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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 Hayden**

[So thanks very much for meeting up I'm being happy to go through this. Some people have found it easiest to go through their notes and then it saves me looking at the questions and just kind of go through the handbook, if you haven't got so many notes and I'm happy to just go for questions and then we could just have a discussion like that but basically, I hope that it will just be a discussion of it rather than an interview. Do you have a preference]

I don't mind, I've made a few notes, I have scribbled a few notes down

[Yeah OK well then if you're happy let's start with them and then we can go from there and if there's still bits that I want to pick your brains about then I'll do that]

I mean I guess I had a question really about how you seeing the course being delivered and what its context is so just to kind of really understand a bit more about that it's a handbook and where you sat in the course anyway you're seeing it going, anything like that.

[Yeah so I suppose the marketing aspect of it I haven't really got to yet because if it's all successful then I will come on to that, but at the moment I'm trying not to get too excited about after action! I'm hoping that it will be a stand-alone course because the reason was that you have lots of environmental elements in all of the outdoor qualifications but I often feel like it's the first thing to get dropped because of time and pressures and obviously, the most important thing being safety, which is critical, so I wanted it to be a standalone course. How it becomes facilitated in terms of who will own the course or that kind of thing I'm not really sure yet, I'd like to have it, some kind of accreditation through IOL but yes, the kind of long term he's going to own it and deliver it I'm not quite sure because I mean obviously I'd be happy to deliver it but it wouldn't be able to be I wouldn't be able to do it or by myself so yeah I, I appreciate it doesn't really answer your question but in short, I don't know yet! And that's something that I am going to have to think about really. Do you have advice on where you could see or not see it being delivered from?]

I think no I don't I think I think where I kind of struggled with it as a stand-alone course is divorce in the actual environmental knowledge from the how to deliver how to deliver environmental knowledge and I think that for people who have got reasonable environmental knowledge that makes sense but I suspect that the majority of outdoor people don't deliver environmental stuff to their clients because they don't have the knowledge and obviously cause they don't have the skills of how to deliver it, so I think that was yeah really in the back of my mind when I was reading through all of it is how does it fit you know, if it's a purely stand-alone course then actually I'm not sure what the demand would be so it, yeah and that kind of relates to how it's delivered doesn't it, its turn up and learn how to deliver environmental knowledge but you're expecting me to know everything before you arrive then that's one thing but if someone is delivering it in the context of I guess specific locations or specific areas where the knowledge goes alongside hand in hand with that I guess that's the difference and obviously your plan is for it to be 50/50 practical and theory so whether that, the extent to which that practical actually includes the, some of the knowledge, does that make sense? Because I think, for me I'm not a nature person particularly, I mean I love nature, I just, that's not where I come from, I'd love to come across more information but I don't have the confidence that I know what I'm talking about and for me that would be that's why I would need more support with rather than how to deliver it even though both are important, so yeah come across that helps you understand what am I- what knowledgeable am I passing on, and how, does that make sense?

[yeah, yeah definitely, I can see that. and what about if there's, in terms of site specific knowledge, because that was I suppose the reason why I wanted it to be focused away from content was that it could be used in lots of different areas and size and activities and whatever, but in terms of developing some kind of site specific knowledge, do you think that would have to be in the form of in person kind of course, or could it be prior reading or, you know direction of this is a like the key rings that you flick through that has information about different things that you're likely to see and how to pass that on, to go alongside of course or do you think it would need to be more that that]

I think it probably is the more practical, let's go and have a look at some of these things that we're talking about just, for most outdoor people reading stuff doesn't really work, it's much more of a hands on, you know I understand that and how I could talk about that and how I can pass it on, and I guess, I mean if this was delivered in a site specific context then it's much easier to translate that to another site- or even if you're saying different things because you kind of the whole process of actually let's really understand what is with seeing and how to pass that on perhaps makes more sense, does that sort of make sense, so I- I sort of think if I was to turn up on the course having heard some bits of paper to read about what I might see on a particular site I would still be like, forget it, I won't take on that information unless I can see it

[so whether that could sort of be integrated into the practical aspect - so that centres could sort of choose what activities would be of most benefit, then seeing how things could be integrated, and I know which case it would be a mixture I think of looking at content and how you can talk about it but, yeah, I think it would need a prior knowledge of at least would be beneficial. I think I've come into it from a place where I loved learning about, especially things in the marine environment, and so you already come if you have that interest you already have a knowledge of it whereas instructors coming from all sorts of backgrounds and passions don't they so-]

and hopefully that would spark the knowledge so then actually are great we've got knowledge and we've got some ideas on how to sort of pass it on, now I could go and play with that somewhere else, take the time and the trouble to learn it all you know, or site specific workshops the I just focused on the content would sort of sit alongside that foundation

[yeah absolutely, well because I worry about being too much, I mean there is a lot of content in there already ah my worry of having a lot of environmental content is that you kind of come out thinking wait which thing was what and what does which thing and I think it would have to be almost a bit trickle fed but whether that's something that outdoor centres could facilitate through higher members of their staff, whether they can pass it down or whether it could be supported by modules or workshops, is that the same kind of benefit as to having it alongside?

Yeah yes, I think this would be much more marketable if it's got some content as well as process, I think for outdoor instructors, you know we're all incredibly busy, nobody has time to go on courses so there's courses have got to be, if they're not NGB courses but people have to do them they've either got to be in peoples interests so if people are already interested in the nature stuff and how, and want to learn how to pass it on, then great but I think that would be quite a small proportion of instructor's, whereas if it was a bit more come and learn about the nature in this area and how you can pass the messages on then I think that would perhaps be more attractive to them

[for context sorry, do you run an outdoor centre?]

No

[but you’re part of-]

so I work as a freelancer and I’m an independent canoe coach so I've run canoe courses and all that

We are much more focused on access and enabling groups to get out into the outdoors, and we should be doing a lot more in terms of really adding value to our instructors an adventure I think, particularly environmental stuff at the moment. So yeah, in principle really interested to see where this might go, and how it might be used

[and so, why isn't that at the moment?]

Lack of time, effort, interest probably a little bit of post pandemic we haven't really got ourselves going again in terms of face to face workshops. We certainly have an aspiration to get people out there to get some work experience from the National Park and the like and instructors talking about all the wonderful things in terms of the flora and fauna or whatever, but it seems to be really really difficult to get instructors to take time out to do that sort of thing

[right okay, yeah. I think there's a, I don't know, at least in XXX there seems to be quite a drive for environmental things by instructors so it's interesting that, you attract different- where people fit and where people get drawn to, it's interesting that you say that that's not really a focus of instructors]

I don't think it is, I think it is for some but for the majority there there to deliver the activities, not necessarily-

[okay, and what would be their drive to them be an instructor or deliver activities in this kind of setting?]

I mean I guess, it's the activities themselves, that people enjoy doing and the passing on, getting involved in- so yeah, probably is a different emphasis perhaps then something more environmental that happens elsewhere

[interesting, I never really thought it would be, I don't know, it’s not that far away, I didn't expect that to be such a difference between-]

yeah, I guess XXX is in a way is slightly different, it’s much more focused- you know, it's coastal and marine environment is absolutely implicit and every way, and I think that probably there’s a more variable virent here- maybe people see it as a playground done an environment that needs to be looked after, and you know, that's a very broad statement so I don't think there's disinterest, I think it's just not on the forefront of peoples mind to come on and learn more about the environment just come in let's do what we do keep the money coming in and the wolf from the door. you know, the main thing has always been last minute but at the moment it's particularly- and in terms of staffing, I don't know if it's the same elsewhere, so people are incredibly busy so the whole, Easter to October you can't have- people just don't have time to take out to do courses and the weekends that they might, and they've got to be interested in enough- and if it's costing them money then it's got to be interesting enough hasn't it. So, for centres, I can sort of see a lot of centres want to be interested in that but I think these kind of things whether in practise they can do it is another question.

