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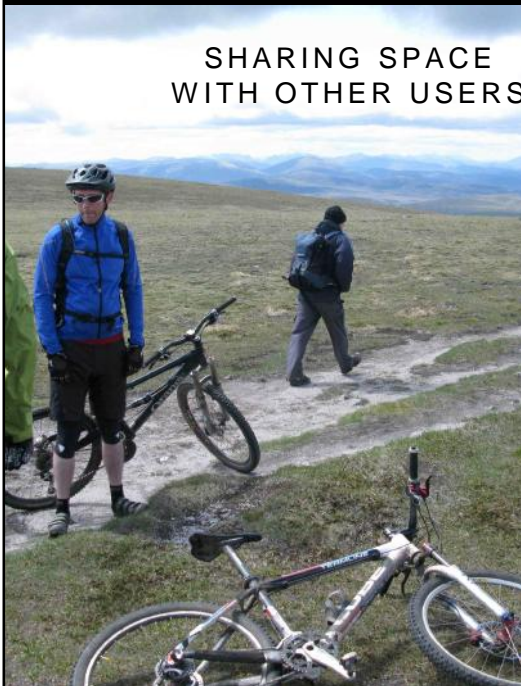
MOVING TOWARDS EXPERIENTIAL MANGEMENT INTERVENTIONS

MANAGING RECREATION FOR PROTECTED WILDLIFE

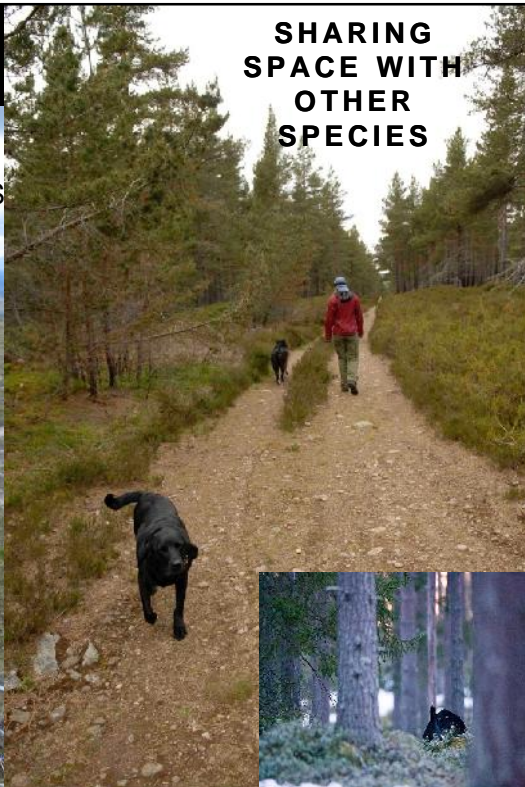


Our research

SHARING SPACE
WITH OTHER USERS



SHARING
SPACE WITH
OTHER
SPECIES

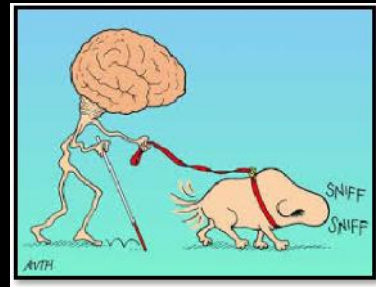


Our research

IMPORTANCE OF
**TEXTURE &
'GROUND-FEEL'**
FOR MOTIVATING
PHYSICAL ACTIVITY



MAKING BETTER
USE OF
EXPERIENTIAL
KNOWLEDGE



Connecting with (actual, likely or desired) user **experience**

Shifting emphasis from **WHAT** people know to their **on-the-go know-HOW** provides different possibilities for management

(IR)RESPONSIBLE ACCESS: A MATTER OF LIFE
OR DEATH FOR GROUND-NESTING BIRDS



SCENARIO 1: DEATH?



SCENARIO 2: LIFE



CAPERCAILLIE HAVE LOW VISIBILITY

In the landscape



Culturally



WHEN CAPERCAILLIE ARE VISIBLE ...

SIGNAGE

MISLEADING NARRATIVE

(e.g. not appearing as a 'sensitive' creature but an aggressive one)

FUTURE VISIBILITY DILEMMA

Need to understand *why* capercaillie are important & be emotionally moved by them

Though not so much the desire for close encounter outweighs desire to see species thrive



VISIBILITY THROUGH ARTS, MEDIA, ETC?

1: **sculptures** serving as visual reminders of the presence of capercaillie

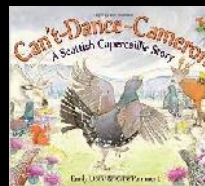
Found to raise awareness without getting heckles up

Plus engaging for kids



2: **storytelling**

Generates cultural meaning whilst imparting env knowledge



Recreation not a wholly planned behaviour, but a CHOREOGRAPHY

Two key dimensions of choreography:

- Acts of planning & scripting movement
- Acts of doing, rehearsing & improvising movement

– FOSTER
(2011)

RESPONSIBILITY →
RESPONSE-ABILITY

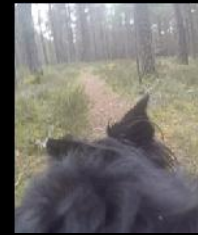
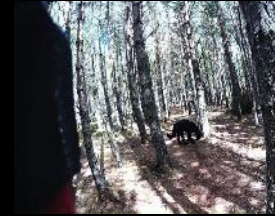


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As much about **attunement** and **responsiveness** as about planned behaviour & information gaps

VISIBILITY THROUGH OTHER EXPERIENTIAL TOOLS?

EXAMPLE: VW 'EYES ON THE ROAD' ADVERT

MCL Cinema, Hong Kong



WORKSHOP: KNOW-WHAT → KNOW-HOW

1. Think of some key issues surrounding responsible outdoor access

e.g. re respecting other people/animals, caring for env, taking responsibility for own actions

2. Can you think of more experiential interventions to apply to them?

e.g. think of the experience users seek + what they might experience before/during moments where it goes wrong

e.g. images or videos for social media, educational materials using augmented reality, cartoons/humour, art, apps, stories ...

3. What are the opportunities & limitations to such interventions?

e.g. How tradable is (desired v displaced) experience? For whom would this (not) work? Bespoke v 'consistent messages'?

