



九龍塘天主教華德學校

Kowloon Tong Bishop Walsh Catholic School



在英文教學中實踐「華德特質」

21-6-2022

**Diocesan Sharing Seminar**

**Date: 21-6-2022**

**Venue: Kowloon Tong Bishop Walsh Catholic School**

**Practising "Bishop Walsh Traits"  
( BWT) in English Teaching**

**Mr Victor Ho**

**Mr Stanley Chan**

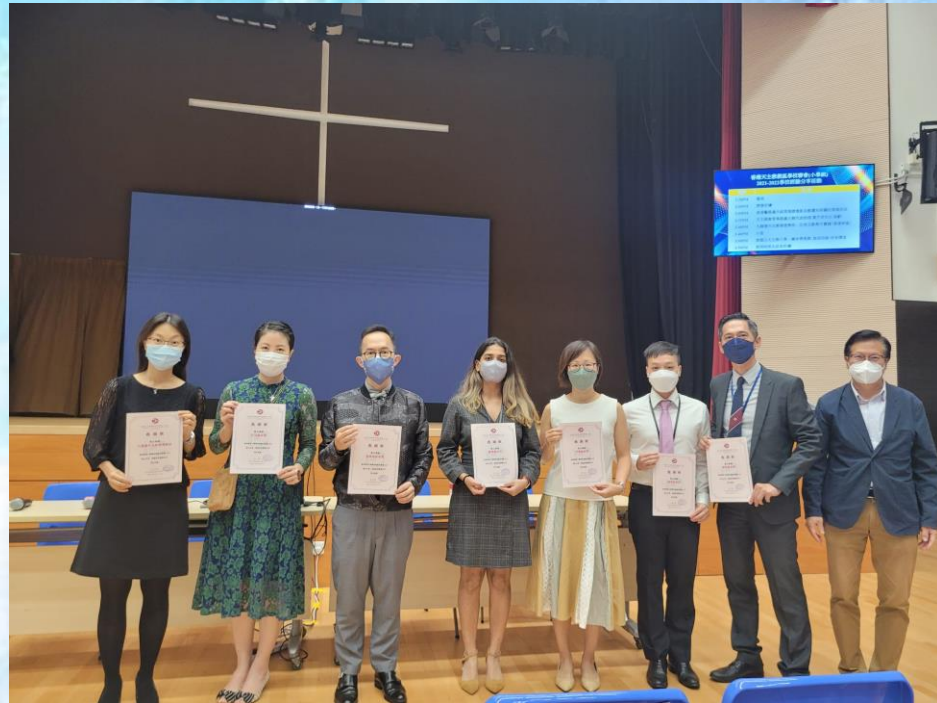
**Miss Lilian Yuen**

**Miss Parveen**

# Diocesan Sharing Seminar

Date: 21-6-2022

Venue: Kowloon Tong Bishop Walsh Catholic School



# Practising 'Bishop Walsh Traits' ( BWT) in English Teaching

Mr Victor Ho	Curriculum & lessons sharing
Mr Stanley Chan	After school activities – Happy English Programme & Hong Kong International Youth Forum
Ms Parveen	Drama in Education
Ms Lilian Yuen	After school activity - Musical

# Curriculum – matching

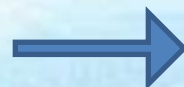
Vertically



華德學生特質 (2021 修訂)		1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
A 勤	A1.1 上課時會安靜，專心學習。	1ACH3		2ACH2					4BCH5				
A 勤	A1.2 能用心認真地做功課(包括紙本及電子學習)，並準時交齊功課。								4BCH5				
A 勤	A1.3 出勤紀錄良好，不會無故缺席，遲到或早退。								4BCH5				
A 勤	A1.4 能做好課前預習及課後延伸。												
A 勤	A1.5 能認真善用電子平台或資訊科技學習。												
A 勤	A1.6 努力學習，汲取知識，成為對事物有洞察力的人，別人會因此向你尋求意見。												
A 勤	A1.7 不斷學習新知識，令你能夠想出新方法做事。如果有更好的方法，												
A 勤	你決不會滿足於用傳統方法做同樣的事。												
A 勤	A2.1 能認真學習，並且努力應考。								4BCH5				
A 勤	A2.2 願意嘗試自己不擅長的東西。								4BCH5		5BCH1-2		
A 勤	A2.3 願意訂立更好的目標，敢於冒險去實踐自己擅長的東西。								4BCH5				
A 勤	A3.1 喜歡探索和發掘新事物。			2ACH1		3ACH1			4BCH7		5BCH1-2		
A 勤	A3.2 遇到不明白的事情，會主動及虛心地請教別人。												
A 勤	A3.3 積極運用資訊科技工具探索及鑽研感興趣的課題。								4BCH2				
A 勤	A4.1 喜愛上學、閱讀、參觀博物館和任何有												