[yeah okay and what about the clients then? Do you see a drive from them for any, you know, pushing environmental things, or not really?]

not the clients that I tend to come in contact with, so we have a lot of school groups, it depends on the staff and where the school staff come from but I'd say predominantly they're not, you know, they're coming here because they want their kids to be able to experience the outdoors and be together for a week, and living away from school, that's where they're focused and if they get some kind of knowledge about the area they are working in then great, but I think there's relatively few that come wanting to kind of field studies type things and that part of what you're doing. A lot of, there is really quite a lot of high activity with the kind of stag group kind of- I guess, volume wise, certainly you know, a lot of people running the gorge's doing, similar to coasteering I guess and yeah those crowds probably aren't the slightest bit interested! but they should be, and they should be exposed more to- and I think instructors should be making more effort to ensure that they are aware of the environment they are in aware of how special it is, so I think there's a little bit of pushing probably isn't there you know, we are certainly in a position to educate people who come into the environment, where they are and what it is, it's not just a playground it's a really special place and the role that it’s got to play in climate change, you know, there's lots of ways we can educate people, so yeah, I mean there's a certain amount of I'd say peripheral interest from the people I see

[where would you like to go with your notes?]

I don't know, that was a bit of, more general, more of a starting point! do you want to talk about the questions in here?

[OK one question, just going from what you were just saying might follow on; I was wondering if the centres have a consideration or, more of a consideration for the environment they are working in, is there some way that they, you know for gorge walking in your example, that they work to protect that environment there working in or is that kind of seen as also a- a bit more of a playground like this is the site that we work at, so this is where I will come to-]

I think there's a bit of both, I think some- I mean go talking in particular the reason the XXX group exists was to put in place a Concorde for gorge walking in waterfall country, because the area was getting trashed by people just using it Willy nilly. So, we have a Concordat, a code of conduct, rules and so forth got all inherently about protecting the ground so all the centres that use that are pretty much adhering to and understand that, and, you know certainly the goody ones will be trying to pass on good behaviour and good information to their clients. some will definitely go above and beyond and make a real effort to bring litter out and that sort of thing, the centre then, you know how much does that translate to other environment's I think it does depend a bit on the environment. I think particularly the mountain environment people are pretty aware of where they are and what they doing and where they are walking, and probably likewise the river environment. so yeah, I think the majority of centres yeah, want to take a responsible approach and good, whether they really go out of their way- probably, I mean probably environmental aspects affect decisions that they make, but they probably lower down the priority than can we deliver the activity out of the cupboards we need to do it without boots

[yeah there's always that hard balance of it being a business industry and environmental- we used to kind of feel like well you're only doing good things, you're taking people into these environments and then- as part of my undergraduate I did a study on the impact of coasteering on barnacles and unsurprisingly really it was huge! and it made me think okay well it's not necessarily going to mean that I'm going to stop being an instructor or stop going coasteering but it did change the way I sort of spoke about barnacles, instead of just something that are good to walkover maybe going into a little bit more, I think we kind of get maybe a bit of tunnel vision actually this is the activity we're doing and I never even considered that we might actually be having a real impact on barnacles or whatever else it is]

so there is- I'm sure you're aware of the whole river access debate that we've got, I don't know if you're aware of the river XXX, there's a classic stretch that we've been paddling for years with groups and it's been closed for the last year and a half because the launch point which is owned by the council-

[is that the one that's just next to the bridge?]

yeah, yeah so they've had to do a habitat's regulations assessment in the last year and a half, it's taking them donkeys to do, and that's part of-well it's driven by all the sorts of things but, you know, that certainly exposing the fact that there are species that are spawning in the gravels at certain times of the year and therefore they are suggesting that- the way it looks like at the moment, unaccompanied hire craft are going to be banned during May and June, the argument being that guided groups can avoid scraping on the ground and doing damage and so forth, and it's one of those cluses, it's a precaution, it's a precautionary approach to, you know, we know the species spawn there, we might possibly cause harm so let's not do it. And the response from the higher companies is just shock and horror you know, how can you possibly do this to us and I think for them to put a step back and say actually no you should be trying to protect the environment and that comes first and we're just going to have to change our business model, you know that's not even on their way of thinking, this is terrible how dare you try and do this to us! I think the rest of us, the guiding groups the kind of looking on in thinking well we can manage that and it's not really affecting us, but it is going to you know, it's going to have to be a lot more careful about how we operate and become a lot more aware of some of those things. But again that isn't hard evidence that says these creatures are definitely spawning here and let's be really-

[and that they are definitely being impacted by groups or whatever-]

exactly and, you know they have almost certainly been impacted by fishermen wading around out in the river and nobody's stopping them so, you know you're getting into all of these really difficult conversations, but it definitely sort of shows the colour that that is certainly significant elements of the industry that are- their focus is this is how we run it and we want to keep on doing it this way and if it's causing harm to the environment - it isn't. so, we want to just carry on, you know

[yeah, really hard balance I think especially at the moment with everything; prices and staffing and everything I think it is hard to then maybe accept or recognise and actually thinking OK what changing anything means; lessening group numbers which is going to have a direct impact on everything else so I think it can be a really hard balance to take]

so the importance of- which brings us back to the importance of environmental literacy is because I think most of us aren't you know we're just we assume it's not really a problem or it's someone else's problem, we've done this for years so why should we or, we're not the problem because it's pollution and actually yeah, I think a more- and I guess that's also part of the you know, people need to be hands on I'm really understand actually you need to see some of these creatures two understand what might be happening rather than being this kind of theoretical thing out there that people are complaining at, to bring it home to people.

[yeah definitely I think it really helps if people can see it for themselves isn't it. Being able to picture it. I think there's so much at the moment to do with outdoor tourism or outdoor education as being this kind of the way to inspire people and I think it does really inspire people and you do get a lot of people coming back time and time again but I feel that without- you can be inspired to a certain extent by looking around and thinking wow an amazing place, but actually if you don't know about that place or there's, I don't know a Kingfisher flying pass but you maybe just see a bird or whatever it is then we're missing an opportunity-]

absolutely, definitely

[to sort of really capture that and make something from it and now I've got the presentation which is like the course presentation that I'll sort of flick through at the end with you, but there's a nice quote from someone in there that we can't just assume it's about going out and exposing people and hoping that they'll become infused with nature-]

well yeah, I think that's absolutely right

[yeah, there needs to be something in- yeah that was kind of my motivation for like we need to do something, there is a really good opportunity I think-]

and you know I'm guilty myself for being-

[yeah, same!]

I look around and love it but I don't know much about it and that's not great is it, my background isn't as an outdoors person so I've come into this relatively late in life so it's actually for me it's- I'm definitely one of those people who needs to be dragged into- yeah, I'm very conscious that I would like to learn more but I don't have that background so I come to things in a way a lot of instructors and peers, I do the activities, I kind of get this nature thing but I don't really understand it and I'm not confident in passing that on.

