

# Appendix A

## Schools and students in the focus groups

### School 1 - Coastal metropolitan fringe public high school

Founded in the 1950s, and now with some 920 students. The school is situated a very large grounds (that were originally a farm) and has a long creek/ river frontage. It has a very strong environmental focus and commitment, driven by the Principal, and supported by a strong core team of committed staff members. It has won a number of environmental awards and they have also won lots of funding support for a wide range of environmental initiatives – solar panels, solar hot water, water saving devices, retrofit lighting, Boardwalk/ walking trails (with bush tucker). There are plenty of environmental activities for students including Bushcare as a sporting option, worm farm, selling produce to local butchers. The SRC has actively raised funds for environmental infrastructure. The school is attempting to embed environmental themes across the curriculum.

Students were from an 'able and interested' Yr 10 class. The students were doing a range of electives: PASS (Physical Activity and Sports Science), Design, Food Technology, Agriculture, IT, Graphics Technology, Woodwork, Technical Drawing, Art, Child Studies, Visual Arts.

### School 2 - Western Sydney public high school

Large school with over 1000 students, founded in 1986. Low to middle socio- economic status student profile, though not a 'disadvantaged' school. Almost half of the students are from non English speaking backgrounds, though second and third generation. A small Sudanese group and about 30 ATSI students. Various VET and TVET courses are offered. Most popular among students are Hospitality, Business Services, Retail, IT and Construction.

Students were from Years 9 and 10 (four each), all but one of the students were in the SRC. Elective subjects included: Food Technology, Sport Science, Music, Computer Studies, Commerce, Computer Studies, Arts, Commerce, Child Care, Drama, Bushcraft, History.

### **School 3 - Western Sydney public high school**

Around 700 students. While the school is not formally classified as disadvantaged it has applied for this, and has a high proportion of low SES students and has a special facility for refugees. VET and TVET courses are strong. The school has a strong hospitality component, and Children's Services is the most popular TAFE course. The local Council declares itself a 'solar town'. The school has put in funding submissions for rainwater tanks and drip system for gardens. There is a swamp on school grounds which is used for biology, geography teaching.

Students were from Yr 11 and 12 (four each) who were all volunteers responding to an invitation from the careers advisor. One student explained: "I'm a volunteer". Subjects included: Ancient History, Geography, Modern History, Business Studies, Society and Culture, PDHPE(Health and Physical Education), Legal Studies, Maths, English, IT, Timber Technology, IPT, Photography, Chemistry, 3 unit Maths, Physics, Advanced English.

### **School 4 - A Catholic systemic boys secondary school in middle western Sydney**

The school is an old established Catholic school (founded in 1800s) and relocated on current ground in 1966. It is co-located with a Catholic girls' high school. There are 960 boys at the school.

All the students were from a year 11 biology class. Electives for this group included: Construction, Biology, Visual Arts, English, Maths, Religion, Physics, PDHPE, Design and Technology, Business Studies, Spanish.

### **School 5 - A Catholic independent girls school in Inner Sydney**

A large independent Catholic Girl's School with around 1500 students, established in the later 1800s. The school had a strong social justice emphasis, which encompassed environmental issues. There was an environmental committee with school staff. It had recently revised the environmental plan for the school. It had won some infrastructure grants for various activities, and was seeking more support. Some recent building work in the school has been to high environmental criteria (natural cross ventilation, water tanks etc). Students are involved in both curriculum-based and extra-curricula environmental activities. A senior staff member had recently moved to take up a high level environmental posting with a development company. Four teachers were about to do an in-service training on sustainability issues.

The students were from Yrs 10 and 11 (four of each), all SRC members and part of a social justice action group. Electives for this group included: German, Design and Technology, Art, Italian, Commerce, Sports Science, Advanced English, Business Studies, Society and Culture, Religion, Geography, Maths, French, Chemistry, Music, Modern History.

### **School 6 - A country high school (Central West NSW)**

A smallish school with 260 students (30 in HSC). It was founded in 1968. This school has a strong Agriculture course with good facilities and a well-known, respected long-term teacher at this school (and a track record of good results in the HSC). There was a small Environment Group of teachers who meet weekly, but not that much going on at the school.

This focus group was with six students from a Yr 11 Agriculture class. The teacher pointed out that this was a small school with around 300 kids, so there were not many extra-curricula activities. Many of the students are also from other towns, including a couple who lived on farms. Subjects included: Maths, English, Automotive, PDHPE Chemistry, Biology, Primary Agriculture, Agriculture, Ancient History, Music, Plumbing at TAFE, Extension English.

### **School 7 - A selective high school from metropolitan Sydney**

Established in the 1800s, and located on the current site since 1975. There are over 900 students. Very active SRC, well supported by the school.

There were 10 students in the group, all from Yr 10, boys and girls, four of them from an environmental committee of the Student Representative Council. The electives included: Commerce, History, Drama, Food Technology, Japanese, Music, German, Electronics, Graphics, French, Geography, Art, IT.

### Transcripts from the focus groups

The following notes record detailed responses from the seven focus groups. The notes are not quite 'verbatim' but do reflect the language and the flavour of the students' responses. These notes do not follow the exact sequence of each focus group discussion, but have been edited to draw together common themes. The interviewer's *major prompts* appear in italicised headings (in bold) and *minor prompts* are also italicised (but not in bold). Some editorial comments are also noted in parentheses (Ed: .....)

There were seven focus groups held at seven different schools. The responses for each group have been colour-coded in the text so that it is possible to track responses from each school.

School 1 - Coastal metropolitan fringe public high school –an 'able and interested' Yr 10 class. The students were doing a range of electives: PASS (Physical Activity and Sports Science), Design, Food Technology, Agriculture, IT, Graphics Technology, Woodwork, Technical Drawing, Art, Child Studies, Visual Arts.

School 2 - Western Sydney public high school –Years 9 and 10 (four each), all but one of the students were in the SRC. Elective subjects included: Food Technology, Sport Science, Music, Computer Studies, Commerce, Computer Studies, Arts, Commerce, Child Care, Drama, Bushcraft, History

School 3 - Western Sydney public high school, from Yr 11 and 12 (four each) who were all volunteers responding to an invitation from the careers advisor. One student explained: "I'm a volunteer". Subjects included: Ancient History, Geography, Modern History, Business Studies, Society and Culture, PDHPE(Health and Physical Education), Legal Studies, Maths, English, IT, Timber Technology, IT, Photography, Chemistry, 3 unit Maths, Physics, Advanced English.

