Seminar on Encouraging a Low-carbon Lifestyle for Promoting Education for Sustainable Development

School-based experience sharing given by Dr. E Chau
SKH Tang Shiu Kin Secondary School

3 April 2017
Stages of the Design of EE programme

- Needs assessment
  - Setting aims and objectives
    - Conceptualizing content
      - Developing materials and activities
      - Organizing content and activities
    - Considering resources and constraints
      - Evaluating
        - Needs assessment

- Setting aims and objectives
  - Conceptualizing content
    - Developing materials and activities
    - Organizing content and activities
  - Considering resources and constraints
    - Evaluating
      - Needs assessment

- Evaluating
  - Needs assessment
Needs assessment

- problem identification
HONG KONG
CLIMATE CHANGE
REPORT 2015

Environment Bureau in collaboration with Development Bureau, Transport & Housing Bureau Commerce & Economic Development Bureau, Food & Health Bureau, Security Bureau
November 2015
problem analysis: determine the causes
Determining solutions

- In the environment
  - Local & overseas

- About the environment
  - Permeation into formal curriculum

- Environmental education
  - Awareness
  - Action
  - Attitudes

- For the environment
  - Taking action in school or community

- About the environment
  - Through non-formal learning
Setting priorities

Knowledge about the environment

- Formal curriculum: Infusion into Geog, Science, Liberal Studies & language subjects in the whole year
- Non-formal curriculum: visit to Museum of Climate Change and environmental workshops

Learning in the environment

- Local investigative study (research)
- ‘Go Green on Lamma Island’ Programme
- Caretakers of the Environment International (CEI) – Annual conference with guided tours

Concern for the environment

- Practise organic farming with the elderly in Wan Chai Park
- Inter-class mooncake box collection competition
Infusion into F.3 geography curriculum

* During lessons: Changing climate, changing environments
* During morning reading session:
  Reading books entitled ‘Alleviating global warming: 21 things you can do in schools’ published by Green Power
* Pamphlet / Bookmark design competition
  – Climate change: what can we do to reduce the impact on wildlife?
Types of learning in the environment

Types of field trip strategy

• Instructional trips
• School contests
• Motivational trips

Types of field work

• Sensory fieldwork
• Field excursion
• Investigative fieldwork based on hypothesis-testing task / problem-solving task / decision-making task
• Field enquiry

http://eprogressiveportfolio.blogspot.hk/2012/06/field-trip-strategy.html

Intro Geography S1 Fieldwork Bk
Blue Mar
Pearson Education South Asia
<table>
<thead>
<tr>
<th>Sensory Fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Excursion</td>
</tr>
<tr>
<td>Investigative Fieldwork</td>
</tr>
<tr>
<td>Enquiry Fieldwork</td>
</tr>
</tbody>
</table>
Knowledge about the environment

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- Non-formal curriculum: visit to Jockey Club Museum of Climate Change, and environmental workshops

Learning in the environment

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Concern for the environment

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<table>
<thead>
<tr>
<th></th>
<th>Instructional trips</th>
<th>School contests</th>
<th>Motivational trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory fieldwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field excursion</td>
<td>Guided tours, e.g. tour in organic farms</td>
<td></td>
<td>‘Go Green on Lamma Island’ Programme</td>
</tr>
<tr>
<td>Investigative fieldwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field enquiry</td>
<td></td>
<td>Local investigative study</td>
<td></td>
</tr>
</tbody>
</table>
Setting aims and objectives

- **Setting aims**

To promote a low carbon lifestyle in students, and to develop their knowledge, skills and positive values and attitudes that enable them to make well-informed decisions and take action for the creation of sustainable environment.
Setting objectives

After the programme, students are able to:

| Knowledge | • understand the causes and effects of greenhouse gases emission in Hong Kong  
• discuss how different measures help to combat climate change |
| Skills | • evaluate the measures taken to combat climate change on Lamma Island |
| Attitudes | • recognise the importance of having low carbon lifestyle |
| Individual behaviour | • be willing to take action to combat climate change in their daily life |
| Social action | |
Conceptualizing content

Think what you want your students to learn in the programme

Making decision

Organizing the content

What you will teach in the programme
Factors affecting the selection of content

Significance

- Issues related to climate change

Validity

- Accurate content
- Up-to-date content
- Consistent with the objectives

Interest

- Meaningful to students
Utility

Usefulness of the content: is it worth knowing?