[yeah I think that's definitely something that's common to a lot of people really or you hear things that you may be here another instructor say so you start saying that and then someone questions you, I think usually a kid and then you look it up later and you think well this isn't true I don't know how many times I've said this to somebody but-]

yeah, I get very worried when I start talking about things in front of school staff, I've learned quite- well very much a layman's knowledge of the sort of geology of the area I’m kind of more happier with that than green growey things! but yeah you know, I can spit on about all this sort of thing this to do with how the mountains were forming and that sort of thing but I dread doing it in front of a geography teacher because I'm not sure what I'm really saying there, because I'm saying what I've been taught by other outdoor instructors you know and it's…

[do the staff want any integration into the curriculum or is it, do you get the impression it is sort of solely and if yeah have fun have an outdoor experience and then we'll go]

from what I- so I predominantly work at 1 centre which is just down here and I would say the vast majority of them are not curriculum related, sometimes they are- the outcomes they usually ask for things like resilience and teamwork I'm just the experience of being together and doing outdoors stuff so yeah, occasionally there will be specific curriculum related but I think it's pretty unusual. but yes, then the majority of schools are primary groups so that probably, possibly makes sense. I work less with secondary groups and perhaps they are more, can be more curriculum related and the centres all vary as well so you know I can't speak for- I can't speak personally for those that I don't know!

[of course! so if we look back at the course objectives. so the course objectives I've kind of tried to look at what could be relevant- why would benefit the instructor, the centre, and the clients, and how achievable can they be within 16 hours and how much value they have, a year after or, you know in two weeks after or whatever! So yeah I've got the four there, I wanted to keep it fairly small. Did you have any kind of comments about them or how relevant you felt they would be to people in the industry?]

No, yeah I thought they were all relevant, I think I wondered, I think number 2 is a big one for me and then three and four were more the kind of skills you need to be able to do to deliver those, and I wasn't sure whether having the four separate objectives- I kind of felt three and four maybe belong together as one, does that make sense? So, there is understanding the concept, being confident and competent, and then having the ability to do it, does that make sense? Just looking at that it almost feels like- yeah I don't know, I mean I suppose also number 4, is that not something that you do is instruct us all the time anyway in the context of the activities that they were in?

[You'd hope so!]

yeah, so it almost feels- felt to me like that's an enabling element of three and that it doesn't need to be an objective in its own right. it needs to be that I'm not suggesting it's not part of the objective, but maybe yeah, in the context of the others-if they all look equal, to me it felt like number two is the kind of real outcome you want to achieve and we need to do those to make it happen, does that make sense?

[Yeah, yeah]

but yeah I think they are all really valid. I think if you said to instructors come on a course that is sort of all about number 4, they'd be thinking well this is what I'm doing anyway so how is that different in the context of this, which obviously is I'm not trying to suggest it isn't.

[well that was in a way, kind of why I wanted to put it in as a- I don't know for some maybe coming on an environmental literacy course might feel a bit scary because yeah, if you don't know about the environment or maybe it feels a bit overwhelming and if you look at the course objectives and think OK well at least I can do this one, so then I've got three to concentrate on or-]

yeah, and that might be a good reason for keeping it there!

[I went for the PCK, pedagogic content knowledge, which I'll come onto a bit later but it's, is a very simplified version of it, knowing what you're saying and how you're saying it or knowing what you're doing and how you're doing it, and I kind of felt outdoor instructors already have this really great pedagogic content knowledge; you know how to do the activity, you know how to facilitate the activity, and you know how to read the group so that you're facilitating it in a way that will suit. So, the kind of idea that having an environmental side is to say well- empowering instructors to say well you've already got this, we're just adding this extra branch of how to do the environmental section along with, when you know you're doing the safety and the fun, and whatever else is. So yeah I suppose this is the most transferable one]

yeah, I think it's really valid because it is different because you've got to stop your group from doing the activity I'd try and get them engaged in something that isn't the activity, it can be hard or it can be really easy, it depends on the group, so yeah

[in terms of the structure I mean, because you mentioned time because it is a two-day course is fairly long! time consuming! how necessary do you feel like the practical aspect is?]

I think it's essential. For outdoor instructors, two days of theory would just- it wouldn't work! without knowing more about actually what the course about actually what the content is and the practical bits perhaps it's a little bit hard to judge but I think they need to be getting kind of hands on, they need to be practising stuff, they need to be in the outdoors I think, at least some of the time

[yes so that kind of, the idea would be for the first morning it would be looking at the environmental knowledge and how to develop knowledge, so through citizen science and storytelling and that kind of thing and then in the afternoon go out and practise those things within an activity that they run. On day two than looking attitudes and sort of participant thinking and that kind of thing and then again going out and whether it's the same activity or a different one and getting instructors to do you know sort of role play or someone being the guide and others being difficult clients or whatever it is, to kind of yeah, just practise it. The problem is, I don't know how to shorten the theory on it in order to make it shorter than two days!]

and I think the theory as well, if it's theory that is directly related to, so you know, efforts delivered regionally and the theory about how to gain your knowledge and your citizen science is talking about actually these are things that are happening around here, and these are the ways that you could get involved, here are your local contacts, rather than it being a sort of higher level, theoretical thing, and that's, I guess that helps doesn't it because it's tying in immediately to what people know and understand and giving them sign posts that they can get stuck into

[yeah exactly, and hopefully not making it- hopefully avoiding that thing of citizen science actually sounds a bit daunting and just thinking actually no it's really easy to be involved in this and being confident in facilitating it, which if you can do then I think it would be great!]

yeah interesting, I've got a conversation a week tomorrow with some of the guys from the National Park who we've been talking to about how can we get some environmental type workshops going for instructors- one of the things their ecologists came up with was actually well can you guys do some surveys and monitoring for us? and it's like yeah well, I'm sure we can, I mean you've got to explain what that means but we've probably got groups out everyday I mean which will be really interesting to see where that might go, and how that might work, in practical terms

[yeah definitely]

and what that might look like; whether it's the instructors doing stuff, or the clients doing stuff, you know actually let's get school kids involved, and I'm sure there's scope for a whole range of stuff there.

[that sounds great! there's lots of quite easy apps that you can record it on too. Have you come across the Welsh coast explorer app?]

Yeah

[yeah so they have just done that for Wales which has loads of different species and you can just comment you take a picture of it and then you can record how many you see and log it and it's really simple, but also they use irecord and inaturalist which are also fairly easy to use. and yeah, exactly that, just to kind of spark the conversation of why are we doing it and why is this important and it doesn't take long because you're just doing it as you go or if you don't see any then that's also a recording or whatever and then to contribute to that wider thing of okay well how is it changing because I don't know if you've seen while you've been instructing around here?]

the biggest changes we've seen have been in the last year with the massive influx of tourists, just erosion and destruction on paths and things, in certain areas it's been phenomenal

[what do you do with that to sacrifice some places or do increase accessibility to other places to ease the pressure everywhere, but increase the widespread of it or-]

yeah, no easy answers because social media is the problem at the moment you see a wonderful pitch here let's go there and with open access you can't turn them away, so it's a tough one, something that the parks is definitely struggling with

[yeah, well it would be really great to hear what their kind of way of integrating it might be or whether the National Park have a platform that they record things on]

yes, don't know, don't know, but might find out tomorrow! but I mean yes for me it sounds like a really exciting and easy way to get instructors, centres, clients involved because it's not just you know let's just stop here and talk about some plants, it's actually getting involved, getting engaged with it.

