

ReRoute Recommendations – How do they apply to where you work?

From the [Insight ReRoute Recommendations Report](#), June 2018:

Since 2015, Young Scot and Scottish Natural Heritage have been working in partnership to create and support a strategic co-design panel of young people called ReRoute. The group of volunteers from across Scotland aged 13-24 explored ways of increasing young people’s engagement with Scotland’s biodiversity.

The Insight Report Recommendations are primarily for Scottish Natural Heritage but many apply more broadly to other organisations and the environment sector as a whole [and beyond]. **Key recommendations themes:**

- **Engagement and Experience**
- **Connection to Local Green Space**
- **Work and Volunteering**
- **Online Communications**
- **Image of Scottish Natural Heritage**

“At Young Scot we know that nature and Scotland’s outdoor spaces are very important for young people, and that young people’s views are central to Scotland’s nature, now and in the future.” Louise Macdonald OBE, Chief Executive, Young Scot

Use this table to outline what’s being done in support of these recommendations, and consider what more might be done:

- **simply respond to the main Recommendations**
- **use as a conversation starter amongst colleagues**
- **look at/map the ‘Scale of Engagement’ model (back-pages) in relationship to what you do**
- **ask/support a young person already involved with your organisation to respond**

| Our work/organization: JOHN MUIR TRUST | What we do | What we could do |
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| Recommendation 1 Engagement and Experience Actively engage young people with Scotland’s nature, allowing them to experience it and develop not only an interest, but an investment in it both now and in the future. | Main activity: people/community engagement initiative - the John Muir Award | |
| Action I Reframe information about the benefits and experiences young people get from nature so that it is relevant through topics, values and issues that are important to young people. | - work in partnerships with youth focused organisations such as youth groups, schools, clubs, community learning, outdoor centres - help them frame the benefits of nature for young people in a way | - make use of values-based framing Trust-wide. - more individual stories, particularly in relation to John Muir Trust properties. |

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| | <p>that is suitable and meaningful for them</p> <ul style="list-style-type: none"> - take a values-based approach to people engagement, recognising that often nature experiences can significantly impact on behaviour, bringing caring values to the fore. - case studies – mainly organisation-focused | |
| Focus information on specific themes and topics (such as fitness, socialising, wildlife, enjoying beautiful scenery and art) rather than just nature. | <ul style="list-style-type: none"> - the John Muir Award framework – Discover, Explore, Conserve, Share encourages a holistic approach to nature connection / experiencing wild places - varied themes are used – art, creativity, health, wildlife, employability | <ul style="list-style-type: none"> - find new and innovative ways to share varied people-focused access points to nature connection – fitness, health, science, art, friendship, new skills, awe & wonder... - utilize WildSpace |
| Focus on the benefits that young people gain from nature by promoting campaigns such as Freshspace that highlight the significant benefits of nature for young people’s mental health and wellbeing. | <ul style="list-style-type: none"> - links made between wild places and wellbeing – e.g. SHANARRI, New Economics Foundation 5 Ways to Wellbeing... | <ul style="list-style-type: none"> - provide a platform for young people to share their own experiences of nature benefits to other young people. |
| Simplify language and avoid terms such as ‘biodiversity’ and ‘heritage’ | <ul style="list-style-type: none"> - promote non-specialist access to nature and wild places through the John Muir Award. - monitor responses from young people e.g. #TheBrawQuestionQuestion. | <ul style="list-style-type: none"> - consider appropriate terminology use and audiences in Trust communications, ref Communications Strategy. |
| Provide suggestions for small achievable actions and behaviour changes that young people can carry out, such as those in ReRoute’s Big Steps for Nature found on www.young.scot/reroute . | <ul style="list-style-type: none"> - values-based approach to behaviour change promoted. - provide suite of Resource Guides, Case Studies, Stories and information containing activity ideas. | <ul style="list-style-type: none"> - interpret and promote ReRoute ‘Level of Engagement’ model. |
| Action II | | |
| Support the increase in effective delivery of outdoor learning and environmental education | <ul style="list-style-type: none"> - support the Learning for Sustainability agenda - promote benefits of outdoor | |