School 4 - A Catholic systemic boys' secondary school –all from a year 11 biology class. Electives for this group included: Construction, Biology, Visual Arts, English, Maths, Religion, Physics, PDHPE, Design and Technology, Business Studies, Spanish.

School 5 - A Catholic independent girls school – yrs 10 and 11 (four of each), all SRC members and part of a social justice action group. Some recent building work in the school has been to high environmental criteria (natural cross ventilation etc). Electives for this group included: German, Design and Technology, Art, Italian, Commerce, Sports Science, German, Advanced English, Business Studies, Society and Culture, Religion, Geography, Maths, French, Chemistry, Music, Modern History.

School 6 - A country high school (Central West NSW), with six students from a Yr 11 Agriculture class. The teacher pointed out that this was a small school with around 300 kids, so there were not many extra-curricula activities. Many of the students are also from other towns, including a couple who lived on farms. Subjects included: Maths, English, Automotive, PDHPE Chemistry, Biology, Primary Agriculture, Agriculture, Ancient History, Music, Plumbing at TAFE, Extension English.

School 7 - A selective high school from inner metropolitan Sydney - 10 students from Yr 10, boys and girls, four of them from an environmental committee of the Student Representative Council. The electives included: Commerce, History, Drama, Food Technology, Japanese, Music, German, Electronics, Graphics, French, Geography, Art, IT.

***What's top of mind, what's in the news, what do you talk about with friends?***

Politics, war, drought, Lindsay Lohan, Austrian paedophile,

Free Tibet, whaling, Austrian dad, Morris lemma and Costa ... labour conference ... Bob Carr created these problems.

Fatal crash on local road, local news, computer games- Warcraft, GTA (Ed: Grand Theft Auto), apart from sport not a lot of news and current affairs is spoken about, generally you get bagged if you talk about the news, only some people particularly interested, big catastrophes, controversial stuff... 60 minutes... inbreeds ... Underbelly. Spend spare time on the computer, chatting to friends, playing games.

Climate change, our age group more concerned, global warming- what's going to happen in the future, environment linked to people- cyclone, wars.

American election, lots about Olympics and Tibet, Indigenous issues- more public awareness from Kevin Rudd, Cyclone in Burma.

Sport, the weather (I like the weather), 60 minutes, shortage of rice, jump in price of oil, inflation, not much about politics ('the Lebanese talk a lot'), mortgages, baby bonuses.

War eg in Lebanon, earthquake in China, cyclone in Burma, fashion, Hollywood, sport, Bulldogs not playing so well, girls.

### ***What about the environment –topics, issues, people***

Electric cars (a competition run by Holden), hybrid cars, global warming, kids setting fires, drought and rain, petrol prices, climate change, greenhouse gasses, ozone, hole over Antarctic, petrol prices have affected us, fossil fuels, Al Gore ... Inconvenient Truth... We don't like Al Gore ... boring, too educational ... we wanted an end of the world movie... more droning on, not just the facts.

Desalination, renewable resources (we don't use enough), peak oil, excessive use of water –it's too cheap, plastic bag free state in South Australia, what is NSW doing –nothing, it'll be okay when oil runs out as you can't make plastic any more, levy on bags is better than a ban as sometimes you do need them. Just promote awareness eg signs in car park not just in supermarket, competition for scarce grains between biofuel and food, La Nina, drought, deforestation, mining and stuff, Great Barrier Reef, disposing of pollution, waste (there was a collective sigh about 'waste management' –must be too much banging on about in an assignment, geography?).

Endangered species eg the pandas -vs that is sappy crap –you only care about good looking mammals..what about axolotls ... the cute factor ... it's bad to lose anything.

Greenhouse effect, our school does a lot with environment, Kyoto protocol-treaty to lower greenhouse gasses, global warming, whaling.

Al Gore- Inconvenient Truth (found it interesting, couldn't sit through it, I liked it, but very biased, needs to be more open minded).

Oceans rising because Antarctica's melting, energy... producing energy- coal, nuclear energy - Australia should use nuclear - very green instead of using coal, Australia is so cautious they can keep it safe. But taking away coal is taking away jobs.

Air pollution in China, Olympians can't perform as well, read in a magazine that an athlete can't go to Olympics because they can't perform their best. World emissions.

Global warming, greenhouse gases, desalination plant, climate change, natural disasters, pollution in China.

Technology – some of this is progressive, eg cars that are less damaging, electric cars, lots of stuff doesn't get disposed of properly.

Global warming, drought, pollution, pollution in China, nuclear bombs, CO2, Al Gore- An Inconvenient Truth, ozone layer, greenhouse effect, ice melting, rising sea levels, destroys the world.

Global warming, pollution, greenhouse gases, soil erosion, worlds heating up, too many gases are in the atmosphere, talk about it lots in geography ...its all in the news/ radio/ newspapers/ ads, Al Gore.

Don't really talk about these things with friends.

### ***Explanations of global warming and climate change***

Lots of fuel being burned, gasses released, trap gasses, heat up.

Gases trap the heat of the sun in the earth

Sun rays hitting the ozone layer, and now because of cars, aerosols and refrigerators release gasses are going up into the ozone layer and are making a hole and more radiation comes through.

Ozone layer, the Greenhouse effect is...when it comes in and it can't get back out.

The world's heating up, too many gasses. Do talk about it a lot, news, ads, school.

## YOU AND THE ENVIRONMENT

### Knowledge/awareness

#### *How much do you know/are you aware about environmental issues?*

See the table in summary

Learn about it in lots of subjects, learn about it inside and outside of school, first hand view living on farm.

Watched that film on TV that goes around and shows impact. Saw Al Gore in geography.

### Care

I don't really think it will happen to us, our family.

Know but can't do much about it, can do little things but can't make a big difference, can't stop it, too much on a global scale to do anything. Lots of talk, not much action. Oil running out will affect our children. Not much pollution in Australia ...much worse in Asia, don't notice it as much here. (One boy, who indicated a very high level of care for the environment, lives in Blue Mountains and said it would be big personal loss if it wasn't there). Important, but very global... trying to reach targets but unlikely. Won't worry until science can find something rather than blaming everyone. We do kind of care, but nothing we can do. Earth Hour- honourable to do it but same amount of electricity is being produced and just not used. Awareness is there doesn't do much, science needs to get behind it and do something. Oil will run out in 50/ 60 years- will affect children, future generations- how are they going to survive without coal and oil.

I wake up sweating about school assignments (Ed: in other words, not about the environment, that is not top of mind). When I watch the TV, listen to radio, do geography, read the papers, my concerns come up. It's our world, need to look after it now. Could have walked instead of driven. I get concerned.

