

Adventure Tourism Guide Training



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In 2015, tourism industry representatives identified the need to develop Adventure Tourism guide training to improve the qualitative aspects of the outdoor tourism experience. Whilst the UK was and still is at the forefront of technical skills development in this area, industry leaders felt there was a lack of structured and accredited training around the non-technical areas of knowledge and awareness.

As a result, Highlands and Islands Enterprise (HIE) commissioned the development of a training 'framework' which focussed on the soft skills of guiding and the qualitative aspects of the outdoor tourism experience. The results of the commission are available for businesses or academic institutions to utilise for ongoing Adventure Tourism guide development.

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ADVENTURE TOURISM GUIDE TRAINING DETAILED COURSE MODULE DESCRIPTORS

LEVEL 1

'What makes a good 'active' guide?'

LEVEL 2

Practical Day

Creating Great Customer Experiences

Outdoor Access

Wildlife Law & Designations

LEVEL 3

Assessment

Geology

Wild Stargazing

Cultural History & Interpretation

Gaelic in the Landscape

Environmental Storytelling

Introductory Bushcraft

Words in the Landscape

Upland Interpretation

Woodland Interpretation

Coastal Interpretation

Level 1 ‘What makes a good ‘active’ guide?’

Rationale

This two-day module introduces the nature based ‘active’ tourism sector in Scotland. It also provides an opportunity to experience being guided by an experienced guide trainer.

“What is Adventure Travel? Any trip that has two of the following three aspects: physical activity, interaction with nature, and cultural learning or exchange.” ATTA (2009)

Day 1 Classroom based

Understanding the nature of guiding in the tourism sector, as opposed to other areas of outdoor activity. The core skills of a guide and the multifaceted role they occupy.

Many guides have or aspire to areas of specialism. Whilst this is fine, a course of this nature aims to prepare them for future trends and possible opportunities. It is important for guides to have an understanding of the breadth of ‘products and services’ and the range of destinations and potential customers.

The importance of recognising the changing markets with increasing numbers of customers coming from overseas, often differing interests and expectations from domestic customers.

Day 2 Field based

Participants ‘receive’ a guided experience, from meeting and opening brief to close and wrap up. There will be focused discussion on the received experience as well as looking at concepts:

Guide as interpreter

Guide as advocate

Guide roles and responsibilities – welfare, comfort, safety

Guide qualities – knowledge, communication skills and empathy

Introduction to the concept of exceeding client expectation

Learning Outcomes

On completion of this course participants will have:

- Ability to describe the nature of the active tourism sector in Scotland.
- Understanding of the nature of active tourism products and services on offer.
- Understanding of the relationship of inbound and outbound operations and partnerships.
- Awareness of the emerging products, destinations and clients.
- Practical experience of various interpretive techniques.
- A basic understanding of how to interpret various aspects of a particular landscape.
- An understanding of ways of managing and meeting client expectations & safety.
- Clear perspective on the nature of active guiding and the role of a guide.

Indicative Content

- The role of the guide.
- Guiding as opposed to coaching or instructing.
- Core skills - knowledge, communication skills, empathy.
- Best practice to safeguard the natural environment and interests of land/owners and managers.
- The key agencies and bodies involved in the active tourism sector.
- Products, markets, destinations, trends.
- The development of active tourism in Scotland and its place in the wider sector internationally.
- The potential for development and the future of the sector.
- We shall try out a variety of practical activities that illustrate different aspects of the guided experience. These will be through a guided walking experience, but contexts for other activities and locations will be discussed.

Indicative Reading

UNWTO (2014) Global Report on Adventure Tourism
ATTA (2015) Adventure Travel Development Index (ATDI)
Value of Adventure Tourism report
Tourism Intelligence Scotland Intelligence Guides:
No. 1 - Walking Tourism
No. 5 - Adventure Tourism
No. 7 - Mountain Bike Tourism
No. 8 - Sailing Tourism
No. 9 - Wildlife Tourism

Level 2 Practical Day

Rationale

This a day where guides will work with an experienced Wild Scotland Guide who will lead the day in the activity chosen by the guides. The day will compose of some guided experience and discussions and a chance for the participants to guide each other and receive formative feedback from the WS guide and their peers.

Learning Outcomes

On completion of this course participants will have:

- Observed and received a guided experience in their chosen activity.
- Understand the considerations of the following aspects of guiding a group:
 1. Pre trip information
 2. Briefing at start of the trip
 3. Client assessment (incl Medical issues)
 4. Resources evaluation eg binoculars, field guides etc
 5. Client comfort & Welfare
 6. Food and water considerations
 7. Timings (incl alternative routes/options)
 8. Final review and closure of the trip

Indicative Content

- Discussions throughout on, safety, quality, exceeding expectations, following best practice etc.
- Delivered a short session where they are guiding their peers.
- Receive formative feedback on their delivered session.

Indicative Reading

Pre trip info.

Brief on preparing and delivering a short guided session.

Further reading will be provided that is activity/location specific as required.

