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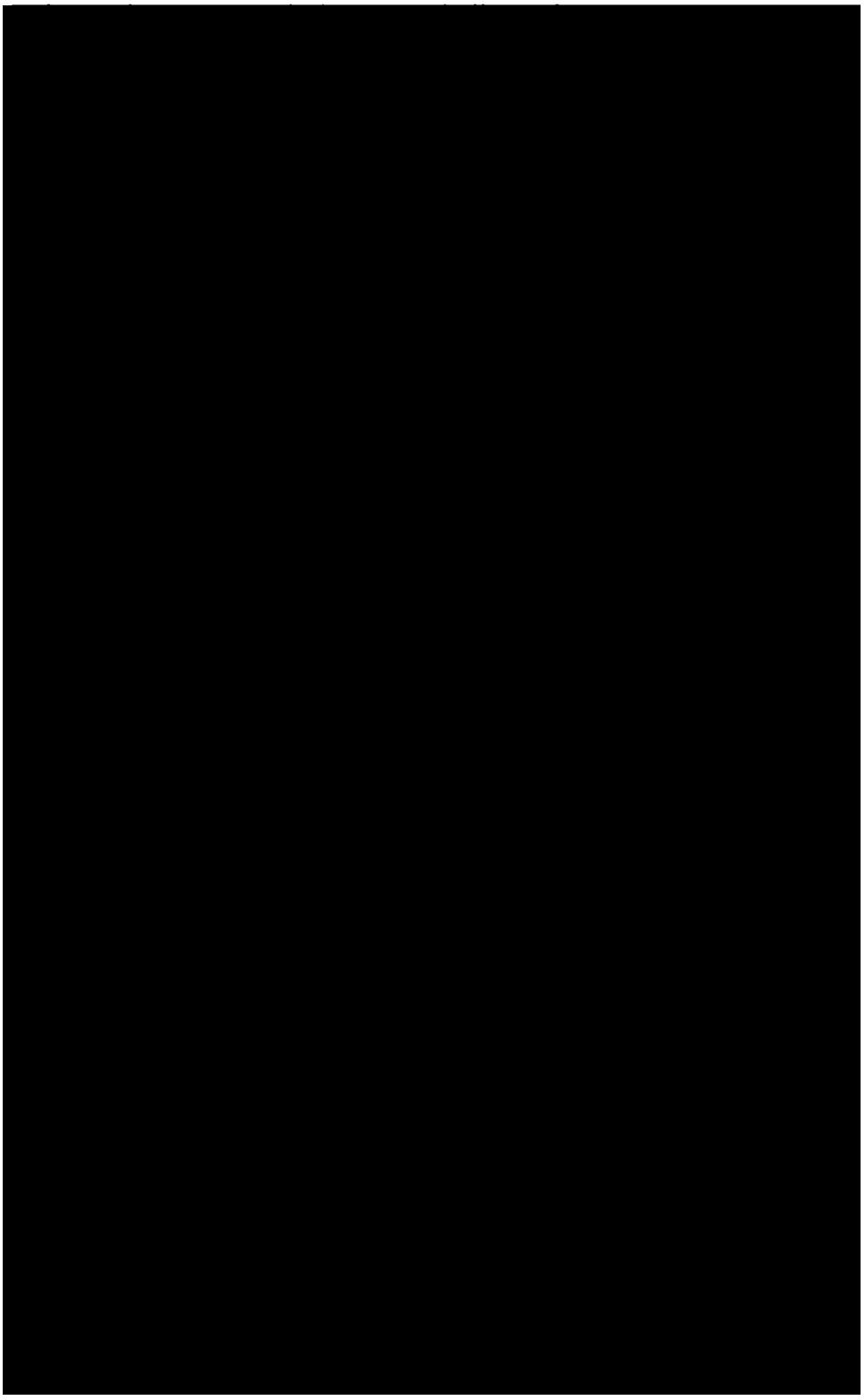

environmental activists/educators is much more meaningful for replicability of

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Phase I—Method

[redacted]

