

Transcript of 'The Bay (With Fewer Murders)'

Season 2, Episode 12, Transforming Tomorrow

[Theme music]

Paul: Hello and welcome to Transforming Tomorrow the podcast from the Pentland Centre for Sustainability in Business here at Lancaster University Management School. I'm Paul Turner.

Jan: And I'm Professor Jan Bebbington.

Paul: Quick quiz for you, Jan. Do you know where the largest expanse of intertidal mud flats and sand in the United Kingdom is?

Jan: Is it Dundee?

Paul: No.

Jan: Is it Bristol?

Paul: No.

Jan: Is it Morecambe Bay?

Paul: It *is* Morecambe Bay. Well done. Congratulations. Now, do you know where the second largest gas field in the UK was discovered, in 1974?

Jan: I'm gonna have to say Morecambe Bay.

Paul: Correct. Well done, that's it...

Jan: ...wow...

Paul: ...do you know where I'm getting these facts from?

Jan: From the Morecambe Bay is great website?

Paul: No, it's from Wikipedia, but...

Jan: [laughs] ...okay. Same thing. So, so that gives us a clue. What are we talking about this week?

Paul: We're gonna talk about Morecambe Bay.

Jan: Woohoo.

Paul: We're gonna about talk about more particularly, the Morecambe Bay Curriculum. But Morecambe Bay is an area that I'm particularly familiar with, having been born there, brought up there and lived there for 40 something years.

Um, and I'll be fascinated to learn a bit more about what the Morecambe Bay Curriculum is. Do you know?

Jan: Um, I, I've heard of it and, and I know for sure it's a great thing, but I don't have all the details at hand, which is why we have some fabulous guests to help us with exactly that job.

Paul: Few more questions about Morecambe Bay.

Jan: Oh, I'm ready.

Paul: Do, do you live in Morecambe Bay? Do you consider that you live in Morecambe Bay, is the question?

Jan: Probably not, because I'm on this side of the river. Uh, however, I go to Morecambe Bay quite a bit. And I think the effect of Morecambe Bay for where I live and how I live is there as well, even if I can't unfortunately see it, of, of an evening.

Paul: Because you live in Lancaster. And that's a question of where does the Bay stop and where does the Bay begin? Because Lancaster is not exactly far away from the Bay itself, from the water, but are you part of Morecambe Bay? You, you say no, well.

Jan: Well, I think probably technically not, but I feel I am. So actually that emotional feel and attachment to a place is probably enough to say I'm in Morecambe Bay.

Paul: So, so I say yes, and probably technically I'm not...

Jan: ...ah...

Paul: ...because I'm, I'm in Barrow, but I'm slightly round the corner from where the Bay actually ends. 'Cause the Bay is the nice curved area and I go further around onto the other side. So I'm onto what would be the Walney Channel facing side of it, which is more the Irish Sea side of it. So does that make that part of Morecambe Bay?

All this local geography knowledge is coming in really handy. And for the rest of this podcast, all we will be discussing is, indeed, South Cumbrian and North Lancashire geography.

Jan: Excellent. [laughs]

Paul: Or we could talk to our two guests who both look petrified at the fact that the questions have been changed for them.

[Everyone laughs]

Paul: We will say welcome to Carys Nelkon and Dr Beth Garrett. Carys is a Partnership Development Manager here at Lancaster University and she works on the Morecambe Bay Curriculum Project. And Beth is a Lecturer in Morecambe Bay Curriculum in the Educational Research Department here at Lancaster University. Welcome to both of you.

Beth: Thank you.

Carys: Thanks so much for having us.

Paul: Do you know lots of facts about Morecambe Bay? I want to get this out, the way first.

[Carys and Beth laugh]

Carys: Not as many as we probably should do. I, I can put you in touch with a lot of educators who could talk to you until the cows come home about facts to do with the Morecambe Bay. [laughs]

Paul: Would you have got the, would you have known the fact I just threw at Jan, uh, about the area of mud flats and the gas field and all of this?

Carys: I did know those too...