Creating Great Customer Experiences

Rationale

This module builds on the classroom day at Level 1. Guides at this level will have experience upon which to hang some more sophisticated concepts such as Emotional Intelligence and striving not just to meet client expectations but to exceed them. Recognising the potential for 'transformational', 'trips of a lifetime'.

Learning Outcomes

On completion of this course participants will have:

- An understanding of the role of emotions in guiding.
- An understanding of the potential for using Emotional Intelligence in both their own self-reflection as guides and how that relates to the client experience.
- A deeper understanding of the client experience including the potential for transformational experiences.
- Engaged with a number of concepts and tools that increase the potential for exceeding client expectations.

Indicative Content

- Thematic Interpretation
- Moment Mapping
- What are the motivations of customers in choosing adventure and nature based tourism experiences? Using Maslow's Hierarchy of Needs as a framework for assessing and meeting these motivations through guided experiences.
- Application of the Experience Economy and Visitor Experiences Models in the guiding context.
- Structuring guided experiences: setting goals and objectives; using the "script"; planning delivery; facilitation and the inter-dependency network.
- Engagement: what tools are available to establish authority; make client connections and communicate effectively.
- The value of Emotional Connections – how to keep clients coming back.
- The changing role of guiding and the necessity for a multiple skill set that includes leadership; communication; customer relations and marketing.

Indicative Reading

Brochu L & Merriman T (2012) *Certified Interpretive Guide Training Workbook*

National Association For Interpretation

Navarro J (2008) *What Every Body is Saying* Morrow

Shaw C (2007) *The DNA of Customer Experience – How Emotions Drive Value* Palgrave Macmillan

Stein S. J. & Book H. E. (2011) 3rd Edition *The EQ Edge: Emotional Intelligence and Your Success* John Wiley & Sons

Wilkinson M (2013) *The Ten Principles Behind Great Customer Experiences* Financial Times Publishing

Outdoor Access

Rationale

The Outdoor Access workshop is designed to provide those working in the outdoors in Scotland with an understanding of Scottish access rights, with particular emphasis being placed on the right to access land and water for commercial and educational purposes, and the subsequent extra responsibilities on those leading groups into the outdoors.

Learning Outcomes

On completion of this course participants will have:

- An understanding of the statutory access rights contained in the Land Reform (Scotland) Act 2003 and associated responsibilities from the Scottish Outdoor Access Code.
- An understanding of the right to take access to land and water in Scotland for commercial and educational purposes.
- Awareness of the extra responsibilities expected of a group leader following the introduction of the Act and Code.
- Awareness of the opportunities to pass on your knowledge of Scottish access rights to your students and clients by building access into your own teaching.
- Awareness of the uniqueness of Scottish access rights and how our system compares to the other UK nations and elsewhere in Europe.
- An understanding of how the Scottish Outdoor Access Code fits into existing guidance, such as Leave No Trace, Countryside Code, biosecurity guidelines and the guidance offered by various UK agencies and National Governing Bodies.

Indicative Content

This 3-hour workshop will include

- Introduction to Scottish access rights
 - A brief history of access rights in Scotland.
 - The Act and the Code.
 - Balancing rights and responsibilities.
 - An access system that is unique to Scotland.
 - 3 key principles of the Code.
- Commercial and educational rights
 - What the Act says.
 - Your rights as a group leader.
- Group leader responsibilities
 - Your responsibilities every time you go outdoors.
 - Your extra responsibilities as a group leader.
 - Responsible decision making.

- Liaising with land managers
 - When to consult with land managers.
 - What to do if challenged.

- Access on the sea
 - Marine laws.
 - Scottish Marine Wildlife Watching Code.

- Scenarios
 - What would you do if you found yourself in a series of situations?

- Building Scottish access rights into your teaching
 - Incorporating Scottish access rights into your teaching.
 - A system to be proud of; injecting pride into your teaching of access rights

Indicative Reading

Websites

Scottish Outdoor Access Code website <http://www.outdooraccess-scotland.com/>

Mountaineering Council of Scotland <http://www.mcofs.org.uk/access.asp>

Scottish Canoe Association <http://www.canoescotland.org/where-go/protecting-environment>

Scottish Land and Estates

http://www.scottishlandandestates.co.uk/index.php?option=com_content&view=category&id=39:access&Itemid=100

Scottish Marine Wildlife Watching Code <http://www.marinecode.org/>

Books

Land Reform (Scotland) Act 2003

Scottish Outdoor Access Code

Wildlife Law & Designations

Rationale

This half day module sets the legal framework in which all guides will operate in relation to wildlife and habitats in terms of Scottish, UK and EU legislation where applicable. This can be a complex picture and both guides and their clients can easily be in breach of aspects of this legislation through lack of awareness.

Learning Outcomes

On completion of this course participants will have:

- Understanding of the key wildlife and conservation legislation that applies Scotland.
- Awareness of how this impacts on active guiding practice and the role of the guide in supporting and promoting best practice.
- Awareness of the role of bodies such as Scottish Natural Heritage and the role of the Polices Wildlife Crime units.

