Title Research data for PhD Thesis on Advancing Environmental Literacy

Training for Instructors of Outdoor Adventure Activities

Creator Ella Rose Sutton

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

**Interview with Jack**

0:0:0.0 --> 0:0:2.240  
Ella Sutton  
I've got a sort of a rough line of questions, and if it follows that, that's fine. And if there's anything else that you want to add, then please go off on a tangent. That's fine as well.

0:0:12.430 --> 0:0:13.510  
Jack  
OK, no problem.

0:0:13.940 --> 0:0:21.780  
Ella Sutton  
So the first thing I wanted to ask was what was the most valuable bits of the course for you?

0:0:23.250 --> 0:0:25.50  
Jack  
Well it just got over to me how I could speak to like- I teach a lot of children, of 11- and 12-year-olds and it's not so much that I can teach about the environment as a whole to them. Rather than it's another subject that we can teach more than anything, you know, especially living where I live in XXX, but we got pollution and everything. Both sides of the beach and the people and the people can see it. I know what we went on about the barnacles and all that. Well, that doesn't really- Kids of 10/11 years old are not really interested in that, but I can angle the actual discussions round to the environment as a whole. Rather than the flora and fauna of things.

0:1:21.150 --> 0:1:26.110  
Ella Sutton  
Yeah. OK. So do you paddle out on the river at XXX.

0:1:25.980 --> 0:1:44.700  
Jack  
No, we don't use the rivers. It's all we're based on the beach. But so it's not all done on a sandy beach. But like one end, you've got the steelworks and you just look at it and you can see what is pumping out into the air and then and then the next thing you can see all the plastic and everything coming up be washed to show on the beach. So that will make more.- most sense to teach children that type of an environment rather than the small things, especially because they can see it with their own eyes. They haven't got to- They don't have to think about it because it's there for them to see. So they can understand it a lot better, especially when you're dealing with children.

0:2:18.280 --> 0:2:19.240  
Ella Sutton  
So what would the main things that you would talk about then?

0:2:27.750 --> 0:2:31.670  
Jack  
It's just the environment in general, you know, from traffic to what's coming down the river to the pollution, especially now with what's going on here with the water? The sewage dispersals around here, you know, we've got quite a few sewage dispersals now coming out around the XXX, which, and I'll say it's never been known before. It's probably been going on for donkeys, but it's there for everybody to see, you know, in the newspaper, on the television and everything, you know, people haven't realised this over the years. So that's a bit. That's a more of a, it seems to get the children engaged.

0:3:20.780 --> 0:3:29.540  
Ella Sutton  
Yeah, that makes a lot of sense. And in terms of when- what people take away with them, how do you think that the experiences that you lead will influence how people behave towards the environment.

0:3:35.90 --> 0:3:52.330  
Jack  
It'll make a big choice about what they do in, I think, and it'll make them think, you know. Well, I shouldn't throw that paper here or I shouldn't do this. I shouldn't do that because some or other, it will end up into the ecosystem one way or another.

0:3:56.760 --> 0:3:58.440  
Ella Sutton  
Yeah, makes a lot of sense. Have you- are there any parts of the course that you've specifically used in in your job role?

0:4:8.950 --> 0:4:37.790  
Jack  
No, not really, only just getting it over to them and explaining them, explaining to them what is going on around them, which is children, what it is. I don't specifically, it's in a lifeguard role that I teach more than a kayaking role because a lot of the kayakers as you know just want to go out and have fun. The children I teach in, the children in the lifeguard roll up until about 12 years old, which I can- if we have the children in the in the kayak club of that age, we could do the same thing with them, but the adults are just they just want to get on and do it themselves. But by introducing it at a younger age, hopefully they can carry it through the rest of their life with them.

0:4:56.710 --> 0:5:3.790  
Ella Sutton  
So is it something that you were doing? You were talking a lot about the nature, about the environment in general before coming on the course as well?

0:5:4.690 --> 0:5:22.930  
Jack  
To a certain extent, because people can see it, whereas if you go down to XXX and all that, you don't see so much of it. You know we are. I came, I come from a background, I'm a HGV driver. I was a HGV driver and I used to carry a lot of chemicals. So everything that I do basically effects affects the environment that way. That way round, so you know I can give them experiences. I go into a lot of, oh, I used to go into a lot of chemical factories or chemical sites and what have you and I can give them instances, you know the way they are polluted and what they these companies are doing, you know, like I go into a place I used to go into a place up in XXX and they make plastic beads in all these plastic beads like in the water no matter where you go. Now they find these plastic beads in the water. And they've got their own introduction. You know, they sort don't cover it up the manuals and all that. Now to stop the stuff going down in the drains and into the water systems and things like that. So I can tell the children this and one thing or another.