I am quite passionate about it...children's children.. very concerned. See people throwing rubbish. There's only so much you can do...like think globally.. act locally...amazing thoughts of how you can change the world but always comes down to what you can do in your own area. Feel like what you are contributing isn't saving. But you have to start small. We are living off it, can't



do that without it. We are exposed to a lot of stories about what is going to happen..I've got family on farms, see the effect of drought on people, if it happens on a bigger scale it would be really destructive. I care but it's as much as I can do. More conscious as society makes it a bigger issue. More of an effort with rubbish. Do what I can, but I'm not like really concerned.

I care a lot. I can't care because I can't do much. I feel that the little things are what help towards the greater issues. I'm worried about it and I think we should be more aware of it. It's a world where we have to live. In the future we won't have any water left, extinctions, next generation will suffer, I care because people are suffering even now. In the future the fish will eat you.

Realise it has an effect on future but don't do much about it. Don't do a lot but still care...the future...I wanna have five kids. Recently found out about effects of global warming. Saw commercial on TV so I care more..MTV in sign language, sea rising. Not involved but do have worries. I've been to poor countries there's a lot of pollution, care about them but come back to Australia is clean and nice so not much needs to be done. Not just gonna affect me, will affect everyone. Know it'll affect you in the future but can't be bothered to do anything, like I've tried like putting on the lights, just get over it. I put one light in..I did it.

I see it happening on our property, ten years a major change with drought. It's our future, economic.

Technology's growing, inventing new things like cars that run on water. Some are natural cycles but we're causing most of it. Soil degradation is not natural..we caused that. Mr B told us there was already global warming. Clearing the land causes this. We are creating global warming.

*How do you feel about environmental threats like global warming?*

Annoyed, because 'they' can't be bothered to stop, there are really simple things they could do to change it but they can't be bothered. I get irritated because they won't shut up, bad stuff, depressing. It's always been there, it hasn't done anything yet. Irritated when even the scientists don't agree...is it just a huge natural cycle? Annoying how everything is related back to this one issue.

Sad (that so many people are negatively affected). I feel guilty, that we've let it get to this point. And we have contributed to this.

Upset, sad, scared, angry, guilty. Soon will be in the workforce, we will be the scientists discovering solutions. Guilty for not doing anything, we should do

something. Teacher said the world will end in 50 years if it keeps going the way its going, students said 'err hang on a minute'. On our minds but we don't want it there. Feel guilty to be in the car but its necessary. Unnecessary car trips, big 4WDs, parents are buying a smaller car to drive children to school. But some of us, big families, people-mover car, won't let them take public transport.

(Teacher prompt about dry land salinity) Makes me feel like crap

**Action/doing/What do you do?**

Recycling available at school. Walk to the shops or work. Two bins at home. Become a habit, way they've been brought up. Rarely use a car- sometimes by choice. Use water for two people in a five person home, two minute showers, thinking about it as a family. Twenty-thirty minute showers. If it's a good day why not just walk. Water tanks in most students' houses (Ed: in this focus group). *Is it you or your parents?* Parents are the most concerned and influential.

Turn off appliances at the powerpoints, turn off lights. Short showers - mum has put a timer on, I have long hair -I can wash, shampoo condition in only ten minutes. Buying products that can be recycled, reuse items, don't use plastic bags, water efficient shower head and light bulbs. Catch bus instead of getting a lift, buy recycled paper, reuse water in garden. I'm in charge of recycling bins. Partly it is because of being more value conscious.

*Can it be improved?* Most people think it can't be changed cause it's just what the environments doing. We're enhancing it, its people's fault. It's going to happen but we're making it worse. Getting to the point where we might not be able to fix it, definitely reducible. Choice between technology and environment, as technology is progressing the environment is impacted, technology- cars being built, new buildings, as new technology is developed they can develop environmentally friendly products. Waste and disposal issues, good recycling at school.

Change lightbulbs to save energy, I did it, not my dad. Told dad to get a water tank. Cutting down time in the shower. Turning off the power points and lightswitches. Not using the dryer, getting solar power stuff. Use public transport, walk to school, tell friends to pick up rubbish. I'd rather walk to school, even if it's raining. Dad drives trucks, lots of fumes, can't change that. Tell friends to pick up rubbish.

It's really become a habit now, turn off computer screen, lights. Can save water, Clean Up Australia day, plant a tree, mostly that parents tell you what

to do, turn off lights and computer, put rubbish in the bin, becomes a habit because of parents' example, recycling. My sister practically sits in darkness, always turning off lights. We've changed our whole house. I try to do the basics, recycling. We build houses ..got really large water tanks. Try not to throw my rubbish away.

Simple Recycling, I take the rubbish out, careful with water, reuse water, energy efficient light bulbs, showerheads. Try not to use plastic bags. Plant trees.

(Ed:comments from a farm boy) When sowing we direct drill –less damaging on soil Applied for grant to protect the gully.

*How important is your legacy?* You do want your kids to have a better life. (Prompted by a teacher, the country students agreed the farming families had much longer term planning vision for their properties and businesses)...I know my dad does.

Showerheads, don't drive, walk, house things, but don't go out of our way, dual flush toilet, appliances –energy efficient ratings, we watch for these. Go less places in the car –I choose to walk. Plant a tree, sms to plant a tree, catch the bus, car pool. I do little things.

*Is it your parents who really initiate these things?*  
No it is us.

*Does it matter that we do little things ourselves?*  
Yes. No. It doesn't take much to make small changes, and if everyone did this, it would make a difference. We shouldn't wait for everyone else to do it.

Even if we change, it won't really affect the problem

*Why is it important?*  
We won't be able to live in this climate, we are not 'climate changeable'.  
Can't we fix this with machines, technology?

*How important is legacy?*  
You can't only care about this generation. Not fair to dump it on them. It might be too late for them, where we can change it now. How long has it been around, why didn't the people before us do anything. I don't think we can do anything unless someone changes the whole power supply. Got to be big then, global, like Earth Hour, the greens. The most important person is yourself.

In all honesty no one wants to be inconvenienced, or go out of their way, even sub consciously.

Is it really true that catching a bus will make a difference?... I really want to know.

I recycle, I do it not just my parents, I am pushy about issues with my parents' business. Plant a Tree day (community not school). I am legally allowed to drive but I choose not to. I choose to walk to school. I recycle a lot. I don't use plastic bags. I time my showers. I make my father turn everything off eg the TV. I don't do all the fine tune recycling. I walk to school once a week with a friend for environmental reasons.