Indicative Content

- Key Legislation eg EU Habitats Directive, Wildlife and Countryside Act 1981, Nature Conservation (Scotland) Act 2004, Marine (Scotland) Act 2010
- Wildlife, biodiversity and conservation designations eg SSSI's, SAC's, MPA's, Natura 2000.

Indicative Reading

Websites

<http://www.snh.gov.uk/>

<http://www.rspb.org.uk/>

<http://www.scottishspca.org/>

2020 Challenge for Scotland's Biodiversity (2013) Scottish Government

Wide Range of SNH Publications eg: Scotland's Wildlife: The law and you (2009)

Level 3 Assessment

Rationale

Guides will be assessed leading a group for a day in their chosen environment and activity. They will be observed throughout the day by a Wild Scotland assessor and receive feedback at the end followed by a written report and decision within two weeks of the assessment day.

Assessment Criteria

On completion of this course participants will have:

- Organized all aspects of the day, evidencing:
 1. Pre trip information
 2. Briefing at start of the trip
 3. Client assessment (incl Medical issues)
 4. Resources evaluation eg binoculars, field guides etc
 5. Client comfort & Welfare
 6. Food and water considerations
 7. Timings (incl alternative routes/options)
 8. Final review and closure of the trip

- Demonstrated safe & competent practice in chosen activity & conditions.

- Demonstrated awareness of appropriate best practice in relation to:
 1. Scottish Outdoor Access Code
 2. Leave No Trace
 3. Wildlife & Conservation legislation and best practice.

- Used appropriate activity & interpretation to suit the skill, fitness and interests of their clients.

- Demonstrated good communication skills, client empathy and knowledge.

Geology

Rationale

Scotland's scenery and landscape character owes much to the underlying rocks, and a geological journey that stretches back over billions of years. This workshop will explore why a small piece of continental crust at the edge of Europe has such an amazing diversity of rock types and ages, and such varied lowland, mountain and coastal scenery. We'll discover the background to major features of the Scottish landscape, and give you some tools and ideas to enable you to share some of these stories with groups.

Scotland has a rich tapestry of igneous, sedimentary and metamorphic rocks of a stunning range of ages, from metamorphic rocks whose history stretches back more than 3,000 million years to volcanic rocks formed a mere 60 million years ago. These are separated by a factor of 50 times in terms of geological time, but are often found just a few miles apart on the west coast. And between these extremes there are many other kinds of rocks representing time periods when Scotland has drifted across the surface of an ever-changing Earth and been caught up time and again in dramatic episodes of change.

Much of what we see now in the Highlands, represented by metamorphic and igneous rocks and the overall grain of the land, links back to the Caledonian Orogeny, a messy, long drawn out continental collision which brought together the different pieces of the basement of the British Isles prior to 400 million years ago, and formed the vast Caledonian mountain chain. Our geologic history since then has been somewhat quieter, dominated by erosion stripping away the mountain heights and exposing their roots, but with episodes of crustal rifting and volcanic activity adding more diversity into the mix and causing further uplift and erosion. This erosion has taken an icy turn over the last million years, with mile-thick ice caps forming on a regular basis and grinding slowly down to the sea, exploiting weaknesses and leaving behind a virgin, ice-sculpted landscape ready to be cloaked once again with forest and inhabited by whatever life happens upon this paradise!

Learning Outcomes

On completion of this course participants will have:

- An appreciation of the big picture of Scotland's geology in terms of plate tectonic activity in the past.
- Understanding of how the varied rocks of Scotland, and what's happened to them since they were formed, have resulted in our varied, patchwork scenery.
- A basic understanding of the causes of features such as the SW-NE grain of the land, the contrasts between Highlands and Lowlands, and the intricate fiord and island scenery of the west coast.
- Ability to recognise key rock types, and knowledge of where to find more information about Scotland's geology.
- Appreciation of natural processes of weathering and erosion, how they have shaped the landscape and how they continue to operate.
- Basic knowledge of some of the pioneers who first explored and interpreted Scotland's rocks and the importance of their work in pushing forward our understanding of how the planet works.
- Some ideas for exploring geology with groups.

Indicative Content

- During this workshop we'll build on what you already know about rock types and their properties, the big story of how the Earth works and the big cycles of plate tectonics and rock formation and destruction. We'll create a framework of the big events and processes that have happened at different times in the past to help you get a grasp of the enormity of Scotland's geological story, and why it is special and unique. In a one day workshop we can't hope to cover the detail, so the emphasis will be on broadening understanding and pointing you in the direction of further resources. There will be plenty of samples of Scotland's rocks to explore, to give you some confidence in rock identification, but focusing on key characteristics of different rock groups that are important in deducing the processes that have formed them and how they will be affected by weather and erosion.
- We will try out a variety of practical activities that illustrate different aspects of the story, with the hope that as well as furthering your understanding they will also be useful in your own work with groups.
- Since Scotland's geology is best appreciated outdoors, and important part of the course will be spending some time discovering the variety of local rocks, linking them with the big picture, and trying to appreciate the events which have created the local landscape.

