Title Research data for PhD Thesis on Advancing Environmental Literacy

Training for Instructors of Outdoor Adventure Activities

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Subject Interview transcript from Evaluation interview with Pheobe

Language English

Date of interview 7th February 2024

Location Microsoft Teams

Methodology Semi-structured interview

Data Processing Data was transcribed automatically on Microsoft Teams.

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

**Interview with Pheobe**

0:0:0.0 --> 0:0:3.560  
Ella Sutton  
I've got like a rough list of questions, and if it follows that fine, if it doesn't, that's fine too. But I'll kind of go with them. And then if there's anything else that you want to add as well, then feel free to go off topic. So the first question I've got is what were the most valuable bits of the course for you?

0:0:24.510 --> 0:0:27.750  
Pheobe  
I think the walk and like the awareness of the app and how you can get people involved and like the practical element of it and just the awareness of how to approach people and getting people involved with the environment.

0:0:55.980 --> 0:1:1.980  
Ella Sutton  
So have you used any of that? Any parts of it in your like in your delivery sense?

0:1:5.310 --> 0:1:15.70  
Pheobe  
When I'm like walking people up to the crag like having that conversation of is, do you think this is a natural environment and what their response is, and like informing them on actually the Moorland is created this way for people to shoot. And like most people, aren't aware of that kind of thing.

0:1:32.220 --> 0:1:36.60  
Ella Sutton  
Nice. And what about the apps? Have you used the apps at all, or not really?

0:1:37.720 --> 0:1:41.400  
Pheobe  
Yeah. I've used it in my own time. But like for the stuff that I'm teaching, it wasn't really- There's not somewhere that I could slot it in. The elements I was like teaching in the courses, you know, I think if I was running like walks and stuff, I think it'd be super helpful in helping like especially younger people engage with the environment a bit more, even older people, I think some of the people that I've talked to, like within my friends group that are really into the environment, like being able to log things and like show new species in that area or whatever. It was really interesting to them as well. So rather than it just didn't work, it's been compliment- Special aspect as well.

0:2:42.410 --> 0:2:51.810  
Ella Sutton  
Oh, really? Cool. Yeah. 'cause. I'm right in thinking, right, that you're like, the work that you're doing is mainly running like training courses. Like, quite specific courses.

0:2:53.80 --> 0:3:0.600  
Pheobe  
Teaching people to lead, climb and stuff, but I guess I could use it in hindsight when I'm teaching to leads about if there's a bird’s nest and that kind of thing. But yeah, making a discussion that way.

0:3:14.810 --> 0:3:26.370  
Ella Sutton  
So, the client motivations that you've got coming on those courses, is there, what are the motivations for people going on your course?

0:3:27.380 --> 0:3:28.900  
Pheobe  
It's mainly all skills. Yeah, there's a lot of information, especially on leading. About different types of gear and how to place them and like belaying and all that kind of thing. So, their brains get pretty full pretty quickly, especially when we're working outside. If it's raining or it's windy or whatever. Yeah, the brains get pretty full. So, I think if I was introducing it in that element, I think it would be a bit much for them, but. Maybe if it was a slower course like. An intro course that it might be a bit more appropriate.

0:4:15.60 --> 0:4:16.780  
Ella Sutton  
Hmm, yeah. OK and so in terms of talking about nature in general, how comfortable or how confident do you feel talking about nature?

0:4:36.40 --> 0:4:39.320  
Pheobe  
Yeah, a bit more confident, especially with the app use. It helps me stay a bit more informed. And by having my terms correct and expanding my knowledge on the different finds and things that they do in the environment. But yeah, definitely more confident than before the course.

0:5:6.560 --> 0:5:19.800  
Ella Sutton  
Oh, cool. And then kind of similar question in terms of talking about the human impact on the environment, how confident do you feel introducing that within your sessions talking about that within your session?

0:5:19.320 --> 0:5:26.520  
Pheobe  
That's yeah, definitely a key factor, especially when climbing on rock and. The approach, 'cause obviously, especially at XXX, people are using it all the time for walking or climbing, or paragliding. Whatever they'll pass are getting really eroded really quickly. And people's parking. So, people make sure people are aware that they should just park in the lay-by's, not on the verges and use the designate parking areas as well as. Trying to stay on the paths that are already created, not create more erosion. But I can't imagine what- What the paths would look like if well, what the environment would look like if there was so many extra paths there wouldn't be any more than left. There would just be dirt.

0:6:21.440 --> 0:6:42.80  
Ella Sutton  
Yeah, I remember somebody saying a while ago, actually, that he'd seen a sign, and I think it was like Canada or something and about like, it only takes four people to walk a new path for it to become established. It was probably more than four. I can't remember exactly, but it like it wasn't very many for it to become like a new route where people like, Oh yeah, there's a path here.