Beth: ...yes, we did know those.

Carys: Yes, we...

Paul: ...and importantly, geographically, where does Morecambe Bay end in this, uh, circumstance? In, in your mind, where does Morecambe Bay end and where does it begin?

Beth: I think for us, for the Morecambe Bay Curriculum, you would definitely both be part of our Morecambe Bay...

Jan: ...hurrah...

Beth: ...and the way that we have conceived it. [laughs]

Paul: That's good to know. That's good to know.

Well, let's get a little bit of an introduction to, to yourselves. Carys, can you tell us a little bit about yourself and your background and how you've come to be involved in the Morecambe Bay Curriculum Project?

Carys: Yeah. So, um, I've got a charity background largely. Um, I've worked in universities, I've worked in the legal sector, but most recently I've been working in the charitable sector.

So, um, before joining this role, I used to run an organisation called Arts Emergency, which is a national mentoring and social justice charity focused on the arts and creative industries.

And when I started there in 2015, 2016, we were kind of two people in a cupboard having a bit of a breakdown. Um, and over the course of the seven years I was there, we built it into a national kind of force for, for change.

And so I, when I heard about this role here at the Lancaster University, supporting educators to build the Morecambe Bay Curriculum, thought that's an opportunity to take what I've learned about growing things from the grassroots upwards, and maybe not make quite so many mistakes along the way this time, was the aim. [laughs]

So I've been in this role for two years now and, uh, I love it.

Paul: And how about you, Beth?

Beth: So, I've been in this role for one year. Um, my background, initially I was a primary school teacher, um, but whilst I was teaching, I did a Masters in research and got really interested in teachers' motivation. Um, so I actually came to Lancaster to do my PhD, uh, looking at how teachers are motivated by internal and external factors in the schools.

Um, and then, previously to this role, I was working at Edge Hill, where I did some teacher training courses, mainly teaching primary school teachers maths and music, two of the subjects that they really enjoyed. And then we had the chance to set up an education studies degree, so I was part of the group who set that up.

And alongside teaching education studies, I got involved with the Northwest Beach School Network. So we were a sort of collective where we brought together educators to look at how we could use the coast more and how to encourage teachers and develop their confidence. So it all sort of ties into my interest in teachers' motivation.

And so it was that, that when I saw the advert for the Morecambe Bay Curriculum lecturer, yeah, the beach school sort of prompted me to go for that.

Jan: That sounds amazing. And we've already had a wee bit of a, a prelude in a, in a rather scary sort of way about where is Morecambe Bay and how big is it and, et cetera.

But I'd like to ask you both, you know, why is Morecambe Bay an important space. And particularly an important space in, in the terms of the kind of work that you are doing? And I'll start with you, Beth.

Beth: Yeah, so I think from the very first time that I came to Morecambe, which was part of the Beach School Network, we really felt that there was, there was such a desire from some of the teachers who were involved in this, and these were teachers who had been involved with Lancaster University and had been involved in the Morecambe Bay Curriculum. And that was sort of my first experience of, of seeing that passion for, from the community.

And once I started to read up a bit more about it, once I started to come here and really, um, immerse myself in sort of Morecambe Bay as a place, you just can't help but be inspired by it. Whether it's the Morecambe Bay sunset, whether it is that, that will of the people, whether it is the arts scene in Morecambe, there are so many different threads to this.

And I think I was really inspired by seeing other people who felt that such an emotional tie to Morecambe Bay. And because we were looking at coastal education and how that could support young children who maybe struggle in a normal classroom environment, the diversity around the whole of the Bay provided sort of lots of spaces across urban spaces, rural spaces. Um, a real diversity of different schools from really tiny schools to really enormous schools. It was that community feel that really sort of hooked me in. And obviously I love the coast from doing the Beach School Network.

Jan: Yeah. And I'd never heard of a Beach School Network until today. So that sounds, and that still exists?

Beth: Yeah.

Jan: Well we'll make sure that we put a link to it at the bottom of the podcast description so people who are, whose interest is piqued can go and look at that in more depth.