0:6:22.640 --> 0:6:33.400  
Ella Sutton  
So do you say that most of the stuff that you talk about is to do with the human impact on the environment rather than the floor and fawn and nature side of it?

0:6:33.590 --> 0:6:40.830  
Jack  
Yes, more than the flora and fauna because when we're on the beach in XXX, there is no flora and fauna. It's just sand. There is nothing you know. We don't tend to go to the rivers where you see the trees and whatever and you don't see many trees here anyway, only the dead ones on the mountain.

0:7:1.370 --> 0:7:13.970  
Ella Sutton  
So the next question I was gonna ask is in terms of doing CPD or courses in general, not necessarily to get CPD points, but for doing a course, what makes a course valuable to you?

0:7:15.230 --> 0:7:29.350  
Jack  
If I can, if I take the course and I can hand, I can. Obviously I can put it over to transfer it to the children or the adults when we are another, you know, through my skills, or through verbally telling them I'm instructed, I'm shown them even to the point of showing them where to go for it, you know, you're just directing them in the direction. Do you want them to go or they need to go to have a look and see what's done?

0:7:48.90 --> 0:7:59.530  
Ella Sutton  
In terms of developing your own learning or knowledge, how would those courses- So for like the course that this was or like other CPD courses, what do you look for when you when you sign up to them?

0:8:3.870 --> 0:8:8.70  
Jack  
If it will interest me, and if it'll interest the children. But if I can pass that knowledge on to the children, that's what I'm more interested in. It's not so much the canoe side of it, it's more of the lifesaving side of it, where we have the children to pass that knowledge on to. And they can take it away with them. Whereas a lot of the adults, like I'm XXX. So I'm not going to get very far and a lot of the adults that I deal with around that age as well. You know, I need at that age, you're not going to change them much. The only thing you can do is give them a knowledge so that they can pass the knowledge back to the younger generation. It's too late for us, but it's not too late for the younger generation.

0:8:46.610 --> 0:8:54.410  
Ella Sutton  
Yeah, OK. And what's the motivations of those younger generation that you're working with?

0:8:55.400 --> 0:8:59.120  
Jack  
They do seem to be getting a little bit more interested in it. They're getting it's an age thing. It is because the younger children don't understand it, but you get them at the right age, 12/13 years old and they can they can get on, get away with it a bit and they understand it and they seem to take an interest in it. I think it's a lot more that we can do. Even along the lines of what the XXX could do. It's like we should be linking up with people like surfers against sewage and things like that. I know they're mostly on the coast and all that. OK, we I will say that this is in the rivers, but there's nothing to stop which could be forming a link with them. No, because at the end of the day, a lot of these sewage pumping stations are not pumping out into the sea directly. A lot of them pumping into the rivers as well. So, so we probably quite the way behind them.

0:10:1.850 --> 0:10:7.730  
Ella Sutton  
Do you do any of the sort of storytelling elements while you're explaining about things?

0:10:7.810 --> 0:10:17.50  
Jack  
Yeah, I could tell them, but what I've come across in work and things like that and that interests them. And one thing and another. So yes, I do.

0:10:18.830 --> 0:10:32.430  
Ella Sutton  
How do people respond to the stories if people are worried about how the- what they can see in terms of the human impact? Or are they, you know, taking it in their stride because they're used to it?

0:10:32.890 --> 0:10:35.370  
Jack  
They're a little bit too young to understand the long term impact of it you can see what's going on around them, but they're a little bit too young to really understand long term effects and things like that. Basically, they haven't been around long enough.

0:10:54.360 --> 0:11:1.840  
Ella Sutton  
And in terms of the content of the course, would you say it was the right sort of content that was in it?

0:11:2.360 --> 0:11:32.480  
Jack  
I think it could have been spread about a little bit more, more than the flora and fauna side of it. It could have gone more into the human aspect of what's going on as within the overall world, especially now, like with today, what's come up with the global warming and stuff like that, which is going to affect everything and people, you know, like people can see what's happening with the weather, they can see what's happening. You know, you go on holidays. We've been- We would what was it- three, two or three years ago we were in Egypt. We were in a hotel in Egypt and there was nothing around us for miles. Literally nothing around us for miles. And we walked out onto the beach one day, around the corner from the hotel and the plastic and everything that was dumped up on the beach was nobody's business. And people can see that, and they can see what's going on. But they don't realise the impact of it until somebody actually points him in direction and tells them, you know, this is what you know, can a bottle of coke can do, it can throw, you know, you tell the story about the ducks. Do you know about the ducks?

