



Youth Environment Council Report 2012



Government of South Australia



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1.0 Background

Since 1997, the Youth Environment Council (YEC) of South Australia has provided young people a voice in key environmental issues facing South Australia and has given them opportunities to take action to achieve a more environmentally sustainable future for SA.

The YEC is a joint initiative of the Department of Education and Child Development (DECD) and the NRM Education Program of the Adelaide and Mount Lofty Ranges Natural Resources Management Board (AMLR NRM). NRM Education values young people as equal partners and active participants in making decisions that affect their lives. NRM Education has a Youth Voice Program dedicated to strengthening student voice within schools and the community, as well as providing access to authentic learning opportunities as part of its commitment to Education for Sustainability and the implementation of the Australian Sustainable Schools Initiative in SA.

1.1 Past Models

Since 2010, the YEC has grown from providing a forum for 100 students from 26 schools to developing the leadership capacity of 60 individual students who represent 125 schools and over 630 students statewide through regional clusters of Youth Sustainability Forums.

In 2011 a new model was adopted to align the YEC with the Youth Voice Programs of the NRM Education Program in the AMLR region, which included Youth Environment Forum Clusters that already existed across the state. The Youth Environment Forum process enables students to lead change in their school and community and become actively involved in decision-making, planning, taking action within the school and local community; whilst achieving environmental and educational outcomes.

Students who attend these forums could nominate themselves for being selected to be part of the Youth Environment Council. An application process was available for students who were not part of these regional Forums. Selected Forum students and successful applicants became YEC members who attended additional YEC events and activities. YEC members shared their skills, knowledge and enthusiasm for making a difference with their clusters as well as with their schools and communities. This structure places the emphasis back with the school community and allows NRM Education staff to mentor groups to build leadership skills and capacity whilst tackling local environmental concerns.

1.2 2012 Model

The model for 2012 has been much the same as 2011, however, a new element of having older YEC members as mentors was adopted. This was due to a number of older students reaching the cut-off year level. The Council is open to students in Yr 6-10. These older students were keen to remain part of the council but were willing to share their skills with newer members. Having members that had been part of the Council previously has also helped to maintain the culture that has been established in the last 2 years.

The Department of Education and Child Development (DECD) and the Adelaide and Mount Lofty NRM Board recognises the value of authentic student voice and empowering young people and providing them with the skills to take action for the environment and live more sustainable lifestyles. It is important that these students understand that they don't have to wait until adulthood to be a leader in their community. Armed with a network of students like-minded in thinking, confidence and skill development, they are equipped to tackle environmental and sustainability challenges today.

2.0 Partnerships

The 2012 Youth Environment Council was funded by DECD and the NRM Education Program of AMLR NRM Board. NRM Education also facilitates the Council with assistance of mentors from the Natural Resource Management field. A steering committee consisting of AMLR NRM Education staff was responsible for the organisation and delivery of YEC activities. State wide support exists through partnerships with other Natural Resources Management Boards including the SA Murray Darling Basin, South East and Northern and Yorke Regions. Each year, there is focus on expanding representation from more of the NRM Regions.

There has also been a strong focus on building partnerships with other organisations and agencies to broaden the experiences provided to YEC members. During 2012, Adelaide Zoo, Monarto Zoo, Arbury Park Outdoor School and Adelaide Shores all supported events through hosting and providing access to authentic learning opportunities in varied natural settings.

3.0 YEC Aims

The Youth Environment Council of SA aims to:

- develop skills such as leadership, team work and public speaking
- raise youth awareness and encourage involvement in our environment
- empower youth to take action on sustainability issues and lead sustainable lifestyles
- ensure students see themselves as active citizens today and not just “leaders of tomorrow”
- develop a network of youth sustainability leaders
- enable students to share ideas and actions.

4.0 Youth Voice and Curriculum Links

Promoting and encouraging youth voice is a significant part of the YEC’s work. Youth Voice fits in with a core value of AuSSI-SA that young people be partners and active participants in making decisions that affect their lives.

Youth Voice also fits in closely with the cross-curriculum priority of sustainability in the new Australian Curriculum. It develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. Education for Sustainability is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.

The YEC also contributes to the development of a number of general capabilities outlined in the Australian Curriculum; in particular, critical and creative thinking, personal and social competence and ethical behaviour.

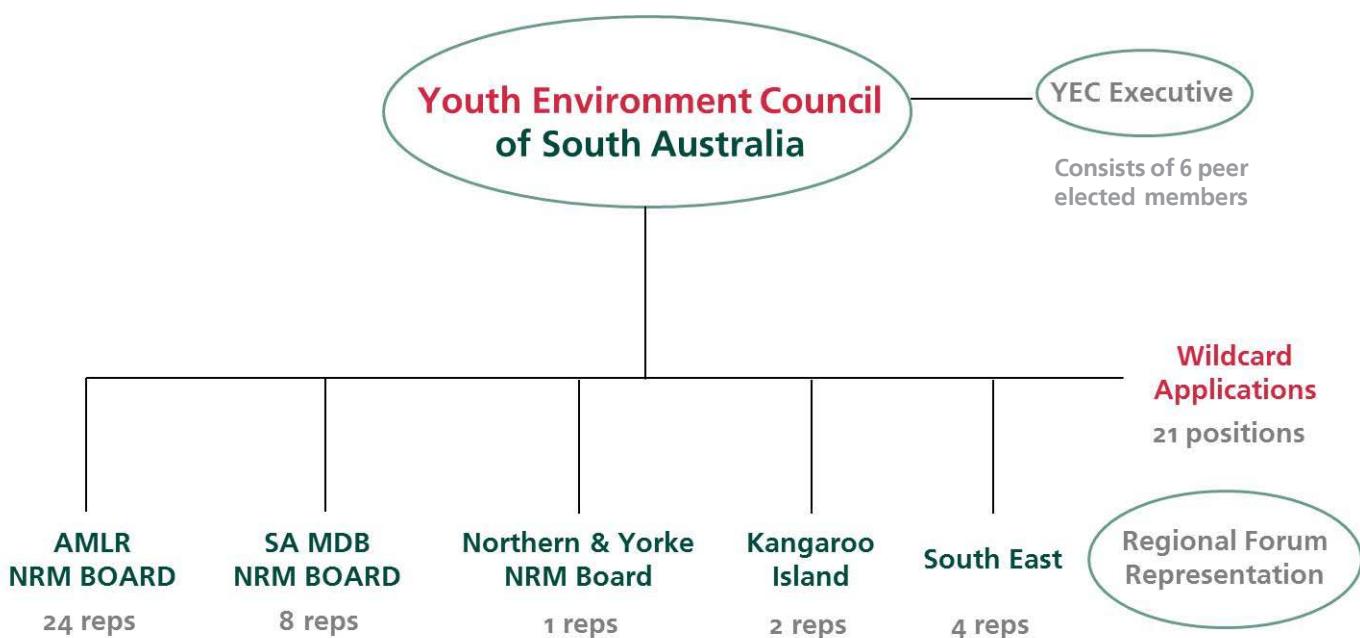
5.0 YEC Representation

The YEC is made up of 60 students from 51 schools across South Australia. Through the Forums these members have an influence over 125 schools and 630 students.

Please see appendix 11.1 Ripple Effect for a list of schools represented by YEC Members through the Youth Forum Clusters.

In 2012, YEC students come from as far as Booleroo Centre, Fleurieu Peninsula, Kangaroo Island, Waikerie, Murray Bridge, Mt Gambier and Metropolitan Adelaide. Figure 1 shows the breakdown of representation from different NRM Regions.

FIGURE 1: Youth Environment Council Representation Breakdown for 2012



Each regional forum puts forward representatives. The number of representatives is proportional to the number of Forums offered in a given region. Twenty-one positions were available through application this year. Students selected from applications were based on content of application as well as a balance of city & regional, male & female, primary school & high school.

5.1 Council Members

Council members consist of all representatives selected at Youth Environment Forums as well as students selected through the application process. All members participate in the Council for a term of one year. If council members wish to participate in following years, they must apply through the application process. This ensures that the YEC can cater to a wider audience; providing training opportunities to a new cohort of students each year.

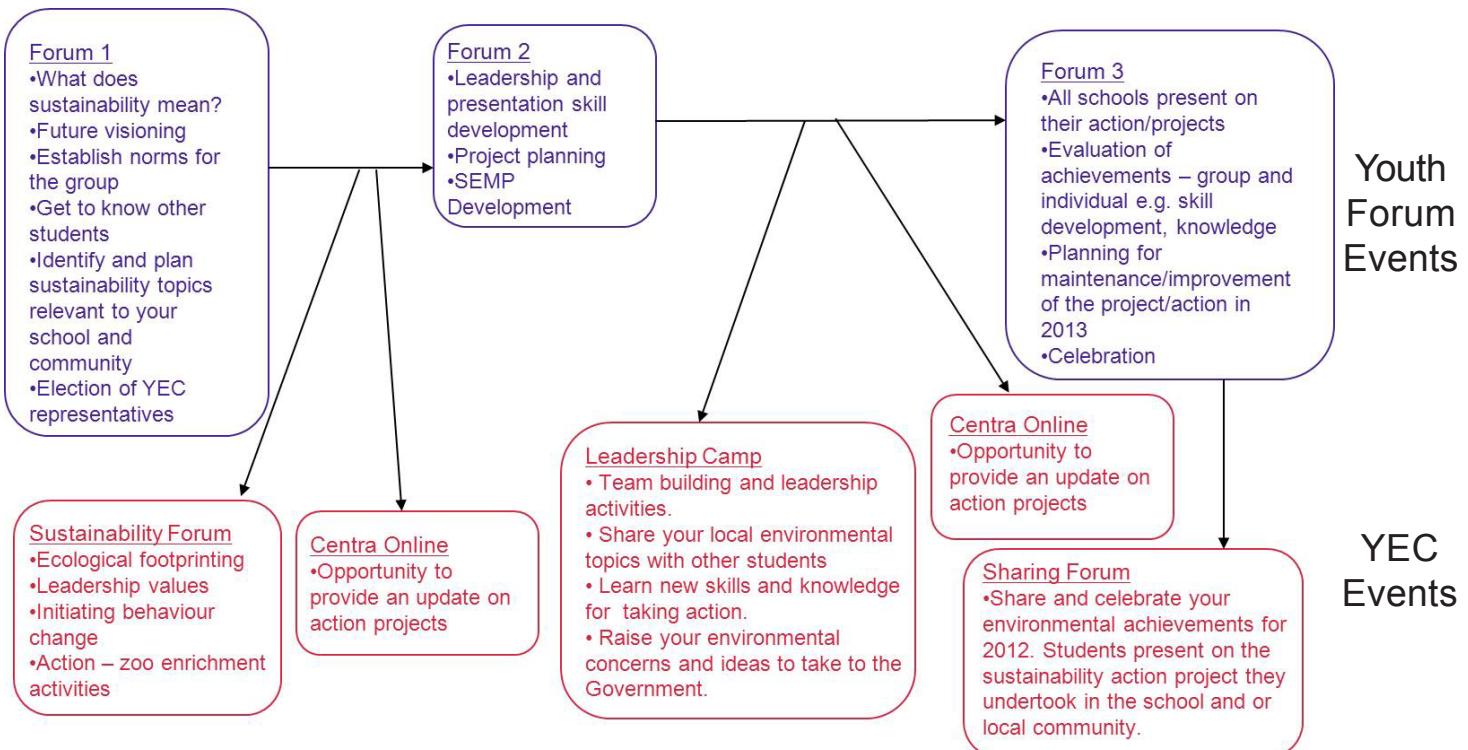
5.2 Executive Representatives

Each year at the Leadership Camp, 6 YEC representatives are peer elected to represent the whole council at formal events such as meeting with government leaders. These members become known as Executive Members. Executive members play an additional role in assisting with activities at YEC events as well as role modelling. The Executive holds position for one year and becomes automatic members the following year to assist in the handover process with the new executive.

6.0 Youth Voice Model - Youth Forums and links with the YEC

Figure 2 draws the links between the NRM Education Youth Forums and the Youth Environment Council of SA.

FIGURE 2: Youth Voice Model



Students who participate in Youth Environment Forums (630 students from 125 schools) are involved in the Forums coloured purple. YEC members also attend the events coloured in red. Each of the boxes above lists the opportunities available as well as activities that students take part in. After YEC events, members report back to their Forum Clusters.

For a more information on what occurs at each of the YEC events (in red) please see Activities and Achievements, below.

7.0 Activities and Achievements

7.1 Sustainability Forum, March 19th 2012

On March 19th, 60 new members of the YEC converged at the Adelaide Zoo to take part in the Sustainability Forum; the first event for the year. This Forum was focussed on allowing students to settle in, getting to know other YEC members and looking at personal actions for making a difference to sustainability.

The day began with an inspiring talk from guest speaker Professor Chris Daniels, the Acting Director of the Barbara Hardy Institute (Uni SA), on the importance of young people getting involved and making a difference in their communities.

Students looked at their ecological footprint and identified ways of reducing the impact on

the planet. Members explored their values and created a life-map, which involved goal setting and ways they would like to improve the environment and sustainability. Students also looked at the role they play as a student, YEC member, as a son/daughter and as a community member. This information formed the basis for how students might begin to initiate and influence the behaviours of others around them.



YEC Members share their “life-maps”, which explored values, goals and ambitions.



Birdwood YEC Member discusses his “Green Footprint” with an NRM Education staff member.

Students were also able to take in some of the sights of the zoo, including the Panda exhibit. The Adelaide Zoo kindly provided some fun activities, such as creating enrichment magazines for the orangutans and sorting through poo looking for leaf insect eggs!



Student creating an enrichment magazine for the Orangutans.



Members sort through insect poo looking for eggs.

Outcomes:

- personal action and eco-footprinting - identifying where to make changes by changing habits and taking action

- identified leadership values, set goals and shared future pathways
- identified strategies for how as a YEC member, a student, a son/daughter and community member, they could make a difference
- initiating behaviour change - strategies for leading by example
- awareness of global sustainability issues - orangutan habitat destruction for palm oil production.

7.2 Monarto Mentor Camp, April 3rd - 4th 2012

An overnight camp was held at Monarto Zoo for ten YEC Executive members, mentors and older students who were interested in assisting with planning future YEC events.