TABLE 1. Focus group questions.

relevant to conducting focus groups, and attended a training session where they

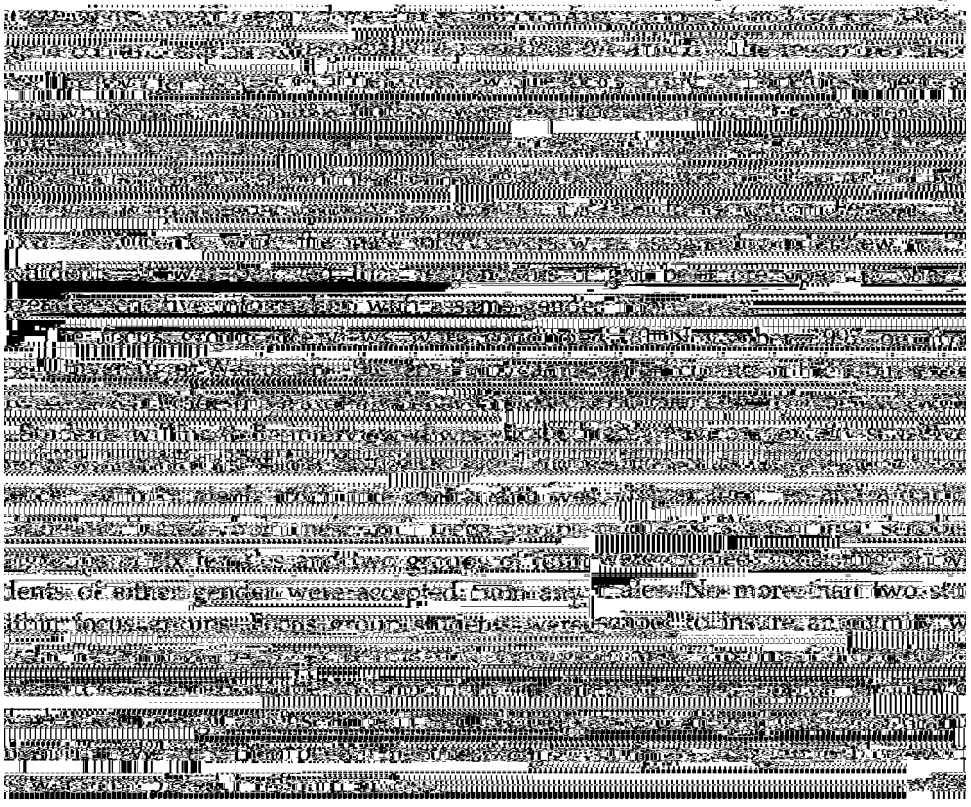


TABLE 2. Demographics

Gender: Males = 8	Females = 12
Size of home town:	Rural area = 9
[illegible]	[illegible]
	Large town of 10,001–50,000 = 4
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

/most; 1 = lowest/least; 10 = highest

[redacted]

Limitations

[redacted]

[redacted]

TABLE 3. Categories and subcategories of influences on environmental sensitivity

ROLE MODEL INFLUENCES
- Most important role models
  - Teacher or their environmental club advisor
  - Parents
  - Relatives
  - Friends
  - Others (e.g. actors, politicians)
- Important characteristics of role models
  - Knowledgeable
  - [redacted]

