in place they are likely to help people become good At that level, and then how do we judge it?

[yeah that's interesting, I feel like the whole pedagogical content knowledge which is what I've sort of framed this on for the thesis is based on instructors already having their own pedagogic knowledge, because they have come out whether it's- yeah the ability to go on the water or the skills behind it that makes them good with customers and all the rest of it, which I imagine they already have when they're coming to do something like this, but whether the company is- has a strong environmental ethos if you were to ask the instructors or the company okay what makes your instructors able to do this, they would probably-]

so if you look in the- what the apprenticeship standards, there are two of them both have reference into them to environmental impact because, well because apart from a guy developed them and we thought it was important, but also the employers are saying yes we want our people to be knowledgeable and understand elements of- and you know it doesn't specify what that means in the nth degree, but it’s in terms of, if someone's good at this level-yes they can keep people safe and do whatever but they are, their behaviours and their attitudes and whatever a meeting a set standard including, or maybe within that is environmental you know, awareness

[yeah and do you know if there is anything out there, you know what are they doing at the moment to fulfil-]

Don’t know

[no]

Don’t know

[because there's obviously a lot of the- within qualifications there's modules about the environment and I think that varies quite significantly with who you are doing the qualification with and how much time you have everything else]

yeah, but I know, I mean there's a guy that I know who's running a business down in Devon, is it, or is it South Coast, anyway, his business is one of the larger deliveries of the Level 3 and level 5 apprenticeship and he is on-he is constantly talking to employers about, you know, we could help you with this that and the other and this is what we would put the person through to get into the endpoint and whatever else it is so, without you talking to everybody on the planet if you see what I mean, it might be worth a conversation with him that I could set up just something that says, you know- he's also, you know, he's very adept at designing programmes and courses within stuff so- but it might be worth a chat with him just to kind of say you know I'm developing this thing, yeah, you never know where these chats can go do you- I appreciate your gonna get pointed at all sorts of people

[back to, for the goal setting and reflection, if it's not something that's particularly done at the moment and, is there a market for that to happen within- or is it too-]

it's well, yeah, and I've been-you know, I have to be sort of careful with- I've got a particular walked experience and it tends to be, the majority of it has been at the more of the machine and of keeping volume schools coming through and doing whatever-there is massively good practise all over the place about goal setting and reflection and that sort of stuff and it is certainly built into the apprenticeships it's building to the point of the institute of outdoor learning and whatever is in there so I wouldn't want to say it's- it's not what I think- I think generally, at the very very junior end it is less of a walked walk, or if it is, it's at a very basic level, but that doesn't mean to say that even a basic level it can't be- well, it still needs to be captured and used in the programme. but no, it's-reflection and goal setting as an integral part of what we are supposed to be doing as outdoor providers!

[and how much do you think that has to come from the customers in terms of, you know, how directed or otherwise, because you can-I mean the instructor probably knows if they are going kayaking where they're going to go and what the wind is saying, and they'll have an idea of what they're going to do. If you're giving them the opportunity to decide what they want to get out of it, you have to be able to somehow try to provide for that and so how, or do you think it is that you let them have their goals, or is it easier or more viable to kind of guide them towards the goals that you want-]

I think a bit of both really isn't it, but it also depends on- we are attacking it at the bottom what really happens end- but the market end even, you know, what's motivating people to come what do they think you're selling or offering, or whatever, all that stuff will influence sort of channel what the goals are being either suggested or people are thinking well I can meet my goals, you know, or whatever, I think but I would suggest with this is the almost I think regardless of what the purchasers goal is then they're going into the outdoors and they are going to be having an effect on the environment so it is unlikely that someone is going to say I want to go and purchase or go and do something that helps me understand my effect on the environment oh and by the way I'm going to do it through the medium of climbing! I think it's more likely to say given there's loads of people out there in the environment doing stuff, how can we ensure that even if it wasn't one of their goals, it is integrated into the reflection on the feedback side of stuff, per se- you know, it's, not in a preachy way, but yeah I just think it needs to become part of the DNA of the fact that if you're a provider of stuff in the outdoor environment you have a duty to be helping people-as a business you have a duty to be minimising your impact, that could be secret, you could be telling people about it, well done but we also have a duty to be saying, to be helping people in a very small way potentially understand there is an impact and this is what they can do about it