YEC Members learn a hand-eye coordination energiser activity.



In a tangle. YEC Members learn the art of teamwork!

Students participated in team building activities including orienteering, communication exercises and ice-breaker activities. This was to assist students in developing a suite of energisers and getting to know you activities that students could refer to when assisting with future YEC events, such as the YEC Camp at Arbury Park.



A close-up look at the Tasmanian Devil breeding program.



Observing the Giraffes!

YEC members were lucky to have a behind the scenes view of different conservation activities, including a close up of the Tasmanian Devil breeding program being undertaken at Monarto. Students were also given the opportunity to give back to the zoo through a “helping hands” activity whereby students weeded and rearranged the rhino enclosure to provide enrichment.

Based on the days activities in orienteering, navigation and team building, students were set with a night walk challenge; make it back to camp without adult instruction or supervision! The members loved it and learnt a lot about how valuable each team member can be and the importance of listening to all members. Upon return from their night adventure, it was time to set up the swags for sleeping under the stars.



Working together to remove the contents of the egg without breaking it open.



Sampling the scrambled ostrich egg... Yummy!

On the first day, members witnessed an ostrich laying an egg. The egg was collected and carefully looked after by the YEC until the next morning when they were told it was breakfast. The mentors had to work together to get the contents out of the shell through one small hole in the top...this made for some very interesting photos!

Outcomes:

- strengthening the bond between YEC mentors
- development of a series of leadership activities to run with the wider council
- team work development
- greater awareness of South Australian, Australian and Global conservation projects.

7.3 Arbury Park Leadership Camp, June 4th-6th 2012

The purpose of the Leadership Camp was to build leadership and teamwork skills, continue building relationships with other members, learn about ecological processes and build upon the notion of how individual members can contribute to more sustainable communities.

There was a very strong focus on engaging the students in nature and giving them an immersive experience for which to better understand and respect the environment. Students spent much time outdoors completing various team challenges, orienteering, exploring, observing and taking time out to quietly reflect in a place of choice outside. Students were strongly encouraged to share their knowledge and experiences with others.

Below is an article written by YEC representatives in a session on “Telling your Story”. This session aimed to assist members in sharing their YEC experiences with their schools and communities.

YEC Arbury Park Article:

From June 4th-6th, 60 students in year 6-12 from across the State travelled to Arbury Park Outdoor School for the Youth Environment Council Leadership Camp to become better leaders and make the environment a better place.



Looking for evidence.



Discussion: needs vs wants.

The annual Leadership Camp assists students to develop leadership and public speaking skills, take time out to take nature in and meet other young leaders. Activities included team building activities mission survival and orienteering, bird watching and looking for evidence, forest hikes, identifying different leadership styles, spheres of influence, and how to become change agents.

“I really enjoyed the bird watching activity. We saw over 27 different bird species that are local in this area” YEC member, Casey from Mawson Lakes PS.

“I loved the experience of being able to hike through the stringy bark forests, I was left in awe after witnessing the true serenity of being ‘at one with nature’ said YEC member, Thomas Yr 9.



Engaging with Nature Activity: Birdwatching.



Observing from the bird hide.

"As I looked up at the swaying branches of the stringy barks, I felt a sudden love. It was only then I realised the true beauty and was able to appreciate the biodiversity" said Rosie from Urrbrae Agriculture School.

"I'm passionate about the environment and I'm scared that if we don't do something, it will go" Annie, year 6, Aberfoyle Hub PS.



Hiking through the stringy bark forest.

The YEC was a great environmental, leadership and learning experience for everyone. *"It was great to make new friends and to be surrounded by the native bush. Even though the camp is over we have lots of new skills to help our schools and communities. After walking through the forests and seeing all of the wonderful flora and fauna, now we truly believe in our cause".*

We believe that the camp is only the start of something great and no matter how young you are, you can make a difference!

7.4 Centra Online Workshops, May 23rd and August 15th 2012

The aim of Centra workshops was to provide a space for students to share the progress on the implementation of their projects with other schools in between the face-to face events. Centra has proven a useful tool for connecting people who are located great distances apart. It also reduces travel costs and the carbon footprint of YEC activities.

Members and their schools were encouraged to login for a half-hour period during lunch time to share a 30 second snippet of their successes, barriers, frustrations and progress. This was to encourage other students and to assist each other with troubleshooting their projects.

The advantage of Centra events is that they could be recorded so, if any schools were to miss out, they could view the workshops on the YEC website (www.yecsa.net.au) at a later stage.

For the last two years, registrations for the online events have been growing and students have reported that they enjoy being able to share with others using technology. For the May 23rd event, 66 students were present and sharing activities, however, there were only 30 present for the second event in August. The drop in numbers could be attributed to a confusion in dates. The second event was originally scheduled for 1st August however, due to technical issues, only 5 people could login and everyone else was locked out of the session. The event held on the 15th was a make-up session and many were unable to attend due to other school commitments.

On the downside of the use of Centra, many students had difficulty accessing Centra technology and relied on school IT personnel to assist. Such staff were not always available and therefore there was disappointment when students could not login and attend events.

7.5 Meeting with the Minister for Education and Child Development, Honourable Grace Portolesi, July 12th 2012

Each year, members of the YEC Executive meet with the Minister responsible for the Environment, Sustainability and Conservation Portfolio. In 2012, for the first time in many years, YEC Executive Members Thomas, Michelle, Josh and Angus requested a meeting with the Minister for Education and Child Development, the Honorable Grace Portolesi.

The purpose of meeting with government leaders is to provide young people with a voice at the higher decision-making levels, to provide some insight into the workings of government and to showcase the types of activities young people are undertaking to make a difference to environmental sustainability in their schools and communities.

At the meeting with Minister Portolesi, the group shared the activities they have taken part in this year, what they had learned and enjoyed most about YEC opportunities, as well as

the action projects YEC members are involved in. The four Executive members also shared the YEC video from 2011 to show the Minister the range of action projects that YEC Representatives had been involved in. See the appendix 11.2 for the script that Executive Members used at the meeting.



Above & Below: Executive Members share their action projects with Minister Portolesi



Outcomes:

- validation for the effort and the hard work put into the actions members take to improve environmental sustainability
- a sense of their voices being heard
- organisation, planning, communication and public speaking experience - a space to put all their developing skills into practice.

7.6 Presentation to the Board of the AMLR NRM Board, August 23rd 2012

The Board of the Adelaide and Mount Lofty Ranges NRM Board placed an invitation for the YEC to come and present to them. As significant time is invested into the Youth Voice Program of the AMLR NRM Education Program, including the facilitation of the YEC, the Board wanted to hear about the experiences and opportunities presented to representatives as part of their involvement in the YEC.

The six newly elected Executive Members for 2012 ; Alex, Emily, Ella, Josh, Angus and Haydn, did a fantastic job of representing the wider council and presenting on the projects being undertaken in schools and communities. The group shared their favourite activities and the skills they have gained by being a part of the Council.

The Board asked questions of the Executive relating to how the Board can best support the students and their schools. The Executive group took these questions away with them and pitched them to the wider council at the Sharing Forum on Sept 10th 2012. Responses were fed back to the Board after the Sharing Forum.



Youth Environment Council Executives Present to the Board of Natural Resources AMLR

Outcomes:

- insight into the running of public government meeting protocols
- providing insight to government on the positive environmental and sustainability actions being taken by youth.

7.7 Sharing Forum, Sept 10th 2012

Our last face to face event for the year was on Monday 10th Sept, held at the beachside Adelaide Shores Resort which was selected for its many sustainability initiatives. The sunny location provided a beautiful backdrop for members to present on the projects they have been working on throughout the year.

The majority of projects fell into the following themes and included:

- minimising waste - building chook yards, worm farms, implementing nude-food days at school, implementing and or improving recycling systems, rubbish free programs and educating the whole school
- food gardens - sustainable gardens, using produce in cooking at school, selling produce for fundraising

- native gardens - revegetation works, frog ponds, wetlands rehabilitation and creating butterfly gardens
- saving energy.

For a summary of the projects from all participating schools, see appendix 11.3.



Students share their action projects with the council

The group also heard from speaker Dalice Kennedy, Chief Executive of The Butterfly Movement Ltd. Charity. The charity collects gently worn shoes for children, women and men in need around the world. YEC members shared in Dalice's journey as she highlighted the importance that thoughts, words and actions can have on others and the world.



Students explore native plants amongst the sand dunes

The YEC Executive collected feedback from the council, members spent some leisure time outside exploring the native plant trail amongst the sand dunes and later had a special birthday celebration for the YEC, where all members sang happy birthday.

Outcomes:

- public speaking experience
- sharing action projects and gaining ideas to take back to school
- coastal plant ID skills

7.8 Next Steps

It is anticipated that the YEC Executive will meet with the Minister for Sustainability, Environment and Conservation at the beginning of 2013 to share highlights of Council projects and provide feedback to the government regarding:

- difficulties or barriers to achieving their projects
- essential people for ensuring projects continue in future
- how the Minister can help with projects
- other messages the YEC wanted to share with the Minister.

8.0 Youth Environment Council Evaluation Overview

During 2012, students completed two evaluations, one after the Arbury Park Leadership Camp and one after the Sharing Forum. In addition, 2012 was a first for collecting parent and teacher feedback about YEC activities. Student feedback combined with that of parents and teachers has helped to build a solid picture of the reach and value placed upon the opportunities provided through the YEC.

8.1 Arbury Park Leadership Camp Evaluation

The aim of the evaluation from the *Arbury Park Leadership Camp* in June was to gauge student interest in the activities and workshops provided and to assist in the planning of future events. It is worth noting that all students “agreed” and “strongly agreed” to leaving feeling inspired, enjoying the opportunity to meet new people and enjoying the activities. A majority of students also felt confident about being change agents and having influence to create change in their communities. See appendix 11.4 Arbury Park Evaluation Analysis and Raw Data for more information.

8.2 End of Year Evaluation

The aim for the evaluation after the *Sharing Forum* was to get an idea of what students thought of the YEC overall, including the Forums/Camps/Centra events, what skills students had gained, how their attitudes and behaviours had changed, influence over career paths or ambitions for the future, ideas for improving activities for 2013 and if they would recommend the YEC to friends. The survey was also about identifying if the initial aims and outcomes had been met.

The evaluation highlighted several key things that suggest the Youth Environment Council program has been successful in achieving its aims. The skills gained by students surpassed the expectations of the steering committee and students completed the 2012 program feeling they had not only gained the skills to be leaders but, more importantly, empowered to make a difference in their communities. Also of interest is the feedback regarding the influence over career paths and future goals/ambitions.

Students were asked to list what they were hoping to gain from participating in the YEC. Below are the common responses:

- | | |
|--|---|
| <ul style="list-style-type: none">• Public speaking• Leadership skills• Confidence• Learn about the environment• Looking for adventure | <ul style="list-style-type: none">• Make new friends• Life-skills• Learn about what I can to help• To get outdoors• To have fun |
|--|---|

Later in the survey students were asked to list what they actually gained, these included:

- Mentoring experience
- Public speaking skills
- Teamwork skills
- Friends/contacts
- Confidence
- Leadership skills
- Knowledge - of native flora/fauna
- Belief in making a difference
- Belief in self
- Hope
- How to create change
- How to take action in school

It's great to see that what students were hoping to gain and what they actually gained from their involvement in YEC activities match quite closely. This means that students' expectations were met and that they were provided with opportunities to build and develop these skills through the program that was delivered in 2012.

"I believe in myself that I can achieve things when I put my mind to it."

- YEC member 2012

It also appears that students gained much more than they anticipated, particularly related to self-belief, hope for the future and how to create change around them. These are important skill-sets to have. If they can believe in themselves, they can go on to achieve anything, be it related to the environmental field or other sustainability area.

In addition, through participation in the YEC students felt that they had :

- improved upon their leadership skills - 79% scored 7 or better, 58% 8 or higher
- been empowered to create change in their schools - 88% scored 6 or higher, 36% scored themselves a 10
- been inspired to take action - 73% scored themselves an 8 or higher.

When students were asked if participation in the YEC had influenced their career path, future, ambitions or values, the common themes seemed to be:

- yes –now want to get into the environmental/sustainability field
- yes – it has made them consider a future in environmental field
- yes – want to make a difference and believe that they can
- no – still want the same career, but will now have environmental goals or take environmental values with them into that career OR will pass on the environmental messages in everything they do.
- provided goals to take action in local community
- definitely changed perspective on the future.

The YEC has had some influence over student career paths. It was never the intention that all students would have a definite interest once completing the program, but rather to have a range of students who were willing to advocate for the environment and sustainability in the present and continue this no matter what their chosen future may be.

"It sounds cliché and cheesy but when you see so many other people fighting for the environment, it seriously makes you realise that everyone counts and a difference CAN be made." - YEC member 2012

Observed benefits of the YEC from Parents:

- “*He gained confidence in himself, knowledge on sustainability within the environment and social awareness.*” Parent of YEC member 2012
- “*He has had the opportunity to meet some amazing people.*” Parent of YEC member 2012
- “*A lot of organisational skills and the confidence to take on tasks that require her to motivate others, make plans and execute them. She is gaining a very useful idea of what will work and what won’t, invaluable if she is going to be effective in the years to come.*” Parent of YEC member 2012
- “*I have been extremely impressed to see the new level of responsibility he has taken on and the pride he takes in being a member of the YEC.*” Parent of YEC member 2012

Observed benefits of YEC from Teachers:

- “*He has certainly been more prepared and confident when speaking in front of our school community. He has certainly realised that he can make a difference by taking action.*” Class Teacher/Teacher Mentor of a YEC member 2012.
- “*I’ve also noted that her social interaction skills have improved, enabling her to work with a wide cross section of our school (Individuals, small groups, classes, teachers, leadership) in a positive and proactive way. I feel her participation in Y.E.C. has given her the opportunity to work with other like-minded people and to reaffirm for her, the importance of her efforts/contributions to promoting sustainability.*” Class Teacher/Teacher Mentor of a YEC member 2012
- “*His skills in social interaction have improved considerably. He WAS prone to “take the bait” when bullied or teased but now chooses to walk away rather than become angry.*” Class Teacher/Teacher Mentor of a YEC member 2012

For the full evaluation analysis and raw data for students’, parents’ and teachers’ end of year surveys, please refer to appendices 11.5-11.7.

