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 Ken**

0:0:0.0 --> 0:0:0.760  
Ella Sutton  
If it follows that, then great, and if it doesn't, that's fine as well, but I've got a list of questions as baseline and then anything else that you want to add around it, that's fine. So the first question I've got is what were the most valuable bits of the course for you?

0:0:21.510 --> 0:0:22.870  
Ken  
Yeah, I think. What I find is people want the solutions, they want answers. They want to know what to do. They want to know how to do it. So, the more you can enable them with ways of inspiring people to want to be more environmentally literate- So those bits towards the end, working with the apps, storytelling, that sort of stuff, I think is probably most valuable.

0:1:0.550 --> 0:1:8.30  
Ella Sutton  
It's funny, isn't it? How it feels a little bit like- obviously it's all so complex, but actually it needs to just be made as easy as possible.

0:1:8.910 --> 0:1:13.110  
Ken  
It does. I mean the other way of looking at that one is- We're preaching to the converted, so they accept the first bit. The challenge is to get the first bit so those who don't want it, why they should be taking more pay, more attention to the environment, that's a whole- that's a difficult area.

0:1:36.540 --> 0:1:46.780  
Ella Sutton  
Yeah, definitely, definitely. So have you used any bits from the course in, in your role?

0:1:48.150 --> 0:1:49.150  
Ken  
Yeah. I did have a little look through this morning and I can't remember everything. I remember the Barnacle slide just catching my eye again and just maybe the balance that yes, there is an impact on the barnacles, but also, there's an impact on the people and raising their awareness and we will damage the environment by, you know, we'll damage it more by driving to where we go into, do the coasteering. So perhaps just some, some balance and context there. Otherwise, people say, Oh my God, I'm not going to go Coasteering when actually we need people to go coasteering to empathise more with the environment. Do you see what I mean?

0:2:33.320 --> 0:2:34.960  
Ella Sutton  
Yeah, yeah, absolutely, yeah. So are there bits that you've found that have influenced the way that you've worked?

0:2:43.220 --> 0:2:45.180  
Ken  
No, because where I'm at- I've worked out that storytelling is the way to do it. I've tried laminated sheets, and I've tried cards, and I've tried games. And maybe the audience I'm working with- but storytelling is the most powerful medium and when I've tried it with non-instructors and youngsters, yeah, it's even more powerful storytelling.

0:3:11.580 --> 0:3:16.300  
Ella Sutton  
And then what? Do you use that in terms of talking about nature, flora, fauna and in terms of talking about the impact of humans on the environment or is it one more than the other?

0:3:26.630 --> 0:3:28.510  
Ken  
It'll be more about the nature. And when I say stories, it's not myths and legends stories, you know, it's a story of how a Moss survives and reproduces is actually quite, you know, if you tell us, tell us a story. It works quite well. But at some point, you do need to go hang on a minute. What are we doing? What land uses have we seen? How are they impacting and that sort of thing? So, you do need that more serious note at some point. But most of it I find, is nature appreciation. Trying to get people to- I don't know, just know it better. You don't care for what you don't know. You know, if you've been on holiday to a country and it's in the news, you take, you know, your eyebrows raised, doesn't it? So, I've been there. What's going on? And it's the same with nature, I think really.

0:4:16.30 --> 0:4:24.590  
Ella Sutton  
Yeah. So how confident and sort of comfortable are you having those conversations with clients?

0:4:24.890 --> 0:4:26.490  
Ken  
Yeah, I'm very comfortable, yeah.

0:4:32.840 --> 0:4:34.280  
Ella Sutton  
And in terms of then sort of- A next step in terms of once they have that appreciation of nature.In what way do you feel like the experiences that you take people out and will change the way people value or behave around nature in the future?

0:4:52.670 --> 0:5:17.550  
Ken  
Well, in that same way mentioned, they've heard of a country. They'll follow it, then they will look for things. It's really difficult not to give people too much to give them bite sized chunks and to keep them wanting more, and also to give them further resources. But one of the problems we have is we want to move on and people are not ready to move on. They need to play with what they've got initially before we move on to the next thing, so, it might be so for example, what you're doing on trying to get people more environmental literacy? That's it, you need to do that for next 20 years to as many different people as possible. And what happens next is it's almost in the lack of the goods, isn't it? Unless we've got more people interested, it doesn't matter if six people are doing it. What we want are the 50 people who are coming to a centre for a weekend to go away with a little bit, so a little bit for more people rather than more depth for fewer people. I think is where we're at with the environment. Obviously, as people develop an interest they need fewer things, but more depth, so they need 10 stories about the environment. You see what I mean? So, it's a little bit for loads of people. And ten stories for your key workers.

0:6:19.530 --> 0:6:21.210  
Ella Sutton  
And do you get any sort of follow up while later on whether, how it's kind of influenced people in the longer run.

0:6:29.710 --> 0:6:34.910  
Ken  
Yeah, I do. And you know, some people I’ve influenced have gone on to do similar sort of stuff which is really good, and they're spreading the message in their groups because I work mostly with mountain leaders, Mount Meir. Instructors. I do see quite a bit of that, which is really nice. To what degree you see with the lay people, I don't know but it'll always only be a minority that actually take action. You go away full of the best intentions, but that's you want to do now. There's a different story, isn't it?