[do you think for instructors that aren't particularly keen- or not keen but aren't particularly motivated by nature or the environment as such, do you think they would still be happy to implement those kind of things into their sessions?]

I would have thought so if they've got the confidence to do it.

[okay, and equally, clients? Do you think- how receptive do you think that could be for clients?]

I think again yeah it depends on the client but I think school groups generally would be, especially if it's not something that's taking time out of their day but rather than- right, instead of sitting around and chatting about stuff let's go and find some things to take pictures of and upload them am I learning stuff am I doing something positive, I think schools would love that the kids would love it and the teachers would love it. I'm not sure you would engage your stag groups and that sort of thing particularly, but you might, you know it could focus them. and I guess it's identifying what, are there specific features in specific places that you particularly want to be keeping an eye on that makes it- I guess that makes it easier for instructors doesn't it so they're not trying to spend their whole time trying to look for things but actually there are some certain specific areas that they want to focus on

[yeah, knowing what they're looking for]

yeah so I think that's going to be really interesting to explore with the Parks, have they got specific areas they want to focus on, do we get every centre trying to monitor one particular area in which case you're just going to get inundated with quite a small amount of data but a very focused bit of data or actually do we say well let's try and have some projects for different centres to get involved in and it will just be interesting to see where their thinking goes

[yeah, it would be really interesting to hear all about that]

and yeah, we will see whether there's actually any appetite. I think we're probably looking at yeah, well let's see! see where tomorrow's conversation goes but I think the idea would be we'd get some kind of training workshop to get instructors incentives to come along too as a pilot to see you know what are we going to need to do, how does it work, could it work, and see if it starts working then we'll try and do something in the next couple of months. so yeah, it will just be really interesting to be a part of that to see does it actually attract anyone to come on to that, yeah

[yeah, I would be very interested to hear where all of that goes, if you're happy to keep me informed with it, or bits of it]

Yeah

[so I just flipped back, we kind of leap forward to that bit. Environmental literacy, I toyed with a little bit whether that was the right, you know whether environmental literacy is the right term to use for selling this for outdoor instructors and the reason I chose it was because this link between knowledge attitudes and skills to create behaviour change as opposed to the kind of focus on nature connectedness which is quite led by attitude's or environmental education which is quite led by just knowledge. But also literacy maybe has different meanings for different people, and whether that be a phrase that will put people off, thinking you know what does that mean, I mean at the end of the day it's just a word to get people engaged, but you need a word to get people engaged. So did you have any thoughts when you saw environmental literacy?]

I didn't really think about it, yeah I think the term may actually possibly pique interest in thinking well what does that mean? it might be a turn off for some people but equally it might be someone that says I don't quite understand that, that sounds interesting let's go and find out what that means.

[and have you heard of the courses; the carbon literacy course or nature literacy or ocean literacy?]

(shakes head)

no, but I think it's a word that perhaps people don't really understand-don't maybe half a fixed- I mean obviously there's literacy literacy but then that I'm not sure people have a fixed picture about what it means, so maybe it's not a big turn off, I would hope. I guess time will tell!

[yeah that's true! and then the idea of having a syllabus or a criteria, again it's I think maybe a bit challenging with a syllabus you kind of think you have to do this or not do that, whereas with a climbing assessment you'd have- a syllabus is very there is no wriggle room you have to be able to tie the correct knots or whatever. so yeah, is syllabus the right way to go or is it more objectives; they're just little words rarely but-]

yeah, syllabus to me conjures just up a picture of a fairly finely defined call state you have to go through, but what I read into the questions or the words within that you've called syllabus feel like learning outcomes that are right. so that has a set of learning outcomes, they don't tie down exactly what your calls what tie, but they tie down what you're trying to achieve which I think, that's important isn't it to have that. So yeah, perhaps syllabus isn't the best word for it, because it has different connotations for people I guess.

[is that notes you have on your- on the course? is that things that you want to go through or come back to, or not at all?]

(looking at paper copy of notes)

yeah, well I crossed out syllabus and wrote learning outcomes, so that's exactly that conversation! yeah so I mean-the outcome display the knowledge and skills for developing environmental literacy, that comes back to my question about- learning outcome is to display relevant knowledge, if they haven't got the relevant knowledge, so it's about that building in the ability for them to display the knowledge, it's that knowledge content, I suppose it's how that bit is delivered I guess and how you- I think it's probably important that people come away with a little bit more knowledge than they arrived with, unless they’re like you know, I wouldn't want to come on a course out there soon think well now I've got to go away and do loads and loads of homework to get the knowledge to be able to do all that, and I've got- we've got some busy companies, does that make sense, so that was my question about that. yeah, and I wasn't sure about the third one, say most of the- most of these things under the syllabus felt like learning outcomes and the third one felt like something we're doing rather than an outcome, that's just the way those are worded-

[is it something that you'd do as in something that is already being done, or something-]

yeah maybe, maybe it's something that we're starting to touch upon, it's having discussion with groups about environmental impact and things, yeah, so I think yeah, it's certainly a meaningful thing to do it's more the way that one is worded, it felt like something we are doing on the course rather than a learning outcome

[Ah, I see what you mean]

does that make sense?

[yeah, I see what you mean, yeah]

yeah, so I just wasn't sure whether what you were aiming for there was developing an ability for instructors to be able to identify and discuss, or whether it's an- in the course we will identify and discuss

[yeah, I see what you mean, I think maybe a mixture of both because I was hoping to get people to, you know, like my example with the barnacles, looking at things that they do and actually their practise, and actually yeah we probably are damaging in this area which I hadn't thought about before come up but then also, here, taking that further and being able to discuss that with clients as well so yeah, rewording.]

yeah so I think it's just rewording of that one. yeah so on ‘the course does share guidance towards ongoing projects outdoor centres can get involved with’, I think the importance of those being local projects across the board would be great, but also, I just written ‘and resources’, so again, where can we get the sign posting to whatever resources, whatever that is, flash cards or apps or whatever it is. and then in the ‘does not', ‘it doesn't equip you as an ecologist etcetera’, and I've written ‘why not!?’, but yeah that comes back to- I get the point you're not trying to be an ecologist but I think if people come on with no knowledge then it needs to leave them at a point where they've got enough knowledge to do some good somewhere else.

[yeah, to be able to implement some of the things that they've done here]

yeah I just feel, I've learned how to talk to people, but I've no idea still what I need to talk to them about

[yeah, that makes sense]

yeah so I think, it sort of-it needs to be able to signpost or equip people to be able to deliver the knowledge I guess, it's how do you get that

[yeah]

I had to, I had a thought about this where you're saying, ‘as visitors to these natural areas of beauty and wildlife, we're obligated to protect and conserve wherever possible’. So, two questions about that, are we obligated? What does that mean? And yes we should be of course but that kind of implies that- say we do, but also obligated, and whatever possible, they’re almost contradicted each other, so that was just a semantic thing! On the next one I wrote storytelling; you've got explain how stories can be used. I think a more powerful outcome would be, be able to use stories, which is maybe a step too far because we're not storytellers but it's again how do we- it's still in the importance of stories and the value of stories and how effective they can be, but again it could be the people that are- you know, where do I get these stories from? how do I develop those stories and pass them on if I'm not a natural storyteller?