I am not gonna do anything about it ...yet. I am just sceptical that my little bit will matter, it's not that I don't care ...I'm in the middle on that...offset by the fact that we don't use clean power. Methane is a much worse gas than others.

*Why do you want to make changes, where is your motivation coming from?*  
It's our world, even more worried after seeing the big picture in "an inconvenient truth", scary, see it on the news, parents are worried. It's our children. Little things won't solve it, but it helps. It creates awareness. We should do them, other people will get involved. Some other countries are really bad, not healthy, lots of pollution, so everyone has to suffer. America and China are most powerful but they're creating most of the problem, what do you do about that? Can't influence them if they're the most powerful.

### ***Who is responsible?***

The UN. State and federal governments. Major world leaders. Developed countries in general. Energy suppliers. Big companies. China, I hate their country, biggest polluters, smog.

Everybody. Us

Everybody. The government. Everybody has some responsibility, someone significant has to take the first move- leadership. More laws with environmental issues, funding- budget coming up.

Everyone. A lot of individuals think that someone else will do it. People think it's the politicians and leaders who should do the job. Don't have the power but can do little things, encourage within small communities. If you have an influence on the community you should take advantage of that.

China's landmass is 10 metres below sea level so problems if sea levels rise.

It's our fault, gonna happen but we are responsible, have to act, even if we didn't invent all the damaging things its up to us to fix it, it is getting to the point where we might not be able to fix it, we can reduce it

Everyone's problem, people like China need to limit their pollution, fix their problem. Our problem.

If you do a little bit it all counts, everyone contributing small stuff can make a huge difference. Put the milk cartons in the recycling bin. Everything counts. Little things count, but some of these things are out of your reach, out of control, so stick to small things. Can't do everything, have to leave stuff to other people. If we reduce carbon emissions it will have a big effect straight away.

Us. Everybody.

## **SCHOOL**

### ***Subjects with environment focus***

Geography –people and place, spatial equality. Lots about whaling and Japanese research program.

### Geography

Geography and science, biology.

Geography - Yr 11 course, topic at moment is climate change, is so political, we have such big voices, it is only 11 of us, it is so intense. *Is it the teacher?* No, it is the curriculum- class likes to talk about it. In science we are doing environmental chemistry, so lots in common. In science we are doing similar topic, just doing a lot.

Geography –all about rain, weather, eco-sphere. *Is there hands on stuff in geography?* We go outside, soil test, some excursions, things down at the river.

Geography- how to save it, impact of greenhouse gas, sustainability, trip to Warragamba dam in Yr 10, they showed a picture of 10 years ago –you can really see.

Science - fossil fuels, haven't done greenhouse this year, did a bit in year 9 only one lesson on global warming

Science- constant lecturing, trying to prove things scientifically, we're all evil because we are killing the environment.

*(Is there a particular science teacher who is the enthusiast or is it all of them?)*, Mrs A. One subject based on global warming and this furthered knowledge.

Physics and chemistry- how things affect the environment.

Biology- talk about surroundings, trees.

Biology- learn about plants and animals, so nature.

Agriculture –drought, water

Agriculture - natural farming, natural grasses - nutrients, animals to get rid of other things. *Prompted a bit by teacher about practical activities in ag)... What do you enjoy about ag –going outside, animals, driving a tractor.*

Primary Agriculture<sup>1</sup> - Urea test...trial of oat sowing ..measuring the differences. Soil tests.

Primary Agriculture - natural farming, using natural grass, animals to get rid of pests, science to farming, soil tests, its very practical. Planting trees - Its in the course.

Food tech –a little bit

Even doing these subjects, we could be more environmentally conscious eg don't use paper, wood, do it on the computer, recycle wood.

Metalwork is more environmental. No, what about all the energy and resources go into making it in the first place.

*(Design and technology?)* Don't really raise issues about how to do the work. We just do it. Maybe more back in yr 8.

Business studies- how business can be ethical and socially responsible, it's in the curriculum and the teacher Ms M. is really environmental and enthusiastic-enthusiasm is a good thing. We like the enthusiasm.

Legal studies.

---

<sup>1</sup> Ed: This might be the VET Primary Industries course.

Design and Technology - products that have sustainability as a factor, and about recycled products. Looking into new designs to improve environment in doing houses.

Construction- trees being cut, cut one down have to put another one in

Random classes

Our class did a special assignment on 'an issue' that we could choose for ourselves. Many did environmental issues eg drought, polar bears.

*Is it the course or the teacher?*

Geography- Mr P. is keen. In Geography, spent 45 minutes on waste development, what we have to do, whether they care or have been told to say it hard to know. First term, wow he knows a lot. This term he is repeating.

A bit intimidating, he can be calm and aggressive. Yes credible, for others no-one really takes it in.

Not sure if the teachers care, or if they have to do it. No Mr P is really into it.

Teachers talking about it doesn't change the way they think about it, most of the grade don't care, sugar-coated and dumbed-down, get a better perspective watching the news. Only the SRC has a perspective, not other students.

Others don't care much about next generation, enough coal for next 3 generations but nobody is thinking that far ahead.

When I first watched environmental movies, this reinforced my views, I knew a lot already. I already did a lot. Care a lot. The movie helped this.

My roll call teacher is obsessive, and she's an English teacher. But teachers leave their lights on etc. Mostly it is not the subject, it is the teacher. Mr P., Mr H. - he is obsessed.

*Why are you bothering?* All thanks to Ms D (Geography teacher) she hammered it into us in Geography teacher). I didn't care until I saw Inconvenient Truth, I got all the statistics. You see it on the news plus my dad is concerned. We are always talking about it in our families. Parents tell us to turn things off, the water, Mum hates it when I do the dishes –so much hot water.

*Which teachers are the most environmentally aware? (All, loudly:) Mr B. Geography teacher, really into it. Watches all the news. Good teacher, thinks that our generation is important. Enthusiastic. Gives lots of information.*

*Other students? Not really, probably are but we don't know about them. There is a girl in younger years whose family built a solar house. Jody has solar lights.*

***Non- course activities and awareness. Apart from your courses/subjects, what is going on at this school?***

The school is doing a lot –solar panels, rainwater tank, using the leaks to do bird bath

*Are students actually involved in activities?*

We were supposed to have helped with solar panels, but didn't really, other kids some doing conservation, bushcraft as part of sport (an elective). Some Yr 11 and 12 are doing some stuff with creek. We have planted trees, grown vegies, heaps of them everywhere now. Did something with Mr Bateman years ago, out of school. Clean Up Australia Day.

