

Key Objective:

In this session, you will be learning about how core values and literature can inspire students to become environmental advocates.

Our school



Peng Chau



6 classes – 1 per level

Developing Peng Chau Stewards

Unit objectives:

- 1. Develop an appreciation of the natural world and the environment that students live in**
- 2. Cultivate a sense of curiosity and inquiry by asking questions and seeking information**
- 3. Cultivate positive values and attitudes**
- 4. Understand the meaning behind environmental protection and how to 'take action' on Peng Chau**

Developing Peng Chau Stewards

Textbook Link – A unit on 'Save the Earth'

Key question: How important is Peng Chau to me?



- 1. What are the character strengths of a good steward?**
- 2. What are the benefits of nature to my life?**



- 1. What is the impact of climate change on Peng Chau?**
- 2. What is my personal ecological footprint?**



- 1. Identify an ecological challenge and a possible solution.**
- 2. How can I take positive action to benefit Peng Chau?**

Developing Peng Chau Stewards

Textbook Link – A unit on 'Save the Earth'

Core text: Just a Dream by Chris Van Allsburg



Focus on
inquiry and
student's
agency



Developing Peng Chau Stewards

Textbook Link – A unit on 'Save the Earth'

Lessons	1	2	3	4
Phase	Provocation/Pre-assessment	Tuning In	Tuning In	Finding Out
Activity	Introductory Talk about Peng Chau by Marky Ma + shared reading of story, 'Just a Dream'.	Peng Chau Steward	Mapmaking	Environmental Characteristics of Peng Chau
Time	60 minutes	60 minutes	60 minutes	30 minutes
Guiding questions	What do I already know about Peng Chau?	<ol style="list-style-type: none"> How can I be a good steward? What does it mean to be a steward on Peng Chau? 	Where am I located in Peng Chau?	What is the importance of a healthy environment and a strong sense of place on wellbeing ?

Lessons	5	6	7	8/9/10
Phase	Finding Out/Sorting Out	Sorting Out	Going Further/Making Conclusions	Going Further/Making Conclusions
Activity	Environmental Study of Peng Chau	Eco Footprint	Eco-Brochure (drafting)	Eco-Brochure (publishing)
Time	180 minutes	30 minutes	60 minutes	2 x 60 minutes
Guiding questions	<ol style="list-style-type: none"> What is the impact of climate change on Peng Chau? What is organic farming on Peng Chau? Describe an example of environmental management on Peng Chau. Identify an ecological challenge and a possible solution. 	What is my personal eco-footprint?	<ol style="list-style-type: none"> How can I present information to a variety of audiences? How can I take positive action to benefit Peng Chau? 	<ol style="list-style-type: none"> How can I present information to a variety of audiences? How can I take positive action to benefit Peng Chau?

Incorporating values into the unit



In the early stage of the unit, a sense of connection with the island and a feeling of being responsible for its wellbeing were developed.

This translated into creating their own character as a response to environmental crisis from 'Just a Dream'.



In the middle stage of the unit, students observed the changing attitude in the main character, Walter.

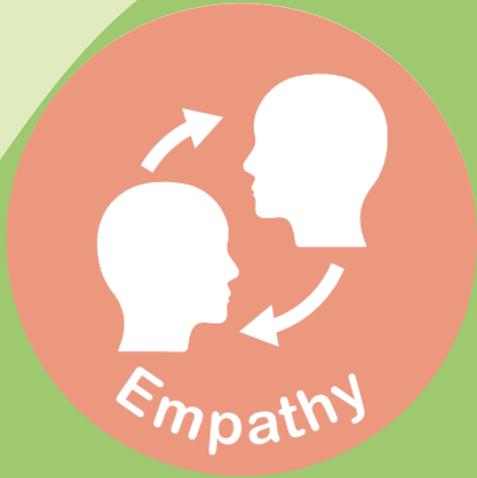
Students were given agency and the opportunity to honestly evaluate their own daily habits and actions, which impact the environment.



Finally, students were given agency to take part in conservation efforts to empower them for the future. These included activities such as beach cleaning.