9.0 Summary

Based on the enthusiasm and feedback from students, their teachers and parents, as well as steering committee staff, the YEC in 2012 was a great success. The model continued to evolve, with the introduction of older students as mentors to assist in continuity across the council and to provide further leadership opportunities to members.

Students have been supported to develop action projects in their schools and communities to contribute to making a difference to the environment and building sustainable lifestyles. Students enjoyed the opportunity to share their projects in the online workshops as well as being able to put their public speaking skills into practice at the Sharing Forum. Not only did this provide students with important presentation and public speaking skills, but it also gave them more ideas to take back to school for future projects. Members have also had a notion reinforced that their opinions and actions count and they are very real contributors to the community now - they don’t have to wait until they are adults.

YEC Members developed many skills through their involvement this year including:

- developing important public speaking and leadership skills
- gaining confidence and life-skills
- making new friends

- actions that can be taken for a more sustainable future.

Members also indicated feeling empowered to create change and influence their schools and communities. These all relate very well to the aims of the Youth Environment Council of SA.

There have been other significant benefits of the YEC in relation to schools and local communities due to students' active participation in moving towards sustainable lifestyles. Aside from environmental improvement, the school and community gain young people equipped with skills, dispositions and knowledge to create change. As engaged and active citizens, they are a positive force for their communities, educating and empowering others.

With the introduction of the new Australian Curriculum, there continue to be exciting opportunities to embed the YEC into a State-wide approach to Youth Voice and Education for Sustainability.

YEC members will not only become the next generation of sustainability advocates in their chosen fields but are also well equipped to tackle challenges today!

10.0 YEC Proposal for 2013

The YEC will continue on the successes of the 2012 model but look to strengthen the role of older students as mentors. 2012 provided an interesting insight into the dynamics of the mentors with the rest of the council, therefore 2013 is well placed to build upon this. There will be a very concentrated effort on YEC Members as role models not just leaders; to help reinforce that anyone can be a role model and influence others.

The proposed program for 2013:

March 26th-27th: Mentor Camp (YEC Executive members and Mentors only)

May 8th and July 31st: Online Centra workshops (accessed from school)

May 27th-29th: Leadership Camp

August 26th: YEC Sharing Forum

October 21st: YEC Celebration Forum

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11.1 Ripple Effect - Schools Represented by the YEC 2012

Ripple Effect Schools	Cluster	AuSSI-SA? (Y/N)
Aberfoyle Hub PS	Field Hub Youth Environment Forum	Y
Alberton PS	Peninsula Cluster	Y
All Saints Catholic School,	Vales Youth Environment Forum	Y
Allendale East AS	Lower South East Junior Youth Environment Forum	N
Auburn PS	Barossa Youth Environment Forum	Y
Barmera PS	Upper Murray Youth Environment Forum	Y
Belair PS	Mitcham College Youth Environment Forum	Y
Bellevue Heights PS	Mitcham College Youth Environment Forum	Y
Birdwood HS	Other - no cluster	Y
Birdwood PS	Northern Hills Youth Environment Forum	Y
Blackforest PS	Southern Coast Cluster	Y
Bordertown PS	Upper South East Junior Youth Environment Forum	N
Braeview PS	Field Hub Youth Environment Forum	Y
Cambrai AS	Lower Murray Junior Youth Environment Forum	N
Christies Beach HS	Southern Youth Environment Forum	Y
Clarendon PS	Hills Schools Sustainability Forum	Y
Coomandook AS	Lower Murray Junior Youth Environment Forum	N
Coomandook AS	Lower Murray River Murray Youth Council	N
Coorara PS	Southern Youth Environment Forum	Y
Cornerstone College	Lower Murray River Murray Youth Council	Y
Coromandel Valley PS	Mitcham College Youth Environment Forum	Y
Eastern Fleurieu Langhorne Creek	Lower Murray Junior Youth Environment Forum	N
Eastern Fleurieu Milang	Lower Murray Junior Youth Environment Forum	N
Eastern Fleurieu r-6 Strathalbyn	Lower Murray Junior Youth Environment Forum	N
Eastern Fleurieu School 7-12 Strathalbyn	Lower Murray River Murray Youth Council	N
Eden Hills PS	Mitcham College Youth Environment Forum	Y
Edwardstown PS	Southern Coast Cluster	Y
Elizabeth Grove PS	Northern Hills Youth Environment Forum	Y
Emmaus Catholic PS	Southern Youth Environment Forum	Y
Encounter Lutheran College	Fleurieu Youth Environment Forum	Y
Galilee Catholic Learning Community	Vales Youth Environment Forum	Y
Geranium PS	Lower Murray Junior Youth Environment Forum	N
Glenburnie PS	Lower South East Junior Youth Environment Forum	N
Glenunga International HS	Central Cluster	Y
Glossop HS	Upper Murray Youth Council	N
Greenwith PS	Upper North Youth Environment Forum	Y
Hackham East PS	Southern Youth Environment Forum	Y
Hallet Cove South PS	Field Hub Youth Environment Forum	Y
Hawthorndene PS	Mitcham College Youth Environment Forum	Y
Hills Christian Community	Hills Schools Sustainability Forum	N
Hills Montessori	Hills Schools Sustainability Forum	Y
Homeschool Group	Southern Youth Environment Forum	N
Immanuel School Gawler	Northern Hills Youth Environment Forum	Y

Jervois PS	Lower Murray Junior Youth Environment Forum	Y
Kangaroo Island Community Education	Fleurieu Youth Environment Forum	Y
Karoonda AS	Lower Murray River Murray Youth Council	N
Kaurna Plains PS	Northern Hills Youth Environment Forum	N
Keith AS	Upper South East Junior Youth Environment Forum	N
Kingston on Murray PS	Upper Murray Youth Environment Forum	N
Littlehampton PS	Lower Murray Junior Youth Environment Forum	Y
Lobethal PS	Hills Schools Sustainability Forum	Y
Loxton HS	Upper Murray Youth Council	N
Loxton PS	Upper Murray Youth Environment Forum	Y
Lyrup PS	Upper Murray Youth Environment Forum	N
Macclesfield PS	Lower Murray Junior Youth Environment Forum	N
Mallala PS	Barossa Youth Environment Forum	Y
Marymount College	Southern Coast Cluster	Y
Mawson Lakes PS	Upper North Youth Environment Forum	Y
McDonald Park PS	Lower South East Junior Youth Environment Forum	N
Melaleuca Park PS	Lower South East Junior Youth Environment Forum	N
Mil Lel PS	Lower South East Junior Youth Environment Forum	N
Millicent HS	Lower South East Junior Youth Environment Forum	Y
Morgan PS	Upper Murray Youth Environment Forum	N
Morphettvale East PS	Southern Youth Environment Forum	Y
Mt Barker PS	Lower Murray Junior Youth Environment Forum	Y
Mt Burr PS	Lower South East Junior Youth Environment Forum	N
Mt Compass AS	Lower Murray Junior Youth Environment Forum	Y
Mt Gambier Nth PS	Lower South East Junior Youth Environment Forum	Y
Mt Torrens PS	Northern Hills Youth Environment Forum	Y
Mulga St PS	Lower South East Junior Youth Environment Forum	N
Mundulla PS	Upper South East Junior Youth Environment Forum	N
Murray Bridge HS	Lower Murray River Murray Youth Council	N
Murray Bridge South PS	Lower Murray Junior Youth Environment Forum	Y
Mypolonga PS	Lower Murray Junior Youth Environment Forum	N
Nairne PS	Lower Murray Junior Youth Environment Forum	N
Nangwarry PS	Lower South East Junior Youth Environment Forum	N
Naracoorte HS	Upper South East Junior Youth Environment Forum	N
Naracoorte PS	Upper South East Junior Youth Environment Forum	Y
Naracoorte South PS	Upper South East Junior Youth Environment Forum	Y
Newbery Park	Lower South East Junior Youth Environment Forum	N
North Haven PS	Peninsula Cluster	Y
Nuriootpa HS	Barossa Youth Environment Forum	Y
Nuriootpa PS	Barossa Youth Environment Forum	Y
Padthaway PS	Upper South East Junior Youth Environment Forum	N
Para Hills West PS	Upper North Youth Environment Forum	Y
Pedare Christian College	Upper North Youth Environment Forum	Y
Penola PS	Lower South East Junior Youth Environment Forum	N
Port Elliot PS	Fleurieu Youth Environment Forum	N

Prospect PS	Central Cluster	Y
Pulteney Grammar School	Central Cluster	N
Ramco PS	Upper Murray Youth Environment Forum	Y
Renmark HS	Upper Murray Youth Council	N
Renmark PS	Upper Murray Youth Environment Forum	N
Reynella East College	Southern Youth Environment Forum	Y
Riverdale PS	Upper North Youth Environment Forum	Y
Riverland Homeschool Network	Upper Murray Youth Environment Forum	N
Roma Mitchell College	Central Cluster	Y
Scott Creek PS	Hills Schools Sustainability Forum	Y
Seacliff PS	Southern Coast Cluster	Y
Sheidow Park PS	Field Hub Youth Environment Forum	N
Southern Montessori	Southern Youth Environment Forum	N
Springton PS	Lower Murray Junior Youth Environment Forum	Y
St Anthony's Catholic PS	Lower South East Junior Youth Environment Forum	N
St Brigid's Catholic School	Northern Hills Youth Environment Forum	Y
St Catherines	Hills Schools Sustainability Forum	Y
St Josephs Hectorville	Central Cluster	Y
St Margaret Marys	Peninsula Cluster	Y
St Mary's College	Central Cluster	Y
St Pauls College	Central Cluster	Y
Tatachilla Lutheran College	Vales Youth Environment Forum	Y
Tenison Woods College	Lower South East Junior Youth Environment Forum	N
Thiele PS	Field Hub Youth Environment Forum	N
Upper Sturt PS	Hills Schools Sustainability Forum	Y
Urrbrae AHS	Lower Murray River Murray Youth Council	Y
Victor Harbour HS	Fleurieu Youth Environment Forum	N
Victor Harbour R-7	Fleurieu Youth Environment Forum	Y
Waikerie HS	Upper Murray Youth Council	N
Waikerie PS	Upper Murray Youth Environment Forum	Y
West Beach PS	Peninsula Cluster	Y
Williamstown PS	Barossa Youth Environment Forum	Y
Willunga PS	Vales Youth Environment Forum	Y
Woodcroft College	Other - no cluster	N
Woodcroft PS	Southern Youth Environment Forum	Y
Woodend PS	Field Hub Youth Environment Forum	Y

11.2 Script from Meeting with Minister for Education and Child Development

Executive meeting with Minister for Education – 12th July 2012

Introduction

Hi we are some of the Executive members of the Youth Environment Council of South Australia. We would like to share with you what the YEC has achieved in the last 12 months.

Thomas This year the YEC involves 60 year 6-12 students from 50 schools throughout the state. We have representatives from as far as Kangaroo Island, Yorke Peninsula, the South East, Riverland and Fleurieu.

These 60 students have represented the voice of 630 students from 125 schools across the state at regional Youth Environment Forums.

Josh Each year all representatives take part in a Sustainability Forum, Sharing Forum and a Leadership Camp. For the last two years it has been held at Arbury Park Outdoor School. Our camp was held in June. We participated in workshops that helped us to develop our leadership, public speaking and communication skills. We took part in eco-footprinting, behaviour change activities, spheres of influence, active listening, identifying leadership styles and how to be a change agent. We spent lots of time outdoors, hiking, birdwatching, looking for evidence and reflecting. We had lots of fun, made lots of new friends and had the opportunity to share our new skills with other schools in our local areas.

Angus Because many members of the YEC live and go to school in various areas across the state, we take part in online workshops to keep in touch, share our progress in our action projects and help encourage each other.

Last September we held a Sharing Forum to share what we had achieved in our schools and communities, we plan to have one later this year once we have completed our action projects. Our school projects fall under these environmental themes Biodiversity, Energy, Water and Waste.

Michelle We would like to share a 5 minute video with you that shows the range of action projects YEC representatives have been involved in.
(SHOW VIDEO)

(Talk about your specific school projects:

- **What are your projects?**
- **What are you enjoying about being involved in your projects?**
- **Any problems you came across and how you got around them)**

Thomas

Angus

Josh

Michelle

Share your experiences of being part of the YEC

Angus – Why did you join the YEC?

Michelle – What have you gained from being involved?

Josh – Why did you want to be part of the YEC Executive?

Thomas – What have you gained from being involved?



Youth Environment Council South Australia

South Australian Youth Action Projects 2012

In 2012, 60 students from 54 schools were elected to be the YEC Representatives of their local regional youth environment forums. This group represents the voice of over 630 students from 125 schools across South Australia.

At the beginning of the year students identified minimising waste, food gardens, native gardens and energy as the areas they would like to take action on in their schools and local communities. The following projects are those implemented by the YEC and the schools involved:

Barossa Cluster Action Projects

Auburn PS: minimising waste that we send to kerb side collection with the introduction of chooks and worm farms to collect all food scraps, shredding of scrap paper to use in compost, chooks sheds and gardens and encouraging nude food days.

Nuriootpa PS: to become a rubbish free school. This year we are focussing on participating in nude food and expanding this beyond the one day.

Nuriootpa HS: doing a sustainable food garden: also looking at incorporating a stone-fruit orchard into the school, and how produce might be promoted and marketed

Mallala PS: designing and planting a local native species garden for the front of the school

Williamstown PS: Improving recycling of paper & card waste, refundable drink containers and food scraps to chook food.

Field Hub Cluster Action Projects

Thiele PS: Every class is creating a design about sustainability. Then the year 6/7 classes are spray painting these designs onto the bins.

Hallett Cove South PS: Reinvigorating the native garden by infill planting. Looking to create interpretive signage in the future

Sheidow Park PS: Students are building a frog pond.

Aberfoyle Hub PS: The student environment group is growing vegetable seedlings to sell to parents as a fundraiser for their vegetable garden.

Braeview PS: Planting greybox woodland understorey plants throughout the school grounds

Woodend PS: Redesigning and planting out their wetland to capture rain that floods from the hard surfaces

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Fleurieu Cluster Action Projects

Encounter Lutheran College: Indigenous garden - students want to continue with building an Indigenous Garden for their school grounds, they are currently developing ways to raise funds for garden and approaching local businesses and local council for support of their project.