Paul: What I love about Morecambe Bay is geographically it's split between two counties. It's split between three council areas. And yet people living on the Bay probably feel a greater connection with other people living on the Bay than they might do with people living elsewhere in their natural counties.

I'm from Barrow. I feel far greater connection to Morecambe and Lancaster than I ever have to Carlisle, um, and I ever have to Whitehaven, Workington. Uh, which, uh, essentially seemed another world away. Um, I know lots of people in Grange, I know lots of people in places like Arnside. I go to lots of places around Silverdale, around Flookburgh, Ulverston. It's a nice area, isn't it, geographically, that it comes together, even if it is split over quite a big distance to drive it pure by the fact the Bay is in the middle.

Carys: And I think that shared experience really is what's brought educators together. And to your question around what is special about Morecambe Bay, I think that's really where educators started when they, when they started to think about this project.

Because I think in the past there might have been teachers that we work really closely with who might say to young people, you know, if you really want to do well, make sure you get to Manchester, make sure you get to Liverpool. And actually the Eden Project Morecambe and the investment that that brings to the area was the catalyst for some of those educators thinking, wait a minute, this is a really special place. We need to keep the amazing talent we have here, and we need to make sure that we're investing and supporting kind of growth and looking after our bay.

And how can we do that? And how can we make sure that the young people who live here realise what a special place it is to not just grow up, but to live long and happy lives?

Paul: Is this, what is then the catalyst behind the Morecambe Bay Curriculum initiative and how that's grown into what it is today?

Beth: Yeah, I was just gonna say something in relation to what we were just talking about, but I think from a, a personal perspective, because I've spent a lot of time in Barrow because it's where my husband is from, but that train journey around the Bay really helped me to feel that connection to all those places that you've just mentioned.

So spending that time, going on the train and going off at these different places has really sort of helped me to feel some of that connection to the Bay.

Jan: You mentioned there about the Eden Morecambe Bay Project, but I, but my understanding is that the Morecambe Bay Curriculum is linked, but not wholly dependent on it, and, and actually has almost a, a, an origin story of its own.

So in, in the, the best possible way of superhero movies, um, which are, we've got two superheroes here, what is the origin story of the Morecambe Bay Curriculum?

Carys: I think the origin story of Morecambe Bay Curriculum is one of, kind of, shared ideals. And, so we sometimes talk about Eden Project Morecambe, which is a, for those of you who don't know the kind of tourist destination, they have one in Cornwall, they're going to build an amazing one here in Morecambe in the next few years, was a kind of catalyst for some of these conversations that were happening anyway.

And teachers and educators, um, around the Bay, kind of, prompted by Eden Project Morecambe started to think, actually, yes, we do need to make sure that young people are prepared for the future. We do need to be thinking about sustainability. We do need to be thinking about environment. And actually place and where we live is a really good hook to help people starting to think that.

Lancaster University was already doing a lot of work in this area, thinking about its civic commitments. Lancaster and Morecambe College was a big, big supporter in making this happen, um, as a kind of real pivotal community partner, bringing together teachers to really think about how we can get a project like this up off the ground.

And so, in terms of its origin story, I would say the thing that has blown me away, and I joined Morecambe Bay Curriculum when it had been going for three years already, is that teachers who famously, I'm sure everyone who's

listening to this podcast knows a teacher, famously do not have a lot of time. They work so hard. There's so many things to do above and beyond the, the day job.

And this is collaborators from early years, from primary, secondary, further education. People who don't usually work together on things, coming together month after month, spending hour after hour, just chipping away at this idea, what does the Morecambe Bay Curriculum means to us? How can we use this beautiful area? How can we care for this beautiful area? And how can we embed that into our day-to-day teaching? Um, and so it's grown from there really.

And it started off with a lot of projects. Um, and over the last year we've been doing a lot of work about how specifically this work connects into the National Curriculum so that educators who like the idea, but can't quite see how it works in the classroom, feel really inspired. We've got about 130 new resources up on our Moodle that teachers can use to help them, um, bring things into the classroom.