0:6:42.440 --> 0:6:46.920  
Pheobe  
Yeah, but even like little tracks- Only like even like little pets that are like, avoiding a bit of mud that people like come round, it just makes the path wider and wider. Like I've just observed that over. The last like five years, like especially in the environments that I'm using. And also making people aware of like it's really hard, like as a climbing instructor, people have paid for a course and they want to climb regardless of the weather. Like I really don't like people like climbing on grit when it's wet 'cause it removes that outer layer of the of gritstone 'cause. It's basically a hard sandstone. And once that's gone, then it doesn't really recover from that. So, kind of we as instructors kind of have sacrificial areas, But I'd rather it didn't have to be that way at all, like I think a bit like what you were saying with the barnacles, there's a sacrificial area that we contain it to, so the rest of it doesn't get destroyed. But I'd rather it didn't have to be that way at all. That people pay for something.

0:8:1.530 --> 0:8:3.650  
Ella Sutton  
Do you explain that when you're taking them?

0:8:6.990 --> 0:8:9.230  
Pheobe  
Yeah, I try to explain that as much as I can to them. But there's not always a lot you can do about it.

0:8:15.290 --> 0:8:26.930  
Ella Sutton  
The people that are coming on your courses then, are they doing it to like maybe become instructors themselves or for their own like personal development or is it a bit of a mixture?

0:8:27.740 --> 0:8:32.20  
Pheobe  
It's mainly for a personal development so they can be self-sufficient. The only courses that I run for, like people to come, instruct is for inside courses.

0:8:41.110 --> 0:8:42.70  
Ella Sutton  
OK. Yeah. So one of the questions from the first survey that you did ages ago was about how people's experiences in nature might change the way they view/value nature and the environment. And it had quite like a really good positive response from a lot of people that people did feel like their experiences changed the way people view nature. And so, I was wondering if there are specific ways that you feel like the experiences that you lead do change how people view and value nature or how they might behave.

0:9:26.100 --> 0:9:27.260  
Pheobe  
They- just their awareness of how their- effects like their impacts- Like their activities impact the environment, like even down to like I make an active decision to like pick up bits of litter when I see them on the ground and put them in my bag, take them home. And people see that and they copy that. Sometimes they copy that behaviour and especially with the kids, making sure that they leave no trace, so when they leave the crag they picked up all their rubbish from their lunch and they're taking it with them, even like water bottles like kids are forgetful, especially when they're outside, they're like, oh, this all that!

0:10:21.840 --> 0:10:22.0  
Ella Sutton  
Yeah.

0:10:21.610 --> 0:10:32.410  
Pheobe  
So like, bring them back down and then right. So, I do think that's going to affect if you leave that plastic there, how long is that going to be there for? And how's that gonna affect the wildlife? Who's gonna be interested in it? Is it gonna harm them? Then, like just informing them, I think is the key thing to changing people's habits.

0:10:54.250 --> 0:11:0.410  
Ella Sutton  
Yeah. Nice to like kind of using those opportunities as ways in way as a way in to talk about things like rubbish. Cool. So, then a bit of a broader question in terms of CPD in general, what makes CPD valuable to you? Why would you choose to go on to it? Or what makes a good course good for you?

0:11:20.170 --> 0:11:21.10  
Pheobe  
So, I think if it lines up with my interests and possibly something I feel rusty on or something I don't know about that I'd be interested in developing. Something I think that has practical elements cause like my brain doesn't- I can’t sit still for that long, staring at a projector, it just goes into white noise after a while. Like when I did my first aid renewal end of last year, that was very practical based. We did like a very small about talking and like watching a projector and then we did a practical and it was like building it bits on bits. So, we then revisit things and then do the next step so like when you're coming into a first aid scenario, we do like the first bit coming in addressing how to, like check if they're responsive and then we talk about the next bit and then we do like the checks for like building up step by step in bits. But recapping the last bit rather than just moving on to the next bit. They’re like really helpful for remembering processes as part of our CPD course rather than just going right. Here's a bit of information, next. Because especially in a day of information, you're gonna forget bits if you're not recapping regularly.

0:13:15.940 --> 0:13:19.260  
Ella Sutton  
So in terms of like how you responded to the course, how could the how could it be made more practical for you, do you think?

0:13:47.560 --> 0:13:48.480  
Pheobe  
So I like the drawing and the- what was the diagram called where you do the pointy thing?

0:13:57.280 --> 0:13:58.920  
Ella Sutton  
Yeah, the wonky wood?

