

This is the second year for our school to join the student LED project. Being the teacher in charge of this project, I tried to put the experience learnt a year ago into practice. First, I held my hands and allowed students to do more. Then their performance was more independent. Moreover, the most difficult task was recruiting student as there was no service team which worked on this aspect in our school. Thus, I recruited students from the Environmental Protection Club. Chairlady and vice-chairlady of this club joined an external environmental protection scheme. Therefore they were well equipped on organizing environmental activities. Therefore, I could concentrate on reminding students' reflection. This year, we could co work with the curriculum development committee of our school. Students consulted the teacher who was in charge of the curriculum development and student learning journey of our school. Then students designed a tailor-made questionnaire for evaluation their own learning. Furthermore, they planned to be a designer in this project that they designed to do something more than I expected as they wanted to learn more. These designers were well informed that they would learn more when they do more and reflect more. Their initiation was so great that even they chose something harder to achieve, for example, they invited primary school to allow them to promote environmental issues in primary school during post examination period.

I believed that they were not only organizing activities for promoting environmental protection for other students. They also built leadership ability. The most important was that they learned how to reflect from learning which is vital for their life long learning capacity.

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