Victor Harbor R-7 School : the YEC reps are from this school so can share their project themselves

Port Elliot PS: Reducing waste and litter from their school - students are working on getting some waste and recycling education to the whole-of-school and developing strategies to raise awareness of litter issue and funds for bins etc.

Hills Sustainability Forum Cluster Action Projects

Clarendon PS: Created a Frog Pond

Scott Creek PS : Set up a recycling system

Upper Sturt PS: Constructed a garden bed with veggies

Lobethal PS: Created a Frog Pond

St Catherines Catholic School: Created a local native garden

Central Adelaide Cluster Action Projects

Pulteney Grammar: Students developed a vision and scale model of a sustainable Pulteney grammar. A range of proposal's were generated in relation to renewable energy production, organic waste recycling and worm farming, recycling systems, native fish breeding, food gardening and water collection. Steps to the vision have already been completed by students with more on the way with the school recently winning a Zero Waste School grant for expanding the schools existing recycling system to more parts of the school.

St. Paul's: The students have worked hard to maintain and improve their system for recycling 10c deposit containers. Money tree newspaper recycling, food gardening and paper recycling are other activities the students continue to work on at the school.

St. Joseph's Hectorville: Students proved the power of youth and were able to achieve what a paid contractor could not. A frog pond was installed some years ago by a contractor but never worked with the biggest problem it did not hold water. The students were keen to see it back to full functionality and successfully rebuilt, landscaped and populated the pond with native frogs and fish.

Glenunga International High: Students transformed barren and lifeless garden beds into an indigenous garden that will provide habitat to native butterflies and birds. The student leaders motivated and engaged other students at the school to get involved with the project.

St Mary's College: Energy project.

Lower Murray Junior Youth Environment Forum Action Projects

Eastern Fleurieu School R-6 Campus: Reduce the amount of rubbish in our school by making sure all classes have a recycling bin, plan a waste lesson to take to all classes, look into doing a waste audit.

Eastern Fleurieu School Langhorne Creek Campus: Developing a Native Nostalgic Garden. The garden will have old items from the school in it as well as plants.



Eastern Fleurieu School Milang Campus: Revegetating an area in the yard and setting up an area where students can build cubbies.

Jervois PS: Involve the whole school and community in Battery Recycling. We will have collection bins at school and at the jervois Football Club and Tailem Bend Hospital.

Springton PS: Reducing litter and using recyclable materials to make musical instruments.

Coomandook AS: Set up a Worm Farm, food for the worms will come from compost buckets in classes.

Mt Compass AS: Set up food scrap buckets in class rooms, scraps will go to composting area. Compost will be used on vegetable garden beds.

Murray Bridge South PS: Set up a Worm Farm, food for the worms will come from compost buckets in classes.

Littlehampton PS
Nairne PS

Macclesfield PS: Completion of Frog Pond and moving Lizard Lounge to another area as the original location has been built on.

Myponga PS: Revegetating a section of swamp across the road from the school and making a trail through it to the river.

Mt Barker PS: Setting up collection of 10 cent containers, money raised will go towards setting up a chook yard.

Lower North Forum Cluster Action Projects

Kaurna Plains School: Students are working towards improving sustainability and including the whole school. Some of the projects include putting out recycling bins, participating in National Ride to School Day, making posters to remind others to shut down the computers and restabilising their vegetable garden. There were a number of steps involved in restabilising the vegetable garden. The students decided on what to plant and are currently waiting for the plants to grow. They are doing lots of weeding to make sure the plants grow well! They plan to use their harvest for cooking lessons at school.

St. Brigid's Catholic School: Students at St. Brigid's Catholic School have been working on creating a native habitat garden for their school. They have purchased and installed possum and parrot boxes to provide them with homes. They are hoping the native garden will attract local wildlife species to their school. The final part of their project will be creating a lizard hotel.

Mt. Torrens PS: Mt Torrens Primary School students have been working on the theme of waste. The youth forum students have created labels for each of their bins to encourage students at the school to put things in the correct bins. The bins have been set up in groups and put around the school. They are also collecting 10c containers. The long term goal for the school is to reduce the rubbish going to landfill, with only one big bin needing to be picked up per week for the whole school.

Elizabeth Grove PS: Students from Elizabeth Grove Primary School noticed that their Kaurna Garden and vegetable garden was attracting lots of birds and insects. Because of this, the students decided they



wanted to create a Butterfly Garden. The students researched butterflies and what foods they need e.g. what plants needed to be planted to attract the butterflies. The native plants were selected and purchased, and the initial plantings have been planted. Their long term goal is to create a paved pathway through the garden and design and install signs and totems throughout the garden about butterflies e.g. butterfly lifecycles. The garden will be used by all classes for outdoor learning.

Immanuel Lutheran School Gawler: Immanuel Lutheran School had 9 members so they decided to split into 2 smaller groups and work on two projects. The first project was around the theme of waste. Students used the results from a Wipe Out Waste audit to plan their actions. One action was to put colour-coded bins in all classrooms with labels e.g. landfill, compost, 10c containers. Students ran awareness raising sessions with all classes to educate them about the bins, new signs and what should go in each bin. They have reduced what is sent to landfill and as a result their bin is now only picked up once per month.

The second group worked on creating a habitat garden for local wildlife in an unused area of the school to attract butterflies, lizards, possums. Students researched local native plants and worked with community to develop a plant species list. Students came in during the school holidays to plant them, planting 60 plants in 60 minutes! The next part of their project is to create an indigenous food garden.

Birdwood PS: Birdwood Primary School youth forum students have been working on reducing waste at school. They have been working hard to raise awareness through their school and local community. One way they have reduced waste through holding Nude Food days, where students are asked to bring food without packaging.

South East Forum Action Projects

Naracoorte High: restoring an area of Naracoorte Creek behind the High school to create habitat for the threatened Southern Bell Frog.

Penola PS: Assisting with revegetating Sand Cave Conservation Park and creating a representative garden of the park at school, and development of a plant propagation shed and vegetable patch.

Mulga Street PS: Embraces sustainability with an efficient waste minimisation strategy, vegetable garden and chickens, and combating local weed issues through Weed Warriors program.

Allendale East AS

Glenburnie PS

Melaleuca Park PS

Mil Lel PS

McDonald Park PS

Mt Gambier Nth PS

Mt Burr PS

Nangwary PS

St Anthony's

Tenison Woods College

Bordertown PS

Keith AS

Millicent HS

Mundulla PS

Newbery Park

Naracoorte PS

Naracoorte South PS

Padthaway PS

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Mitcham Cluster Action Projects

Hawthorndene PS: Planting along scoop creek on the school property to attract frogs.

Eden Hills PS: Litter reduction.

Belair PS: Bird boxes

Bellevue Heights PS: Designing and painting a mural about sustainability.

Southern Cluster Action Projects

Emmaus Catholic School: Created a butterfly garden with a pathway in the shape of butterfly antennae. Made a sign and pictures of the life cycle of butterflies in mosaic.

Christies Beach HS: Explained ground water and created a model with students.

Coorara PS: Forum students have trained the year 3 students in how to undertake bird auditing. They will be doing numerous audits throughout the year, hopefully culminating in nest box building to supplement their native vegetation plantings.

Woodcroft PS: Developed the third stage of their vegie garden, with three new garden beds.

Southern Montessori School: Grew vegies for a community stall.

Home School: Created an activity about matching bird calls to the birds to be shown at community events as well as badges and brochures for raising community awareness.

Morphett Vale East PS: Created a video about doing water monitoring and macro invertebrate catching as indicators for how healthy their local creek is.

Southern Coastal/Hills Cluster Action Projects

Seacliff PS: Setting up recycling at the school (especially plastic).

Edwardstown PS: Establishing a butterfly garden.

Black Forest PS: Creating a butterfly garden.

Marymount College: Creating some mosaic benches to attract people to the current butterfly and food garden.

Peninsula Cluster Action Projects

West Beach PS: The Wipe out waste student group are doing presentations to other classes about native gardens and working towards setting up a native garden.

St Margaret Mary's School: The student leadership group has called themselves the G Force. They are passionate about gardening, and visited three other catholic school sites to look at their gardens and learn about their sustainability projects to gather ideas. G Force are looking after the current edible garden beds, and are developing new beds. They recently assisted with a Wipe Out Waste Audit and are making links between the gardens, worm farms and other waste reduction projects. Mentor teachers are up-skilling the students to become empowered to take action, which has meant that the initiatives are progressing a bit more slowly, but the students are really engaged and enthusiastic, and the processes they are using is helping to embed their actions into the culture of the school.



North Haven Primary School: The Youth Environment Forum students have been hard at work researching which butterflies are native to their area, and what plants they need as caterpillars and adults. They have presented their research to the groundsman, and working with him to plan how they will complement the existing biodiversity plantings to attract more butterflies to their school. They will also buddy up with Junior Dolphin Ranger students from the school to help them revegetate the sand dunes by the North Haven Sailing Club.

Upper Murray Junior Youth Environment Forum Action Projects

Barmera Primary School: Students have been working hard on preparing for the Environment Expo (held on Aug 30) – where they presented workshop sessions on several different environmental topics. Schools from all over the Riverland to attend the expo. On Friday 31st the Expo turned into a “Roadshow” and was taken to Waikerie and Morgan to share the information and workshops with students at that end of the river.

Waikerie PS

Loxton PS

Morgan PS

Lyrup PS

Kingston on Murray PS

Ramco PS

Renmark PS

Riverland Homeschool Network

River Murray Youth Council (RMYC) Action Projects

The River Murray Youth Council is made up of representatives from the following schools:

Waikerie HS

Renmark HS

Glossop HS

Loxton HS

The River Murray Youth has recently been involved with the Kids Teaching Kids week. Two groups of students presented workshops at the Barmera Primary School Environment Expo – A “Making Seed Balls” workshop and a lesson on the “Carbon Footprint”. These students will also provide information to the public on these workshops at the Riverland Field Days.

Upper North Cluster Action Plans

Riverdale PS: Established 14 veggie beds for each class in the school and started a whole school composting system.

Mawson Lakes School: Have prepared macroinvertebrate kits for forum students to run monitoring lessons with classes along Dry creek which runs through their school.

Pedare Christian College: Established new veggie beds and fruit trees for Home Ec. students to cook with, and plan to install benches in their school native garden to encourage more students to use it.

Greenwith PS: Continued last year’s forum project by planting an understorey through their new native garden and built bird boxes to attract local native birds.

Para Hills West PS: Are in the process of establishing a frog pond. Have done research, applied for grants, and looked at potential sites for the frog pond. They are currently waiting to see if they were



successful in applying for grant money.

Lower Murray Youth Council Action Projects

The Lower Murray Youth Council is made up of representatives from the following schools:

Eastern Fleurieu School 7-12 Strathalbyn

Coomandook AS

Karoonda AS

Urrbrae Agricultural HS

Cornerstone College

Murray Bridge HS

The Lower Murray Youth Council is preparing to present the video of our Headwaters Trip at the Melbourne Water Kids Teaching Kids Conference in October, participating in local revegetation project (planting 3500 grasses, mid-story and trees) and campaigning for the Fight For the Murray campaign.

Vales Cluster Action Projects

Tatachilla Lutheran College: A number of sustainable programs including veggie garden, chickens, recycling programs, Indigenous bush food garden and a 5 acre revegetated site.

All Saints Catholic School: Planting adjacent to their frog pond

Willunga PS: Engaging with Nature activities at Wirra Creek

Galilee Catholic Learning Community: Planting native vegetation adjacent new building

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Government of South Australia



Adelaide and Mount Lofty Ranges Natural Resources Management Board



11.4 Arbury Park Leadership Camp Evaluation



Youth Environment Council Arbury Park camp Evaluation (from 21 of 57 students)

On June 4th-6th, 57 students from across South Australia converged on Arbury Park Outdoor School for the 2012 Youth Environment Council Leadership Camp. Student representatives were from the Adelaide metropolitan area, Northern and Yorke Peninsula, Riverland, South East and Kangaroo Island.

The camp consisted of activities run by:

- Arbury Park Staff – outdoor activities such as Mission Survival, Orienteering, Web Of Life, Hike in Magic Forest and Looking for Evidence.
- NRM Education Staff – Sessions in Eco-footprinting, Behaviour Change, Spheres of Influence, determining qualities of Executive Representatives, Frog night walk, EwN-bird watching, active listening, needs vs wants, how to be change agents, talent show, leadership styles, telling your story, reflections.
- YEC Executive – energisers and ice-breaker activities.

Students were sent a link to complete a survey of the camp, 21 of 57 returned the survey. Student responses feature below. A SWOT analysis can be found at the end of the document.

Please consider these statements	Agree strongly		Disagree strongly	
I felt inspired by this camp.	48%	52%		
I enjoyed meeting students from other schools.	71%	29%		
I enjoyed the activities and games such as mission survival and orienteering.	71%	29%		
I enjoyed the Forest Hike	57%	43%		
I learnt lots about birds watching and looking for evidence in nature	38%	33%	24%	5%
I feel confident about being a change agent within my sphere of influence	43%	43%	14%	
I feel confident to take this new information and skills back to my region	52 %	43%	5%	
The liked the venue.	90%	10%		

My favourite part of camp was...

- I really liked the campfire because it shows who we are and our skills
- The quiet time. This was my favourite part because there were no distractions, it was very calming, peaceful and relaxing. I think perhaps 5 minutes wasn't long enough - that or the time just passed quickly!

I also loved the Talent Quest. Though this wasn't to do with the environment, it made the YEC feel more like a family than a group and really let everyone feel accepted.
- Mission Survival. Quiet spot where we embraced nature. Bonfire.
- Mission survival because it was good to have a challenge and it was really fun. Having to work together and communicate with each other.
- The camp fire talent show
- Web of life game
- Meeting all the new people, I'm a very social person and enjoyed meeting everyone. I also liked the mission survival game, it got everyone's brains thinking about what needed to be done.
- Being able to be involved, even though I'm year 12. And being a mentor.
- The web of life activity because we had to eat things that animals eat in the wild.
- Was the activities of orienteering, mission survival and web of life they were favourite part but I think everything was really good
- The outdoor activities such as bird-watching, frog hunting, mission survival, orienteering and the forest hike. I loved Arbury Park because its so out there in nature, surrounded by trees and ponds and wildlife. I also enjoyed meeting new people, i have made such fantastic friends that I will stay in contact with. I also liked the ideas to be environmentally friendly too.