Indicative Reading

www.scottishgeology.com

Landscape fashioned by Geology series published by Scottish Natural Heritage: pdf versions available online at www.snh.gov.uk/publications-data-and-research/publications

Alan McKirdy, John Gordon and Roger Crofts, Land of Mountain and Flood, Birlinn, 2009. ISBN 1841586269.

Con Gillen, Geology and Landscapes of Scotland (2nd ed), Dunedin, 2013. ISBN 9-781780-460093.

Bedrock Geology UK North, 1:625,000 Scale. British Geological Survey.

Wild Stargazing

Rationale

Looking up at the night sky can be a deeply humbling and profound experience, especially when we are in wild places away from the glare of streetlights. But what are we actually looking into when we look up, where are we within the vastness of space and how can astronomy teach us about the way we live our lives down here on Earth? Using a mixture of formal and non-formal methods, this module aims to tackle some of these questions by exploring the basics of astronomy in an accessible and inspiring way with an aim to help participants bring the awe and wonder of stargazing and astronomy into their personal lives and work with groups outdoors.

Learning Outcomes

On completion of this course participants will have:

Theoretical:

- A basic understanding of current theories relating to the birth of the Universe and the creation of planets, stars and galaxies.
- Introductory knowledge of the relationship between the Sun and the Earth including a basic understanding of the seasons.
- An awareness of key northern hemisphere constellations and why the night sky changes through the year.
- A basic understanding of the origin of matter and the formation of the elements.

Professional:

- Experienced easy to transfer methods for introducing stargazing to groups of young people and adults outdoors.
- Resources and ideas for a 'Wild Stargazing Leader's Pack' that can be used in the field to accompany methods.

Thoughtful; experiential:

- A felt sense of the distances in space using a 1:6 billion scale model of the solar system.
- An increased awareness of the connection we have to the 13.8 billion year evolutionary process leading up to the present moment.
- A greater sense of Earth's fragility in space and therefore the need to live more in balance with the wider web of life.

Indicative Content

- The module will be a combination of indoor theory presentations and outdoor experiential activities with a 1 hour observational session in the evening using observational tools and outdoor projections.
- After introductions the module starts with a sharing of personal stories relating to a memorable experience of the night sky followed by the first indoor presentation entitled 'Where are we?' This section focuses on the story of the Universe from the 'Big Bang' to the present day including the formation of stars, planets and galaxies. There is also an introduction to the vast scale of the Universe with the Hubble 'Ultra Deep Field' image as a starting point.
- Scale is then introduced using a 1:6 billion model of the solar system. This model is experienced as an outdoor walk set over 1km starting with the Sun (a 23cm ball) and ending

with dwarf planet Pluto (the tip of a pin). The Earth is represented as a peppercorn 27m from the Sun. This session ends with the reading of Carl Sagan's 'Pale Blue Dot' and a review.

- The afternoon starts with an indoor presentation entitled 'What are we made of?' and focuses on the origin of matter and the formation of elements through stellar nucleosynthesis reminding us that "every atom of every molecule of our bodies was formed in the heart of a dying star billions of years ago trillions of miles away".
- We then explore the relationship between the Earth and the Sun as well the 4 northern hemisphere seasons through an outdoor exercise representing the Earth's axial rotation and orbit around the Sun.
- The focus then turns to constellations and visible night sky objects including both main circumpolar and seasonal constellations, planets, nebulae and galaxies.
- The workshop ends with the showing of 'Overview'; a 19 minute documentary focussing on astronauts direct and insightful experiences of viewing the Earth as one 'living system' from space.
- There is a final review of the day
- The evening observational session (weather permitting) acts also to review the learning of the day through experience of the night sky as well as some of the key images used (using an outdoor projector and screen).

Indicative Reading

Brian Swimme and Thomas Berry: *The Universe Story*: HarperOne (1994)

Dr E C Krupp: *Beyond the Blue Horizon*: Oxford university Press (1991)

Carl Sagan: *Cosmos*: Abacus (2009)

Adam Hart-Davis: *The Cosmos, A Beginners Guide*: BBC Books (2007)

Frank White: *The Overview Effect: Space Exploration and Human Evolution*: AIAA (1998)

Geoffrey Cornelius: *The Starlore Handbook*: Duncan Baird (1997)

Ian Ridpath and Wil Tirion: *Collins Guide to Stars and Planets*: Harper Collins (2000)

Robert Scagell and David Frydman: *Stargazing with Binoculars*: Phillips (2010)

Cultural History & Interpretation

Rationale

What is that pile of moss covered stones there on the hill? Why does it have that name? Who walked or sailed or paddled here before us? What happened right here? What was made here in the past? What transport was used? The cultural depth of the land we take clients through is often profound, but can be difficult to access. However a simple story emerging from a specific place, or a brief explanation allowing a group to imagine the human presence on the land, brings those places to life. This module will give a basic understanding of some of the features that can bring a cultural dimension to a guided experience: place-names, old settlements, work activities, tracks, maps, historic patterns of life. The emphasis will be on a basic grounding in these elements, but equally on how to communicate and express this as part of a guided experience, to make the information engaging. This will include an understanding of the art of guiding, structure of commentary and how to recognize cultural elements that would engage and interest visitors.