And so, it's really grown over the last five years from something that was about idealism, about, um, about place, about environment into something that is practically being taught in classrooms around the Bay.

Paul: So we've touched around a lot of the areas there. What actually is the curriculum? What's on it? What is the basis for it and how is it used?

Beth: Okay, so obviously the Morecambe Bay Curriculum, as Carys has just described, is our overall project, which involves lots of these grassroots working groups and mini-projects. But during the past year, we've been developing a curriculum co-design project. So this sits within Morecambe Bay Curriculum more generally.

And what this has involved was bringing together the expertise from academics at Lancaster University, with teachers and educators from across the different phases of education. So we had people from LICA who were working with early years teachers. We had primary school teachers, secondary school teachers, and also further education, vocational lecturers as well, who have been paired up with academics in order to create something, which fits with our vision of what the Morecambe Bay Curriculum is aiming to do. But that also tied their work to national expectations.

So it's something that teachers can actually go and use. We've got that connection to a specific subject area of the National Curriculum, but we've also got our principles in there.

And pedagogically, what we've been working on is developing a head, heart, and hands model. So we've got that head with our knowledge, and that's come from the academics research and the work they've been doing in the local community, their expertise in across humanities, sciences, the arts. They've been able to bring that to it, from the knowledge side of things.

But we've also got the hands and the heart as well. So the hands being that ability to confront complex problems, to critically think about things, to analyse information, to be able to use this to come, to come up with solutions.

And then the heart element, which is probably our most important one from the Morecambe Bay Curriculum, which is about developing that love of the place where you live, developing that social emotional connection to that place. And then feeling that need to, to want to care for the place, to want to, as Carys said, stay in this place to recognise what is valuable and special about it.

And so each of the curriculum resources which have been created, they need to have that sort of accountability link to National Curriculum expectations, but they also need those three elements of head, heart, and hands in there as well. So that we've developed something which is really pedagogically worthwhile. Um, and that fits with what teachers know that it's going to engage and motivate their pupils. They know it's going to hit what their community needs.

Jan: I was really struck when you talked about LICA, which is the Lancaster Institute for Contemporary Arts here at Lancaster University, is that, that connection through to creativity.

So it's not about bunging facts into heads and thinking somehow that's going to work, but it's more of a whole person idea. And particularly, Carys, it sort of draws on what you were doing before, looking at creativity and arts and culture as a way of, um, carrying and understanding values.

Is that creativity and imaginative part of the process, you know, essential to the, the total project?

Carys: I think we, we know that we're not going to solve the climate crisis by just thinking purely about science. We know that what we need to do is come

together and use the different skills that we all have to really think about how can we make a difference.

And so that's got to include storytelling. That's got to include creativity. It's got to be something that is different for different audiences, uses, you know, the resources that we've created for early years are not the same resources we've created for secondary. Um, the resources for, um, design and technology don't look exactly the same as the ones for biology.

And so it's just making sure that this is a theme that can weave through all of these different subjects so that young people aren't just hearing about the climate crisis on the news and thinking, oh gosh, what can I do about it?

And they're not just only thinking about it in science and geography because actually we, young people are in school all day, five days a week, right? So that's so many opportunities to help young people feel more excited and prepared for their future.

Beth: Mm. And I think that theme of awe and wonder and playfulness and creativity actually spanned all the different outputs. And we've been doing, we've been having some reflective conversations with the people who've been involved in, in co-designing these materials, and they all said that they picked up on that, that actually this gave them the opportunity to take a fresh look at their education they were providing to be creative in their thinking. And there was a lot of open-ended thinking when we first brought everyone together. And actually the challenge was then narrowing that down.

But I think it really, it really valued what the early years educators saw as their role in bringing that, that element of awe and wonder and playfulness to it, and even some of the further education colleagues talked about that being really valuable to them to see this, and to think how could they incorporate that into their work.

Paul: Could you give us a specific example of one of the materials that has been created then around one of the subject areas for whichever subject in whichever age group?