*Who are the 'hot' environment people around the school*

Mr B. (the geography teacher). We like him. He was talking environment all the way down to the snow (on an excursion). The Principal (the students explained this was because he lives on a farm). The Agriculture teacher.

*What about young people/ other students?–Adam R. (ex Yr 12 student), won lots of awards last year.*

SRC. Water tanks, Clean Up Australia (which appears to be a mandatory activity). Have an area to clean, but half the kids just walk around it. This year much more involvement than in the past. The SRC is trying to raise awareness on environmental issues, promote plant a tree. We try to get the message out there, but a lot of students don't care enough to listen. SRC decided to fund the water tank (20,000 litres) and did this, from an SRC Planning day.

Recycling at this school is good, getting better

Yr 8 is setting standards for the school, their job to empty all the blue bins, working on things to see what happens by Yr 12, their job to do things



Some of us are in (a school-based action group)- this is a social justice extension group, a lot of concern for environment at AG, organising recycling etc, students and the SRC are into it, wrote a letter to Kevin Rudd about town in Alice Springs "Utopia". We have pushed the whole light thing..Stickers next to the lights to remind us to turn them off, powerpoints, air conditioning. School has also done great job with new building block, well designed, natural ventilation, energy efficient. School has drilled in about rubbish in bins. We have timers on lights, classrooms know if they need air-conditioning or not, more emphasis on people wearing jumpers, rubbish has to be put in bin, some people don't believe in global warming. *Is it teachers or students?*...a small group of students. You can tell in classes who really cares. It is a concern when some don't care at all.

The school has really discouraged us from doing stuff, always other priorities like HSC results...The students and Mr H. invented our Environmental Committee. It is a Year 10 thing.

Lots of littering in school on the ovals—gets really disgusting at end of day, no campaign, too hard, bins every two metres, kids don't care. They have a water tank –new, come back from holiday, new gardens as well. Lights are timed (school's initiative, not ours. Ms W.). Students aren't involved in environmental activities. Used to be a lot more stuff in primary school. Used to go crazy then. Not cool to be environmental ('scab') in high school, punishment to pick up rubbish. New taps. Nothing involving students.

The media has a big effect. About three/ four months ago they really campaigned about this, then went quiet. *Was this Earth Hour? Who was involved with that?* Most did a bit. I only did half an hour, we had visitors.

My brother at another school, each year go out to do local parks. Not at this school, nothing much on recycling or water issues.

*(Is it cool or not cool to be keen on the environment?).* Doesn't phase us. But if you have hanging around with mates, it's not cool, but respect them for doing something. It shouldn't be about cool, it's too important for that.

Mr M. He tells us he doesn't have TV. He's a good kid, got some logic, yeah. He is a maths teacher. Another teacher runs to school, doesn't drive. *Any students?* George, he knows everything about politics...Kevin Rudd, don't know about environment.

Not much outside of courses, don't do much.

The school does recycle, no environmentally friendly light fittings, we do switch lights off, teachers are told to, they tell us to, don't necessarily do it. Cleaner cleans the playground, not us.

*Primary versus secondary* They have worm farms, primary schools are smaller, more aware of what is going on, more immediate, this is a big school, you don't always know what is happening, there is a Boardwalk here somewhere, I still haven't found it yet

***What can/should be done in the school?***

Don't think there is much that school can do.

Could turn lights out at nights, but security issue. Big concrete mass, can't do much.

For the SRC it takes a long time to get things going. Kids don't take pride, lots of rubbish. While some care, many don't. Even if its only one metre away they don't put it in bin. Actually probably more do it than don't.

The lights still on at night, it took a couple of years to get environmental stuff started, people don't take pride in putting rubbish in the bin.

Science labs do have a vegetable patch.

**GREEN JOBS/ SKILLS**

***Do any of you have jobs at the moment***

KFC, News agency, Sydney Football Stadium, Franklins, playing football.

***What are you going to be?***

Most don't have a chosen career path at this point (Ed: only one of the eight students in the group) though beginning to form a direction through elective choices

Industrial designer/ architect, international studies, the stage, doctor – endocrinologist, teacher, journalist, marine biologist (passion for oil spills – how much I hate them), psychiatrist, law, finance.

Farming, no idea, sport, media-journalism/ production, navy, one is doing plumbing course at TAFE, Navy –marine technician

Social worker

Engineer. Our careers will probably change three or four times.

Air force pilot.

***Can you tell me what are green jobs?***

Jobs with Plants and trees. 'Bush analysis (great hilarity). Seed bank. Economists. Environmental engineer. Environmental science. Research for cars on making them more efficient.

Gardener, geography teacher, janitor, scientist who works on these issues eg biologist, solar power installer, nuclear power industry. A guy who invented a mirrored bank of solar panels that was ultra powerful.

Some sort of scientist, agronomist, farmer. Technology - making cars that are hybrid, ethanol.

Greenies - Green protesters, Greenpeace, environment, science,

Next door neighbour is the head of WWF (World Wildlife Foundation), UN. (Ed: prompted...) Public transport (Ed: and this generated a discussion about poor public transport options in Sydney...) discouraged to use public transport in Sydney, in London very advanced, Lane Cove tunnel is useless, can't get a ferry pass, treated badly, priorities might be in saving lives so not interested so much in environmental issues.

Greenpeace, marine biologist, park ranger, trucks...Council.

Advertising, Environmental law, Greenpeace, government jobs, recycling paper, recycle phones, not using plastic bags anymore.

*What does Green collar mean to you?* Nothing

*Any job?*

Everyone can be green.

***Green skills?***

Yes, environmental knowledge. Environmental consultant, advising how to be green, probably get corrupted.

I think there should be recycling bins in the city.

***A green workplace? What would be going on in an environmentally aware workplace (including your current workplaces)?***

(In my retail workplace) Recyclable boxes for chips, unused newspapers are recycled, machine to squash boxes.

McDonalds- more environmental issues being addressed, cut power for Earth Hour. We did do Earth Hour at McDonalds, people didn't believe it, no other Maccas in NSW did this. We have an environmental group. We sponsor things.

Lighting in buildings- don't need every light on. Video store- not much to do.

They'd be recycling paper. Like Woolies/ Coles where you can put your old Xmas cards somewhere. Not use plastic bags. Like Aldi where you have to use the trolley, no plastics bags. I reckon people should be more environmentally aware because it's like a big issue, gonna affect everybody.

Green workplaces are better. Being responsible by being green- more likely to buy their products. It's their presentation, if you see someone who doesn't care then imagine how they would treat a client. It's the stuff that really makes the news. People think it's out there, different, raises awareness.