[Do you find- do you what other instructors that you work with use storytelling within your activities or not particularly?]

not much.

[no, OK and that could be storytelling not in a sense of, well any type of storytelling really]

yeah well maybe to- yeah maybe I do to a degree out in the hills you know and talking about the Ice Age, trying to get them to imagine miles of ice above their heads, so in that sense, but yeah come a more traditional kind of storytelling as in stories of what happened here, less so.

[but you think there would be a time and ability to do that within activities? Both fast-paced and slow paced?]

I think so, well certainly slow paced, fast-paced maybe less, you know certainly walking in the hills there's time to actually-it's great to have, you know, when you stop to catch your breath let's talk about something that's engaging and that you can relate to, so definitely scope for storytelling there. Some of the more fast paced ones maybe less so, but, you know, why not, gorge walking- there's a couple of spots in the gorges that we used that would just lend themselves to stopping and telling stories about the landscape as much as anything else and most groups don't they just rush past and they don't stop to look at the folds in the rocks and things like that, that we could be telling stories about-as stories about the people used to live in the gorges making gunpowder and digging silica out, you know there's so much storytelling that could be done that doesn't happen.

[and do you think that could be integrated with any role play kind of things within- especially for children whether that be for schools or adventure tourists, you know acting things out while they are there as well?]

I guess it could be, it makes me go cold! but I know some school groups do that sort of thing so could do. I think things like that are definitely more instruct dependent, I know instructors who will take groups on the top of the hills are now drawing pictures for an hour although sit and do mindfulness and things like that come up we're all different in how we approach these things so I'm sure there's scope for it. If it's relevant, if it works, if it actually gets the message across then why not. and that's potentially what things like this can do isn't it, it can open people’s eyes to here’s some method that we haven't thought of using before, this is how it could work, set it in action and try it out, as long as it's relevant and works then why not.

[so this would be then moving on to the sort of day 2, which is to do with the environmental attitudes or attitudes and motivations. have you come across the nature connectedness work? Or the phrase nature connectedness?]

Um… probably not in this specific context, in terms of specifically- define the thing!

[so it was designed by the people at the university of Derby and they kinda have 5-they say there are five fruits to nature connectedness- if I can remember them off the top of my head, I'm not sure! something like love, beauty, meaning, compassion and…1 other! I've got them on my laptop so I can get them! but yeah this was the reason why I wanted nature connectedness to be a part of it because it's quite an up and coming, you know, building nature connectedness, but also not as the pure driver because I thought it is very, you know, you can't protect what you don't know about and actually I think this is quite, you know focusing on the beauty and compassion is great but actually if you don't know anything about it then I think you'll have limited success. so integrating it into to kind of hopefully inspire people’s attitudes, once they've had that day one knowing about things. although, how do you feel about environmental attitudes because if you say you don't know a huge amount about the knowledge of it?]

yeah that's interesting isn't it because I guess the two go hand in hand don't they, just the sheer kind of being in a natural place, we seem to have a connectedness with nature don't we, you know, its there, certainly people talk about it even more so with water, people just love being by the water, what's that about?! It just it is craziness and so I think that- there's something there about-you can only be connected with nature if the nature is there, so in terms of supporting the whole Environmental Conservation and protection message, that is really important. this place is really important to us and it has the effect it has on us because of these, this amazing natural place and how and how important it is for us to keep it like it is, so I guess that's kind of something that's implicitly- isn't it and then, yeah so the knowledge then of actually delving into what is it that- you know, the big picture that we just get from being there is made-up of detailed stuff so actually, there's two sides of the coin isn't there I think it's important to get, to get both. you know, the kind of sitting on top of a mountain doing a mindfulness thing is all part of that, you know, connecting with being in nature, fresh air, beauty, all of those things a bit more isosteric, it is how we intuitively and physically connect isn't it.

[yeah, definitely. interesting what you said, you know, we can only connect to nature if it's there, what would be your- maybe a little bit deep but-what would be your definition then of nature?]

Ooh! That’s a…! that's a very deep question! Yeah I mean no it is a deep question because what is nature? Nothing round here is natural the hills are natural are they, the physical shape of the hills is natural but what grows on it isn't, so yeah, what is nature?! Dunno! we need to Google it don't we! I mean it's certainly stuff that grows, it's wildlife that lives in the natural environment, but it's more than that I think it is the shape of the place and it's I think quite a lot of things, is a conifer woodland forest still nature? I mean it's still a nice place to be so, yeah really good question! I've never really kind of delved into that! But maybe that an important kind of conversation to have isn't it

[yeah well I've got one, in fact maybe I will get up now- I've got it on one of the slides actually I just different things of what may or may not be nature, because one of the things I found is that people coming on these adventures- from working in XXX you get a lot of people coming down and they're not used to that kind of environment at all and so I think we have quite a different perspective of what is nature and what isn't.]

yeah, is a motorway standard path up a mountain you know, is that connecting with nature? yeah, it is, but it's not connecting with nature in the same way as if you get off the beaten track and down into a hidden gorge, where there aren't other, lots of other people around- I guess that's also you know you're in nature if there's other people around but it's not the same experience is it, so-

[no I'd agree, so one thing I was going to ask people to look at is- does this definition of where you see yourself in nature, and so that people can say where they think there are, whether they think they are totally separate or totally combined, and then to look at these different pictures then just see what you see as nature and what isn't, because I think- personally I'm quite guilty of just seeing big open maybe untouched places as nature, one actually I think that can come across almost a little bit patronising to other people who have, maybe live in this kind of environment (terrestrial) and don't have the places that we have-]

we used to live in that kind of environment in Bristol and the trees in the street were brilliant you know, if this trees in the street went there, there would be something missing, so yeah

[so yes, then the question of what is nature becomes a thing quite difficult, and how do we take people into nature that might to us be, yeah a motorway path up Pen Y Fan or whatever, and think this isn't that great, to them might actually be huge, and how can we kind of facilitate that in a way that isn't patronising, so that when they go home, you know, they've not lessened the standard of their nature by the time that they get home, which I think is really important. here's the five things of nature connectedness so yeah; beauty, meaning, compassion, emotion, and senses. so yeah, and that meditation that you were saying would bring in a lot of those things really, senses particularly]

the only thing I've written around that one while talking about a wide variety of, you know people are anxious or people don't give it a second thought or- I think that, I mean a really significant factor is ages. the ages of people. and I guess in a couple of different respects, you know in terms of just peoples, I suppose young peoples’ naiveties and openness to what they don't know as opposed to the old ones amongst us who have perhaps seen it all and don't see things with such fresh eyes, but also there's definitely a far more environmental consciousness among younger people I think you know, they have grown up with it, so in the context of the outdoors I think that there is an- there's clearly a difference in how you would work with a group of school children and a stag party adult group, not just in terms of why they’re there, but actually in terms of that whole approach in attitude's to the environment, which might be linked. Kids coming out into a natural environment are probably quite open to really kind of exploring and understanding that, if it's something that is very different to their normal experience. whereas maybe you're stag group, they're just there for the adrenaline, kind of, almost blinkered to what's around them.