[yeah definitely]

yeah, so, but yeah few people are going to- sorry, I'm repeating myself

[no that's fine! and some courses, I know the carbon literacy course comet they take a step further and again, I think if you're signing up to do that course you're pretty- well I don't know actually there might well be businesses that put their workers through it and I don't actually know, but if you're an individual going on a course then you'll go in on it because you're motivated, and at the end of the course they ask you to have some kind of commitment. Do you think there's room for that within this industry or sector to try to encourage people to say OK what is it that you're going to change or do you think that puts too much pressure on it? I mean come on like you say you don't necessarily-you don't know what they do when they get home]

no, no, and variety as you can expect with everything isn't it, I'd like to think that someone operating at a level 5 after like a great level 5 apprenticeship was able to judge in the moment, by the time they spent with somebody over that day week or whatever it is as to where to pitch that, they interpret that say okay great what are we going to do about it then, you know, and also, when that would be really challenging and they shouldn't, and just say well I've left it now is not the right time or it's going to be too challenging or they're going to feel hugely guilty or whatever, or complain and say well it's not all we came for, we're being lectured, or whatever so, I think there's-the citizen science stuff I think is really useful, because we can give somebody a hook- all the things that we have already said, while we have been here we have contributed. If the person walks away at the end of the course- in terms of the impact I think you, and I certainly would want to have through this point- as in, you know you were saying it's a PhD with a means to an end rather than, yeah- we have to take it that not everybody is going to engage with every topic. We can't steer everybody's life after that or whatever, and different people will go oh blimey, or do something, so if we can say during the course you have contributed to this citizen science thing, isn't that great, well done, or we have as a group, or whatever, that might be enough for some people, and it might be the difference that makes a difference and they go away and they tell their friends about it or they don't or whatever they get on with their lives, there we go. There's going to be some people who go right I want to lead now for the next thing, that goal, that objective, whatever they want to do after that is up to them, we can only take- in the limited- we have to understand ourselves how much difference we can make with the tool we have, and if the tool, if the difference I'm making is having gone from not having a tool to having a tool, that is a big difference. if it impacts a bunch of instructors, as in businesses, but not all businesses, that's making a difference. If those instructors do it really well that's making- if some of them only do it adequately- if someone's doing it badly, it's still done! Something has happened, you know, whatever, and that, you know we were dropping dye in the top of the stream here, you know, it's the difference that it's making down here which is the volume the- sorry I've gone all preachy now!

[no! its very good!]

so context I think, where do we stop come at what can we reasonably expect, you know- I think sometimes, sorry I'm rambling, sometimes a good test- what is it going to look like on a bad day? You know, if someone doesn't quite get it how much damage are they going to do if they don't do it particularly well? Is it still, is that stuff still going to be good? Better than not doing it? You know

[that's an interesting question!]

you would- it would be easy to imagine that consumer has spent more time in the outdoors already to be of the level where they could purchase that product or volunteer for that group or go on that charity walk or whatever it is, I would like to think wouldn't you that they had already done some. We're making understandable but effectively leaps of faith aren’t we in terms of the fact that if there, you know, if there fit enough hillwalkers that they have been responsible hillwalker as exposed to just a hillwalker

[yeah, yeah I suppose so coming over if they're not responsible walking you’d hope that may be that open to the idea of what they can improve on and maybe they are more ready to make the commitment than, I don't know, a scout group or something!]

Yeah, they have already experienced the context a bit more, you'd like to think that they were more-further down the pathway if you know what I mean, not just completely..

[that’s the whole of the handbook, I’m just going to check if I've missed anything out, I think we've covered most of these things, yeah I suppose I haven't looked at, is there bits that you think are missing that would be beneficial that you would add or take away or-]

No, but I will reflect on it again now because, obviously my knowledge of it is changing even during the chat and I've got to make sure- obviously there's what's written down and there's sort of what's in your think bubble as well isn't it, where it's going to go. So I think probably I'll stand aside from it for a few weeks, and when you get another draught, because you have taken on all sorts of other stuff, you know, please nudge it to me again if you don't mind and I'll have a bit of a think because I think there's massive, massive mileage in the concept, I think there will be some pragmatic things to think about when I was saying how does it find a foothold that people go yeah that can tick a box for me whether it would be a purchaser or someone- if the mountain training association thinks it's a great, you know, puts out as CPD-not a requirement but an available thing or some massive charity walk organiser thanks actually that would be a great thing to put our leaders through because we need to be a bit more-we're having an impact on the environment and perhaps we should be educating people about the impact, you know, there's ways of kind of ensuring it's not just a great idea, that they become the more Dragons den how are you gonna make it work type stuff, but they need to be seeded in-

[there definitely needs to be thought into there! One thing that actually I had brought up in another interview, but that I hadn’t overly considered was the kind of viewpoint of connection with nature and anthropocentric or ecocentric values and how it is positioned that way. I have tried to be fairly neutral-]

right, this is where I need to take time out and go and look out those words!