Beth: So I'll start with one of the early years ones. Um, I think the, there were two early years publications that have been created from this and they really balance each other really nicely.

So, one was Understanding the World, which was about asking questions and developing curiosity. Taking a trip to the beach and thinking about what, what did we know about our local area and how do we build that connection to it?

And the second one was art, creative and expressive arts. And that also linked to noticing the area around you, using some specialised magnifying equipment to actually look really closely at elements of their beach environments, but then also to sort of take a bird's eye view of the beach as well and to use technology to look at it from lots of different angles.

So I think they worked really well together because the children were able to pose their own questions, um, in the Understanding the World one, and then they were able to get into this really sort of detailed sort of noticing in order to produce some artwork on the back of it.

We had some really sort of fantastic expertise from both the teachers who, who went out and trialled these activities with the, um, with their, their very small pupils. Um, but actually what really came through was the academics went to those settings as well, and that really helped them to understand the context that they were going to be working in, um, and helps them to speak each other's language to recognise the challenges that each other were facing. And so those relationships that built up between them were, were really significant.

Carys: And I love the, the kind of, how the projects all linked into each other. We had a day halfway through the process where, in order, our early years colleagues and the academics they worked with stood up, the primary, the secondary, the further education. You could really see similar themes starting to come through, be it birds of the Bay, the beaches of the Bay, uh, what humans do in the Bay, travel around the Bay.

So actually you can see how you would start with a lovely grounding, like the one Beth just described, and you would have, you know, that backed up by primary modules in history, science, geography, art. And then you go into secondary and you're starting to think about design and technology.

You're comparing curlews to the Airbus A380. And you're, um, thinking about energy barriers across the Bay, could it happen? What difference would that make in, in geography? So you can see actually how that goes all the way through, and that these building blocks just will continue to give young people a richer and richer, um, understanding of where they live.

Beth: Mm. And I guess just to add further education onto the end of that...

Carys: ...yeah...

Beth: ...so that was really looking at specific careers and the choices that we would make in the future in terms of our job roles.

So they looked at construction and how, how you can make sort of strong, stable structures, but actually how do we do this in the most environmentally friendly way? Um, and how can you reuse materials in sort of more creative ways?

Um, and there was another module which looked at ecotourism and some of the choices that we make when we're, we're going into these settings or the types of food that were being ordered for the, the college canteen.

So there was a lot of elements of, well, how are you going to take action in the future, in some of those two?

Jan: Mm-hmm. And I love that layering that you've just described for our, our listeners and, and you know, across those, all those different areas.

If I was a, a wee one, and starting off at the early years when the, the whole project started, where would I be now in my educational journey? And in particular, I know that we're not all the way through to further education, but if you had it all the way through, what kind of a, can you imagine what kind of graduate you would have from, from a college system into the world of work?

Beth: I think the Morecambe Bay Curriculum has always been designed that it is a 25-year project... [laughs]

Jan: ...oh wow...

Beth: ...um, and I think that links into one of the fundamental aims of it, which is to be thinking about these young people now and how they're developing that relationship with place, but also how are they thinking about how they're gonna take action to, to solve issues which are localised to them.

And then how are they going to take that learning into their future careers, into potentially degree courses that they might go and take in the future. Um, so we very much are looking at it as a lifelong project.

Jan: Well I, we'll invite you back in 25 years time...

Beth: [laughs] ...great...

Jan: ...my chances of being here are slim. But I feel everyone else around the table's got a good chance.

Paul: I'll have gone through a good few cohorts by that point, Jan. [Jan laughs]

What's the buy-in been? How enthusiastic are schools and you've also not just got schools, you've got academies and you know, that lead a group of schools.

What's the buy-in been from all these bodies across the Bay?

Carys: So we've got, um over 140 educators who are members of the Morecambe Bay Curriculum spanning around that number of schools. So we've had a really amazing buy-in from all levels of education.