Thank you so much for putting on the camp!
- Going outside to do mission survival it was so much fun working together as a team to save the toxic waste (AKA beetroot juice) in fun activities such as spider web, rope bridge (also learning how to do a half hitch knot) and building a bridge across quick sand to finally dispose of the toxic waste.
- The frog hunt, mainly because its something i haven't done before, partly because i like night time, partly because i like water, and a lot because i like animals bit.
- When we did mission survival. It was so much fun and I liked to spider web bit the best. It was so adventurous and I loved it so much. I wish my school had that outside in the yard. The reason I liked it so much was that it was fun and I liked being lifted through the top web. Even though it was pouring down with rain I still loved it.
- When we did orienteering and mission survival.
- Animal evidence - because i found jelly fungi

- Meeting new people and friends and getting to know what interests they have in the environment.
the food was great and they were really good to the vegetarians!
- Watching the transit of Venus and bird watching.
- My favourite part was frog catching and going in to the gym.
- When we went out frog hunting at night.
- The Talent Show, the Hike, The Game of Life and the Mission Survival because they were all fun.

My least favourite part of camp was...

- I really didn't like leaving...I wanted it to go on forever... :(
- I found it a bit demeaning when one of the student mentors treated us as much younger children to her. This made me feel patronized as I was not much younger than her and would have rathered been treated with respect.
- Cold rainy weather. Bird Watching, as not many birds spotted.
- The bird watching was something that I wasn't interested in.
- The rain because it was cold and wet and we couldn't do as much.
- Preparing for the talent show.
- Leaving, I hated leaving everyone, I was having so much fun doing all the activities and hanging out with all the people I met.
- That the new, younger people wouldn't be quiet when told.
- I really didn't have a least favourite thing about camp :).
- Nothing. Because it was such a great camp
- There wasn't any thing i really didn't like or enjoy. I suppose the energizer games in the morning were not the best, because everybody was confused and the games were just not working.
- I didn't dislike anything it was a very memorable camp and I learnt alot of skills that will help me through making my school and community sustainable.
- The inside activities that included writing and similar because i found them very, very boring.
- When I did the bird watching. I couldn't find any birds in my area. I also got a bit lost but I found the way.
- When we went out to look for frogs.
- Frog hunting - I was unable to get a chance to go in the water(ponds) and I really wanted to.
- The weather!!!
- Going to bed.

- My least favourite part was sitting down and writing.
- The tower-building activity, because no one agreed.

I learnt the following from the Needs vs Wants activity...

- I learnt that you could only take a small number of supplies, but using those supplies you could manufacture nearly everything else.
- It made me really wonder about life in general and opened up larger questions. Do we need culture? Without culture would we become like other species? It was hard to find room to put love into the needs, but what would become of the human race without it?
- That I could go without things that I've considered needs, when they are really 'wants'. Especially things that could save electricity.
- As a group we all agreed on everything and I was able to put the 15 together easily.
- I learnt that we want a lot more things and think that we need them when really we only want them.
- Needs are more important than wants for survival
- I learnt that a lot of what we have today we only want, there's only some thing that we need, everything else is a want.
- That love is actually needed, after what Mel told me.
- I learnt that lots of things in this world we want, not need.
- I liked that activity, and I knew most of the things and whether they were needs or wants, and I didn't complain or disagree with not bringing things such as mobiles, electronics etc as i don't really use them too much anyway. We had a bit of a disagreement over whether or not to bring meat and fruit & veg, or just fruit & veg. But we soon got over that and all agreed on an outcome.
- We worked together well, my group did have a few disagreements but decided the best thing that would help the situation. I learnt alot about what would me and the environment where needs are more important than wants.
- Not much i didn't already know
- I learnt that if you need something, that you can't live without it and if you just want something, you won't die if you don't get it.
- That we don't need alot of stuff to survive
- Well there was a few disagreements in our group, things like meat and love were the main disagreements.
- That some things that seem important aren't.
- That you have to make very wise choices.

- That needs had less effect on the environment than wants did.
- That we don't need everything and back when people didn't have money, they would trade instead.

This is what I learnt about leadership styles (when building the tower)...

- Sometimes a laid back attitude actually helps in stressful situations. Our leader was supposed to be fair and let everyone have a say, and in comparison to the other groups we seemed to be doing a lot less screaming and stressing.
- Worked as part of the team & not necessarily the leader, made everyone feel important
- Our leader wasn't bossy but let us make decisions as a group. We worked well together and won the tower challenge.
- It was different he/she tried to take over and did a good job but other ideas took over his/hers.
- When there is no leader chaos happens
- Well I learnt that there is several ways of being a leader, some of the ways aren't as good or helpful as the others but I think everyone learnt how to be a good leader.
- That no matter what type of leader there is, the leader needs to lead, or else everyone goes crazy
- That we all needed to cooperate and help each other.
- I learnt that I try my best to make sure that every one is do something to help the group.
- I had no idea there were specific names for specific leaders (of course i knew there were different leadership styles) and so i learnt quite a bit there and will try to be a good leader myself. Our leader was the one who had to go off and not really stay with the group, and he did that well, he hardly ever was there, didn't really offer ideas and overall didn't really contribute. Lucy and i kind of took charge. We were surprised at the end that he was supposed to be a leader.
- There were secret leaders with different styles of leading the group. I found that the more helpful leader made the tower work, my team had a more laid back kind of approach to task at hand and we didn't succeed as much as the others. We also had observers recording every decision on how well the group worked together. I think we did very well with not that much leadership.
- I learnt how to try to get everybody a position in the activity. To give everybody a job and let them have their say and to have a vote. If they get mad, just try to calm them down and make them realise that you don't always get your way.
- My leader was really quiet and didn't really show that he was the leader.

- I was the leader and i observed my group had lots of ideas and could not decide but eventually put a strong structure up.
- Some leadership styles are better than others; I found that interacting with the group and guiding them is a good way and would definitely be my way. I observed that our leader stood back and let others step forward. Our group worked really well together.
- That different leaders are good for different situations.
- I learnt that you all have to work as a team, believe in each others ideas and get into it and have fun.
- I learnt how difficult it was for me to be a bossy leader.
- If there is no one agrees and there is no leadership, you aren't going to achieve much.

What have you gained and learnt from being involved in the camp?

- I have refreshed my skills learnt from previous YEC events...
- I have learnt you don't need to be ultra bossy to get something done efficiently.
- To create new friendships. Important everyday things that can make a difference to our environment.
- That everybody can have a say. I hope I have gained more confidence. I made a couple of friends but got on with most people.
- I learnt its not just about Australia but the whole world your never to young to make a difference and if u really want it you have to try as hard as possible cause its not going to just come to u.
- Improving my public speaking and meeting new people.
- I have gotten better at speaking and singing in front of large groups and not being too nervous. I just learnt so many things that I need to know to help save the environment.
- I am better at just being quiet and letting people make mistakes, which is hard for me.
- What I gained from this camp was to help others and to use team work to get things done.
- Well after the camp I applied for many leadership roles in the school and was successful in getting all positions I applied for. I gained some new ideas that we are now in the process of setting them up in my school.
- I have picked up good tips for public speaking, and how to get it out there in my school about what we are doing. I've definitely become more confident with making friends, and just walking over and introducing myself, which I was very shy and awkward about before. I've learnt easy ways to reduce my eco-footprint, and also what exactly an eco-footprint is!

- I've learnt a lot about young people making a difference and that we can all make a difference. I've also learnt a lot about making people realise that the environment is a very important matter. lastly I learnt a lot about leadership skills and helping each other.
- I don't really know... i gained lots of things but most were just memories and feelings...so im not really sure.
- I have learnt how to be a better leader and gain confidence. When we did the talent show I was so scared people were going to laugh but they didn't and so now I'm not afraid to get up on stage.
- That people every where no matter how hard it is can do something good for the environment.
- I learnt a lot of things on the Monarto Zoo camp so this camp was really just trying out and trying to get confident with my leadership and teamwork. I definitely gained some confidence! and overall I just learned to be friendly and to know when to back down or step-up.
- That everyone can be a leader if they try.
- I have learnt teamwork, respect, leadership and communication skills.
- I have gained many leadership skills and friends on the camp.
- That your never too young to make a difference.

What new skills and knowledge will you share with your school and regions?

- I wish to make big problems smaller, such as waste...
- I am sharing with my school the values and our group will hopefully come up with some shared values to stick to throughout our endeavours.
- Recycling within the school community and waste reduction.
- That everybody can have a say. The camp is really good experience and you learn about the environment and get to know other people.
- That we actually have to do stuff not just sit there and a talk about but do about.
- Leadership on environmental issues.
- I hope to share everything that I learnt and did, We could do some of the activities with groups at our school to help them better understand what needs to be done to save the environment. I'm also going to take back all of the different types of leader, I think that was important.
- Everything, I'll share it with the people who will listen to me.
- The new skill and knowledge was to reuse paper that was all ready used and that our wet lands is very healthy.

- I will share the ideas and tell my school and local community what the top problems in the state and is there any thing our school and local community could do to help it get better.
- I will definitely share (and already have shared) what kind of things we did on camp, and all of the tips and things we have learnt from the activities like Need vs Wants and Spheres of Influence. I will share the info on public speaking and reducing your eco-footprint too.
- Environmental awareness. Encouraging good environmental behaviour. Telling them that they can make a big difference.
- The finding evidence lesson as I think the majority of people will travel all over the world to look at the great pyramid of giza, or a huge nature reserve to see lions and stuff when there's just as much to see at the local park if you know where to look.
- I will share everything that I know about camp starting about the environment and ending with the video about hope. Also, much more.
- Bird identification, Needs vs Wants, animal evidence and sharing back grounds.
- I will definitely show the size of the carbon footprint compared to other countries because that really made me realise the damage that people are doing.
- How to identify animals and know where they were.
- I will share teamwork, leadership and communication skills.
- Mainly the tests you can do to see what plants you need more of.
- Find a way to resolve ALL the litter in our school.

How will you be a change agent in your community?

- I plan to start at school where it is manageable, then start with the community...
- I will write letters to the council, plant plants for the community and we do sausage sizzles in the local shops where people can find out about us.
- The school newsletter and spreading the word.
- Looking at ways to save water. Being a role model for the younger children in our small school. Trying to be a better school captain.
- Write letters, do a petition and get a group to come to the council.
- Improve recycling and nude food at school.
- I plan to create change in my community by telling them what's wrong and trying to convince them that it's not just a little problem, its a massively big problem. I want to help them understand what little things they can do to help.
- I don't have much time to do this before I go to uni. But Emily is a YEC Exec now, and I know she will do everything that needs to be done.

- To promote change in my local community is that you can put an article in the local newspaper or in the school newsletter and there are many more etc.
- I plan to ask the local council if we could have a chat about the problems and so what we could do to make a difference.
- To tell my family and friends about being environmentally friendly, and the benefits of it, volunteering at the local bush gardens, being part of the Youth Forum at my school and doing what i can to help the environment.
- My friend Minnie and I are planning a meeting within our school then take the message outside the school. We are going to around to each class and talk to them and give them a sheet of information and activities. Also a environmental task to do around the school.
- I need to stop sitting back and just sort of mumbling my ideas, I need to actually take action and step up to do things. People will just mill around waiting until someone takes the lead. I think that, if I try, I could be that person.
- We plan to hold a fruit kebab and donate the money to RSPCA and also we are creating a butterfly garden at our school to attract more animals.
- Put my ideas out there by talking to kids and sharing information.
- I think I will encourage people to carpool to sports on the weekends because the less cars on the roads the better!
- Encouraging to be more environmentally aware.
- That you will have to include team members, be a strong leader and all listen to each other.
- To start off small and then to get bigger and bigger targets and goals.
- Make our town more environmentally friendly.

Is there anything about the camp you would do differently?

- I would maybe come more prepared with writing implements...
- I would bring even more socks and shoes.
- Be more outgoing and get involved more and do more things.
- No it was real good.
- Have more time for web of life and orienteering.
- No, It was a great camp and I wouldn't change a thing about it.
- Work out a way to make people quiet.
- The thing I would of liked different was that is the bonfire was on the Monday night.
- No, because I did every thing I wanted to do there.

- No, not at all. I think it was run fantastically, the agenda was good, activities were good, dorms were good and the food was good. I think it should be run just like that next year, only with different activities of course!
- More hiking and travelling in the bush outside. More free time so kids could go where they want in the park.
- Nope. The camp was perfect. I loved it and I hope to do it again next year.
- Frog hunting, I wish they could have provided boots.
- No, i think the camp was really fun just the way it was!
- I would make bedtime an hour earlier.
- The camp was really good all I would change is the sitting down writing tasks.
- I would have more activities with the Arbury Park people.
- Make the camp a night or two longer.

Any other comments?

- I really loved the camp...It was sooooo awesome!
- It was a great camp, and I was glad to be able to go and enjoy the new friendships.
- I think the leaders that organised and ran the camp did a really good job. The food was really good.
- IT WAS AWSOME
- It was so much fun!
- Camp was great !!!!!!!! :) :) :) :D :D
- I enjoyed camp thoroughly and cant wait till next year, and ! have been inspired to make changes in my school, community and household.
- All in all it was a good camp, but I feel like a lot of time was wasted in some things.
- I loved the camp.
- I would just like to write that the camp was really fun and that i will have lots of knowledge to share with my peers.

SWOT ANALYSIS

Strengths

- More time outside
- Two nights - beneficial for forming rapport with students
- Students gelled well.
- Talent Show worked well - was originally supposed to be the first night but it was rained out -- decision made to keep it on the second night to allow for students to form friendships.
- Fire was good too - however may not be continued next year due to time of year.
- Food was great.

- Frogs activity was a big hit, despite the rain and hail.
- Looking for Evidence activity ran by Arbury Park staff was great for encouraging students to look deeper and engage with the environment - exploring fungi, finding nests, eggs etc.
- Mission survival, orienteering activities - big hits with students. Good that they had friendship making elements. Students were allowed to run wild, and used up their energy!
- 5 Minutes in nature
- Hike

Weaknesses

- Issue around students not wanting to come to camp due to not knowing what the event will entail and being a three day commitment.
- Birds activity - practical side went well however the calculations/wrap up less so. Students didn't engage much with activity/ didn't feel that they learned much.
- Issues with two students during quiet time in nature (hike)(possibly because they had a long day or overstimulated) but otherwise good.