Learners’ ability

Students’ prior knowledge

Suitability to students’ academic ability

Suitability to students’ physical ability

Feasibility

Availability of sites: (accessibility and safety)

Resources

Time allowed
Significance

Content

- Rubbish – what’s the solution?
- Eco shopping
- Local farm: is it organic or not?
- Can fuel mix alone help to combat climate change?
- Is the use of renewable energy a way out in HK?
- Can tree-planting scheme help to combat climate change in HK?
- Is it possible to set up home farm to reduce carbon emission?
- What is the impact of climate change on the wildlife on the mudflat?
Rubbish – what’s the solution?
Pilot Community Recycling Programme in Islands District, closed loop recycling, upcycling

Eco shopping
Organic and ecofriendly products

Local farm: is it organic or not?
Farming methods used in the farm

Can fuel mix alone help to combat climate change?
Operation in the power station
Impact of burning different types of fuels on the environment

Is the use of renewable energy a way out in HK?
Types of renewable energy in HK
Their advantages and disadvantages

Can tree-planting scheme help to combat climate change in HK?
Indigenous plants vs exotic plants
Their effectiveness in combating climate change
<table>
<thead>
<tr>
<th>Validity: Consistent with objectives</th>
<th>To discuss how different measures help to combat climate change</th>
<th>To evaluate the measures taken to combat climate change on Lamma Island</th>
<th>To recognise the importance of having low carbon lifestyle</th>
<th>To be willing to take action to combat climate change in their daily life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubbish</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Eco shopping</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Local farm</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Fuel mix</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Renewable energy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tree-planting scheme</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Home farm</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Impact of climate change</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Interest

Sense of satisfaction

Learning in a new real-life context

Relevance to daily life
Utility: developing students’ lifelong skills

- Develop the habit of reading labels of products
- Know how to make a wise choice of products
- Know how to have low carbon living in their daily life
Learners’ ability: link to students’ prior knowledge

F.3
- Know the types of renewable energy
- Know the measures to conserve the environment in Hong Kong and sustainable farming methods

F.4
- Know the causes and effects of climate change and the related measures taken locally, nationally and globally

F.5
- Know the causes and impact of global warming and the strategies used to cope with global warming

Pre-trip activity: Design a flow chart to illustrate how human activities cause global warming which brings some effects to Hong Kong.

Lack of prior knowledge about the causes of global warming
Learners’ ability: Suitability to students’ academic ability

Worksheet Set 1 – for average students

Worksheet Set 2 – for more able students

- Less guidance given to students
- More challenging questions
- More pre-trip activities for preparation at the beginning of some topics
Feasibility:
Sites
Resources
Time

Start at 9:35 a.m.

Collection points for recyclable materials and exhibition board for an introduction of the Pilot Community Recycling Scheme

Exhibition panels at Lamma Winds (with guided tour)

A big local farm

Interpretative plate at tree-planting site

Take ferry at 4:05 p.m.