I would say that there is a real focus in early years, primary. And in further education and secondary are still kind of working out how exactly it fits in, because they've got such a focus on kind of taking you through that assessment journey that it's not as natural to some of the other areas where it makes more sense. But there is a real commitment all the way through those ages and stages to kind of take it, take it forward.

So it's something that teachers feel really proud of. It's not been government mandated and no one said you need to do this. This is educators saying, oh, actually we have power, we can do things that are gonna make a real difference.

And I think the buy-in that it has had from, um, businesses, the buy-in that it's had from community organisations, from its four key partners, which are of course Lancaster University, Lancaster and Morecambe College, Eden Project and University of Cumbria, has given teachers a real sense of pride that what they've created, uh, other people are also invested in its longevity.

Beth: And I think that, that was really evident at the conference that we had in July. Because that was the first time at which we were able to disseminate these resources that have been co-designed.

So everyone who came to the conference was able to take away a pack of resources, and we've just been spending our time since we came back, sending them out to all the schools, colleges around the Bay as well.

So it's definitely developing its reach. And we really want to try and, try and get into some of those schools who maybe have been less involved up to this point, um, to make sure that everyone becomes aware of the MBC.

Carys: And people are really excited about it. Um, we had over 200 people there on the 5th of July. And actually it was a sellout. People were turning up on the day and trying to wiggle their way in. [Jan laughs] And so, you know, you can really feel the momentum and how kind of excited people are to be moving this forward.

Paul: Do you feel that already, in this short space of time, maybe the Morecambe Bay Curriculum has evolved in ways that you hadn't imagined before you came into contact with all the people you've come into contact with?

Beth: I think, definitely. Um, and I think certainly from when Carys has started and, and since I joined the team as well, part of our role has been to, to bring some structure without losing the momentum and, and that passion that the educators have had.

And I think when we started the curriculum co-design project, because we were doing something that we'd not done before and it was a, quite a, a radical co-design to bring people together who were coming from very different backgrounds, I don't think we could have predicted what we were going to achieve by the end of this.

And this was one of the challenges, really, because everyone had a bit of an open space to be able to create something that was going to be relevant to them. We did end up with quite different looking sets of resources. Um, and our task was then to pull this together into something that that could be translated to other settings.

And I think both the process that we went through is something which could be translated somewhere else. And also the actual resources themselves, we really encouraged the people who'd created them to think, how could this be adapted?

So if, if I've created this resource and I'm working in a school in Barrow, what might this look like in another context? So that was part of their remit to be thinking about.

Paul: And you've mentioned Barrow, so I want to know, have there been certain instances where you've maybe had to balance the various different communities that there are across the Bay?

Are there, there issues because you've got different types of communities, you've got very small little villages, you've got towns, you've got industry, you've got countryside?

It must be hard when you've got different educational establishments in these different places to balance the needs and the, the environments that they're all based in.

Carys: I think that is one of the challenges, is like the beauty of Morecambe Bay is its diversity and then the challenge is that actually it's 300 square kilometres and it includes people who experience all different things and what joins us together is the Bay.

And one of the things that's really struck me, we've worked largely in group, working groups that have kind of sprung up holistically. So there's a Lancashire early years primary, but then there's a Cumbria group that does early years, uh, alternative provision, SEND, secondary, there's a secondary Lancashire group. And actually what we are working towards as a model going forward is working pan-Bay, um, across all ages and phases.

So that, for exactly the reason you've just said, we don't want people to feel like, oh, what's going on in that group or happening over there? We want people to see, you know, that actually when we work together, we can make a difference, and see it as an inclusive space.

Jan: So can you, uh, explain for our listeners why Lancaster University is working in this space?

Carys: Actually the Morecambe Bay Curriculum fits so neatly with lots of different parts of Lancaster University. It's really grown out of its engagement arm. So, as we know, Lancaster University really prides itself on its excellence in teaching, its excellence in research and its excellence in engagement.

There's been a lot of focus on what is a civic university and lots of questions about that. And I think, you know, there's real fertile ground for the Morecambe Bay Curriculum to kind of spring out of, not just those conversations, but also conversations about sustainability. We want to be a carbon neutral campus by 2035. What are we doing in this space when it links to, um, curriculum?