Opportunities

- Leadership styles activity -- could they have a second go with a different leadership style/or opportunity to improve their leadership style in the activity - some students were frustrated. Some of the leaders didn't carry out the behaviours they were supposed to -- confidence-dominated by others/forgot etc. They perhaps need more time to understand the different styles.
- Name Cards got wet and /or got lost during student activities outside - cards will be laminated and/or put into plastic sleeves next year. There will also be a roster available should they lose their cards.
- The number and specific roles of Male NRM staff could have an impact on students - we could be more strategic about male staff running more leadership activities versus just outdoors activities and being more of a role model - lots of female staff running activities could be working against us - especially if students have issues with their female teachers etc.
- Regional NRM staff could be more involved next year so they get more out of it rather than acting in support mode - would be good to spread the responsibilities and activities.
- Improvement for next year - allow time for NRM staff to debrief on the day's events each day.
- Could we ask parents to drop students off at a point so students can then walk in to Arbury Park with staff? Parents could drop their luggage off at the dorms. Through this they can get the feeling of the campsite being a 'place apart'.
- The Zoo event could be moved after the camp as they did not really take the opportunity to make friendships as it was only a day-long event - versus the camp, and being forced to come out of their shells.

Threats

- Cliqueness was a factor (minor).
- Behavioural issues- minor issues with 1-2 students raises questions on how NRM staff manage behavioural issues when they arise.



Youth Environment Council

South Australia

Sharing Forum September 10th 2012 Evaluation Analysis

On Monday September 10th, the YEC held its final event for the year. Students were asked to evaluate the whole year of activities, a total of 36 responses were received from a total of 40 students present at the Sharing Forum. Below is an analysis of YEC representative responses, followed by responses in students own words.

1. In response to question 1, which asked representatives what they were “hoping to gain or contribute” by becoming involved in the YEC; common responses included:

Gain

- Public speaking
- Leadership skills
- Confidence
- Learn about the environment
- Looking for adventure
- Make new friends
- Lifeskills
- Learn about what I can do to help
- To get outdoors
- Thought it would be fun

Contribute

- To mentor others
- Help my school
- Influence others
- To share my passion – take it out of the school & into the world
- Change my future
- Sharing ideas with others
- To take action

This is a positive response given that the aims listed this year on the promotional flyer included developing leadership, team building and public speaking skills in YEC participants. Making a difference and taking action were also listed and these have been raised as gains and contributions by YEC members.

2. In question 2, students were asked to share what they “enjoyed the most”. Students included events, activities or the benefits they gained. All of the YEC events for 2012 were raised as most enjoyable by different students. The reasons for why they were most enjoyable are featured below the event name:

Sustainability Forum

- Thought it would be fun

Monarto Camp

- Got to improve my leadership skills
- How to treat nature
- Effective communication

Arbury Park Leadership Camp

- Outdoor bush activities
- Leadership styles
- Birdwatching
- Making friends
- Public speaking
- Confidence building
- Feeling a part of something
- Responsibility
- Teamwork – mission survival
- Looking for evidence
- Orienteering

CENTRA

- Idea of sharing throughout the year

Sharing Forum

- Sharing ideas and gaining great ideas

Other key enjoyable moments included: meeting new people with the same interests, learning new things, being a part of the YEC, making new friends, sharing ideas and the encouragement from others.

3. For question 3, representatives listed the events they enjoyed least. The many students listed reasons for why it was their least favourite, these feature underneath each of the events:

Sustainability Forum

- Didn't know anyone
- Boring
- Some parts were "slightly random"
- Chris Daniels was confusing and boring

CENTRA

- Hard getting it to work
- Didn't gain as much as with other meetings
- Challenging logging in – awkward time with school lessons
- Waiting too long for a turn
- Speaker and camera trouble
- Not able to be part of the workshops – technology fail
- Would rather see people face to face
- Connection problems
- Fiddly

About half of these responses relate to technical issues and connection problems which are out of our control. However, we could investigate further support or different, more user friendly means of connecting online. Feedback concerning not gaining as much as other meetings and

waiting too long for turn should be taken into consideration when planning future online events to maximise outcomes for YEC reps logging in.

Sharing Forum

- Didn't get to see each person's presentation

The only other comments not related to a specific event was that there was too much discussion and not outside time or action. Perhaps, future activities could be run outdoors or tailored to suit outdoor environment to minimise the amount of time spent indoors. Other comments made for Sustainability and Sharing Forums should be considered when planning agenda for future events.

4. Students were asked to list what they actually gained from their involvement in the YEC, the general consensus was:

- Mentoring experience
- Public speaking skills
- Teamwork skills
- Friends/contacts
- Confidence
- Leadership skills
- Knowledge - of issues and native flora/fauna
- Belief in making a difference
- Belief in self
- Hope
- How to create change
- How to take action in school

It's great to see that what students were hoping to gain and what they actually gained from their involvement in YEC activities match quite closely. This means that students' expectations were generally met and that they were provided with opportunities to build and develop these skills through the program that was delivered in 2012.

5. Students were given 3 statements for which they had to rate themselves on a scale of 1 to 10 (10 being excellent) after their experience with the YEC. The ratings were as follows:

5a) I feel I am a good leader

79% of students scored themselves 7 or better in leadership as a result of their involvement in the YEC. 58% scored 8 or higher.

5b) I feel I have power to create environmental change in my schools

88% of students scored themselves a 6 or higher and now felt they had power to create change. 36% scored themselves a 10.

5c) I feel inspired to take environmental action

73% scored themselves an 8 or higher.

Overall, it looks as though students feel that have improved upon their leadership skills, feel empowered for creating change in their schools and also inspired to take action. For many of these events the outcomes included:

- Developing skills in leadership
- Taking action on sustainability issues
- Develop team work skills
- Learn how You can contribute to a sustainable future

6. When students were asked if participation in the YEC had influenced their career path, future, ambitions or values, the common themes seemed to be:

- Yes –Now want to get into the environmental/sustainability field
- Yes – It has made them consider a future in environmental field
- Yes – want to make a difference and believe that they can
- No – Still want the same career, but will now have environmental goals or take environmental values with them into that career OR will pass on the environmental messages in everything they do.
- Provided goals to take action in local community
- Definitely changed perspective on the future.

The YEC has had some influence over student career paths. It was never the intention that all students would have a definite interest once completing the program, but rather to have a range of students who were willing to advocate for the environment no matter what their chosen future was. It looks like this is what is emerging from the feedback provided by representatives.

7. Students were asked if they would recommend joining the YEC to others. Common answers were:

Yes

- It opens up opportunities.
- To improve your skills
- To better yourself
- If you are passionate about the environment.

The only other responses were “Definitely” or “yes/no”, “*yes because it’s a great opportunity but no because we don’t want others to know so we can keep it to ourselves*”.

8. Students were asked to suggest any ways they thought might improve the future YEC events:

- More events – face to face
- Mentors able to see the minister too
- Monarto camp should be 2 nights
- More hands-on activities – environmental focus
- Hold events on the weekend as students need to catch up on school in their own time.
- A YEC for 16-20 yr olds
- Arbury Park camp longer
- More notice for the Monarto mentors camp
- Less long talks
- Greater variety of activities
- More people involved
- More time in the environment
- Instead of names out of a hat, should have to submit application.

Overall, some great responses from the students involved. There are also many opportunities to explore the program to improve it again for next year. Student feedback combined with Parent and Teacher evaluations, which will follow shortly, should help to build a solid picture of the reach and value placed upon opportunities provided.

YEC End of Year Evaluation Raw Data

1. Why did you get involved in the Youth Environment Council? (please refer to what you were hoping to gain or contribute by being part of the YEC)

- Well this is my second year and I'm back as a mentor for the Executive. The reason why I accepted was for guiding the new Executive Council and learning more skills and jobs to save the environment and the experience and much more.
- I got involved in the YEC because when they came to my school they really inspired me with the environment and doing new stuff.
- I became a part of the YEC so I could help my school, become better at public speaking, being a leader and learning about the environment. I hoped to gain public speaking.
- I got involved because humans are hurting the world and I want to help it. I was also hoping to gain self-confidence.
- I decided to join the YEC because I wanted to be a better leader, so I could fully influence students at my school. I was looking for adventure so I could build my poor confidence.
- I joined the YEC because I wanted to further my knowledge of the environment, make new friends and to experience different things you wouldn't normally.
- To make a difference to the environment and learn how to...
- I was hoping to gain some new skills such as leadership and to become more confident. I became involved because when the opportunity arose, "I can do this, its something I enjoy".
- I was hoping to gain a better world.
- I decided to be involved in the YEC because I felt motivated to share my passion and love for the environment with others especially those who share the passion. Also to gain many life skills this opportunity would give me. Also to share my views and opinions.
- To change my future, knowing that I can change what happens in my future so that I can go outside and see bountiful forests. I was hoping to gain more leadership and improve but nerves always scare me.
- I got involved in the YEC because I heard about it in my Youth Forum and thought it sounded like a pretty good thing to do and be involved in. I hoped to just learn more about the environment, make new friends and learn new skills.
- I wanted to get involved because I am very interested and love the environment, to learn new skills, to gain new friends and sharing ideas with others as well as being a good leader.
- I joined because I thought I would be good for volunteering my time. I was hoping to gain knowledge and lifetime experiences, as we did challenges at Arbury Park and I also made a lot of friends.
- I applied through application - my "Ecoforce" teacher told me to do it. I was hoping to have the opportunity to meet people who could teach me more ways to care for the environment.
- I wanted to find out more about our environment and gain skills such as public speaking. I also wanted to get ideas I can share with other people.

- I was hoping to gain lots more knowledge on the environment and make new friends.
- I got involved because I wanted to learn more about how I could help the environment, whether as an individual or with my family and friends. I had heard that the YEC also helped with helping leadership skills and I was hoping to learn some of those skills.
- I got involved in the YEC because I love the environment and like being outside with others.
- Leadership skills, new friends, learn about the environment and how to help it.
- To learn more about the environment, meet new people.
- I thought it would be fun and a good learning curve.
- I got involved because I thought it would be a good opportunity to learn about the environment.
- I enjoy being outdoors and I love the environment. I thought if I did the YEC I would gain more knowledge and understanding and I have. I can now feel that I can take more action and stand up for what I believe in.
- Being a good leader, making new friends, to learn new things and take new stuff back to school.
- I heard about it through my principal, who heard it through a friend, who heard it through...and you get the idea. It seemed like fun so I joined.
- I am very passionate about the environment and I wanted to be a good leader which I believe I've achieved.
- I got more confidence and friends.
- The reason I wanted to join YEC was to improve my knowledge, put myself out there.
- I know the problems the environment faces and I wanted to help. I also want to gain public speaking.
- To meet new people who have the same interests as I do.
- I wanted to get into the YEC because it's a learning curve for me about the environment.
- Confidence and public speaking.
- I was hoping to carry my passion for the environment out of the schoolyard and into the world.
- So I can help people and animals in the future.

2. What have you enjoyed the most about being involved this year? (please refer to your experiences in workshops/activities from the Arbury Park Camp, CENTRA and the Sharing Forum)

- I went to the Sustainability Forum at the Adelaide Zoo but not the other events (listed above). The Sustainability Forum was a great way for me to connect with other students and learning about animals and their lifestyle and brushing up on my skills.
- I would say everything because I really enjoyed every second of it.
- Arbury Park camp because we got to go outside and do outside activities.
- I enjoyed camp the most because it was fun and I liked mission survival as the best game at camp.

- My favourite part was at the Arbury Park Camp where we got to play/try different leadership styles. I was laissez-faire and I enjoyed seeing how everyone else reacted.
- I have enjoyed the Monarto Zoo leadership camp the most because I got to do heaps of fun activities and I got a chance to improve my leadership skills.
- Meeting new people, learning new things, Arbury Park, being in the environment.
- The experiences that I have been involved in were really informative and fun, my favourite being the outdoors activities at Arbury Park.
- I have enjoyed being part of the YEC and helping the environment.
- I have enjoyed hearing about other people school projects and experiences because they then influence me.
- I most enjoyed meeting new people with the same interests as mine and I really enjoyed bird watching at Arbury Park, mission survival and learning more about what I can do to help the environment.
- I really really enjoyed the Arbury Park Camp, that was so much fun and I loved the games, workshops, walks and discovering more about the environment. I met so many new people and learnt and grew confident with public speaking and making friends.
- I have enjoyed meeting new people, going on the Arbury Park Camp, developing confidence and sharing with others and they share with me all about our interests in the environment.
- Making new friends, the challenges/games that we did. The inspiring movie we watched with that lady talking about Kony 2012! Also that lady that was from donate shoes.
- I really enjoyed the camp, it was fantastic for bonding and I really felt as though I was part of something.
- Being able to make new friends from other schools and share your environmental ideas with others.
- I really enjoyed the Camp because that was where I made lots of friends and learnt so much.
- I enjoyed the Monarto Zoo Leadership Camp the most because I got to learn a lot about being a leader, the animals and how to treat nature as well as communicating with other people.
- I most enjoyed Arbury Park because it gave great responsibilities and learned lots from others.
- Arbury Park Camp – mission survival x 2
- Meeting new people and learning more. Arbury Park.
- I have enjoyed the mission survival task at Arbury park because I liked the teamwork.
- I have had a lot of fun looking back at the beginning of the year. I have made new friends which was great and the most funnest activity this year would definitely be the camp.
- Some of the activities done at Arbury Park. Made new friends. Speaking in front of heaps of people.
- I loved the team building exercises at Arbury Park. But most of all I just loved being out in the bush (which is beautiful).
- I liked Arbury Park and I liked all the activities. New friends.

- Definitely the camp with the fungus and animal activity.
- I love the idea of having the CENTRA online workshop and the camp activities. The sharing forum is a great idea to get ideas from other people to help you with your school projects.
- The web of life game and the camp. I think camp was a great success.
- The camp was really fun and we all got to know each other a whole lot better. I also liked some of the great speakers. Also the video about the girl on camp.
- Well the experience of meeting others and getting encouragement from everyone.
- West Beach sharing forum.
- The map reading and animal identification at Arbury Park.
- Meeting and working with new people.