Learning Outcomes

On completion of this course participants will have:

- An appreciation of some of the cultural features of the Highland landscape
- A basic understanding of the structure of pre-clearance settlement
- A basic understanding of how to recognise archaeological features including industrial archaeology
- An understanding of the various occupations in the Highlands up to and including the 20th century
- An awareness of the importance of maps for gaining information on cultural history
- Introductory knowledge of Gaelic place names, especially hill and settlement names
- A broad appreciation of the stages of history since the ice age in upland Scotland
- Knowledge of a wide variety of resources, online, books and people, to aid in cultural interpretation
- A critical awareness of the role that cultural history and interpretation might play in a guided experience.
- An understanding of the art of guiding including how to structure commentaries to aid visitor understanding
- A basic understanding of how to recognize and interpret the cultural history of a landscape.

Indicative Content

The module will be delivered mostly outdoors at a site with a high concentration of visible historic features. The day will begin with exploring the context and knowledge the participants bring to the course. It will include examination of the role of maps in understanding and predicting the cultural elements of a new landscape before the guide takes the client there. We shall visit cultural sites e.g. shieling, archaeological site, mill, lime kiln, steading, forestry area, deserted village.

The visit and interpretation of the site will allow participants to gain a glimpse at the possibilities of providing clients with the experience of the cultural depth of the landscape in the highlands, including the role of poetry and story. The visit will include an opportunity to find and practice interpretation of the features to be found on the landscape. We shall examine Gaelic (and to a small extent Norse) place names introducing what the place-names say about the land. Participants will experience an overview of the history of the Highlands gaining an understanding of the overall process of change and main events of Highland history from Ice-age to present, and will discuss the changes in the land. From these activities we will move on to discuss how the clients might experience cultural history, and how this might be linked to present day politics and sustainability debates about Scottish land. We will also consider what we might include in a walking tour using maps to discuss the possibilities of cultural interpretation Finally a series of resources will be shared and the day the reviewed.

Indicative Reading

- Grant, I. F. (2005) Highland folk ways. Edinburgh: Birlinn.
- Hunter, J. (1995) On the other side of sorrow: nature and people in the Scottish Highlands. Edinburgh: Mainstream Publishing.
- Hunter, J. (1999). Last of the free: A history of the highlands and islands of Scotland. Edinburgh: Mainstream.
- Newton, M. (2009). Warriors of the word: The world of the Scottish Highlanders. Edinburgh: Birlinn.
- McIntosh, A. (2001). Soil and soul: People versus corporate power. London: Aurum Press.
- Watson, W. J. (1993) The history of the celtic place-names of Scotland. Edinburgh: Birlinn.
- Prince K. (1997) "The Art of Guiding" Frontline Tourism Training Ltd Tilden F. et al (2009) 4th Ed. "Interpreting our Heritage" The University of North Carolina Press.

Gaelic in the Landscape

Rationale

To provide non-Gaelic speakers, who work in or with the landscape of Highland Scotland, or who frequent the area for recreational purposes, with some tools that will allow them to start to interpret the Gaelic landscape for themselves.

Learning Outcomes

On completion of this course participants will have:

- an improved ability to accurately interpret and pronounce Gaelic place names, particularly in and around the mountains, on maps of Highland Scotland.
- a better understanding of the basics of Gaelic syntax and of how to use book and internet resources to further their own understanding of place names.
- an enhanced appreciation of the richness of Scotland's linguistic heritage, particularly with regard to the Gaelic interpretation of the natural world.

Indicative Content

We shall examine some common mountain naming elements, both masculine and feminine, to better understand the nuances of difference between them and how Gaelic toponyms are generally structured. We shall look at words for colours, transhumance and other human activity, and for common native species which appear on maps. Students will be required to spend time looking at maps, and finding various toponymic elements. They will also be required to 'invent' some names to demonstrate that they understand how the toponyms are structured.

If time and weather permit, we may also go on a short excursion to look at names of geographic features in Glenmore, and at nomenclature of native Scottish plant species.

Indicative Reading

Drummond, Peter Scottish Hill Names: Their Origin and Meaning, Scottish Mountaineering Trust, 2007

Taylor, Iain Place-Names of Scotland Birlinn, 2011

Environmental Storytelling

Rationale

Stories whether traditional or newly written offer people an emotional, creative and intuitive way of engaging with the world around them. Well told, stories offer an audience ideas and experiences without dictating how they should feel or what a story should mean, encouraging listener to value their own reactions to the places they encounter in a Guided Experience. Storytelling is, probably, one of humanity's oldest cultural activities and when we invite a group to settle down of an evening by a fire and share stories, or to create stories as they walk, they can become part of tradition that reaches back through centuries of human experience. This module will work with both established traditional stories and techniques to use in developing new stories with a group. The module will use both traditional Scottish stories and others from other cultures that draw upon similar wildlife or landscapes. The selection of appropriate stories and skills for remembering and telling those stories will be explored. Activities to develop new stories with groups will be pursued, looking at ways of turning daily experiences or observations into adventures: a reminder that adventures can happen anywhere and involve anyone. That storytelling principle that "there are adventures everywhere" underlies this module, encouraging a deep and cheerful examination of the world: any place, any person, every plant, every animal might be the middle of an adventure and this invites us to look at everything around us as sources of stories and wonders.