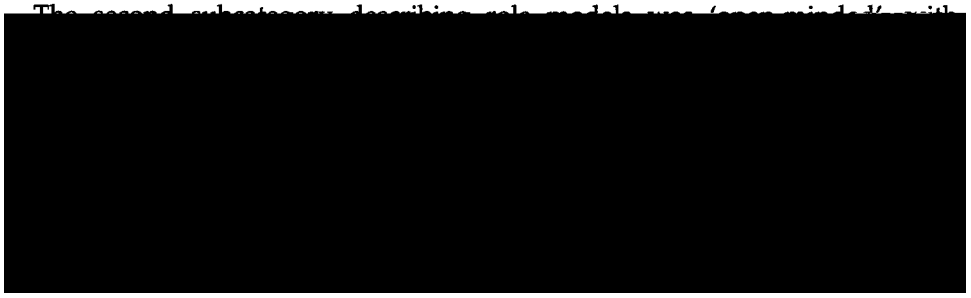
ENVIRONMENTAL INFLUENCES
- [redacted]

PERSONALITY INFLUENCES
- [redacted]

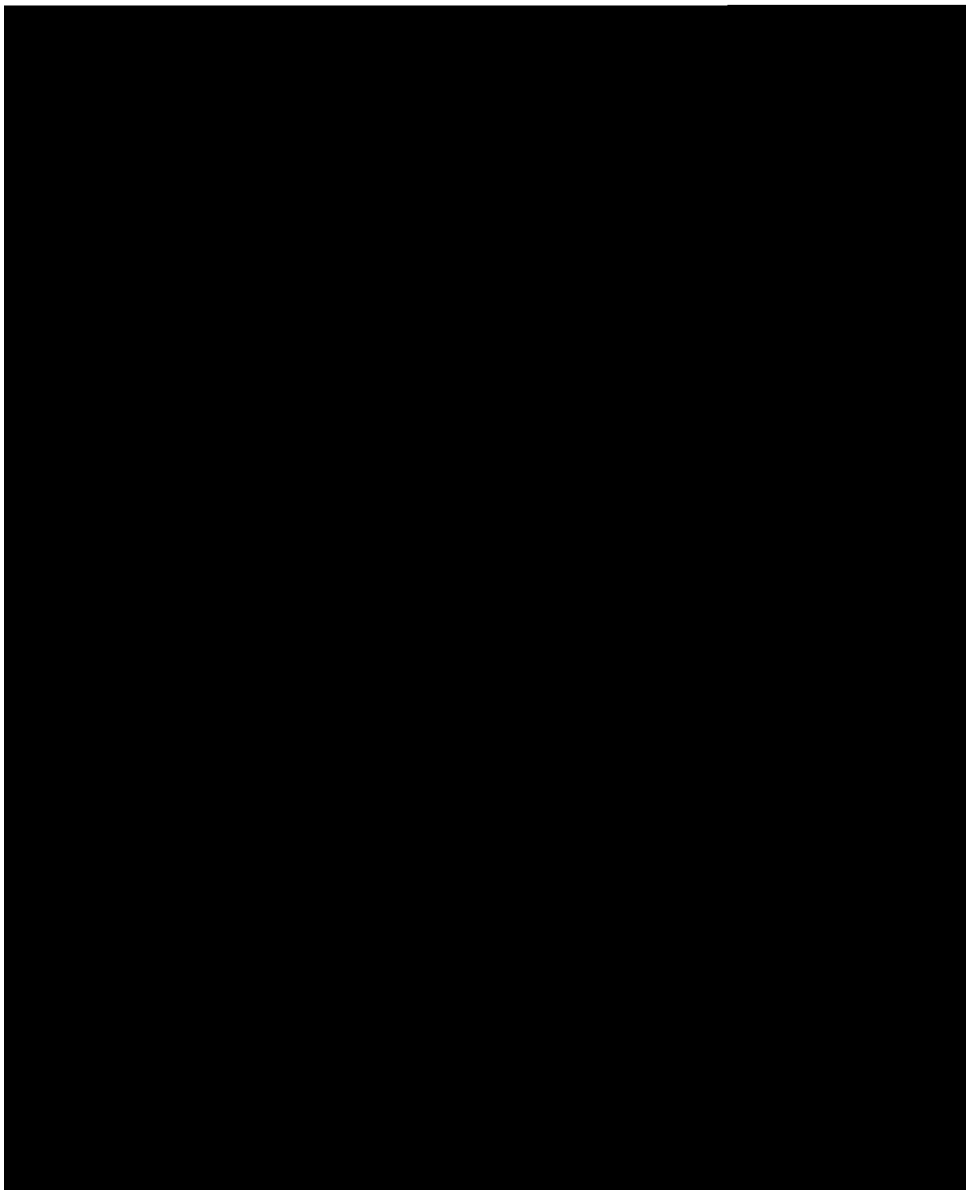
[redacted]