0:12:27.590 --> 0:12:28.110  
Ella Sutton

0:12:28.740 --> 0:12:59.860  
Jack  
The container's gone down the container went down with these ducks, and this is true story. Now this container went down with plastic bag of ducks. They're like the plastic ducks that you find in the shower and every now and then and these they're stuck somewhere out in the Mid-Atlantic or somewhere. And these ducks are just basically they swirl in-, they just go in round and round and round go in nowhere. But every now and again because obviously the tides and one thing another, some of these ducks break off and they turned it up all over the world. I'm not- That says you know how the pollution will change. You know, we we've came down the beach one day and we found a big glass vase. It was about 2 foot round, bigger than the football. But inside it had the address that if this thing got lost and what have you, was from Portland, the thing floated all the way around and turned up on our beach and that's this stuff is being sent everywhere. You know, we're losing things like there's containers coming off ships and whatever's in them it's carrying chemicals and all that stuff. People don't know what's going on.

0:13:51.210 --> 0:13:57.850  
Ella Sutton  
It really highlights how connected all the oceans are as well, doesn't it? When you know things like that happen when they move around so much.

0:13:58.460 --> 0:13:58.820  
Jack  
Yeah.

0:14:0.590 --> 0:14:9.430  
Ella Sutton  
In terms of the like you mentioned, global warming, how confident are you like understanding and talking about global warming and climate change?

0:14:10.90 --> 0:14:26.210  
Jack  
Well, the children can see it. They can see what's happening with our on our beaches with the especially every year because obviously as the storms are getting more, which means that the actual beach, the structure of the beach is changing because the waves have an impact on the sand. We could go surfing in one spot one day, come back a week/fortnight later and it’s gone. It's been washed away and it's moved somewhere else down the beach, you know, because the sand is always continually drifting. But as the waves are getting increasingly, it's taking the sand away from the beach so you're not getting the same breaks that you had 2-3 years ago.

0:14:54.770 --> 0:14:54.890  
Ella Sutton  
Huh, that's quite a short period of change as well, isn't it?

0:14:59.780 --> 0:15:10.20  
Jack  
Yeah. So if you could actually physically see this going on, you know, and you can see that the beach one year, the beach, the sand on the beach is a lot higher than it was the previous year. And this is it's not a good indication for the kids, but the kids can see it happening in front of their eyes. It's not good for anybody, but when they can see it in front of their eyes, they can take it away with them and think, you know, what can we do to stop it?

0:15:29.560 --> 0:15:30.600  
Ella Sutton  
Yeah, definitely. One question I had in relation to the follow up survey you did, there was a question about how relevant the different modules were and your answers to a lot of the questions in terms of how relevant the different modules were neutral or somewhat irrelevant. You also said that the course did meet your expectation and that you would more likely than not recommend it to somebody else. Could you clarify what you meant in your responses?

0:17:10.340 --> 0:17:45.380  
Jack  
It's time with it. I think the course was relevant, but I think it could have been expanded more that we got. We got tied up. You said the story about the barnacles and also the gentleman said about the moss on the tree and this type of Moss. And I think to be honest with you, that it was going too much into depth of that side of it, whereas we should be concentrating more on everyday things like people are not going to go and walk up the riverbank and they're not going to look at things like moss and all that when they can see what else the actual physical pollution on the effect on the environment. That comes down, and if you've got, like, children go in and rock up in or whatever, I don't, they're going to worry about where they're going to step, you know. Kids will be too more, more excited about going into the water than that. Whereas we should be looking at more of getting the idea of the environment in general over to the children and maybe then start introducing it smaller. Baby steps not starting off at the at the- say at they are called this and that.

0:18:40.70 --> 0:18:46.550  
Ella Sutton  
Yeah, that makes sense. So in, in what ways would you like to see the course change to be more relevant?

0:18:49.530 --> 0:18:58.490  
Jack  
I'd like to see things that the everyday, the everyday aspect of what the environment, the part the environment plays on everybody. I think to be honest, to do that if you put it into a-you could actually build it in, then to the awards that we get with the canoe. It could also be built in like I've seen a lot like I'm an old hand. I've done these new awards now, but I've looked at two of the awards coming through now and they're like an 8-hour course and you get these eight sessions on- Well, maybe one of those sessions could be taken out and put on about the environment. So people are, and maybe by introducing it like if you introduce it on the when you do your first course and then as you work your way through different stages, you can go a little bit more into depth in it because they've already had the ground in. You know? And then eventually, then you can introduce things to like the barnacles and the tree moss. But you've got to have something to start off with, especially when you're dealing with children. That they'll be interested in and, the thing is, as they get older, and I know we've- I've taught them all at one time or another, either kayak, you know, whatever you know. And just because when they get older, even to the 15/16-year-olds, they're not interested in it, they just want to go out and do it and have a good have a time. Whereas if it's introduced slowly. Then they will get that eventually.