[yeah, so I suppose, maybe it comes back to also how the activity is being sold]

definitely yeah

[how receptive would outdoor centres be to change their kind of selling point of their activities to, you know, drop those subtle little nudges throughout the advertisement of the activities so that when people arrive with the instructor says something the environment, they’re already expecting it]

yeah. I think the kind of educational centres would be completely open to that, I think the more commercial ones might be come up but they might be less so. But they might not be! If brings in punters, even from a different perspective I mean, wanting different things then, they should be shouldn't they. They should be open to it.

[Yeah, you'd like to hope so]

yeah but I mean- and I guess the way- you know, that we're always far more focused on climate emergency and nature recovery aren’t we, and the more it's just out there as something that's just a day to day thing that we talk about and then actually the more powerful it becomes is a selling point you know. come and visit XXX and actually play a part in buying- learning more about nature, you know, unless it becomes greenwashing which is also a risk isn't it. but yeah I mean I guess ten years ago it would have been a much harder sell than it probably is now.

[Looking at participant thinking it's really also again building on that different people will think about the environment in different ways and yeah, as I say as it comes back down to product marketing and advertising and what are people doing at your centre and what are they there to expect? I look at the - this is from the office for National Statistics and just shows the different percentages of people and how they feel about the environment. This would be in a random group of eight which is what you might find, just kind of highlighting that it's a real diverse range of people that you're potentially having to deal with within your group, and how to manage that is actually quite difficult but yes you might have some they are extremely anxious and some that might not believe in it]

and you're going to get that same in the instructor community as well you so that's, you know, how you deal with that

[well I wonder, to what extent though whether there's kind of, like an ecocentric movement of instructors where people are a little bit more you know, believe in it and the kind of minimalist kind of values that a lot of outdoor instructors have, or again whether that's quite a unique thing to certain locations, it might be totally different in other places!]

yeah, I don't know, it might be- there's definitely pockets of it but I wouldn't say, it's probably less pronounced in this area. yeah, interesting I mean- a lot of outdoor instructors live in their vans these days and is that actually sort of ‘I'm connecting with the world, I don't live in a house’ I don't, you know, or is it actually a ‘I spend my life driving round consuming the worlds resources or is it just ‘I go with where the work is because that's where the money is’, you know, I don't know if I'm being cynical but I wouldn't say that there's a strong environmental drive among instructors in this area.

[yeah, you almost have different priorities of where- I suppose they may want to protect where they work because they love that spot but then the moment they step into their van and drive 30 miles to go and find good wave, it's like you're not even thinking about it in the same way. and you can always because it just- yeah, it would be too difficult to do anything like that, but yeah, there's definitely ways that some people- everybody makes compromises don't they. so yeah just looking at really, trying to work with that and how to manage OK well what would you do if you've got people of this kind of perspective or how would you interact with them differently, I'm looking at whether you can kind of set people little goals or little commitments to do, and I don't know how well or not you think that might fit into the sort of outdoor activities; trying to make the things that you've learnt transferable to actually something that they can change their behaviour back home, or whether that's too much for the scope of what this is, or what the activity is]

it might be, it might be. the XXX centre have got a big focus on recycling which is definitely greenwashing, it is because I think it all goes to landfill, which is a bit sad, but they're trying to get the instructors to get the kids to separate all their rubbish at lunchtime and actually getting them to think about things which they probably don't at home because their parents do it all. so I think, yeah there are little things like that that people do to change people's behaviour to little bit that they can take back home, it's a shame it isn’t actually probably effective but it's about it's about setting, it's definitely about some sort of message isn't it

[but is there a reason then that it's not followed through in that it doesn't go to the correct recycling?]

yeah I don't know, I think it's because the kids- partly because the kids aren't actually very good at separating it, so you know, within their rubbish, and yeah, I don't know, I don't know.

[funny that that becomes a priority but not at the same time]

yeah, and whether this is a XXX thing that has been imported and this is what we are going to do but actually it doesn't quite fit within the local infrastructure, I don't know, but then our infrastructure is pretty good for recycling so I'm not quite sure, not quite sure what actually is going on there, maybe it's a- maybe actually they're just issuing far too much non-recyclable things like crisp packets and actually - the apple cores go- might go to recycling and the plastic bags might go to recycling, but then probably plastic bags don't go to recycling so, you know, we put them in a recycling bin but they probably end up in landfill so- but again as an example of actually that a behaviour we're trying to promote in visitors, in the same way- are there other behaviours we can promote that will definitely go away with?

[yeah, and you have returning schools that come back every year? and do you ever have any feedback on behaviour change that has lasted, or not really?]

I wouldn't know, that's a really good question.

[because I think that's one of the really hard things that's-especially in a lot of the research that has been done in nature connectedness and outdoor adventures all, particularly school residential's, and by the end of the week’s trip they have a much higher nature connectedness but nobody looks at it a year down the line or six months even down the line I think there's a massive gap there because you think well yeah of course it's going to be like you've just come out of the mountains or just come off the sea, of course you're going to feel, unless something is bad happened you're probably going to feel pretty elated so of course it's going to have good outcomes, but whether when you go home to an inner city that lasts, I'm not sure!]

yeah, it's a good question

[yeah, so if you've got returning schools it would be interesting to hear how maybe in the long run it does affect people. On the goal setting, that comes back to what I just touched on about the participant thinking as well, they're fairly related. I guess we've kind of covered that already in what kind of goals are appropriate to say- do you tend to do goal setting at the beginning of sessions and reflection, or is it something that gets missed or?]

yeah I'd say it often gets missed so with a school group you might have a conversation at the start of the week about you know what we're trying to get out of the week, that probably doesn't then get explicitly discussed in individual sessions.

[and should- are the kids aware of the goals there hoping to develop?]

sometimes they are and sometimes they're not. they might be stuck up on the notice board, it very much depends on the school. it depends, you know, the schools that come because they're coming on an outdoor thing and we ask them, ‘what do they want to get out of the week’, are probably not passing that on to the kids. the schools that come because they want to do A, B and C, probably the kids are more aware of it.

[okay, so the goals you say our developed in conjunction with the instructor staff and the school staff, or directed by one more than the other?]

yeah, I think it works both ways. Certainly, there are schools that turn up and we ask them what are your goals, and they haven't thought about it before they arrive and there are others who are very clear when they book this is what we're looking for from the week and that goes on our programme, that helps us do that.

[yeah okay. And then reflecting at the end, is that something that's done with kids? The groups?]

It can be, again it varies. I think it's- I think there's more likely to be reflection if there was a goal. If the goal was fairly vague, if it's just let's go out in the hills then there's not much to reflect on, as I said, the two definitely go in hand in hand don't they.

[yeah so if it- if it's not done, why is it not done?]

I think it's just, yeah it's kind of implicit goals, we're here to go mountain biking, so our goal is to get to the top of a mountain, so we just do it

[the reflection is that you're at the top or whatever]

yeah, without really thinking about where we're doing it, what's our goal in doing it. yeah so even in those sort of the activity side of things we often perhaps don't do goalsetting and whatever as well as we should do, and yeah it's that implicit, well we achieved it, we did it, that’s our goal achieved. but yeah I mean, a good reviewer could certainly sit down and talk about what have we achieved, what did we get out of it, what we learned, you know, on it again it depends on the groups, probably that happens less with primary kids because that just more well we've achieved or we've done what we've done, we don't want to talk about what we've done, they should do.