There's, it also links really nicely into the Widening Participation agenda. Because actually the way in which Morecambe Bay Curriculum kind of sprung

up was lots of projects. But if you're a school and you don't have a lot of resources and you're tired because you're dealing with lots of different issues happening in school, do you have the ability to be able to just do a project on top of everything else?

So I think Lancaster University has lots of reasons to support the Morecambe Bay Curriculum and kind of bring it in, into being alongside the community. Not even mentioning its link as a key partner in Eden Project Morecambe. Um, which was obviously the catalyst for Morecambe Bay Curriculum...

Beth: ...I think for the individual academics as well who worked on the project, they were really keen to be involved because it gave them a way of seeing that genuine impact in the community with their research.

So it gave them the chance to, to really showcase the work that they've been doing in a way that, that perhaps they wouldn't have got if they weren't sort of involved with the schools themselves.

And it definitely came through that they bought into the values of Morecambe Bay Curriculum and they really wanted to see that impact their work. They wanted to work with the communities.

Many of them had done some work with schools already, so they were very invested in that community and wanted to make a difference there. And they saw this project as a way of make, making a genuine difference.

Carys: One of the brilliant things about having Beth in the Educational Research department is that actually we can really look at the difference that this is making in the day-to-day lives of children around the Bay and kind of map that change that we hope is going to happen over a generation.

Paul: I want to bring us to an end, just with a final question, and I'll ask it to both of you, and that's just what have you found the most inspiring about the work on the Morecambe Bay Curriculum? I'll go to you first Carys.

Carys: I think the most inspiring thing to me has been people's genuine engagement with something hopeful and a vision of the future that sees where we live in a better state than, than, than where we are at the moment.

And being hopeful isn't always an easy thing. And so to see that amongst so many educators, amongst so many young people here at the University and our partners, um, around the Bay, is really inspiring. And I think a real antidote

to when you go to the pub and you think, oh, you know, everything's going to hell in a handcart.

Actually, people believe a better life is possible and you know, are working day in day out to make that happen. So that's really what keeps me going.

Beth: Yeah, and I fully agree with that, I think the hope element has been so important for this project.

I think what has really inspired me is the way in which everyone has thrown themselves into it, whether they've been part of our working groups, whether they've been part of the curriculum co-design project.

And what really has come through, and people have talked about their experiences of this to me, is how it's, it's reignited their whole belief in the power of education. Um, they've talked about their own motivation for wanting to, to continue being a teacher, which is, is good at this time of sort of real recruitment crisis.

And that, actually, by being involved in something collaborative like this where there was a space to, to really think and unpick and discuss your ideas and then work together to produce something, which I, I think is an incredible set of resources that we've got, um, has really given them sort of hope and motivation moving forwards.

And I think being able to see that has been the thing which has really inspired me through this.

Paul: That's wonderful, and thank you very much for both of you coming into that and really brightening up our day with a delightful conversation.

Jan: I agree. I, I was not quite crying, but my, I could feel my emotions welling up when you were talking about that sort of hope and the belief in education. I mean, that's what, what we're all about really, isn't it?

Carys: Yeah.

Paul: Thank you very much.

Carys: Thank you.

Beth: Thank you.

Carys: Thanks for having us.

Beth: Yes.

Jan: Bye.

Carys: Bye.

[Theme music]

Paul: I loved that Jan. I am, as I pointed out during the podcast, the, I wanna say permanent resident, but that makes it sound like I'm stuck here with some kind of penitentiary, of Morecambe Bay. I've lived here my entire life. I lived in Barrow, I studied in Lancaster. So even when I went away to study, I stayed within the Morecambe Bay catchment area.

And it's great to see this initiative, which is bringing Morecambe Bay together educationally and putting the Bay and the things that are around it at the heart of so much education that will take place from, you know, the age of four all the way through to further education and higher education.