3. What have you enjoyed the least? (please refer to your experiences in workshops/activities from Arbury Park, CENTRA and the Sharing Forum)

- None, I enjoyed the forum very much.
- I would say the Centra that did get a bit annoying.
- The Sharing Forum because we couldn't see person to person.
- I enjoyed everything! Nothing was boring or lame. I loved it all!
- I didn't enjoy not being able to eat all the food that the YEC provided. But this was only a problem at Adelaide Zoo and West Beach. And that is my fault. But apart from that its been fine.
- I least enjoyed the first YEC meeting at Adelaide Zoo because I didn't know anybody and it was kinda boring because I had just been to the Zoo recently with school.
- Centra because it was really hard to get it to work and I didn't feel I gained as much as the other meetings.
- I did not enjoy the centra forums very much, because it was challenging to log on at the correct time (it was an awkward time for me because everyone was changing lessons and the computer room was not open yet and the computer administrator and I could not get the headphones to work).
- Nothing, I have enjoyed all of it.
- Obviously for me the thing I enjoyed least would have to be the camp because I had a broken wrist and then halfway through I fell sick so I missed most important events and information which upset and confused me.
- Nothing, I've loved every minute.
- I didn't so much enjoy Centra, it was still good, but you had to wait a long while for your turn and people kept having speaker trouble or camera trouble.
- I have enjoyed everything really! Apart from not being able to join the inline Centra Workshops.
- The fact that I only brought one pair of shoes and they got wet at Arbury Park.
- The Zoo day wasn't the best. It was fun, but some of the parts were slightly random. I enjoyed the activities; however the lecturer from the university did not make sense to me and he talked in a slightly confusing (boring) way.
- Sometimes, I can get a bit embarrassed when I do something I don't/prefer not, to do.

- Well I enjoyed everything but if I had to choose I would choose the Centra because I would rather see people face to face.
- Centra, only because I kept having problems in connecting.
- I least enjoyed the Centra online workshops because it was hard to use and very fiddly.
- The Zoo day speaker.
- Sharing presentation.
- I didn't like the conference at the zoo because it got a bit boring.
- A couple of the activities we did and I didn't like the cold at Arbury Park. But I have had a lot of fun, I enjoyed it a lot.
- A couple of activities but can't really remember.
- I thought the forum at Port Elliot was quite dull and I came away from it feeling bored having not learnt much.
- Going away from school.
- The Centra workshop.
- Variety of camp activities.
- Having to sit and discuss instead of just being out in nature or planting things or something.
- Well staying inside most of the time.
- Centra because we did do some interesting stuff, but other than that all we did was write.
- The end of the map reading (orienteering) at Arbury Park because it was raining.
- The first Centra meeting, I didn't know what to do.

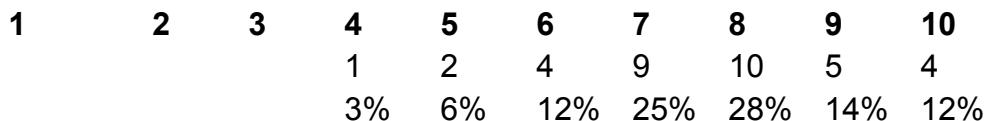
4. What have you gained most by being a member of the Youth Environment Council? (eg public speaking, team work, knowledge of environmental issues, contacts, etc).

- Mentoring, more public speaking skills, environmental issues and everything.
- Teamwork, I'm an executive, the skills, friends.
- Public speaking. Before I came a part of the YEC it was very difficult to do public speaking.
- I have gotten a hundred times better at public speaking thanks to the YEC. I can now speak loud and clear in front of a crowd.
- I think I have gained lots of confidence because going to a camp with 60 people your don't know is not easy. I also gained confidence by talking lots of times at these events and I am now much more confident.
- I have improved my leadership skills, gained more knowledge, improved my confidence in speaking in front of big groups and I increased my love of the environment.
- Being able to believe that I can make a difference. Knowledge.
- I have gained more knowledge of environmental issues and better leadership skills.
- I have gained friends and learnt a lot about the environment.
- Well during this year being in the YEC. I gained leadership and teamwork which has helped me with other activities at school.

- Public speaking would have to be the biggest thing I've gained and I learnt a lot more about the environment.
- I've gained confidence and grown better at public speaking and also learnt so much about caring for the environment that I wouldn't have known before. We also learned to work as a team well.
- I have gained knowledge about the environment, environmental issues and friends.
- Knowledge, contacts (good that Mark Zuckerberg created Facebook).
- I think mainly just some hope. It sounds cliché and cheesy but when you see so many other people fighting for the environment, it seriously makes you realise that everyone counts and a difference CAN be made.
- Public speaking. (For some reason) humour confidence. An idea of how we can change our environment.
- I have mostly gained knowledge about the environment and how to take action in my school.
- I have gained leadership skills, teamwork and more knowledge of the environment and its issues.
- I have gained public speaking, new friends, teamwork and many others.
- Public speaking, leadership skills and knowledge.
- I have definitely improved public speaking and knowledge.
- Getting to know people faster.
- I have gained my public speaking.
- I am more confident to speak in front of an audience. I believe in myself that I can achieve things when I put my mind to it.
- Teamwork, learning more about the environment, speaking.
- My knowledge. Teamwork. Leadership. Making friends.
- Teamwork and leadership.
- I have gained public speaking, teamwork and contacts.
- Public speaking and teamwork.
- Knowing how to work with other people better. And how to get out there and do it instead of discussing.
- Knowledge of environmental issues.
- Public speaking.
- Teamwork.
- Learning about native flora and fauna.

5. Place a circle on the spectrums below showing where you think you are after being part of the YEC.

a) I feel I am a good leader



b) I feel I have the power to create environmental change in my school

1	2	3	4	5	6	7	8	9	10
				2	2	3	6	6	13
					6%	9%	17%	17%	36%

c) I feel inspired to take environmental action

1	2	3	4	5	6	7	8	9	10
					2	4	2	6	10
					6%	12%	6%	17%	28%

6. Has the YEC influenced your ambitions for the future (eg career, values, sustainability goals etc).

- Yes definitely, I think I will be able to create my own ideas for the environment and at school.
- Yes and no. It has influenced me good and less good ways (if this makes sense).
- Yes! Before the YEC I wanted to be a lawyer and I still do but now I think that I'll be an environmental lawyer.
- I have always wanted to be some sort of writer or in the car industry but the YEF/YEC has made me consider a career in the environment.
- No it hasn't but while I'm still young I want to teach as many children as I can about the environment.
- Yes to have a more environmentally friendly life and maybe have a future career with it.
- Not much, I still wish to have the same career but I also want to be sustainable and volunteer somewhere, like the lady from The Butterfly Movement.
- Yes they have I am a more sustainable person now.
- Yes definitely, hearing about all the thinks guest speakers achieved has influenced me and my future.
- Sort of, it has definitely changed my perspective of how I see my future.
- It's definitely inspired me to help care and look after our environment. Also the Butterfly Movement speaker inspired me.
- Yes, very much ☺
- Yeah, I am really hoping to volunteer while I am at uni. So hopefully that can lead to a career path for the future. Also, that KONY 2012, and the dontate shoes (Butterfly Movement) really opened up a whole new world.
- Yeah I knew I wanted to be involved in the social justice type job, but now I know I want to make a difference in the environment as well.
- Most definitely.
- Not in my career cause I don't' know what I want to be. But have given me goals to take action in my area and community.
- Yes, I am now hoping to find a job that works towards or at least helps the environment.
- Yes, to influence my school to do more environment work.
- Values partly and now I show more respect for everything.

- Yes x5.
- They have influenced me with future goals.
- Yes I am looking forward to my future. I hope my career can be something to do out in nature and I am now going to Urrbrae Agricultural High School.
- Sadly I still want to be a holistic detective/writer ☺ But YEC still makes me want to help the environment – just not career wise.
- No not really.
- After being in the YEC I now want to be an environmental teacher and travel to disadvantaged countries.
- No, I still want to be a rocket scientist but with an environmental goal.
- Well its given me a goal to stop environmental disasters in the future.
- Yes because I know that you can make a big difference.

7. Would you recommend joining the Youth Environment Council to your friends?

- Yes, my friends would gain so much and become better in themselves.
- To some friends (we don't want heaps and heaps of kids).
- Yes, I would recommend the YEC to my friends. It opens up whole new way to help our schools.
- Yes, I would highly recommend joining the YEC to my friends!
- I would recommend the YEC if you are passionate about the environment and also if you are looking for something to improve your skills.
- Yes, definitely x4.
- Yes! X12.
- Yes of course. It has been an enjoyable experience and everyone should do it.
- Yes I would because it helps you learn and it is a lot of fun.
- Yes, because it's a beneficial experience and opportunity that everyone should have.
- Definitely, it's an extraordinary experience.
- Definitely, it's a great opportunity to learn new things and meet new people.
- Of course.
- I would! (however they are all too old to join).
- Yes, it is a great experience and I hope to do it next year.
- Yes, I would because it is great fun, you get to meet new people and make new friends.
- Some of my friends would love the experience.
- Yes I would, it has been a great experience.
- I would only recommend to the people who are interested in learning about this.
- Yes it has been fun and a worthwhile experience.
- No not really. The reason being is that they're not that into the environment.

8. Can you suggest any improvements for the future of the Youth Environment Council?

- More events together and mentors being able to still see the Ministers.
- Keep doing what you are doing.

- No because the YEC is already perfect by the way that they help the environment.
- Having more variety in the food for people like me! But apart from that no complaints.
- If in the future the YEC has another camp at Monarto Zoo to make it for two nights not just one (because the camp was awesome ☺)
- More hands on activities.
- No, it all works fine.
- No, I think everything at the moment is working well.
- Maybe some more hands-on environmental type activities.
- Probably on a weekend, as students would need to catch up on school work in their spare time.
- I was wondering if there could be a YEC for older Youth like 16-20 year olds.
- No, it is great how is is!!!
- Maybe more gatherings in person.
- An improvement would be that the camp should be longer.
- Earlier notice to the Monarto Camp.
- More hands-on activities x3
- No, I think its been great.
- No I love it.
- Less big long talks, and more educational physical activities.
- A bigger variety of activities.
- Longer camp.
- Tell more people to get involved.
- Well having a bit more time out in the environment.
- Getting outside more.

9. Any other comments?

- Thanks YEC for making me wiser about different situations.
- I loved the YEC and I hope to be a part of it next year!
- I really enjoyed being in the YEC and if I have a chance to join it again in high school, I definitely will.
- I really enjoyed the experience.
- Thank you so much for making this such an enjoyable time, you have been so great and encouraging.
- Instead of getting your name picked out of a box I think we should be able to write an application form to become a YEC leader.
- Being here was awesome ☺ Thank you!
- I really enjoyed being part of the YEC and I hope future members will to.
- Great overall experience.
- It was great fun x2
- Really enjoyed the YEC and hope to do it next year.
- Great program. Helpful staff. Wonderful opportunities.
- The NRM and YEC should be larger to let more schools and students attempt to help the environment more.

- It is really amazing!!!
- We have awesome venues.
- This year's been great.



11.6 End of Year Evaluation and Raw Data from Parents

Parent End of Year Evaluation 2012 Evaluation (from 17 of 54 respondents)

All parents of YEC students were sent (emailed wufoo link and via posted a form) an evaluation consisting of 3 questions. Only 3 questions were asked to keep it short and simple in the hopes that parents would be more likely to respond. An incentive of a \$20 iTunes voucher was also offered.

Sixteen responses were received (6 electronically and 10 via post) from 54, a 30% return rate. Only 2 chose not to provide their names. Below are the responses from the parents in their own words.

What did your child gain from being part of the YEC? Explain

- Friendship, education, fun, confidence (leadership camp). Annalise really liked the leadership camp because she made friends and got confidence. She had fun from all the activities. Kids can help and be heard about the environment and take ideas to her school.
- My child gained leadership skills. Also my child gained the opportunity to make new friends.
- A love and appreciation of our environment. A hands on approach to all things environmental. Confidence – Lochy made some good friends as part of his experience. He enjoyed being with like-minded students.
- My child learnt to be aware and conscious about the environment. How important biodiversity is. Working in groups/teams helped her gain and share relevant information.
- Worked with and met children he didn't know previously – made new friends.
- Thomas has gained knowledge about the environment and also confidence to speak to people both in a group and a public speaking role. He has had the opportunity to meet some amazing people.
- Understanding of environmental issues. Strategies to take action. Leadership skills. Public speaking skills, skills at working in groups.
- A greater awareness of environmental issues. Ideas on how to make a difference at a variety of levels. The opportunity to meet and make friends with students from other schools and regions. Further developed self-confidence and public speaking skills.
- Gained leadership skills, more experience in public speaking. Formed new friendships, more aware of her environment. Involved in school environmental activities.
- Lachlan gained confidence in himself, knowledge on sustainability within the environment and social awareness.
- Confidence to speak in front of a large group. Practiced problem solving skills. Learned more about environment.

- A great opportunity to meet and get to know other children with similar interests. Through his role on the executive he had the opportunity to present to different people/Ministers/Board, increasing his skills in public speaking and his own confidence with preparing information and then presenting.

He thoroughly enjoyed the camp and talked about the different environmental activities they had the opportunity to participate in - especially the frogs!

It is vital for children to be an active part of our communities and to be able to participate and 'try' different things - so much learning and life skills are gained through these types of initiatives.

The YEC committee provided a pathway for Josh to experience his schools environment committee (local), the regional forums (regional) and then the state focus.

- A lot of organisational skills and the confidence to take on tasks that require her to motivate others, make plans and execute them. She is gaining a very useful idea of what will work and what won't, invaluable if she is going to be effective in the years to come.
- Lachlan had a great time learning about himself, the environment (which he feels strongly about) and how to work with/lead others. He got a lot out of the camp regarding leadership styles and how other people work.
- YEC has helped boost Emily's confidence. Emily is a confident child already but being part of the YEC where she was without friends and forced to meet new people was good for her. Also Emily has taken back to her school environment group some new and exciting ideas she picked up from other school representatives from around SA.
- Angus has now been a part of the YEC for 2 years which I believe has been extremely beneficial for him to further understand and appreciate what being in the YEC means. The skills he has acquired over this time has really helped him in his every day life. He has gained more confidence in himself in general and is not phased by talking to groups of people and giving presentations to his peers and adults. Angus' leadership skills have also greatly improved and have contributed to him applying for and being selected for leadership roles at Secondary school this year. He has thoroughly enjoyed all of the forums and camps he has attended and has made many new friends. I have been extremely impressed to see the new level of responsibility Angus has taken on and the pride he takes in being a member of the YEC.