Interpretative plate for mudflat

Briefing on upcycling and workshops in Lamma Corner and eco shopping in green shops

Lamma Power Station (with guided tour)

Home farm
Developing EE materials and activities
• Guidelines on developing EE materials & activities

**Experiential learning**
- Learning based on first-hand experience
- Learning through reflection on doing

**Fairness**
- Balanced presentation of different viewpoints
- Openness to inquiry
- Reflection of diversity

**Skills building**
- Critical thinking skills
- Applying skills to issues
- Action skills
Formation of attitudes

- Open-mindedness
- Respect for evidence
- Critical reflection

Action orientation

- Sense of responsibility
- Self-efficacy

Personal participation

- Working as individuals or in groups
- Translating personal commitment into environmental protection
Organizing content and activities

- Pre-trip activities
- Field trip activities with different topics
- Post-trip activities
• Pre-trip activities

TUNING IN

https://www.pinterest.com/pin/350717889709565712/
Get students engaged in thinking about the topic

• To sensitize and motivate students through reading news about environmental problem faced on Lamma Island, Hong Kong and ZDR
Preparing to find out

- assessing what the students already know about the topic
- activating students’ prior knowledge

Name of phenomenon

Effect on global temperature

Effect on sea ice and sea level

Effect on Hong Kong
3. Suggest what the government should be done to combat climate change.

* brainstorming: generate solutions to the problem
Questions you need to address in the field trip:

1. Are there any human activities leading to climate change on Lamma Island? Are they effective enough?
2. What measures have been done to combat global warming on Lamma Island? Are they effective enough?
3. What other sustainable measures can be used to reduce climate change?
4. What can we do to combat climate change in our daily lives?
Field trip activities with different topics

- Sequencing topics

* depend on the location of sites along the route
* arrange similar content together
* from important to less important topics
- Sequencing content under each topic

https://www.pinterest.com/pin/350717889709565712/
Finding out

Gather new information about a topic through:
• observation
• briefing

Part 2 Closed loop recycling - what is it?

Visit 'Lamma Corner'.

1. Find out what three types of recyclable materials mentioned in Part 1 Question 3 are used for making the items.

<table>
<thead>
<tr>
<th>Recyclable materials</th>
<th>Items made (Give at least one example)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Figure 2 shows the closed loop recycling that is practised on Lamma Island.

The closed loop recycling involves three processes, including:

(a) ____________________________

(b) ____________________________, and

(c) ____________________________
3. How can this closed loop recycling help to combat climate change?

- help students to reflect what action they can take in the loop

4. As a consumer, what roles should you play in the recycling loop to help combat climate change?

- construct knowledge about the way how the measure helps to combat climate change based on their prior knowledge
Thinking deeply

Challenge and extend students’ understanding about the topic:
* going further
* raising new question
* creating new knowledge

5. Do you think that all recyclable materials collected can enter the loop of recycling? Why?

6. (a) If the recyclable materials cannot be used for recycling, where will they go?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

(b) Do you think all the recyclable materials are recycled locally in Hong Kong?

   ____________________________________________________________
Explaining

* expressing own opinions based on what they have learnt
* making well-informed decision

(c) Taking into consideration of your answers in (a) and (b), do you think recycling is a good way to combat climate change? What else can we do to combat climate change?

______________________________

______________________________
Example 2 Lamma Winds

Finding out

Gather new information about a topic through:
- reading exhibition boards
- recording real-time data
- sensing the environment

1. What types of renewable energy are used at this site?

____________________________________________________________________________________

2. Why is it suitable to set up the wind turbine at this site? Give five reasons.
   - __________________________________________________________________________________
   - __________________________________________________________________________________
   - __________________________________________________________________________________
   - __________________________________________________________________________________
   - __________________________________________________________________________________

Is it easy to find similar site to build wind farm in Hong Kong? Why?

____________________________________________________________________________________
In the role-play activity:
* going further through reading exhibition boards
* discussion for new task
* creating new knowledge

Each group will be assigned one of the following roles. Collect the information from the exhibition panels for discussion.