Role Model Influences

[redacted]



Environmental Influences



The last subcategory under environmental factors was experiences with animals. Six of 12 females and 7 of 8 males mentioned animals. Some mentioned [illegible] hunters, e.g., [illegible] disapproval of [illegible] because he shoots anything.

Personality Influences

Several subcategories were grouped under the personality category. Over half [illegible]

Most Important Influences [illegible]

[redacted]

ACCESSIBILITY TO/FREQUENCY OF VISITS TO OUTDOOR AREAS

[redacted]

ROLE MODELS
School related
Teacher/club advisor
People in environmental clubs
Parents
Relatives
Boy Scouts
SCHOOL (imprecisely described)
Education/school

[a]In descending order of frequency of mention

[redacted]

Phase II—Method

A pencil-and-paper survey was developed based on the results of phase I. The

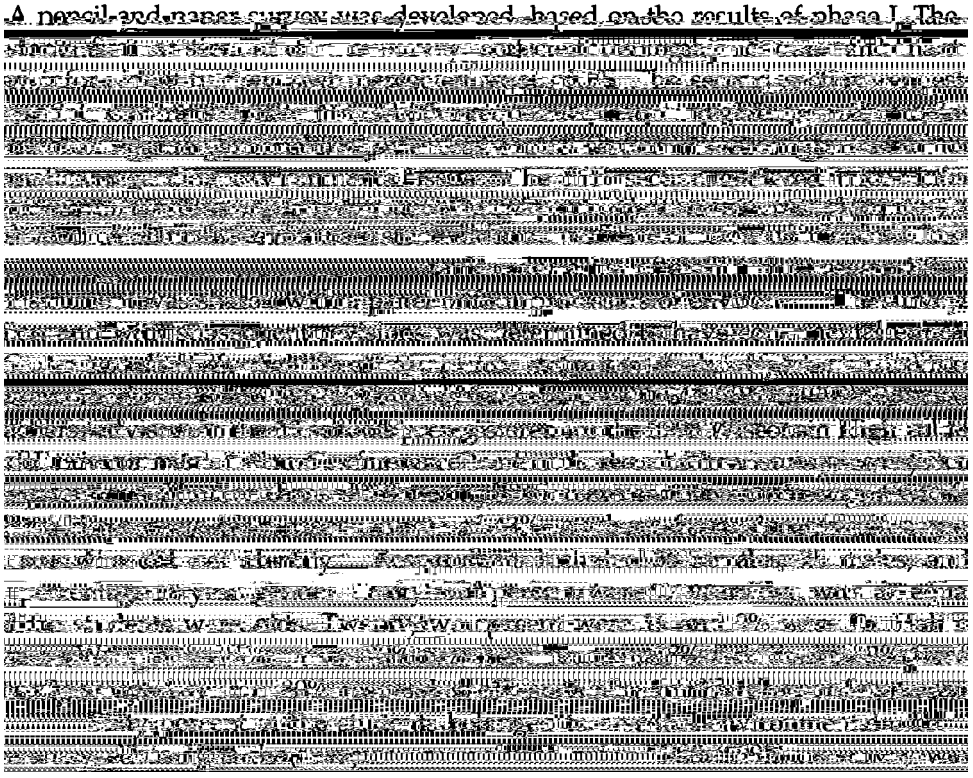


TABLE 5. Students' rating of importance of role models, $n = 64$

Role model	Mean rating of importance[a]	Standard deviation
Male teacher	3.39	1.16
[redacted]	3.00	1.28
	2.98	1.19
	2.73	[redacted]
	2.55	
	2.50	
	2.45	
	2.31	
	2.31	
	2.20	