0:13:59.300 --> 0:13:59.780  
Pheobe  
Yeah. That was good. The- I think of how you could present the- Maybe like when we're doing at a table with things our brain- When there's a table with aspects on rather than showing us, getting us to place the words into those columns.

0:14:41.660 --> 0:14:43.260  
Ella Sutton  
Yeah. Know what you mean.

0:14:44.320 --> 0:14:52.520  
Pheobe  
Because then it's rather than telling us it's getting us to figure it out for ourselves. And that kind of process potentially. I don't know how that would work actually in the live scenario, but yeah, I find that really useful if you've got it like a set of words that you've got categories like putting them into those categories quite useful.

0:15:12.480 --> 0:15:22.560  
Ella Sutton  
So when you say that like practical things, not necessarily always having to be outside and doing something like big physically but doing the small activities within a classroom, potentially?

0:15:25.180 --> 0:15:25.580  
Pheobe  
Yeah. So yeah, not necessarily always outdoors, but yeah, something that engages us rather than talking to us, so I think like, when I've done courses it- they say it needs to be like 70% practical and 30% like the smaller stuff. So a little bit of talking and demonstration and a big part practical.

0:15:57.570 --> 0:15:57.890  
Ella Sutton  
Yeah.

0:16:1.150 --> 0:16:5.990  
Pheobe  
I really enjoyed the outside part using the app and obviously it would have been better if it was less rainy, but you can't help the environment.

0:16:12.20 --> 0:16:12.380  
Ella Sutton  
Yeah.

0:16:16.140 --> 0:16:17.980  
Pheobe  
Yeah, and possibly like getting us all to- when we're in the field, go find 5 things and take photos of them for the app or whatever. And then at the end like we'll come back together and we say what we found and maybe because it tells you a bit of information about it on the app, like a fact about that thing that you found. I can't remember on the app whether it tells you about how it affects the environment, so like things like moss and lichen like that, obviously they indicate air quality and pollution.

0:17:4.210 --> 0:17:4.610  
Ella Sutton  
Yeah.

0:17:5.370 --> 0:17:9.410  
Pheobe  
Like little facts like that kind of thing, there's like a group telling each other.

0:17:10.390 --> 0:17:11.830  
Ella Sutton  
Yeah, that was really good idea.

0:17:16.30 --> 0:17:17.870  
Pheobe  
Yeah, 'cause, it's something I do with the kids, I sort of push crafty section of a course. It's like 5 things on the floor not picking anything and bring something back that's brown or something that's spiky or that kind of thing. They all bring them back and then we talk about what the things are.

0:17:38.130 --> 0:17:38.610  
Ella Sutton  
Yeah.

0:17:39.150 --> 0:17:46.30  
Pheobe  
So in an adult element, taking photos of real-life plants might be quite productive.

0:17:46.760 --> 0:17:49.40  
Ella Sutton  
Yeah. Yeah, that's really good, really good idea. Well, that's all of my questions that I've gone through, I think let me just check that I've read them all… Yep, gone through all of them. Is there anything in general that you wanted to that you wanted to feedback about it?

0:18:14.40 --> 0:18:15.840  
Pheobe  
It I think they're like some parts of it I remember exactly, you know something that I'm not as- So clued up on. I'm like, clued up on the nature and how that affects us, but there was a social and political aspect that I couldn't remember and-

0:18:42.300 --> 0:18:45.260  
Ella Sutton  
To do with like the eco anxiety and stuff?

0:18:45.600 --> 0:18:46.80  
Pheobe  
Yeah.

0:18:50.320 --> 0:18:53.0  
Pheobe  
Did you send us the PowerPoint?

0:18:54.800 --> 0:19:17.0  
Ella Sutton  
I think I did. I should have done, but I can send it to you again and it's actually changed slightly since you did it. Not a huge amount, but there's been a bit added in terms of like the bigger picture of climate change and how kind of the local to the global impacts. So, I can resend you those slides if that would be helpful.

0:19:17.40 --> 0:19:28.360  
Ella Sutton  
Yeah. And then, yeah, in the long run, hopefully there'll be some, there's still. I'm still aiming to produce some resources which will get sent around but haven't had a chance yet. But when they do, then I'll send them.

0:19:28.960 --> 0:19:30.760  
Pheobe  
That's cool, I’m fine with that.

0:19:30.200 --> 0:19:37.680  
Ella Sutton  
Alright, cool. Thanks very much, Pheobe. Enjoy your day off! I hope the sun comes out and you get a climb in.

0:19:43.220 --> 0:19:45.420  
Pheobe  
OK. Thank you. Take care. Bye.