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| | learning in delivering curriculum outcomes – through networks and groups such as the National Network for Outdoor Learning, National Third Sector Working Group, Real World Learning, the Awards Network and others. | |
| Create a curriculum group that involves young people to share best practice and co-design outdoor learning and initiatives | | <ul style="list-style-type: none"> - support Education Scotland, NNOL or others with this. - cross-reference HLF Kick the Dust youth panel. |
| Ensure that specific Scottish species and contexts are used as examples across every subject – such as case studies of Scottish rather than American bees in biology or the geography of Scotland’s National Parks | <ul style="list-style-type: none"> - partnership links with Scotland’s two National Parks. | <ul style="list-style-type: none"> - consider opportunities to promote ‘nearby nature’ in Trust work. - monitor emerging National Park City campaigns. |
| Embed outdoor learning as a core, compulsory part of teacher training and practice | <ul style="list-style-type: none"> - develop links through Initial Teacher Education establishments, Career Long Professional Learning, and Professional Recognition to help embed Learning for Sustainability. | |
| Routinely assess schools on quality of outdoor learning as part of their regular assessment | <ul style="list-style-type: none"> - John Muir Award and associated outcomes used as indicators of quality outdoor learning. - provide HMle/ Education Scotland with data on Scotland-wide school involvement with the John Muir Award. | |
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| Recommendation 2 Connection to Local Green Space Ensure young people are invested in and involved in their local green spaces | Main activity: Part of John Muir Trust mission, and 21 year track record through the John Muir Award to endorse enjoyment of, connection with, and care for wild places across a spectrum - from urban gardens and local greenspace to wild landscapes. | |
| Action I | | |
| Provide opportunities for young people to have a strategic role in managing and promoting nature in urban areas | <ul style="list-style-type: none"> - co-design of John Muir Award plans and Proposals encourages | <ul style="list-style-type: none"> - interpret and share responses to #TheBrawOutdoorQuestion |

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| | <p>participants to have a role in shaping their experiences.</p> <ul style="list-style-type: none"> - links with agencies managing and promoting nature in urban areas and key resources such as SNH's 'Beyond your Boundary', John Muir Way. | <p>regarding helping young people spend more time outdoors/in nature.</p> |
| <p>Identify with young people specific ways that they can be involved in decisions which affect their local urban nature</p> | <ul style="list-style-type: none"> - Conserve challenge of each John Muir Award gives opportunities to be involved in nature in ways that are relevant/local and meaningful. | <ul style="list-style-type: none"> - share Conserve Audit, a monitoring exercise of the amount and type of activity carried out. |
| <p>Support junior ranger programmes, specifically in areas of multiple deprivation</p> | <ul style="list-style-type: none"> - support SCRA (Scottish Countryside Rangers Association) Junior Ranger programmes integrate John Muir Award e.g. in the Vale of Leven through Loch Lomond & The Trossachs National Park. | <ul style="list-style-type: none"> - consider use of Trust properties by Junior Rangers. |
| <p>Ensure that young people co-produce the implementation of SNH's proposals for new Urban Nature parks</p> | | |
| <p>Action II</p> | | |
| <p>Highlight and celebrate the nature that young people already access</p> | <ul style="list-style-type: none"> - #TheBrawOutdoorQuestion nature micro-survey, co-designed by young people, highlight and celebrate the existing outdoors/nature connections. | <ul style="list-style-type: none"> - consider any implications for the John Muir Trust and share #TheBrawOutdoorQuestion findings. |
| <p>Ensure 50% of images used in publications and documents show nature in urban areas</p> | | <ul style="list-style-type: none"> - consider representation of varied landscapes in Trust publications; identify suitable targets for urban and young people. |
| <p>Create a programme of urban junior rangers to champion their local area and encourage all young people to enjoy and experience nature</p> | | <ul style="list-style-type: none"> - x-reference Trust apprentice programme with Junior Rangers. |
| <p>Develop a competition that encourages young people who aren't engaged with nature to celebrate and promote nature in their local area</p> | | <ul style="list-style-type: none"> - scope to promote and share experiences of national youth engagement campaigns e.g. It's Our World, Mission:Explore. |
| <p>Action III</p> | | |
| <p>Reduce barriers young people may face to accessing local nature</p> | <ul style="list-style-type: none"> - 25% inclusion ratio for John Muir | <ul style="list-style-type: none"> - support Alec Finlay Access for All |