Worth it to get solar panels even if only costs get back after 25 years, 10-15 years environmental issues going to be more important- more awareness, environmental jobs more sought after in future.

Green business means they care more, so more likely to want to be their client (Ed: this was a bit prompted).

The business is more likely to get in the news. Most would choose the good company, even if paid less, but not a lot less. Agree it is a smart thing to do.

***Green attitudes***

Recycling paper, factories- way they work, relates to most professions, impacts on everybody not just environmental jobs.

Say if you work in an office ... solar power for computers.

There are many ways to produce electricity, but people don't do it as they think it is unreliable.

Worker with green skills – might take more work, take longer to do.

*What about the relationship between economy and environment – hostile, good?*

Majority of the world have been caught up with money and wanting to succeed, need to change the world's focus, can't have money if we don't have an environment to live in, money is a cause of environmental problems, need to find a balance between economy and environment.

Business Studies teacher talked about this..Wall St dropping...depression...how do we connect these two issues/ concerns?

Money can't fix the environment. Talking about this in geography yesterday, the more environmentally friendly we're becoming, the more the developing nations are becoming poor..climate change will affect poorer nations most, not buying as many products from Africa because they're not environmentally friendly, have to make long term decisions. Sad that some people can have so much money when so many don't have enough..it's ridiculous.

There's no point fixing things short term.

It's both. You might be making money selling sheep to Arabia, but they don't want to buy because of mulesing.

Green workplace will make more money. But might cost more to run. But in the long run...

There are advantages for both. Saving money by not using as much electricity. If you don't do anything you spend more money trying to fix the problem. In the long run if you don't do anything you will spend more money trying to fix the stuff you didn't do in the first place. Gonna be hard to do. A lot of the damage is already done. Poorer countries can't afford it. *How do you address the tensions eg about new Chinese consumers?* Improve public transport, more environmentally friendly cars – ethanol petrol.

China is massive... but our country's wealth is only gained by exporting.. environment would be better but our country wouldn't survive. *(in response to this point IC asked Is there something in the middle – some kind of compromise?)* What about nuclear? Mixed views on this among the students... Meltdown is unlikely, waste can be managed. France been doing it since 1960s.

BHP will make millions of dollars and not contribute to the environment. Fighting each other, but also trying to find ways to work together. *Can you imagine the opposite eg Toyota with hybrid cars?* Yes, in the future that company will have the advantage, when it gets worse. A lot of car engines are actually getting bigger, consuming more. But, modern engines are much more efficient. Smart cars. If you own a V8...you don't really care about the petrol...just drive it. But if you do cheap cars, everyone will buy them, make it worse.

BMW has released a concept car, V10 concept car.. a hybrid, imagine if they had done it 10 years ago. Then other companies make these cheaper.

***Are you interested in acquiring green skills/green jobs? Do you worry about your career/your future jobs? Would it be useful to pay attention to green skills?***

Less a career, more a hobby.

Money. It must be in their interests. Don't sacrifice yourself. But good thing in itself as well. A little bit of money would not make that much difference. Depends if the person cares, and knows something about it. You wouldn't have the satisfaction of knowing you are doing something good.

Yes. No. No for less money. Yes because you get a lot of money anyway in engineering, so might as well be doing something for the environment, do it as a hobby. No because I want to be an economist, an environmental economist gets paid nothing.

I won't do a job that is green, but happy to have it as my own interest.

No issue with some environmental focus as long as it doesn't impede on my pay, conditions etc.

It is more lifestyle than career.

Yes - Recognition. Employee of the month. Feel better.

I would like to make it different, I think this is more important than what I am earning. Like lawyers, who do the big environment cases, work for cheaper, this is good, but I am not going to make a career on the environment.

I would love it.

I would do it if convenient, and under my terms. Can't see that right now.

I would like a job influencing people to be environmentally friendly, but I can't do it because I am small

Generation Y is more concerned about environment, less about money. More satisfied lives. More social 'memes'.

*(Incentive for green jobs?)*

Money can be the incentive to become green. Different interests. Someone who cares about this.

*(How do you make decisions about careers?)*

Money and what I enjoy. What I'm gonna get out of it. Skills. Taking me to bigger places. What your mum and dad do (but I'm not gonna work on farms). Most/ half of us will leave the area. There's nothing in (this town). No water in (this town)...we are on level 5 water restrictions. If you're not gonna farm. I want to work where there's training.

(The young man who wanted to be an Air force pilot -) Green job wouldn't be practical...Just my point of view.

Have to have the passion for your job, not just going to take a job because it's green.

Science is academically intensive, have to have a motivation/ passion. Learning a job is different from school, got to commit for forty years. If you are not committed to environment, you wouldn't do it as a job. Want to enjoy it. Don't think you would just go into a job and make it green, unless that is your passion. Definitely pick a green tinge workplace if same job offered. It would be a better workplace. No negatives. For me, not big deal. I really wouldn't take it into account, not the main issue. Location more important than green. Not everybody does what they're doing to make a difference.

I want an advertising career so I guess I will have to advertise/ sell environmental products, so people will buy them, because they are good for the environment.

I want to be environmentally friendly but not really chasing that as a career.

In the future those who choose to have a green tinge to their career, want strong professional qualifications, money, security, status are more important when choosing careers. Bonus on your resume to care for the environment.

Government could create an incentive to enter greener jobs.

You have to have a passion to do the environmental job.

I never think of doing environmental careers, but other careers may come before this...saving lives. A lot of jobs like medicine, will be important if global warming doesn't stop...bigger need.. eye disease..so more important even though we don't want it to happen. There are a lot of careers can make adjustments for how they do work to support environment...like my interest in architecture, plantation wood, things like that. When I grow up and I have a job not in environment..can still be involved in groups even if career isn't related to environment. Even as parents in future, with higher population, higher need for packaging and easier products, as parents. We live in such a material world- always wanting new things.. can't we send what we don't need back to be remade. People in Hollywood, just ridiculous amount of money, could go to a third world country, it's crazy this can happen.

*What's the advantage of acquiring green skills?* It's all about money in the end. Solar panels cost \$50,000 take years to pay off. Like hybrid cars, too expensive. Workers don't care - just want to do their job, not to save electricity. *Are jobs working against environment? Yeah. Will this last?* Everything is developing, probably come up with cheaper technology, so should change in the future, cars won't be running on petrol anymore, oils running out, environmental products will become cheaper.

Careers and environment don't mix.