Learning Outcomes

On completion of this course participants will have:

- learned to listen critically to a told story with a view to telling it themselves
- met a selection of traditional stories
- listened to a variety of traditional stories and have a collection of stories to work with
- worked through the process of remembering and performing a story
- discussed the value of stories for individuals – speaking and listening skills, emotional honesty – and for groups – sharing experiences (good and bad) and building a sense of group cohesion through sharing stories
- considered the selection of appropriate stories with issues of cultural appropriation, sexism and sensitivity
- developed their own story making skills, with a set of transferable activities for building stories with groups

Indicative Content

This module will mostly be delivered outdoors. Wherever the workshop is based, activities will aim to work around that base, not covering great distances but encouraging participants to find adventures wherever we are.

- Getting started with words: activities to simply enjoy words, building instant stories, journey poems
- background: traditional stories in Scotland, discussion of the value of stories
- characters from traditional stories: thinking about heroes, villains, questioning stereotypes and sexism
- environmental context – spirits of place, connecting stories and characters to landscapes, relationships between communities and their environment seen through stories
- Working outside: how do we use this understanding – exploring an environment and finding new stories here – stories to help us attend more closely to the world around us. Activities to build quick poems and stories both individually and as group activities. These activities can then lead us into making longer more fully formed stories
- Telling tales: choosing, mapping, remembering, performance skills, practice
- Performance

Indicative Reading

Briggs, K A Sampler of British Folktales*

Caduto and Bruchac, (1989) Keepers of the Earth, Fulcrum

Crossley-Holland, K British Folk Tales*

East, Maddern and Marks, (2002) Spirit of the Forest, Francis Lincoln, 0-7112-1879-X

Ferra, L (1994) A crow doesn't need a shadow, Gibbs-smith, 0-87905-600-2

Maddern, E (1992) Storytelling at Historic Sites, English Heritage, 1-850-74-378-9

Westwood and Kingshill, (2009) The Lore of Scotland, Random House 2009, 1-905-211-627

*or any collections of local folk tales

Introductory Bushcraft

Rationale

This course is designed to provide participants with the knowledge and skills using basic tools to live 'comfortably' in an outdoor environment. It will also serve to re-connect participants with primitive technologies used in the past to provide our ancestors with their basic needs and to look at modern day equivalents - ancient and modern together.

Wherever we live we require SHELTER, WARMTH (often through FIRE), FOOD and WATER. In order to live in a 'wilderness' setting we must understand the environment, this includes a knowledge of flora and fauna and how much of this can be useful to us. This course will bring us close-up to nature, to recognise, utilise and preserve it.

Learning Outcomes

On completion of the course, participants will have knowledge and skills to provide basic information and demonstration of:

- FIRE-CRAFT Types of material and methods for different usage.
- SHELTER Natural and man- made shelter systems.
- TOOLS Design, safety, law, usage and maintenance of knife and saw.
- FOOD and WATER Safe provision of food and water in an outdoor environment.
- FLORA and FAUNA Tips for identifying plants trees animals and birds etc.

Indicative Content

During this course we will look at a range of practical skills, which can enhance the work of Guides by broadening their knowledge and skills base relating to the outdoor environment. The course concentrates on Outdoor Living Skills, Natural History and Craft skills. There will also be elements relating to the Law with regard to outdoor access code, use of knives, as well as protection for plants and wild animals.

This course will utilise the 'fixed camp' model and is based in a woodland setting, however many if not all the skills taught can be used by outdoor professionals operating in a variety of environments for their own personal improvement and to enhance and enrich the clients experience.

Indicative Reading

Essential Bushcraft by Ray Mears

Bushcraft: Outdoor Skills and Wilderness Survival by Mors Kochanski

Primitive Technology Book of Earth Skills by Society of Primitive Technology

Food for Free by Richard Mabey

Hedgerow by John Wright

Field Studies Council – series of fold out laminated guides to plants, trees, fungi, mammal track and sign... and more!

Words in the Landscape

Rationale

Nature writing has seen a major resurgence in recent years, matching the increase in the number of people spending leisure time in the outdoors. This workshop will introduce the idea of using written text, be it poetry, prose, journalistic items, historical accounts, and guidebook interpretations, to enhance the client experience within the varied landscapes and environments we work in.

Since the Romantic Movement of the 18th and 19th century through to present day, writers have been capturing the essence of a connection with nature, which can inspire the human spirit and how this can have a profound effect upon us. More modern day writers make such connections much more readily understood and accessible.

As guides we are looking to inspire clients and deliver outstanding and possibly transformative experiences, using these texts as a tool, to 'set a spark in a receptive and open mind' may enable us to deliver that experience. In addition to looking at different writers and their work we will also be looking at how we work to 'set the scene' for such quotations to be used well. Assessing clients mood, personality, knowing where and when to deliver a piece of 'writing' or a poem to good effect. As well as being inspiring such techniques can be used simply as distraction eg: resting a tired group and providing 'entertainment'.