[yeah, and in terms of environmental stuff I guess the, you can do those kind of citizen science things if you're going to focus particularly on doing those kind of mindfulness or art or whatever it is, if you implement that at the beginning and say this is what we're going to do and why and then at the end- yeah like you say I suppose refined goals you have the easier the reflection can be. I think it's in that reflection that you can kind of try and maybe make things transferable to them back home, but whether that would be something that instructors feel they have time and capabilities to do-]

and I think that’s, that's definitely a distinction between outdoor education and outdoor activity,you know, I think where there is explicit expectation of education I think that's far more likely to happen isn't it- whatever that education is about whether it's about learning to let yourself walk up a mountain or whether it's about learning about the plants that you see. If- and again, it depends on the business and how they are set up so the more traditional outdoor education centres are far more likely to have kind of education and goals am reviews, at the very least reviews between the staff and this teachers at the end of the week and have we got what we wanted from this. where is just the commercial outdoor experience businesses, probably much less so

[Do you find that with, you know not with the schools but just your , I don't know do you do like half day activities that you take adventure tourists out on or- is there any kind of goal setting and reflection with that kind of group? Or a family group or whatever]

probably not as much as there should be

[right okay]

Again I guess it depends why are they here, if they've set some explicit goals then you're probably going to review them. If it's just let's go and do an activity then the activity speaks for itself I guess. and I think this- I do think it's something that we're not as good at as we should be as a community and obviously different instructors will do things differently but, at the end of the day generally well we've got to sort the kit out, we've got to get everybody ready for dinner, and actually what tends get skipped is often is the review and we should be much better at, before we get on the bus to go back to the centre, sit down and talk about what we've done today. part of that is about actually having- kind of thinking through those facilitation skills isn't it and actually when and how is the right way to do that

[yeah, if you can do it fairly informally throughout a session, without- I think the idea of goal setting and reflection often has quite a scary like, yeah sit down at the beginning and sit down at the end or whatever but actually I think it could be diffused by making it a lot more informal then a lot of people might initially think, an even then I think, you know, I have definitely done some the I feel it's been quite awkward because it just feels too- like not smooth enough, I think sometimes with that again, if you don't have the competence or confidence sorry but I've done it badly once- I'm not going to do this again!]

yeah you're right and it can feel quite pertrived can’t it, which is definitely where it goes hand in hand with the goal setting, you know if you've got a conversation about what we've achieved today or what do we want to achieve while we're sitting here, then actually you've got something to reflect on. and I guess, thinking about the whole- the process of learning, evidently the reflection you don't learn, so if you're not there to learn den reflection isn't important is it, but if you actually want to get some learning out of the experience then it's a pretty crucial part of it.

[yeah and do you think there's learning that can come from the experience without the goal setting, you know just to go and do the activity?]

Yeah

[in what kind of way?]

I think just reflecting on what have you achieved today, I think reflecting on ones’ personal experience, even if one didn't necessarily know what one was trying to achieve, is actually how has the day been? kind of talking about how feelings might have gone up and down and how emotions might have changed and what kind of resilience you had to dig into, you know, what have you seen around you? what have you notice, what have you observed? there's lots of things that we can learn from, without necessarily knowing we were going to. but I guess that's easier if you've got something to tie it to in the first place haven't you, so an open-ended review of ‘what have we got out of the day’ is entirely possible isn't it. if it's actually we want it to achieve this, let's review where we got to, and maybe actually there's a- it's important to have both, because otherwise your time people end with this is all we wanted to get out of today, did we achieve it or not? Well, we didn't achieve that but actually we've achieved loads of other things.

[yeah that's very true]

so yeah, tying that into you know do you need to have a goal around environmental literacy when you go out with the group? Maybe, maybe not if you don't have it as a goal can you still actually ensure that you get some reflection on it and actually well what if we found out about the environment today? so they're going home with a message they might not have expected to get.

[but I think that's where maybe it's important for them to go home with not only a message but with something that they can implement - like some direction that they can take it in to continue if they want to, because otherwise, knowing about this area is great but actually it doesn't mean anything when you get back home. Whereas, like you say with the kids and recycling that actually that's a message that they can take home and it's still going to be the same principle, I think it's finding skills like that we can help people to say you're making your difference here and in your home community by doing ‘this’, yeah.

[That's all of the- we've gone through all of these questions really. yeah I suppose are there bits of the course that you think- that are missing from the course, I suppose other than the content?]

yeah, what have I scribbled around these questions, so how achievable are the course objectives, I think, without knowing exactly what the course looks like it's hard to answer that, and it does come back to that question about the underlying knowledge that people have or haven't got. I think very much having the practical stuff works, you know, is there enough in there for people to have opportunities to practise doing things and therefore come away actually confident but they can do it rather than they have just gained a bit of knowledge by seeing some stuff through. so yeah I mean, it depends on the course design doesn't it, but hopefully it is. in terms of value to instructors in centres I mean we sort of started there didn't we, I think in a world where there was more supply of instructors than there was demand, where people had more time, maybe more so. It's probably not a great time at the moment to be trying to get people to give time to go on courses but on the other hand the environmental agenda is becoming so much more in the forefront of our minds, I was about to say more important, it isn't any more important than it is ever been it's just we've kind of realised how important it is, so maybe actually it's- whether it's going to make you more employable, I don't know to what extent individual instructors would think it's important I go on this course because it's going to make me more employable, unless that's been driven by employers, so it's got to kind of work both ways hasn't it. I don't know what drives that, when it actually- particularly at the moment, employers they just need people with qualifications to take people out and aren’t going to be terribly fussy about whether they've got an environmental literacy course. I think it's a really tricky one to answer isn't it as to whether there is the market out there for it, but there should be, I would hope that there is, and in terms of its relevance to clients, yeah I think exactly as you said, if it changes peoples’ behaviour and gives them things to go away with then it certainly could be. yeah anything missing, as I say I think that was the more- not necessarily the knowledge, but certainly a signpost in making it easier for people that might not have much knowledge to get that knowledge

[but for that to be in a practical format rather than something like links and hard copies of things?]

I think possibly a bit of both so, if some of the practical sessions involve, you know, here's your pack of crib cards, find out what that is and find out something about it, so that they are actually practically working out how to use the resource is that they might be able to find. Does that make sense?

[Yeah, a combination of both]

so it could well be a combination of both. but yeah, I think that covered everything else that I scribbled down!

[okay well I'll just run through the course presentation - it will be a little whistle stop tour of the course but hopefully it will give you a sense of what it has. so starting off-it's the same order of the handbook really just looking at what environmental literacy is an then getting-hopefully it'll be quite interactive from the get-go, asking people about the environments influence on us, hopefully they'll come up with some of these kind of things, and then likewise our influence on the environment but kind of finishing it that it doesn't have to be all bad like our influence on the environment isn't all bad and that we can do a lot of good with conservation, restoration, and education and then kind of showing this is how they all linked together. so I get people to-have you come across these wonky wood diagrams before?]

