

	<b>Education activities organized in relation to the proposed minor works items</b>	<b>Time</b>	<b>Participants</b>	<b>Description of the activity</b>
1.	Students will observe and report real life examples about organizations which waste resources or produce pollution.	Feb 2015	G1-6 students	Students were required to report real life examples about pollution and waste of resources during GS lessons.
2.	The facilities for generating renewable energy and energy saving tools will be introduced to students through organizing a field trip to the Electrical and Mechanical Services Department.	Jan 2015	G.5 students	G.5 students visited the Electrical and Mechanical Services Department on 6 & 8 Jan 2015. They learned about different facilities which generate renewable energy in real life situation. Other energy saving tools were also introduced to them.
3.	Students will learn about various kinds of pollution through participating in field trips to the Fanling Environmental Resource Centre.	Jan 2015	G.4 students	G.4 students visited the Fanling Environmental Resource Centre on 6, 7, 8, 9 and 21 Jan 2015. They learned different kinds of pollution and environmental friendly strategies adopted in Hong Kong.
4.	Students will do projects on various kinds of renewable energy: solar energy, wind power, hydroelectricity, biomass geothermal, etc. Good works will be introduced to other students.	Jan & May 2015	G. 5 students	All G.5 students did a current issue reflection about the use of wind power

				in Hong Kong on Jan 2015. They also did a research of different renewable energy on May 2015. Students' good works were shared among different classes during GS lessons.
5.	2 students will be nominated from each class as Environmental Ambassadors to assist in running environmental activities.	Oct 2014	Grade 1 – 6 students	Environmental Ambassadors took an active role in different environmental education activities organized by the school. They helped deliver the messages of environmental protection to other schoolmates.
6.	Integration of the School Renewable Energy System in related topics in the General Studies Curriculum: G.1 – Our School Facilities G.2 – Love Our Nature G.3 – Weather in HK, a Green Community, Saving Resources, Protecting Our Environment G.4 – Air Pollution G.5 – Generation and saving of Electricity in HK. G.6 – Global Issue: Pollution	Sept 2014	Whole School	The School Renewable Energy System was introduced to students at different stages when they learnt the related topics. For example, energy saving devices in G.3; alternative sources of energy used in G.5.
7.	Students learned about environmental friendly facilities in the Science Park, such as the air monitoring system, sensors for escalator, solar panels, irrigation system based on humidity and	May 2014	G.1 – 3 Environmental Ambassadors	Students learned about the green technologies used in the Hong Kong Science

	treatment of recycle materials, etc.			Park. They also learnt about the energy saving strategies in real-life practice.
8.	Students learned how electricity was generated through participating in a field trip to the ElectriCity of China Light and Power Co. Ltd. in Castle Park.	May 2014 & June 2015	G.4 – 5 Environmental Ambassadors	All G.4 – 6 environmental ambassadors visited the ElectriCity of China Light and Power Co. Ltd on 30 May 2014 & 17 Jun 2015. Students learned about the energy saving strategies being adopted. They also got information about electricity generation in Hong Kong.
9.	Students passed the messages of environmental protection to all students in the morning assembly and other people by displaying their work.	28 Mar 2014	Whole School	A class of G.5 students shared their ideas on 4-Rs during the morning assembly on 28 Mar 2014
10.	Lowest amount of electricity charge competition/ Greatest decrease in electricity charge competition (to compare the electricity bill of a particular month with that of the same month last year.)	Jan 2014	G.5 students	A cross-curricular activity on GS and Math about household use of electricity was organized for G.5 students. Students were required to collect electricity bills for the past six months for comparison.
11.	Inter-class Competition for saving energy e.g. switching off lights and fans, closing doors when the air-conditioners were turned on during recesses.	3 – 6 Jun 2013	Whole School	An Inter-class Competition was conducted from 3 to 6 June 2013. Student helpers

				<p>and teachers checked if all classes had turned off all fans, lights, air-conditioners and projectors during recesses.</p> <p>Three classes with the highest scores were awarded the winners.</p>
12.	Display boards about environmental protection were borrowed from a green organization.	Apr 2013	G.1 – 6 students	Some displays were borrowed from Green Monday (about reduction of food waste) during 22 – 25 Apr 2013. The exhibition aimed at promoting reduction of food waste.
13.	Drawing competition: Let's take a 'brake' Low Carbon Action	March 2012	G.1 – 6 students	Through participating in the competition, students were encouraged to adopt a low carbon life-style, thus helped improve the air quality of HK.
14.	Disney Environmental Challenge Students decided measures that they could use to save resources and protect the environment in daily life.	Nov 2009	G.1 - 6 students	The whole school joined the Disney Environmental Challenge organized by Hong Kong Disneyland and the Environmental Protection Department. Students were required to

				finish a pledge and ask their parents to sign it for confirmation.	
15.	Students collected information and completed a project on the amount of carbon dioxide emitted from electricity, which results in global warming, pollution and other wastes produced in reality.	Sept onwards	2009	G.4 – 6 students	<p>1. From the academic year 2009 onwards, all G.4 students were required to do a term project about environment protection in the second term.</p> <p>2. In 2012 – 2013, G.5 students completed a project about energy saving strategies during the Inquiry-based Learning Week (17 – 21 July 2013)</p> <p>3. In 2012 – 2013, some G.5 – 6 students did a research about carbon dioxide concentration in different classrooms and the effect on the indoor air quality.</p>