I have to go to Uni to get a degree for a career, to achieve something good...no they will not choose the career because of environment.

***IC prompted with a story in favour of green skills in a more urgent future (because of climate change) Will it matter in ten years time, greenish vs non greenish jobs, do you see how you might get ahead, have sought after skills?***

People as they get educated, may decide to do more green jobs. Not really. Not really noticed. No one really bothers to show them they are doing something good. They are just the same as everyone else

(Ed: one group was very quiet in response, found this too hard to answer.

It will become like IT, so many doing it, there is oversupply.



These jobs will be more sought after in future. It would be worth acquiring these skills.

Can get good jobs and careers in helping the environment

If you have a voice, influence, you should use it, take advantage of it.

Probably depending on how bad the situation gets. Things, mass numbers, get much cheaper. New solutions will arise, whole cycle again, expensive at start, then cheaper. As it all comes closer to our doorstep, everyone will have to deal with it. *(Prompted...)* Yes, realistic to think that these skills will become more important, but not now.

*(IC prompt on green companies rising due to changes in environment).*

If we have to do it, then everyone will do it.

Yes, for transport companies, certainly would be for a business manager in such a company. The Government promotes public transport but it's not very practical (especially round here). Politicians take their cars around- bit hypocritical. Transport needs to be faster and more reliable.

If some companies have green tinge others might follow, if everyone's doing something we all can but if nobody is there's no point.

***Pay/conditions –eg if it was only a few thousand dollars less in the green job (everything else being equal)***

If there was a few thousand dollars difference? I would take the big pay and set the extra aside for some environmental issue. Choose the one you are more comfortable with. If it was \$20,000 then well..\$20,000 is a car.

You don't need that much money.

*(Ed: Country student)* Depends on like where it's situated *(Same place, next door)*. I don't think money will change your decision, you'll go environment. I probably go environment. I'd go money.

Even if paid slightly less would pick a green job. *A lot less?* Maybe.

More money. No, choose to learn about the environment, save on your own bills. More pay. Moral is good, but be realistic. *(Ed: This group was split in half*

on this issue). Just depends on whether you want to be involved in environment.

***How do you find out about pathways to these jobs?***

We are going to a career Expo, our career advisor cares about this. Not yet, not much information. Costs money to do a barista course.

***Is Yr 10 too early to be thinking about career?***

No, it is a good time to start thinking, working towards things. (Ed: Half of these students had jobs, mostly in retail).

*Have you been to green workplaces?* No

***Who do you listen to about careers? Where do you get career advice from?***

We are all going to Uni. Talk to parents.

Careers advisor. Parents are the main influencers. But it is your personality as well. Teachers

***What should we do to get students more interested in green skills/jobs etc  
What can be done to increase involvement by young people, including at school? How could we communicate this better? What is an interesting way to get the facts? How do we trigger students' interest in green issues?***

Wki it, pictures, cartoon, dump ice in the ocean, futurama.

Advertise. Subliminal messages in things kids watch. Make more movie characters green so people aspire to be like them. Use things that are going to interest young people. Get teens in, use a graffiti look. Scare them, if it you don't help it will kill you, this will happen to you. Pay more. Give them the interesting facts. Make it cool.

More hands on stuff. Bonuses. Nice people. Relaxed atmosphere.

Lead by example. *Does this work for you?* Yes it does. Create more opportunities to actively do something.

Put stuff on MySpace, etc. Do little messages on the net. Most of us use My Space. Put it on Halo (a net game). Make a game - rebel tree planters.

Need physical proof, find things that they find important eg surfing...the beaches that you love will be ruined.

Be given facts, Al Gore, we saw the power point presentation, he's amazing. Some people don't relate to him because they don't relate to his political views, should be admired that he's putting in effort, you have to want to take it in, someone said his house is really energy consuming. Facts important, but better if they're told by someone they know and respect. Family, parents play a really important role in developing views and attitudes. My dad is so socially aware, strongest impact on me.

Some people like the way their life is working, just don't want to make changes, used to routine. Have to change mindset rather than their lives, need to get the big picture. Don't care about the future but more people are stuck in the now. A real leader should be looking to the future. Young people should have a bigger voice.

Show that you can have environment on your CV. Like as part of your degree. Government to give a bonus for doing this study at Uni.

Last year coming out of the motor show, amazing pictures on really big issues, ...poverty etc...incredible statistics, in Darling Harbour, that was amazing. Gets your attention, looked at every picture. Really made you think about it.

I think religion should do something about the environment. They have the power to influence. If the pope said..lets do this...look how much influence he has. My rabbi is quite environmental.

We don't have the power in industry, in companies. Power to do anything. We do have the power to do little things in our own lives, we can do stuff. *Do you think this can make a difference?* Yes, but also a bad thing, because maybe we don't think about the big picture then.

Environmental choices show up everywhere eg even in concerts you can choose to get environmental things –offset your emission.

Some companies exploit this eg toilet paper, but really not green. Everyone is just out to make a profit...*What do you do about this scepticism? Do you think there is really an issue?* Yes, yes, yes. The age old problem, people want money. It's a hot advertising gimmick. Slap the word green on, like diet stuff.

*What would be a credible message?* Catalyst, ABC, something like the environmentally friendly version of the Heart Foundation tick...but not allow it to be bought like McDonalds did, independent credible source, it must be

monitored eg by the government, like the ratings on electronic appliances, at least you have a choice, government should do more on this.

The big messages are coming from outside.

Need to scare people more. Movies.

Show them the facts. Though some kids tend to ignore obvious issues, even though the environment has been going on for years, its not their fault, their problem, there's nothing they can do. They don't think they're gonna be directly affected, don't think they're going to be directly effected, short term mindset.

*How would you break through that?* Show them what is going on, have to see it not just hear about it. Even though it's not directly affecting them. Like we did at Warragamba Dam. You have to see it to believe it. Getting outside cause that's where it's happening, more fun. Show the benefits. If everyone does something little it can create awareness.

Advertise- pop ups on the internet, billboards, TV, sport, if you see your heroes/ celebrities doing it you'll get inspired, turn lights off in offices, shopping centres, turn the heater off, more initiatives.

Media and politicians just whinge. Why don't the politicians do things? Mostly teenagers are on the internet. TV the biggest one. I watch all the news. Cable. A lot of people watch the football. Has to hit you, see it. People have to get out there and do stuff. Celebrities. Get inspired.

Start from the school, we are in school five days a week so it must start here, start early to change attitudes before entering the workplace

More excursions.

See some of it on TV. Earth Hour –there's always lights on the offices, why do we have to have that. Turn them off, turn the heater off. Turn that Coke ad off after 10pm.