[a]5 = critical/extremely important; 4 = very important; 3 = moderately important;

[redacted]

TABLE 6. Students' rank ordering of most important role model, $n = 48$

Role model	Ranking[a]	Percent of students ranking most important	Weighted ranking[b]
Male teacher	1	43.8	1
[redacted]	2	12.5	3
	2	12.5	2
	2	12.5	8
	5	4.2	5
	5	4.2	10
	5	[redacted]	[redacted]
	8		
	8		
	8		

[a]When only the number one ranked role model is considered.
[b]When all ranked role models are considered.

TABLE 7. Extent to which traits describe most important role model

Trait	Mean[a]	Standard deviation
[redacted]	4.30	0.94
	4.19	1.10
	3.97	1.14
	3.91	1.00
	3.83	1.06
	3.70	1.2
	3.64	1.21

[a]1 = does not describe the role model; 5 = describes the role model extremely well.

ables were measured using Likert-type items to assess how well the trait

[redacted]

Environmental Influences

[redacted]

Personality Influences

Students tended to describe themselves as outgoing (mean = 3.94). Seventy

TABLE 8. Students ranking of most important influences on environmental sensitivity[a]

Influence	Rank	Mean	Median	Mode	Std dev.	Weighted rank
Time spent outdoors	1	2.30	2	1	1.81	1
Role model(s)	2	3.32	3	1	2.04	2
Personality	3	4.32	4	3	2.05	3
Experience working with animals	4	4.41	4	4	2.46	4
[illegible]	5	5.19	6	6	2.04	5
[illegible]	6	5.32	6	8	2.14	6
[illegible] Freedom to [illegible]	7	5.50	6	7	1.84	7
[illegible]	8	5.60	6	8	2.05	7
[illegible]	–	5.20	4	4	2.17	–

[a]1 = most important influence; 9 = least important influence.

[redacted]

Ranking of Most Important Influences

The final portion of the instrument asked students to rank order the most

[redacted]

Discussion

[redacted]

TABLE 9 Correlations between influences on environmental sensitivity

Influence	[redacted] Experience	Negatives experiences	Time spent outdoors	Role model(s)	Feeling that I can bring about change	Freedom to make my own choices
[redacted]	–					
	1.00					
	−0.03	1.00				
[redacted]		−0.03	1.00			
		0.85				
		−0.29[a]	−0.11	1.00		
		$p = 0.03$	$p = 0.42$			
		0.09	−0.30[a]	−0.11	1.00	
		0.54	$p = 0.03$	$p = 0.43$		
	−0.34[a]	−0.32[a]	−0.08	−0.16	0.16	1.00
	$p = 0.01$	0.02	$p = 0.56$	$p = 0.25$	$p = 0.25$	

[redacted]