0:20:25.980 --> 0:20:27.860  
Ella Sutton  
So almost without them realising?

0:20:28.370 --> 0:20:40.490  
Jack  
Yeah, you know, you just introduce it slowly in whatever you're doing. If you do it right in the course and say coaching session with them, you can do it. And to be honest, it was easy. You don't have around the beach because you can see it. You have to teach it to what your abilities are and what is and your surroundings, not more surroundings more than ability. Because if you teach it to, if you do it, run a course on pollution say down in XXX well, there's very little, you know, you get onto a beach like XXX or something like that. It's not there. You come to place in XXX along the course that you can see, you can see it. It's there for everybody to see what is going on. And then if you introduce it slowly so they can see it in their surroundings, it makes a lot more sense to them than trying to teach them something that they can't see. If that makes sense.

0:21:29.680 --> 0:21:39.960  
Ella Sutton  
Yeah, that makes a lot of sense. So would it help to have the course more specific to the audience, you know, in terms of location or type of instructors that are there. Or do you think it was OK as a broader spectrum of participants?

0:22:12.680 --> 0:22:14.120  
Jack  
It planted an idea. It gives you an idea and I think for individuals to take that idea away and build it into what they know. You know, it's simply from XXX you can't go talking about the steelworks in XXX, and they won't have a clue what it’s about, whereas someone else could tell them probably about what's going on with the flora and fauna around them. So maybe it's better to arrange the course around your other discussions and around your surroundings about what is going on. Like if you go to XXX, you might have a problem with the farmers what's coming out of the farms, you know, so you could build a discussion around that, whereas if I was on XXX or a local beach, well, we don't get a problem with the farmers. We don't have the kids, don't even know where a farm is. You know, they don't see this every day, but it's what they see every day. Whereas the children in XXX or based around XXX, will see every day what's happening with the what the farmers have put out into the fields and what's coming into the rivers. So it's location you know, once you've done the location, then it's safe, once they get what's going into the rivers, then maybe then they can start basing things about what's happening on the beach. You started off with where you are based really and what's going on around you and then eventually you can go further away and then you can take it out to what's happening in the UK. They can happen, what's happening worldwide, and you can see things like you can see what's going on.

0:24:14.480 --> 0:24:17.720  
Ella Sutton  
Yeah

0:24:20.740 --> 0:24:23.180  
Jack  
Because by taking it as local you will generate their interest because they can see it first hand and they'll understand it. So then you can introduce it. Basically take it down the valley until you get to the coast. And then you started from there. Then you can go a little bit further and a little bit further, but you have not got to be done in one go. It also means you could just have a 15 minute talk on it.

0:25:1.830 --> 0:25:8.710  
Ella Sutton  
Yeah, it definitely doesn't have to be preached about too much in an in an activity. But little and often I think is really good.

0:25:12.550 --> 0:25:12.910  
Jack  
Yeah.

0:25:15.970 --> 0:25:20.890  
Ella Sutton  
So that is actually all of my questions. I think just go through them quickly… Yeah, that's all of my questions. But is there anything that you want to add in terms of, well, anything at all that you'd like to add really?

0:25:31.120 --> 0:25:33.80  
Jack  
Not really. I'd just like to see it as in like the specific site which like it could be built in, it would be nice to see it being built in and maybe even run course, let's see a course on it so you can teach it or you can teach the courses to teach it to the children because lot not a lot about it is known. And if the coaches could get together and talk about it, you like, I don't know what goes on in the XXX Valley and what's being dumped in the river and they probably don't know what's happening, what's happening down around the coast of XXX. You know, it's just if you can compare notes, then it's easier to teach it. I'll spread the word like everybody knows her. So what she says, which is about, but they don't. They're basically on the coast. They don't do anything in the rivers. That's why maybe there's room for a tie up between different organisations.

0:26:38.920 --> 0:26:49.880  
Ella Sutton  
Yeah, absolutely. Yeah. So I think that's, yeah, that's very helpful. Thank you. And hopefully by the time got some writing up and things to do, but I'm hopefully going to produce some notes or something that if you'd like to have, I'll send them round.

0:26:56.480 --> 0:26:59.160  
Jack  
Oh yes, I'd love to have more follow-ups on it.

0:26:59.670 --> 0:27:1.830  
Ella Sutton  
OK, great. Well, I'll, I'll keep in touch. Thank you very much. Have a good evening.

0:27:21.600 --> 0:27:27.0  
Jack  
OK. Thank you very much. All the best. That's alright. All the best. Ta da.

0:27:27.130 --> 0:27:27.410  
Ella Sutton  
Bye.