(shakes head)

[so there's a list of 20 questions; five relating to each knowledge, attitudes, skills, and behaviours and then you just plot on here how comfortable or confident you are in your own kind of knowledge, attitude's… and then re phrasing the questions to how comfortable they would be passing on that knowledge and teaching it, and so this is just one I did a while ago and usually I think they come up less confident. so you can kind of see the areas that you know the group needs to work on and then having a discussion on, about whether there’s particular areas particularly low for everybody there or-and that can kind of tailor where the course goes to some extent. and then yeah hopefully trying to get a bit of a consensus and getting people up on their feet I'm just asking these four questions, to see whether people do think-whether we have a responsibility to implement it within adventure activities, and hopefully there would be a bit of a consensus to say yes!]

yeah, and it's interesting isn't it, is it our responsibility to make other people responsible? it's quite a tough question actually because yeah, it is, but it kind of puts a lot of owners on individuals so actually we should not only be doing our part we should be advocating for other people to do their part and that's, yeah, changing the way instructors think about what they're doing for some for sure.

[yeah I'm maybe responsibility is the wrong word or maybe that's too much pressure, because in a way I think you know everybody does in any area that they work in, and actually weather because we're interacting with a lot of people then we have the opportunity to do it, but yeah, maybe you're right maybe responsibility isn't the right- maybe it's too…]

one of our company owners, providers, is really passionate about the natural environment-he works in the gorge a lot and he's always been bringing the litter out- he's been doing it for years but there's been so much in the last couple of years it's becoming like a full time job, like he's really stressed about it, really stressed. and he can’t understand how other instructors can walk past a bit of rubbish and yeah, he's right, how can we? but we do. why do we walk past a bit of rubbish? well there are lots of reasons aren't there, but actually, yeah I don't know, it kind of begs questions about the responsibility we do take, why do we walk past a bit of rubbish, because we do, because it's a little bit too much hassle to pick it up and try and find somewhere to put it to walk off with it, but what positive message have we sent to the people we are with every time? but then if you're working in a place where there's so much of it, it's impossible- and I think little things like that, I think- it is about getting instructors to take that personal responsibility that's also about promoting other peoples’ behaviours and it's about cutting through those- what is it that actually prevents us doing some of those little things that we could all do, but somehow it's just a little bit too much like hard work. ‘Pick up a plastic bottle’, someone else will do it! well, they probably won't!

[yeah, and I think when you see at time and time again you almost become so accustomed to it you don't see it anymore do you]

I think that you do and it's like well they'll be another one that tomorrow so what's the point in picking this one up, which is not right is it. yeah I suppose that's an example of how we- how important do we feel about the environment if we're not bothered to pick up a bit of rubbish

[yeah maybe if everyone says no then I'll just walk out at that point! If people do think its important then going back to their wonky wood diagrams and saying well how capable are you and what do we need to work on, and these are the quotes that I just mentioned earlier you know, IOL saying we're in a good place to be able to do it and then this one just say well we can't just expose people and hope that they're going to be infused]

yeah, and I think that is where we’re at, certainly around here, to a larger extent. just get them out there and they'll get it, but it's not that simple.

[yeah, that they'll be biologists and ecologists and everything by the end! so then kind of looking back at if instructors know how their activity is being sold and what their clients are expecting from the time that they see the advertisement to the time that they turn up and whether that's right or whether that needs to be changed, so kind of looking a bit top down. I might well end up changing this a little bit, these words to educate motivate and inspire instead of those. So the first bit looking at how to educate to inform behaviour change, I'm just looking at- this is the study that I did on the barnacles, there was a huge reduction of barnacles and just kind of making that quite clear a barnacles are known as an indicator species because they don't move and actually if we're having such a big impact on them then what impact are we having on everything else? And as much as anything just to have that as a talking point to say okay well what is happening in the gorge or what is happening on the mountain, and then these are some of the ways that we can record these things so to introduce the citizen science projects, and these are some of the things that- you might see these, you could record them or you could record something different depending on where you are and I'm yet to do the step by step instructions but that will come! and then to look at okay so if this was going to be involved in your activity then how would you sell it, then how would you change the advertising whether, hopefully there would be some- because it would be in site specific locations, hopefully there would be instructors and some from you know, higher up in the company that might well follow through with this and actually change bits, would be the hope. so to then look at storytelling, and what things we know and what things you hear say- do you know which ones are made upon which ones are true? And similar to the one you were saying about the Ice Age and the changes, just being able to tell that and how the changes, how the places change overtime and thinking OK well what might it look like in 10, 15, 100 years time? and how might look if we do different things. The acronym that I use in this, the ACE acronym, just trying to give the action, and emotion so this is how it was in fact but actually trying to get a little bit more out of it. The example I've got here is just you know when the shearwater's migrate from, quite often round us we get ones that are stranded because of lights and whatever so we can release the. so being able to say it not just as the facts but making it a little bit more personal with the people and then yeah this bit, I can't really decide whether to keep it on or not, it might be a bit too deep but there is a argument for naming- not naming things and particularly the storytelling and you're sort of storytelling about different plants or animals and there's this argument that actually by just saying it's a wasp then that's at the end of the conversation actually it's more than a wasp it's got its own-so this is a video narrated by David Attenborough and it's talking about the wasp and the orchid, and I don't know if you've heard about that connection but the Wasps think that the orchid is a female wasp so they mate with it and then that's how they pollinate. so he's sort of saying in the video how can you call one an orchid and one a wasp, because actually they need each other to live, because one pollinates the other. and it is maybe a little bit deep for the course but I also just think it's a really interesting thing to say-how can you maybe do this in practise? and personally I think that-I think if I didn't give something a name I think I would really struggle to remember it, but actually it's quite interesting to think OK well when do I give it a name, answer this is kind of an example one of barnacles looking at why they're important and how can you identify them and then finishing with what they're called, as opposed to just naming them and moving on. so that's sort of all of the theory for the first day and then to go out in the afternoon and practise looking for different things and recording it through those different apps, and then doing some role-play and some storytelling at the site-specific locations. on the second day looking at the attitudes and participant thinking and yeah, we went through a lot of this earlier. have you come across this ecocentric and anthroprocentric kind of ways of thinking?]

(shakes head)

[so weather we see ourselves like all equal or whether there's people who see humans and then everything else and the way for the sorts of environment to thrive is probably this way, but a lot of us think this way, and so how to kind of manage that in different groups as well, and also kind of just I guess question instructor's on what they say because there's likely to be a pretty big mix I know ones bad to say it's the right or wrong but it's just a good way of having a debate about it I suppose. yeah, these nature pictures we looked at. and then just set up bringing it all together to see how can we promote behaviour change, so these were the four things that the office for National Statistics said were the biggest barriers to people taking part, or people changing behaviours. so looking at that and then saying OK if the if people gave you these reasons then these are some of the things that you could say that are less expensive, or alternatives that they could do, that they might be able to help inspire other people or even inspire themselves or each other. I'm sure you may well have come across these smarter goals, just keeping that-I think most people have probably come across them but just thinking not to make things too unrealistic because for both them and each other and their clients. and then just finishing on knowing doing and believing, which is a practise that if you have two of these then the third is slightly to come. and probably for instructors and for clients it's important that if you believe you can do it and you know that you can do it then you probably will do it, or whichever way round- but as long as you can kind of help each other get two of those then the third will probably come as well. to hopefully a bit motivational! so yeah, that was a very whistle stop tour, but hopefully just shows you a little bit of the- kind of what the course would involve, having evolved from the handbook. Any comments?!]

Great!

[Is there anything you would like to add?

No! It looks great.

[thank you very much for taking part]

You’re welcome, good luck with it all