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| | Award activity – helping reduce barriers to nature connection for the most disadvantaged. | 2019 project. |
| Establish local ‘kit libraries’ in key urban areas that provide waterproof clothing, footwear and essential kit for spending time outdoors | | |
| Develop the potential of the Future Routes fund for young people to overcome barriers to engage with local green spaces | | |
| Recommendation 3 Work and Volunteering Improve job and volunteering opportunities for young people | Main activity: 4 young conservation ranger staff posts across established in 2018. The John Muir Trust is committed to demonstrating how wild places contribute towards national employability initiatives such as Developing the Young Workforce. | |
| Action I | | |
| Improve the quality and promotion of job and volunteering opportunities in Scotland | - conservation volunteering is a key component of the John Muir Award (ref 2015 Conserve Audit). - Work parties welcome young people and families | - consider and implement recommendations from young people to offer volunteering opportunities to young people as part of its response to Year of Young People. |
| Promote the range of employment and volunteering opportunities, highlighting the different skills, topics and locations available in short online videos | | |
| Centralise information about volunteering opportunities onto one platform | | |
| Attend careers fairs to actively promote opportunities | | |
| Cover out of pocket expenses for young people volunteering or attending interviews | | |
| Action II | | |
| Ensure at least 5% of SNH employees are under the age of 26 by 2020 | | |
| Champion SNH’s strategic approach and policies to ensure young people can be recruited based on competency rather than amount of experience | | |
| Increase the amount of paid entry level positions available for young people | | |
| Increase the length of contracts of graduate placements to allow more stability and encourage career progression | | |
| Action III | | |
| Celebrate the success and contribution young people make to the environment sector | - value and share young people’s contributions to our environment – such as through John Muir Award | |

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| | Conserve Audits, presentations of Award certificates (provided free). - promote and contribute towards national award celebrations such as the Young Scot Awards and Nature of Scotland Awards. | |
| Highlight success of young employees in internal and external communications at least once a month | | |
| Sponsor awards that highlight young people in a range of jobs in the environmental sector | | |
| Increase funding for accreditations for young people contributing to Scotland's nature informally through awards such as the John Muir Award and Duke of Edinburgh Award | - acknowledge and welcome this proposed action. | |
| Recommendation 4 Online Communications Use online communications and social media platforms more effectively to engage young people | Main activity: The John Muir Trust engages with organisations (including schools) working with young people, through its online communication channels. Social media and a Record eBook are increasingly used by young people. | |
| Action I | | |
| Involve young people in creating online content | - develop the John Muir Award Record eBook as a platform for participants to share experiences of wild places online. - working with a young person to create a short film showcasing young people's voices on nature/the outdoors as part of Year of Young People 2018. | |
| Have young people takeover SNH's social media accounts at key events and opportunities through the year | | |
| Host young bloggers, vloggers and writers on SNH platforms at least once a month | | |
| Work with younger staff members and volunteers to identify and promote content that links to current affairs and campaigns e.g. using the #stoptheplasticide to share content whilst people are interested in Blue Planet | | |
| Promote SNH's new website, nature.scot, to young people | | |