<table>
<thead>
<tr>
<th>Role</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Discuss why different types of renewable energy should be further developed in relation to existing environmental problems</td>
</tr>
<tr>
<td>Spokesman from a power company</td>
<td>Discuss whether the development of different types of renewable energy is cost-effective</td>
</tr>
<tr>
<td>Environmentalist</td>
<td>Discuss the negative impact of the development of different types of renewable energy on the environment</td>
</tr>
<tr>
<td>Urban planner</td>
<td>Discuss the problems in the selection of suitable sites for the development of different types of renewable energy</td>
</tr>
<tr>
<td>Spokesman from Department of energy</td>
<td>Discuss whether different types of renewable energy can give abundant and reliable energy supply in Hong Kong and their energy efficiency</td>
</tr>
</tbody>
</table>
Explaining

* expressing own opinions based on what they have learnt
* making well-informed decision

7. Do you agree that the renewable energy should be further developed as a sustainable measure against global warming in Hong Kong? Why?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Give at least three reasons:

8. The use of technical measures, like fuel mix and renewable energy, seems not to be the most sustainable way to combat climate change caused by power station. Then what else can we do to solve this problem?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
• Post-trip activities

ACTION

https://www.pinterest.com/pin/350717889709565712/
• Devise personal action contracts that will be carried out at home – changing habits or forming new ones

### Post-trip Activities

| Name: ____________   | S. _____   | Date: ____________ |

1. After the field trip, think about your living habits at your home. Write down what you have done already and what more you could do to combat climate change.

<table>
<thead>
<tr>
<th>Eating habits</th>
<th>What have you done already?</th>
<th>What more could you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transportation</th>
<th>What have you done already?</th>
<th>What more could you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of energy</th>
<th>What have you done already?</th>
<th>What more could you do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ answers</td>
<td>What more could you do?</td>
<td>No. of students*</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Eating habits</strong></td>
<td>Choose organic food to eat</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Eat less meat / beef</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Eat more vegetables</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Eat more locally-produced food</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cook/Eat just the right amount of food to reduce waste</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Eat less packaged food</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>Walking (short distance)</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Cycling</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Use more energy-efficient / public transport (e.g. MTR)</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td><strong>Use of energy</strong></td>
<td>Use less electricity (e.g. air-conditioner) / use solar power</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Use fan instead of air-conditioner more often</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Use natural sunlight to save energy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Turn off the electronic appliances when not in use</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Use LED light</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Use electrical appliances with electrical efficiency label</td>
<td>1</td>
</tr>
</tbody>
</table>
• Plan how to convince others to take action to cut carbon emission in school

3. Explain why 'cutting your carbon emissions together' could be seen as being like the international agreements, such as the Paris Agreement.

4. Do you think that this type of agreements is effective in combating climate change? Why?

5. What could you do to make everyone take an active part in cutting carbon emissions together? List at least three ways.

• Give talks to other schoolmates in the morning assembly
Considering resources and constraints

- **Resources:**

  **Student Environmental Protection Leader Training Scheme (Greengoer)**

  - **Human resource:**
    - Two student leaders (university students)
      * act as facilitators in the F.3’s group discussion
      * explain the operation in the power station
      * help to give debriefing
  
  - **Financial resource:**
    - A subsidy of $2000 – buy food during eco-shopping, transportation fee and book coupons as prizes
• Constraints:
  ~ time consideration: difficulty in fitting the trip in the school calendar
  ~ less frequent ferry service at Sok Kwu Wan
    → time constraints in the trip
  ~ students’ behaviour and attitudes
    Can their learning motivation be sustained for a whole-day trip?
• Alternatives:
  - Focus on one of the themes:
    * Renewable energy (whole-day trip)
    * Low carbon lifestyle (whole-day trip)
  - Choose the sites in or near the school district
    e.g. Rubbish – what’s the solution?
      Eco shopping ...
Evaluation

Content

- assess students’ reaction to the programme
- assess whether the learning objectives have been met
- assess whether the knowledge and skills learned in the programme are actually applied in their daily life
<table>
<thead>
<tr>
<th>Formats</th>
<th>Questionnaire survey</th>
</tr>
</thead>
</table>