Learning Outcomes

On completion of this course participants will have:

- An ability to match and use nature writing to their chosen landscape/environment.
- An appreciation of the beauty and application of inspirational language.
- Recognise the important factors with regard to delivery of subject matter and matching this to the clients as a group or individually.
- A heightened awareness of our 'place' in the landscape.

Indicative Content

During the course we will use writings from a variety of authors, some old some new. The course is not designed to analyse the work itself but to use it as a source to assist clients not just to 'see' the landscape but to perhaps try and grasp why it is they wish to be there in it.

We will discuss various methods for delivering the content, styles etc. and look at physical aspects. How many poetry books would you want to carry up that Munro ... on a wet day? At some point we will go outdoors and see how being in the landscape and using some of the text works.

Indicative Reading

The Living Mountain by Nan Shepherd

The Wild Places by Robert Macfarlane

The Evidence of Things Not Seen by W H Murray

Other recommended authors: Andrew Greig, Jim Crumley, Norman MacCaig, Jim Perrin, William Shakespeare, William Wordsworth, John Muir, Barry Lopez, Peter Matthiessen.

Participants to bring along copies of their own preferred texts/authors to share.

Upland Interpretation

Rationale

This full day, active workshop is aimed at leaders who want to deliver safe and inspiring interpretation in and of the UK hill and mountain habitat.

Learning Outcomes

On completion of this course participants will have:

- understanding of the safety, legal and conservation issues involved in delivering first hand interpretation of the UK upland environment.
- increased knowledge of the identification and biology of relevant wildlife species (where possible, this will be through first hand experience).
- increased knowledge of the physical geography and human culture elements of the upland environment.
- experience and understanding of appropriate equipment and resources.
- understanding and experience of current best practice.
- opportunity to further develop their own interpretation practice through peer review and discussion.

Indicative Content

- Discussion (throughout the day)
 - Applying the concepts of Guiding, Thematic Interpretation and Top Visual Priority to the upland environment.
 - Considering the terrain, weather, navigation and group.
 - Applying to other mountain/upland areas in the UK and beyond.
- Exploring the Scottish mountain environment on foot (full day, practical).
 - Wildlife observation
 - Key animal and plant species – understanding, finding, identifying and interpreting them.
 - The physical and cultural landscape
 - Identifying, understanding and interpreting it.
 - Useful equipment
 - Optics: telescope, binoculars, cameras, digiscoping
 - Navigation and information: GPS, field guides
 - Appropriate clothing
 - Props

- Incorporating Best Practice
 - Responsible access (SOAC, WCA, LNT, etc).
 - Managing Your Audience Well.
 - Reviewing and the Peak End Rule.

Indicative Reading

- *Hostile Habitats- Scotland's Mountain Environment*. Wrightham & Kempe (Scottish Mountaineering Trust, 1996)
- *Birds of Scotland* – Forrester & Andrews (Scottish Ornithologists Club, 2007)
- Collins Bird Guide – Svensson, Mullarney, Zetterstrom, Grant (Collins 2010)
- *RSPB Handbook of Scottish Birds* – Holden & Housden (Christopher Helm Publishers, 2009)
- *Wildflower Guide* – Streeter, Hart-Davies, *et al* (Collins, 2010)
- *Gaelic Hill Names* – Drummond. (Scottish Mountaineering Trust 2007)
- *Hutton's Arse* – Rider (Rider-French Consulting 2005)
- *Collins Field Guide Mammals* – MacDonald, Barrett (Harper Collins 1993)
- *Peatbogs, Plague and Potatoes* – Wood (Luath Press 2010)
- *Before Scotland* – Moffat (Thames & Hudson 2005)
- *Sharing the Stories of the Cairngorms National Park* – A guide to interpreting the areas distinct character and coherent identity (Forward by Prof Sam Ham) – Cairngorms National Park Authority, 2008.

Woodland Interpretation

Rationale

This full day workshop is aimed at leaders who want to deliver safe and inspiring interpretation in and of the UK forest and woodland habitat.

Learning Outcomes

On completion of this course participants will have:

- understanding of the safety, legal and conservation issues involved in delivering first hand interpretation of the UK forest environment.
- increased knowledge of the identification and biology of relevant wildlife species (where possible, this will be through first hand experience).
- increased knowledge of the physical geography and human culture elements of the forest environment and of their interactions.
- experience and understanding of appropriate equipment, resources and activities.
- understanding and experience of current best practice.
- opportunity to further develop their own interpretation practice through peer review and discussion