Many went beyond the unit by encouraging their families to recycle, shopping at local farms or using reusable towels after hand washing.

Empathy



Empathetic outlook was sparked by relating the environmental problems in the book to their local area.

Students demonstrated empathy by understanding the importance of caring for the environment and responding to the problems posed in the story with in their own creative solutions.



**Imagine Hong
Kong and Peng
Chau as the places
in the book**



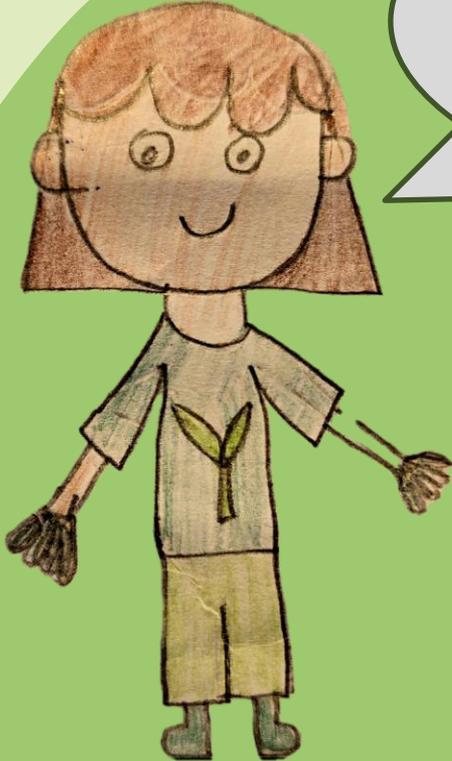
Peng Chau Beach filled with litter which gets washed onto the shore from industrial shipping and other places.

Response

From the environmental problems in the book, students envisioned themselves as environmental stewards dedicated to protecting Peng Chau.

Students demonstrated empathy by understanding the importance of caring for the environment and responding to the problems posed in the story with in their own creative solutions.

**We need to love our Earth
and walk or cycle more.**



**We need to plant
more trees.**



We need to ask our families to recycle.



**We need to
plant trees to
reduce air
pollution.**



Integrity



Integrity

Students assessed Walters' behaviour at the beginning of the story.

Students were given the agency to evaluate their own actions or habits that contribute to environmental problems.

Selfish

**Lack of
understanding**

TV is on

'Dumb plant'

Lazy

How about you?



I don't cut down trees!

I don't burn fossil fuels!

I don't throw rubbish
into the ocean!

I don't use a car!

IT'S NOT ME!





Calculating individual carbon footprint



English ▾

What's your carbon footprint?

(1 min)

So, where do you live?

Hong Kong ▾

NEXT

Using the carbon footprint calculator, students were given the agency to evaluate their lifestyles which unknowingly contribute to the environmental crisis.

This would later be included in the eco-brochures of Peng Chau.

PERSONAL CARBON FOOTPRINT

Carbon dioxide is also known as a greenhouse gas. When too much is released into the Earth's atmosphere, it creates a harmful greenhouse effect.

Our Carbon Footprint (CO₂) per year:

1. Meat 75kg
2. Taking public transport 244 kg
3. Waste produce 700kg

PERSONAL CARBON FOOTPRINT (CO₂) PER YEAR

1. Rice 330KG

2. Chicken 1.36 KG

3. Pork 657000KG

PERSONAL CARBON FOOTPRINT



Hot Water
730000kg CO₂

Train
340kg CO₂

Rice
12045kg CO₂

Apple
800kg CO₂



Commitment



Students actively participated in conservation efforts during the unit and continued to go beyond this unit.

Many students shared that their families have begun to re-use or recycle materials, buy vegetables from local shops and be more aware of their own actions.



Key takeaways:

The Path from Reading to Expression



1. These three values which were incorporated into our unit enabled our students to focus on their own agency and inquiry skills.

2. With these, students were able to produce a final product, an eco-brochure about Peng Chau leaflet.

3. The book served as a powerful catalyst for cultivating responsible, empathetic and committed environmental advocates.