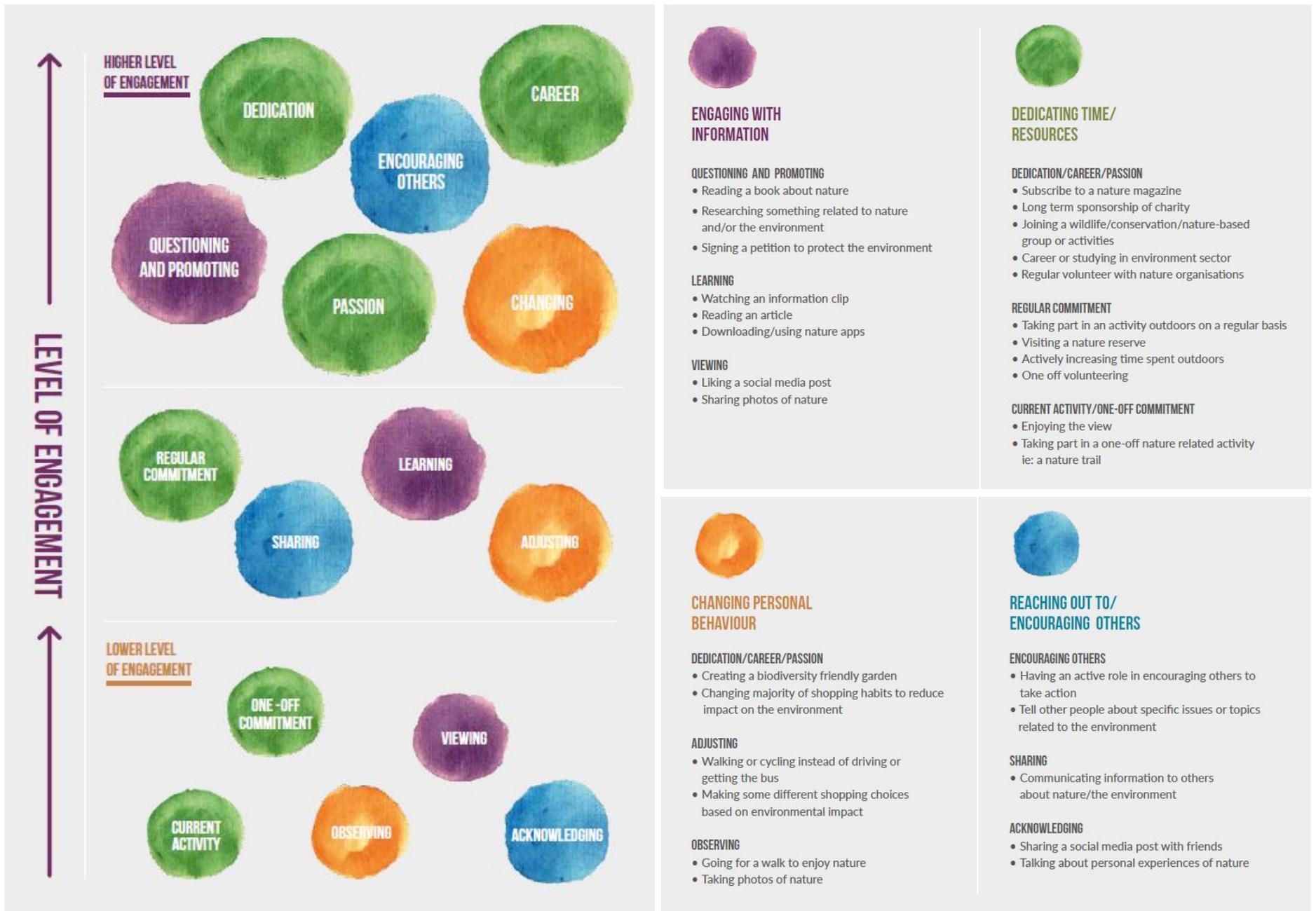
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| Action II | | |
| Use a range of social media platforms relevant to young audiences | - consider and integrate feedback from John Muir Trust young people working groups on how to better communicate and reflect young people' views, and capture in a new Communications Strategy. | |
| Use different platforms to engage different demographics – for example Snapchat and Instagram are very visual and are better 'entry points' for people who are less engaged with nature, whereas Facebook and Twitter allow for more information and level of detail to be shared | | - consider varied and targeted use of platforms in Communications Strategy. |
| Ensure staff receive regular up to date training on using the rapidly changing platforms | - some featured in staff training and development plans. | - integrate training into the Trusts Communications Strategy. |
| Enable a range of staff to highlight the work they do in a personal, relatable way on SNH's social media accounts | - provide staff blog opportunities. - encourage sharing of Wild Days. | - encourage and support young conservation ranger content. |
| Action III | | |
| Share a variety of content in different formats | | |
| Share information in concise formats, for example listicles, infographics, and images which are more familiar and accessible to young people | | - consider and integrate feedback from John Muir Trust young people working groups on how to better communicate and reflect young people' views. |
| Link information to current events and trending topics | | |
| Ensure language is simple, jargon-free and easy to understand with good links to more detailed information | | - capture in Communications Strategy. |
| Recommendation 5 Image of SNH | | |
| Make SNH a more friendly and accessible organisation for young people | | |
| Action I | | |
| Provide a platform to amplify young people's views and voices | - varied actions in support of Year of Young People 2018. - social media posts supported and promoted by Trust and staff. - positive pr supported in relation to John Muir Award achievements. | - #TheBrawOutdoorQuestion nature micro-survey, co-designed by young people, highlight and celebrate the existing outdoors/nature connections. |
| Include young people as a specific stakeholder in decision making and Co-design (for example being involved in planning Scotland's biodiversity goals after 2020) | - consider how the Trust's involvement with YoYP 2018 will have a legacy that involves young | - develop and grow John Muir Trust young people's working group. The Trust could commit to |