Has your child's involvement in the YEC had an impact on what they do at home or in the local community?

- Some impact by doing gardening at school and selling plants. YEC helped Annalise help others at school. At home she has been able to sell her parents how to save electricity and do recycling.

- My child now wants us to recycle more, and it has also made my child do more volunteer work.
- Yes. Lochy is actively involved in his schools EnviroKids group and has participated in the local community with “trees for Life”.
- Yes. The school she attends has a Kaurna Garden in recognition of the indigenous people. A self contained vegetable, fruit garden and also a butterfly garden which has flowers. She is involved in the upkeep of these gardens during recess and lunch times giving up her own playtime. She also recycles adamantly at home.
- Changed some practices at his school.
- Thomas has shared some of his learned knowledge with his scout troop and always thinks of the environment at home and on the farm. He enjoys helping out with the conservation park at his school.
- Yes. Helped with revegetation program at home. Leant about environmentally friendly products and ethical products and made sure I buy them!! Actively involved in recycling both at home and school. Projects at school – bush tucker garden, applied for grants – so she developed planning/writing skills.
- At home we have noticed practical changes like shorter showers and better awareness of energy conservation and waste minimisation. Assisting with planting and maintaining native plants in our garden.
- Tells me not to leave water running (turn off taps). Turn off lights if room not being used.
- Not really noticeable in the short-term, but I am sure the knowledge he has gained he will benefit enormously in the future. Because of his gained confidence, he has put himself “out there” more i.e. doing things like applying for school captain etc that he would not normally have done.
- Casey loved sharing his experiences with us when he came home from the camp. He also talked to his class and showed the photos of the camp.
- Yes, Josh is always talking to and supporting the learning of his younger sister. He is more conscious of his surroundings and the effects that everyday practices have on these. At school, Josh takes a lead role on the environment committee and within the regional forums and always has ideas and new practice thoughts that he tries to share with his school. It has also provided him with the information about what other schools and projects are happening within the state.
- Lucy helped to organise a group of friends to use some funding provided by a church group to go into the city and give out gifts of paper flowers and sweets in the cause of Happy Day, something they invented.

They also used their school Social Justice Group to raise money by baking and selling

muffins and getting sponsorship for sleeping out. This resulted in a contribution of over two hundred dollars to the work of the local Salvation Army group.

Lucy has become a leader in the school's environment group, EcoForce, and she was instrumental in preparing their presentation at the recent Kids Teaching Kids Water International Conference in Melbourne.

- Lachlan was instrumental in incorporating Nude food Day into his school and was a very active part of their NRM.
- Emily was always quite environmentally aware at home. However, her school has introduced an environment team this year and she had become a part of that team and will continue with this into 2013. This team meets regularly to decide on new environmental projects in the school community. Emily was also lucky enough to attend the Kids Teaching Kids Water Conference last month as a representative of her school where she presented a workshop to other children. Having to prepare and speak at the YEC helped her to have the confidence to do this.
- Angus' involvement in the YEC this year gave him the opportunity to introduce the YEC into Woodcroft College, as they had had no previous experience with the YEC whatsoever. Angus had to talk to the staff about his involvement and also give written reports about events he attended. He also had to seek out teachers within the school to put forward ideas about how the school could contribute towards helping support the environment. I think at times Angus felt not much was happening but with time I'm sure his ideas will gradually become incorporated into the Woodcroft College community. I do know from comments from some of his teachers that they have been very impressed with the way he has conducted himself at the school and they have been excited to have some involvement with the YEC. At home Angus is very active in helping the family with recycling and includes his siblings to get involved in discussions about the environment and sustainability.....his younger brother in particular has really taken all his comments on board and is very excited about helping and coming up with ideas we can try at home!!

Any other comments...

- She can't wait to do it next year, she is keen to be involved.
- We are so proud of Lochy and his endeavours into learning/participating in environmental studies.
- Thank you for your support.
- Thank you for giving my son this experience.

- Thomas has had a great time on the YEC team. He has struggled attending meetings this year due to most of them being held on a Monday... he has a computer V.E.T course on Monday afternoons.
- There does not appear to be much action back at school and needs more teacher involvement, especially with longer term projects that may take several years plus.
- Please make it a little easier on parents financially for making all the trips to Adelaide (2 x camp and 1 to Adelaide) costs us a lot of \$\$ in petrol, time off work, accommodation etc (just make process to obtain \$\$ easier).
- We, parents think you're doing a wonderful job with this program. It was very obvious to us when dropping Casey off or picking him up, that the children enjoy attending the meetings and the camps. Keep up the good work.
- This has been a fantastic experience for Josh and he has loved every minute of it. Thank you to you all for the hard work that you put in to make this happen for our children. Josh has always come back with great stories and information of what he has been doing. When we have sent him off to the forums/camp, we know that he is well cared for and safe. Thank you for providing him with this opportunity. (He wants to be there again next year!)
- What you are doing in YEC is well worth continuing. Even if the lessons given are not always taken up straight away, they will stay with the youngsters and may be awakened by events that occur later in their lives.
- Thank you for including Lachlan in this years YEC it has been wonderful to watch him grow and learn.
- The Centro Online workshops didn't work very well for Emily at her school. There were technical issues and also I feel she didn't have the full support of the teacher at her school (I had to keep reminding them that it was coming up). Emily also commented that she preferred the face to face meetings with the YEC rather than the online workshops and felt she got a lot more out of the meetings than the online workshops.
- Being a part of the YEC has enabled Angus to have experiences that as a parent would be difficult to provide, so for this I am very appreciative and would like to express my thanks. Angus has really valued the 2 years he has been a part of the YEC and has thoroughly taken on board the responsibility of being on the executive. It has, I believe contributed towards his being selected as a Year 8 student leader and furthermore given him the confidence and belief in himself and what he has to offer. He enjoys sharing what he has learned during his time with the YEC with others and putting into practise the skills he has developed. Angus has been selected as the Year 9 Middle School Captain at Woodcroft College for 2013 and there is no doubt that the experiences he has had with the YEC has

largely helped contribute to this achievement. So to all who have worked so hard with the students and provided them with many life experiences a big thank you!

11.7 End of Year Evaluation and Raw Data from Teachers



Teacher End of Year Evaluation 2012 Evaluation (from 13 of 54 respondents)

All Teachers of YEC students were sent (emailed wufoo link) an evaluation consisting of 3 questions. Only 3 questions were asked to keep it short and simple in the hopes that teachers would be more likely to respond. An incentive of a \$20 iTunes voucher was also offered.

Thirteen responses were received electronically out of 54, a 25% return rate. Only one teacher chose not to provide their details. Below are the responses from the teachers in their own words.

Have you noticed a change in your student this year as result of their participation in the Youth Environment Council? E.g. leadership, confidence, sense of purpose, social interaction, empowered, taking action.

- Yes. Ella has developed her confidence and keen to take on leadership roles.
- Confidence. Determination to make our school and community a better place. Set up nude food days. Improvement in public speaking skills. The opportunity to work with other adults and schools is appreciated. Learnt how to run a meeting.
- Seemed more confident. Able to take on leadership roles in lessons. Better general attitude to Env issues.
- Marcus has certainly been more prepared and confident when speaking in front of our school community. He has certainly realised that he can make a difference by taking action.
- The program is brilliant. Significant change in: team work, confidence, skill and knowledge sharing, accessing and networking external organisations, public speaking, understanding of work that needs to go into setting up and maintaining programmes, basic administration skills ie phone skills, letters to teachers etc, student driven initiatives in other areas ie a litter project, enthusiasm and commitment.
- The three students who have attended part or all of the YEC activities have all shown some degree of added confidence and leadership skills. Kelsey in particular has shown a huge lift in her confidence and ability to speak to other people and present information to a larger group. These students have also impacted on the rest of our JYEC group at school through their improved organisational skills and motivation to come up with ideas to help promote the environment and plan environmental improvements to the school.
- Absolutely! Abby has been an active and passionate member of a school sustainability group for 2 years. Her involvement in Y.E.C. has strengthened her confidence and her leadership skills. It has been so refreshing to see Abby come back from Y.E.C. activities/meetings feeling inspired and keen to encourage and inspire/support her team mates. I've also noted that Abby's social interaction skills have improved, enabling her to

work with a wide cross section of our school (Individuals, small groups, classes, teachers, leadership) in a positive and pro-active way. I feel Abby's participation in Y.E.C. has given her the opportunity to work with other likeminded people and to reaffirm for her, the importance of her efforts/contributions to promoting sustainability. Perhaps, the experience has also helped Abby to select her future pathway. (In 2013 Abby will be attending Urrbrae College to pursue her environmental interest/passion.)

- A lot more confident to talk about his experiences and keen to pass on ideas and actions.
- The students in the Youth Environment Council were really excited about being involved. They developed their confidence and were proud of their achievements. As one student only continued with taking part I can mainly make comments about her. She really valued the opportunity to develop her confidence, learn new skills in leadership and work with others.
- Ethan has grown in confidence this year. His skills in social interaction have improved considerably. He WAS prone to "take the bait" when bullied or teased but now chooses to walk away rather than become angry.
- Hard to know. The student was and is very interested in environmental matters. I have noticed he has learned quite a lot of detail about plants relating to our school project. Not sure what he has learned at the Adelaide forum.
- Perhaps nothing really evident, but subtle greater confidence when dealing with peers and increased student leadership potential displayed.
- I only have her once a week for PE so it is a bit hard to tell. I think she has become more confident.

Would you encourage your student/s to apply for the YEC next year? Why? Why not?

Explain?

- Absolutely. I'm not sure I could stop Ella, as she has been most enthusiastic about the program.
- yes for all the above (Confidence. Determination to make our school and community a better place. Set up nude food days. Improvement in public speaking skills. The opportunity to work with other adults and schools is appreciated. Learnt how to run a meeting).
- Yes , A great opportunity.
- I would certainly recommend and encourage students next year to get involved. Wonderful experience and gives students an opportunity to show leadership.
- Absolutely...already planning stage two of our project.
- I would certainly encourage any students to apply for YEC so they too could benefit both in personal and group development as has occurred with those involved this year. As a

country school students have limited access to see how other schools work with environmental projects and also gain a perspective in similarities and differences between country and city.

- Certainly! Participation in the Y.E.C. is so empowering for young learners and this is particularly evident when students talk to their peers about their experiences and connections they have made. When Abby share with us about working with others.
- Yes. Gives them a sense of purpose and achievement. makes them want to participate more in all activities as they have a stronger sense of worth.
- Yes, the benefits for even one student is worth it. It provides an opportunity that they may not be able to have at any other time in their education. it gives them confidence, makes them feel worthy and proud and feel like they are capable and can achieve anything.
- Yes. We need more young environmentalists!
- Not unless they were especially interested. The one Centra link up which I encouraged our student to be involved with didn't work (message re group being full). The other session clashed with the local youth environment forum.
- Yes, beneficial learning experience to enhance their knowledge and skills.
- Sure. Great opportunities for learning and leadership.

What helped you to support your student?

- Not sure - we're Ok here.
- NRM support staff. Documentation provided. SEMP. NETWORK MEETINGS WITH OTHER SCHOOLS.
- Being able to contact Env team Marianne and Melissa if I needed help. Discussions and feedback at YRF sessions.
- This year I felt like I knew more what was going on. Communication seemed to be a lot better regarding the events etc.
- The NRM girls are FANTASTIC !!! Rave rave. Also brilliant role models for students in schools/suburbs where there are not high academic retention rates. They can see people working in other jobs etc. The forums were incredibly helpful and the support of other schools.
- The education officers from our local NRM group were a huge help in both organising and working with the students in both participating at events and suggesting ideas for projects.
- Support from NRM Team. Student's own persistence, interest/passion. Attending Youth Forums together. Working collaboratively/taking action on projects. Support from School Leadership Team. Staff members commenting about her skills/contributions to school. Allocated T&D time (release time during school hours).

- The school was very supportive and publically acknowledged his participation in the YEC. Extra time was given to him when he attended activities outside of school to finish scheduled work.
- The support from NRM was so valuable, the reminders and guidance is so important. Sometimes because there is so much to do teachers can feel like it's another job and feel reluctant to take part, but I think that the outcomes for the students is so rewarding that it is almost an injustice to not give them that opportunity, Melissa and Marianne are so approachable and even when I asked a million questions they were always happy to help in any way they could. Being able to contact them and know that they are approachable and helpful makes all the difference.
- To be perfectly honest... I did very little to support Ethan other than provide practical support such as access to a phone/computer/photocopier.
- The Regional Youth Environment Forums, run by Natasha Dawson provided the main student support.
- Update of what they were participating in and when.
- The IT teacher who helped get her onto the Centra website.

Any other comments...

- Computer link ups were still difficult.
- I was really disappointed this year with the CENTRA events. One was held during a YEF event and the other couldn't allow us to log on.
- The NRM is a wonderful educational support team and resource. Over the years they have been an amazingly enthusiastic and passionate group.
- Being part of the YEC has been a wonderful experience for the students. They have met new friends, personally developed many skills, gained wider perspective on environmental matters and been given opportunities which would not be possible otherwise.
The video links have been the only disappointment and that is due to our school equipment not being able to meet the requirements for interaction. This is our problem not one for the YEC. The idea of students being able to communicate from all parts of the state is fantastic. Next year we will hopefully have ironed out our technical issues.
- A valuable and rewarding experience for Abby. It has helped her to build on to her leadership skills and to transfer/share her learning with her peers.
- I found that other students respected him more and also took a greater interest in what he had to say. He was looked up to as his YEC position showed them that what he was participating in was greater than the school community and acknowledged by others in a more environmental credible field.

- I think that this program is great for our kids, great for the promotion and understanding of environmental issues and needs to be there so that our kids "get it "because they are our future. It provides an opportunity to develop mentally, emotionally and spiritually while they connect with their world.
- Keep up the good work!
- Apparently getting on to the Centra website for video links was very difficult.