0:7:7.60 --> 0:7:8.340  
Ella Sutton  
Yeah, so hard. So, kind of a more general question about sort of CPD or courses in general, what is it that makes attending a course or attending CPD valuable for you. What do you look for?

0:7:25.690 --> 0:7:35.690  
Ken  
For me, I'm just. I'm looking for more things, just more information. For example, I should have done one this winter, but I didn't. It didn't happen. In the end, there was trees in winter. I'm not really good at trees in winter, you know, so I thought I would go on a course. So, there's you've always got an area that you can pick up on. Ducks. You know, all that world of birds. I don't know anything about ducks. You know, I need to do more on ducks. But because where I am, the sort of person I am. I can use the self-teach as well. You know I read a book and go and have a look. And not everybody can do that.

0:8:5.625 --> 0:8:9.705  
Ella Sutton  
Yeah, so, mostly for your sort of for personal learning would be why you'd go on them?

0:8:10.810 --> 0:8:13.330  
Ken  
Personal learning, but also looking for new stories. You know, sometimes you get a really good new story that you didn't know. I got one on broom Moss last year, you know this, I've been working out this year and it's been really good. I can tell you if you want, but that's not the point of the interview, is it

0:8:31.945 --> 0:8:33.465  
Ella Sutton  
Always interested in more stories!

0:8:35.835 --> 0:8:37.755  
Ella Sutton  
And I guess- you work mainly as you said with mountain leaders, right? So, sort of do you work with the general lay customer as well or not so much?

0:8:53.450 --> 0:9:17.970  
Ken  
I do workshops for XXX so they're interested, but they're not knowledgeable and we've arranged some this year for a club which got in touch the other day. So that'll be nice for me, 'cause that means I have to swat up on my coastal and make sure I've got a programme of study for them. So, we're going to do some workshops on XXX this year. And again, it's- they're converted. They're people who've expressed an interest in the environment to go as far as knowing the this workshop will be available and what I'll be aiming to do is give them some stories. You know, if they go away with 10 great stories and they they've had a good day and they can share the six that they remember, you know.

0:9:44.25 --> 0:9:44.425  
Ella Sutton  
Yeah.

0:9:44.320 --> 0:9:55.920  
Ken  
So that's where we're going with that. But yeah, I do very little work at the moment with- I've done quite a bit with charity groups and school groups and it's kind of a different ball game really.

0:10:11.485 --> 0:10:12.125  
Ella Sutton  
Yeah.

0:10:8.285 --> 0:10:39.845  
Ken  
Well, you know, I can't go- Come and have a look at this, but if you're working on a mighty hike, you know a big sponsored walk, then I say to the leaders say your challenge is to get one bit of environmental information across and you don't have to be complicated. You know, it can be, oh, tormentil, or oh a wren. You know, people don't know what a Robin sounds like. And right now, they're the only birds singing to any degrees. So. you can say I can hear that singing. You know what that is? That's a Robin. And then tell them a story about a Robin. So, you have to have achievable targets.

0:11:4.325 --> 0:11:4.645  
Ella Sutton  
Yeah.

0:10:40.85 --> 0:11:8.85  
Ken  
And if it's a sponsored walk, if you could pass one bit of environmental information on to somebody, you tweak their interest, because if you do that, it's like I said, with the countries, suddenly they know what a Robin sounds like, and they know something about Robin. And they when there's any story about Robin, they're oh, I know about Robin's and maybe they'll move on. Oh, that's a Blackbird. Is it? All right. OK. How are the different, you know what I mean? So, it's about sparking that interest, but it's different with different groups. Yeah.

0:11:8.955 --> 0:11:18.35  
Ella Sutton  
Yeah. Yeah. So, I guess you've got clients that have quite varied motivations for coming on the courses, but generally it is people that are already interested in-

0:11:20.175 --> 0:11:20.735  
Ken  
Yes. And I mean, sometimes when you talk to the general public about things, they're very polite and they listen, but they're not interested. That's not why they go walking. Yeah.

0:11:42.985 --> 0:11:44.505  
Ella Sutton  
Cool. Actually that's all that my list of questions we've gone through already, but is there anything in particular that you'd like to add in terms of feedback or how it could be improved or anything? Yeah, any kind of feedback?

0:11:57.975 --> 0:12:23.735  
Ken  
No, no, it's lovely, Ella. And you know, in terms of feedback, the way you come across the way you present is really nice. 'cause you, you know, you're very enabling and smiling positive, but you can see the brains clicking away. They're taking it all in and steer in the direction. So, I think you've got a really good manner. So, my main question to you really is where are you up to now with a PhD and what happens next?

0:15:56.315 --> 0:15:59.915  
Ken  
Brilliant. Well done for cracking on with it.

0:16:0.745 --> 0:16:1.825  
Ella Sutton  
Yeah. Thank you! Cool well, thank you.

0:16:24.75 --> 0:16:26.955  
Ken  
Nice chatting to you. I'll see you when I see you.

0:16:28.15 --> 0:16:29.375  
Ella Sutton  
See you. Bye.