Indicative Content

- Discussion (throughout the day)
 - Applying the concepts of Guiding, Thematic Interpretation and Top Visual Priority to the forest environment.
 - Considering the terrain, weather, routefinding and group.
 - Applying to other forest areas in the UK and beyond.
- Exploring a Scottish Highland forest environment on foot (full day, practical).
 - o Meeting of Wildlife and Human Life
 - Wildlife: individuals and communities – understanding, finding and identifying key animals and plants.
 - Introduction to Ethnobotany
 - Human forest stories
 - Wild Foods
 - Forest Industries
 - Folklore
 - Creating a Timeline: Prehistory to Modern Day
 - What Are We Rooted In? Overview of geology and soils.
 - Weather influences – from Lore to Laws.
 - Conservation issues

- Useful equipment
 - Optics: telescope, binoculars, cameras, digiscoping
 - Navigation and information: GPS, field guides
 - Appropriate clothing
 - Props
- Incorporating Best Practice
 - Applying responsible access principles (SOAC, WCA, LNT, etc).
 - Managing Your Audience Well.
 - Reviewing and the Peak End Rule.

Indicative Reading

- *British Native Trees – Their Past & Present Uses* – Warren (Wildeye 2006)
- *The Sacred Tree* – Kindred (Counter Culture 2003)
- *The Enchanted Forest, The Magical Lore of Trees* – Aburrow (Capall Bann 1993)
- *A Handbook of Scotlands Trees* – Martynoga (Reforestation Scotland 2011)
- *An Appreciation of Scottish Woods* – Bennett (A Millenium Forest for Scotland Project 2000)
- *Tree Wisdom* – Patterson (Thorsons 1996)
- *Collins Field Guide, Trees of Britain & Northern Europe* – Mitchell (HarperCollins 1994)
- *Trees, A Field Guide to the Trees of Britain & Northern Europe* – White (Oxford University Press 2005)
- *Collins Bird Guide* – Svensson, Mullarney, Zetterstrom, Grant (Collins 2010)
- *RSPB Handbook of Scottish Birds* – Holden & Housden (Christopher Helm Publishers, 2009)
- *Wildflower Guide* – Streeter, Hart-Davies, et al (Collins, 2010)
- *Flora Celtica* – Milliken, Bridgewater (Birlinn 2004)
- *Complete British Insects* – Chinery (Harper Collins 2005)
- *Mushrooms and Toadstools of Britain and Europe* – Garnweidner (Collins Nature Guides 2007)
- *Edible and Medicinal Plants of Britain and Northern Europe* – Launert (Hamlyn 1989)

Coastal Interpretation

Rationale

This full day workshop is aimed at leaders who want to deliver safe and inspiring interpretation in and of the UK coastal habitat.

Learning Outcomes

On completion of this course participants will have:

- understanding of the safety, legal and conservation issues involved in delivering first hand interpretation of the UK coastal environment.
- increased knowledge of the identification and biology of relevant wildlife species (where possible, this will be through first hand experience).
- increased knowledge of the physical geography and human culture elements of the coastal environment and of their interactions.
- experience and understanding of appropriate equipment, resources and activities.
- understanding and experience of current best practice.
- opportunity to further develop their own interpretation practice through peer review and discussion

Indicative Content

- Discussion (throughout the day)
 - Applying the concepts of Guiding, Thematic Interpretation and Top Visual Priority to the coastal environment.
 - Considering the terrain, weather, routefinding and group.
 - Applying to other coastal areas in the UK and beyond.
- Exploring a Scottish coastal environment on foot (full day, practical).
 - Meeting of Wildlife and Human Life
 - Wildlife: individuals and communities – understanding, finding and identifying key animals and plants.
 - Introduction to Ethnobotany
 - Human coastal stories
 - Wild Foods
 - Coastal Industries
 - Folklore
 - Creating a Timeline: Prehistory to Modern Day.
 - Weather & Tidal influences – from Lore to Laws.
 - Conservation issues
 - Useful equipment
 - Optics: telescope, binoculars, cameras, digiscoping
 - Navigation and information: GPS, field guides
 - Appropriate clothing
 - Props
 - Incorporating Best Practice
 - Applying responsible access principles (SOAC, WCA, LNT, etc).
 - Managing Your Audience Well.
 - Reviewing and the Peak End Rule.

Indicative Reading

- *Seashore* – Hayward (Collins 2004)
- *Edible Seashore* – Wright (Bloomsbury 2009)
- *Land of The Seal People* - Williamson (Birlinn 1992)
- *Phillip's Guide to Seashores & Shallow Seas of Britain & Europe* – Campbell (Phillips 2005)
- *British Coastal Wildlife* – Sterry & Cleave (Collins 2012)
- *Collins Bird Guide* – Svensson, Mullarney, Zetterstrom, Grant (Collins 2010)
- *RSPB Handbook of Scottish Birds* – Holden & Housden (Christopher Helm Publishers, 2009)
- *Wildflower Guide* – Streeter, Hart-Davies, et al (Collins, 2010)
- *Flora Celtica* – Milliken, Bridgewater (Birlinn 2004)
- *Complete British Insects* – Chinery (Harper Collins 2005)
- *Mushrooms and Toadstools of Britain and Europe* – Garnweidner (Collins Nature Guides 2007)
- *Edible and Medicinal Plants of Britain and Northern Europe* – Launert (Hamlyn 1989)