**Section A:** Please tick the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>SA = strongly agree</th>
<th>A = agree</th>
<th>D = disagree</th>
<th>SD = strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The activity has enhanced my environmental knowledge and understanding of environmental problems in Hong Kong caused by carbon emissions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>This activity makes me know the application of the concept of sustainable development in taking measures against carbon emissions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The activity has enhanced my environmental awareness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>This activity helps me make informed decisions in response to climate change.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The activity helps me put environmental knowledge into practice in daily life (e.g., waste reduction, energy saving).</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>After this activity, I would like to adopt a greener lifestyle to protect the environment.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>The activity has aroused my interest in joining other environmental activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>After this activity, I am more willing to share environmental messages to my families, schoolmates and friends.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action**

Knowledge and understanding

Application of concept of SD

Awareness

Making informed decision
Focus-group interview conducted by EDB

Questions:

1. Have you participated in any services or activities related to environmental protection inside or outside your school? Can you share your experiences? Why are you interested in conserving the environment?

2. Can this field trip meet your expectations? What is your greatest benefit from this field trip? Can you share with me?

3. Among the environmental problems mentioned in the field trip, which one needs to be addressed urgently? Compare to the place you live, what are their similarities or differences?

4. Referring to your suggestions to the government you made before the field trip, would you like to make any revision or amendments so that relevant measures can combat climate change more effectively?

5. How would you choose between economic development and environmental conservation?

6. How would you apply the concepts of low carbon living in your daily life? Do you think that you can sustain such a lifestyle?
Stages involved in conducting field trip

• Logistics planning

- Apply for administrative approval
- Book briefing session and workshops organized by Lamma Corner or guided tours organized by HK Electric if necessary
- Check whether Lamma Winds is open to the public on the day for field trip
- Check the schedule of ferry service (may reserve the seats in advance if there is a large group of participants)
- Make arrangement for meals and develop schedule for the day
- Arrange special equipment like cameras or tablets and collect money
- Inform the police about the trip
- Inform parents about the trip
- Print worksheets
- Create a list of student names and phone number for emergency
• Briefing session / Field trip preparation
  - Show photograph of the site – Lamma Winds
  - Show photograph of glacial retreat
- Discuss the purpose of the field trip
- Overview the rundown of the field trip
- Tell the format: group competition
- Set action targets and discuss money usage, lunch plans, dress code and other necessary items.
Action Targets

• Active
• Attention
• Learning
• Be safe – Not allow to sit outdoors in the ferry and play with water on the beach
• Be punctual
• Responsible
• Good behaviour
Field trip

- Do things that are planned.
- Provide background information of the site
- Introduce the task at each site
- Provide time for students to observe, collect and record information, and discuss
- Ask prepared questions and check the answers.
- Debriefing at each site
## Evaluation - Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The activity has enhanced my environmental knowledge and understanding</td>
<td>13</td>
<td>87</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>of environmental problems in Hong Kong caused by carbon emissions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. This activity makes me know the application of the concept of</td>
<td>17</td>
<td>83</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>sustainable development in taking measures against carbon emissions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The activity has enhanced my environmental awareness.</td>
<td>35</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. This activity helps me make informed decisions in response to</td>
<td>35</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>climate change.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The activity helps me put environmental knowledge into practice in</td>
<td>17</td>
<td>83</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>daily life (e.g. waste reduction, energy saving).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. After this activity, I would like to adopt a greener lifestyle to</td>
<td>22</td>
<td>69</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>protect the environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The activity has aroused my interest in joining other environmental</td>
<td>31</td>
<td>65</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. After this activity, I am more willing to share environmental messages</td>
<td>17</td>
<td>74</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>to my families, schoolmates and friends.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge and understanding

- Awareness
- Making informed decisions

### Action
Bar chart showing the frequency count of favourite site / activity

Total no. of students = 23