very select group. All were attending a high school environmental action

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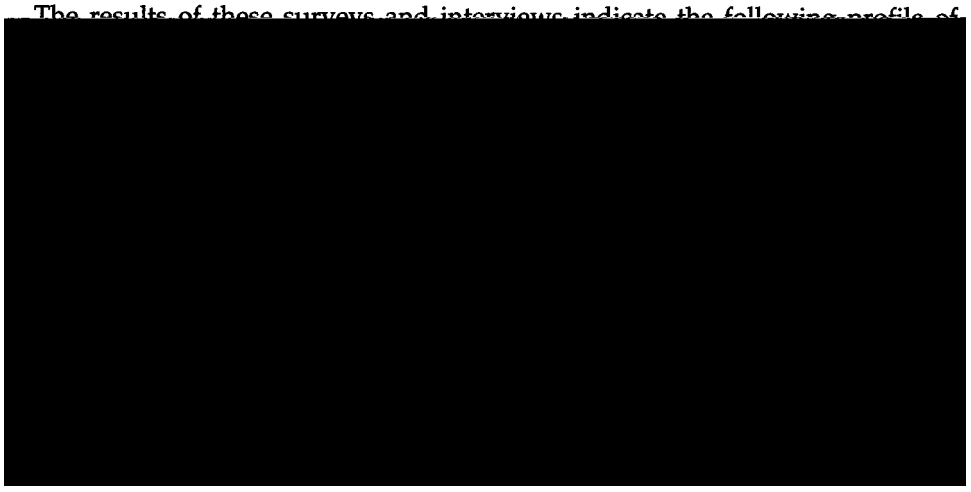
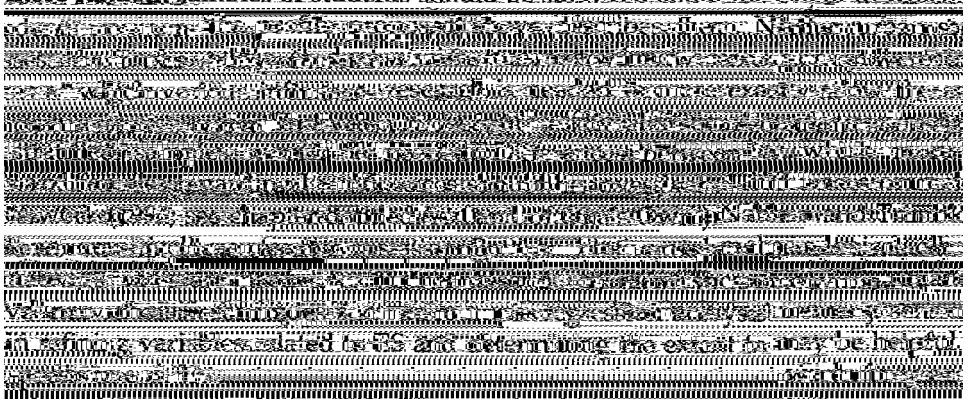
of ES, or whether some level of ES usually precedes such an event in order for it to further influence ES.

The results of these surveys and interviews indicate the following profile of



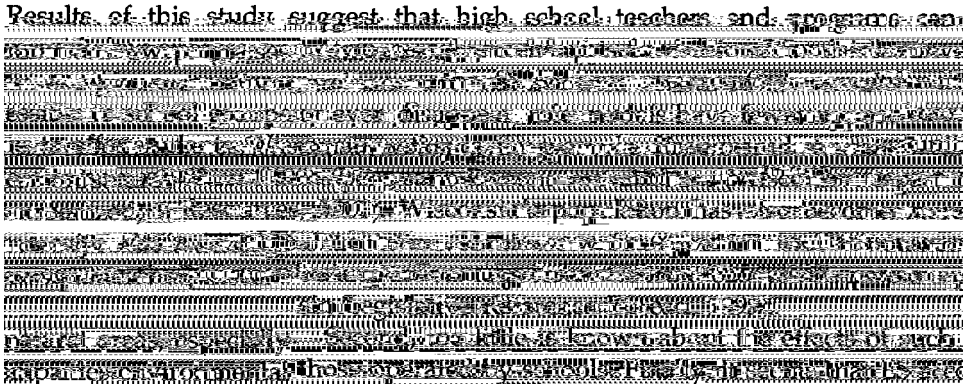
Implications

Additional research is needed to describe the phenomenon of ES. Larger and more random samples of students should be surveyed about the extent to which



Conclusion

Results of this study suggest that high school teachers and programs can



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Notes on Contributor

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REFERENCES

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PETERSON, N. & HUNGERFORD, H. (1981) Developmental variables affecting environmental