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| | people's voices in the running and decision-making of the organisation. | an increase in Trustees aged 20-40. |
| Identify two key areas to involve young people through co-design and co-production per unit/activity within SNH | | |
| Actively support someone under the age of 26 on SNH's Governance structures such as the Board, Leadership Groups and wider Strategic Groups such as the Environment and Economy Leaders Group | | |
| Action II | | |
| Engage with a wider range of young people | <ul style="list-style-type: none"> - continue to work towards a 25% inclusion ratio for John Muir Award activity. - provide John Muir Award for free. - help reduce barriers to nature connection for the most disadvantaged by maintaining Inclusion role. | |
| Develop and use the Scale of Engagement with young people, staff and stakeholders (below) | | - promote the Scale of Engagement model through the Trust's Young People and Nature webpages, and across its people engagement networks. |
| Review SNH's policies and practices to ensure they actively involve young people across SNH's areas of work | | - consider which policies are relevant for involvement of young people. |
| Action III | | |
| Develop SNH's image for young people as a key audience | | |
| Consider rebranding SNH and involve young people and recent recruits in this process | | |
| Ensure that at least 50% of photographs used in SNH's publications and media depict a diverse range of young people | | - identify suitable targets for representation of young people, including age-spread considerations. |
| Improve SNH's image library to reflect up to date young people, technology and activity | | |
| Simplify language and avoid jargon in public communications | | - capture in Communications Strategy. |

Scale of Engagement

To successfully encourage deeper, invested interest in Scotland's nature, it is important to acknowledge what 'level' the young people are starting at. For example if someone has a minimal level of engagement with the environment, encouraging them to watch a video about camping in Scotland may be more realistic than encouraging them to go on a wild camping trip.

The scale also helps identify the small steps young people can take to transition between levels and develop a more invested interest (see model below).



Original model can be found at <https://www.youngscot.net/wp->

[content/uploads/2018/06/YS_ReRoute_Recommendations_Online-1.pdf](#)