*Have you been to green workplaces?* No

You will need to know more stuff to change to the new climate.

Raise awareness. Offer scholarships to get people interested. Workshops- free things to teach people. Doing practical stuff. Having my friends involved.

If teachers encouraged it, we would do more. But many 'just preaching', need to be more enthusiastic.

(Ed: In response to a prompt about a proposal for an environmental audit of the school, to calculate its carbon footprint, generally the students found it interesting, and were particularly interested to be compared to other schools.

Music. Excursions, can't learn everything in a classroom, get out. Do a song. Get out and have a look.

Can't learn everything from a classroom, better to be looking and touching, schools is more concerned with syllabus than interest.

Questacon, competition for greenest school, writing it down doesn't do anything, combination of theory and practical, school has vegetable patch,

More practical stuff.

Talking to other students- incentive, make it fun. How the teacher presents it. Class discussions are good to get involved, too many overheads, depends on the students way of learning. It's all about the person. Science clubs did lots of class discussions, this is good.

Primary schools are very green.

*What makes a good teacher?*

Doesn't get side tracked. Babble on, bore you to death, make it more interesting, hands-on.

## Focus Group Discussion Guide

### Introduction

Thanks everyone for volunteering for this

- Here to talk about your attitudes to the environment
- You are one person representing lots of other young people at school - want to hear from all of you
- No right answer. My job is to find out what folks are thinking, not what they ought to be thinking (so just be yourselves..)
- I will be doing a record of the discussions, but it is all confidential and anonymous. We won't be dobbing you for anything. If you are interested in the final report, let ...know, we will send a copy to the school. At end, DSF web contact details if you interested in what DSF is doing.
- Intro –name, year, main elective subjects, - at some stage get on a board the various subjects where students have become aware of env as an issue

### What's in the news

- Set the context ( mins)
  - what are the big topics of discussion right now for you and your group of friends or your community (context - see how top of mind environment is and how it's talked about, what language used)

### How, from whom do you get your news

#### Environment

- Explore environmental issues ( mins)
  - Use the language used in the group from here forward, eg what does 'environment' 'carbon footprint' 'green' 'climate change' or 'sustainability' mean to you
  - Is sustainability the issue it's being made out to be? Does it warrant our attention - why/ why not
  - who are the model citizens/ leaders/ groups/ industries out there in this space and why

What are the buzz words? What do you make of them (what do they mean semantically and in practice). (ice melt, al gore, etc )

Thinking about sustainability, identify some key strands (or get them to try and do it –waste, energy efficiency, protection for natural environment), tease out how specific their knowledge is...

## YOU AND THE ENVIRONMENT

The continuum –self rating on

1. knowledge/ awareness of the issues
2. Then care
3. then action

Then hand out the form –and get first things filled in.

### What do you actually do?

### What do you feel about it?

### Overview of personal impact/actions

- Do your friends/ how do they practice sustainability –probe generally and then at home and school
- do you/ how do you practice sustainability –probe for generally and at home/ school
- At home? Does anyone talk about this. Who is the ‘greenest’ person you know? Do you like them? Why, why not?
- explore the spectrum of ‘green’ –using board –someone who is at one end vs. someone at the other –what focusing on, what doing, what not doing –again probe for generally and at home, possibly in work situations
- where are you on the spectrum - probe for superficial engagement v real belief in the agenda –what they are doing, what not doing, what they would do if they could (if was affordable, if your community supported it)
- What are you buying into and why? What are you considering and why?

### Responsibility focus

- How much does this matter to you? Why, why not? Your family, your future, you future family?
- Who is most responsible for sustainability –unprompted, then give them prompts: you, family, community, school, local council, government, business (get to details on business, name specific types of businesses) etc (do a rating across them –red dots on a chart). Do this as a game. The “Blame Game”
- What about your friends. Are they responsible?
- What are your responsibilities? If I told you to do three things eg shorter showers, recycle your own notes, turn off lights around the house. How interested?

## SCHOOL FOCUS

### Courses

- At this school, is there a focus on env and sustainability issues? Is it in your subjects/ courses, or other stuff in school? Which courses (get these up on a board, get them to rate the value and enjoyment of the subjects, topics).
- Who are the teachers who you think are hot on this topic, what subjects? What do you think of them? Who is the most inspiring person you know on these issues?
- Do you remember anything from primary school?

### Non courses

- Is the school doing anything itself, as an organisation, about this? What is it? Could it do more? What?
- **What are the most practical things you have learned to do? From where, whom?**
- **What could the school be doing that it isn't now. Would you join in for this, get involved? Your friends?**
- **What turns you off/on about these issues?**

### People and drivers

Possible prompt with a list of things being done, could be done, then check interest

## WORKPLACE FOCUS

**Who has a job?** What is going on in these workplace that is environmentally aware

**Think forward into the future. You left school, done tafe, uni, got your first job....tell me about green job...**

- Think again about what it means to be env sustainable? What occupations or workplaces would go onto the list if you were thinking about green/ sustainable/ environment? (use their own words).

**Do you think there are 'green collar' skills and jobs. What would these look like/be like?**

- Your parents industry/ job – where does your occupation/ workplace fit on the spectrum (show green spectrum board) & why – probe what they are doing, not doing & why
- If you were the boss, what changes could/ would you make?

How would/ do these green occupations or workplaces differ from normal workplaces or occupations? Probe for pride, status, quality, smart practices, success, opportunities created for workers and businesses (if necessary probe out of the stereotypes here and ask "could a normal job - say a plumber or an office worker be considered green - how might this look?")

**Would you be interested in green and greenish jobs. Why, why not?**

- Do you think 'green jobs' might be a growth area for jobs in the future? How important? If this was the case, would you be looking to get involved once you leave school/ TAFE/ uni?
- Would you be interested in developing such skills in your future jobs/ careers? Why, why not? Personal reasons – money, promotion, etc vs env reasons – good for the country. Would you choose a green collar company over a non green collar? What if the pay were



slightly less?

**What are the pathways to this kind of work, and the sources of advice? What would help you find or be attracted to this kind of work?**

- **Has anyone ever talked to you about this kind of work? Who?**
- How useful would more information, training, practice on such skills be at school?
- Do you think school has a role in connecting to these kinds of jobs and skills? How? What? Career advice, skill courses?

*Do you worry about your career/your future jobs? Would it be useful to pay attention to green skills?*

*Who do you listen to about careers. Who influences you?*

**What should we do to get students more interested in green skills/jobs etc**