[OK so like human centred view or nature centred view, and yet to some extent I think oh gosh these are just words it's just too much but also I guess it is the whole framing of it, whether it is framed as the environment and us, or one thing, whether that makes a big difference or not]

to me personally I like the idea of us all being one thing and then understanding my part in it or its part- on the influence or unlike I was saying and this is where you get your bread from- because it makes it a bit real If you see what I mean and I feel less ‘other’ I feel like more-you know I'm not going into nature to look at it, I like being outside-anyway, but that's me. I think this lends itself by its DNA to be more down the, this is the impact that we are having and this is what we can do about it side of things, than the- yeah than a bit more detached, You know, them, yeah. My prejudice, but you know, we're all the people we are having walked the paths that we've walked, and whatever else it is isn't it but it would add to the effect if people viewed themselves as part of the integrated whole, otherwise it's easy to detach isn't it and be- well it's nothing to do with me, or they'll do something about it or whatever whether that be government or they could be this, you know, putting a covenant on the rainforest or what's that got to do with me-but if we're thinking, you know, when I walked through the path or walk my dog or do the so and so and whatever else it is, how can I, here's my impact and am I happy with that? yeah I am, I am happy except about the guilt, you know- I am happy that I've walked across this field with the dog it is done the dog good it's done me good I don't think about it anymore particularly- that is an environmental price I am happy to have judged, but- it's about, yeah I think it has to be, it has to be integrated And it's DNA, otherwise it's just, yeah, but you know, people think in different ways don't they but-

[I put it in very roughly in here and the- (finding presentation slide) yeah the different designs whether we are on top and everything else is below or whether we all or just part of that mix and this is the one from before about sort of eco-anxiety and it tends to be people on this side that are more- that value us with nature that are a bit more worried about it, but yeah I haven't-I don't go into too much depth with it but I try to touch on it]

I think that's the only thing, it's worth, it's worth instructors understanding that people might not share-because again, you'd like to think that most instructors were kind of understanding their place in the world or whatever, but you know, not necessarily all, or whatever, but therefore understanding that that is a held view and they is entirely reasonable, they're not bad people or whatever, but also then how to articulate some stuff that, the effect that they could have on that- you know, that person, the story that might make a difference to that person might be where you know, you're not gonna be able to drive your car, you know, what's the effect on me, sort of thing

[yeah, you might be able to get to the same outcome from a different way]

yes so I think it would be useful for, certainly the ones up there to, you know, in the sort of next level course, or whatever to understand where peoples’ starting point is

(break to let dog out)

[So then I think just going back to some of your original questions would be, just to finish off- I need to go back and have a look over because this is read like a quote but they have no reference, which is a bit more than a point then a question, is that right?]

yeah it was, I think there's various bits in the well there's something you describe as a given and some of the audience reading it might go yeah I agree with that because of the audience it's going to if you see what I mean, but there might be some points in it where, without me going through them, where it's worth having a quote or a reference that says, you know, the World Wildlife Fund suggests that, or whatever, because it's an academic piece of work, ultimately isn't it, and I think sometimes I think I've seen a few of these types of things, they can sound a little bit like an act of faith as opposed to something that has merit, proven merit if you see what I mean, yeah, that was a tiny thing really

[no it's good to have all those kind of things because it is how you know, how you read it you want to think yeah I agree or, if you don't agree then that could put you off doing the course so- and maybe having some further reading bits or something at the end of it. my worry was that I didn't want to- the first draught of this I did I read it through again and I thought I can't give this to instructors it's written in a language that I'm writing my thesis in, this doesn't work, so having it in a format that is appealing that has also got that kind of robustness behind as well I suppose]

Yeah, totally

[I think that was actually most of them, I feel like we have talked about, yeah these are things that I can work on that I don't need a huge amount of expansion if you are happy-]

yeah, very happy, we've covered some of them haven't we. I'm certainly a big fan of people having prereading and certainly these days where we can attach stuff to emails or produce things that people can read beforehand and people are always on their phones or whatever and even if people needs to be sort of skimmed through or recovered when you go in there- I'm a big fan of prereading for all sorts of reasons, I think it demonstrates a level of commitment, I think people quite often excited about what they're going to go on and have a look beforehand and think whatever, I think it helps people engage with something before they arrive and there- within- and it can break down some barriers before they even arrive Because they feel like they've got a slight knowledge of the topic before the day, I think there's all sorts of reasons to have it with a slight caveat of not relying on it having been read or understood, you know it doesn't tick the box, but I think it can- certainly businesses that are going to buy a course, if they can say right it's a day and a half because there's been prereading or whatever that they are going to do before the workshop- or not the workshop, you know but whatever, that's another matter, but I just think it can be really, a good positioning for a course

[yeah okay that's really useful. Great well do you have anything else that-]

only that I'm finding it really interesting, best of luck with it all and ongoing if there's things, if there are things that I can help for is I'd be very happy too

[thank you very much, that's really useful]

and that could be pointing at people saying well this could be happening or whatever, but, you got the point anyway, I'm more of a completer finisher than a theoretical- I'd rather something got to market good enough that didn't get to market great!

[no I'd really like to get it to the market because yeah as I said, I hope that it could be something that will help a few people or help more than a few people but-]

yeah and that's the point really, I've helped out with a couple of things over the years and I'm thinking right, brilliant, for the purpose of this well done, it's satisfying a need; that need being you're gonna get a PhD out of it, has it got legs? Don't think so, but you and your tutor think it's great and it'll take the box and you have done the work! that's not this at all but yeah, very good

[thank you]