Jan: I loved it and, and the energy from, from our, our guests was just phenomenal. And I, I think we ought to leave, um, them to run the world. I think that'd be, work quite well, and we'd be quite happy about that at the end of the day.

I'll tell you one thing that really captured my imagination, um, was their, their articulation of heads, hands, and hearts. And I've heard of this, this framing of, of how to think about the world before from, um, somebody called Patrick Geddes.

So, Patrick Geddes was born, um, in the 1850s, and he was really foundational in thinking about the world in lots of different ways. He, he was a, he had a Chair in Biology, but he also was one of the early town planners and also very early, um, founder of, of the field of sociology, when you could be a polymath.

And he was always clear that you actually need those three things working together in unison to come to a more complete and a more nuanced understanding of the world.

So that was really great to hear that coming back and inspiring the, the Morecambe Bay Curriculum as well.

Paul: Yes, I saw that he was credited with the, the phrase 'Think global, act local', which made me worry that he was the person who originated the word

'glocal', [Jan laughs] which as we discussed a long time ago on this podcast, I cannot stand.

Jan: [laughs] Yeah, I think he was, he was before that, but he, he was a global fellow and, and you know, was, went across the world bringing particularly his ideas about urban planning and, and redesign of slums so that people had better housing and better opportunities because of that.

But I don't think, um, yeah, glocal wasn't a thing at his time, so I think you're safe.

Paul: Good, good.

I've got two children who are currently in the education system. They're in the education system in Morecambe Bay. They're currently both in primary school. So if their schools now, the secondary schools they go to, the colleges they may or may not go to, the universities they may or may not go, go to are involved in this, then this might be something that is threading through their lives. I know that Carys and Beth said 25 years project.

Both of my children will be out of education by then, I think...

Jan: ...you hope... [laughs]

Paul: ...and hope, unless they turn into academics like you, which, you know, I'll do my very best to make sure they don't, um, you know, that they're gonna be seeing this all through their lives. And I, I think that's a really positive thing.

Jan: Yeah, I like the cumulative effect. Makes a big difference.

Paul: Well, Jan, it's Christmas and we're packing in for a few weeks.

Jan: We are indeed. But I, but I hope that you'll take the head, hands and hearts theme with you on your Christmas break and, and while we have our Christmas break.

So we hope that the podcast has made you think differently. So exercise, the, the things that are going on in your, your head. We really hope that there were points of inspiration across, um, all of those podcasts to keep you pushing forward in sustainability in business and, and being, being inspired to use your hands to, to make a change.

But also, particularly as you head into the, the midwinter and then out the other side, we hope that we have helped you feel more hopeful about the year that's been, and the year to come, which is the hearts bit.

So that's my, my closing thoughts on heads, hands, and hearts.

Paul: Well, as I've been told during the course of this podcast several times, I have a cold, dark heart [Jan laughs] that is just shrivelled up in a corner. Two of the three ain't bad. That's what I needed.

Jan: [laughs] Go with what you got, mate.

Paul: We will be back in the New Year with more podcasts. We're gonna be starting out the year with a little series on the Plastic Packaging in People's Lives Project, which has lots of P's and is referred to as PPIPL, and people still can't say a PPIPL properly. [Jan laughs]

And the people PPIPL, from, the people from PPIPL and the PPIPL people, and the people from PPIPL will be doing a series of episodes, you're getting carried away 'cause I keep saying people from PPIPL and PPIPL people.

Jan: Yes, I'm sorry.

Paul: Please calm down. Um, yes, the people from PPIPL will be with us in the New Year. We'll be carrying a number of episodes with them, exploring how they've looked at people's attitudes and behaviours around plastic packaging.

We'll be speaking to academics from here at the University, but also businesses and organisations they've been involved with as well. And that's gonna be a really good way to start the New Year.

Jan: Perfect.

Paul: Until then, have a good Christmas. Have a good New Year. We will see you again in 2025. Thanks for listening. I'm Paul Turner.

Jan: And I'm Professor Jan Bebbington.

[Theme music]