Horizontally



# Curriculum – matching > actualizing

Scheme of work attachment K18VCS Character strengths + National security									
	1	2	3	4	5	6	7	8	9
A	Low	Low	Low	Low	Low	Low	Low	Low	Low
B	Low	Low	Low	Low	Low	Low	Low	Low	Low
C	Low	Low	Low	Low	Low	Low	Low	Low	Low
D	Low	Low	Low	Low	Low	Low	Low	Low	Low

(Please attach it in the Scheme of Work.)  
Character strengths 品格特質

	1A	1B	Page	Activities	Progress (Link)
A 不 diligent				AT1 上課時不參與、無心听讲	
B 不 diligent				AT1 上課時不參與、無心听讲	
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# Lesson sharing –

## P2 Ch6 Favourite Festivals

### 1. Objectives:

**Knowledge:** Ask and answer questions about what students like doing through a song written by themselves.

**ATTITUDE:** BW Traits

**A+ CREATIVITY** - write the hobby song using 'gerunds after like'

**A+ EAGER TO LEARN** - Build up your hobbies for your leisure time



# Lesson sharing –

## P2 Ch6 Favourite Festivals

### 2. Contextualization –

To deliver the BW traits authentically, building up a suitable context is crucial. Originally, the context in the textbook is about festivals. So we need to free our mindset and change to the proper context.

A

|

A +

The screenshot shows a textbook page with a blue header. The 'Vocabulary' section lists four festivals with corresponding icons and activities: Easter (eat chocolate eggs), Dragon Boat Festival (watch dragon boat races), Mid-Autumn Festival (eat moon cakes), and Christmas (get presents, look at the Christmas lights). The 'Chinese New Year' section lists four activities: get red packets, go to the flower market, visit relatives, and watch fireworks. The 'Language focus' section contains two sentences with highlighted words: 'What is your favourite festival? My favourite festival is Easter.' and 'Why? Because I like eating chocolate eggs.' and 'What do you like doing at Christmas? I like looking at the Christmas lights at Christmas.'





# Lesson sharing –

## P2 Ch6 Favourite Festivals

### 3. Flipped lesson

A

|

A +

A. Pre-class:

Ai. Watch the video clip.

What do you like doing? - Gerund (infinitive verb + -ing) | Learn English - Mark Kulek ESL

<https://www.youtube.com/watch?v=CQTIw0eGbRC>



video like ing

<https://www.youtube.com/watch?v=-UPvnwqbol4>



Findings: In this sentence,... (Circle the right word.)

I	like	<i>swimming.</i>
Subject	Verb 1 : It tells you the <u>feeling</u> / <u>action.</u>	Verb 2 : It tells you the <u>feeling</u> / <u>action.</u>

# Lesson sharing –

## P2 Ch6 Favourite Festivals

A

|

A +

### 4. Gamification / Game based learning

**4.1 Guessing game:** Auditory techniques -  
sound effects / song + Miming

Children were motivated to take part in this activity.

#### **Activity 1** : Guessing game

Listen and guess what people are doing.

- 1 drinking
- 2 sleeping
- 3 laughing / playing
- 4 crying

[Watch](#)

# Lesson sharing – P2 Ch6 Favourite Festivals


## 4.2 Memory

A

|

A +

What other hobbies you can still remember?



It is important to build up **good hobbies**. They help us become **healthier** when we grow up.

**RIGHT AFTER THE GAME , I  
DELIVERED THE MESSAGE AND  
REMIND PUPILS TO DEVELOP  
GOOD HOBBIES.**

**Presentations of the students at the end  
of the lesson : Celine/ Tong / Harvey**

[Watch](#)

# Lesson sharing –

## P2 Ch6 Favourite Festivals

RIGHT AFTER THE GAME , I DELIVERED THE MESSAGE AND REMIND PUPILS TO DEVELOP GOOD HOBBIES.

Strategies :

A

1. Contextualization

2. Flipped lesson

3. Game based learning

Guessing game :

Multisensory teaching

Memory game :

A +

How game based learning helps:

1. Creates a positively competitive environment
2. Stimulates pupils' focus
3. Increases participation
4. Enhances meaning and boosts retention
5. Helps with fast strategic thinking & problem-solving

# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?

**Objectives:**

**Knowledge:**

- Able to identify regular and irregular verbs
- Use the present Perfect Tense to relate past events to the present

A

I

A +

**Knowledge:** Present Perfect Tense

**ATTITUDE:** BW Traits ?

**CONTEXT:** ???

Watch

**5 Have you done it yet?**

**Reading**

The Johnsons live on a farm in Sydney. They are going on holiday to Hong Kong tonight. What do they need to do before they leave? Read the story and find out.

Oh dear! said Mrs Johnson. "There are so many things to do before we leave. We need a 'things to do' list."

"Look!" said Mr Johnson. "I've just written the list. Here it is."

**Things to do:**

- Take Tiger to the vet
- Give legs to Uncle Ted
- Throw away the rubbish
- Do the washing and mowing
- Feed the pigs
- Pack

"Can I use the computer?" asked Alex.

"Have you thrown away the rubbish yet?" asked his mum, looking at the list.

"Not yet," said Alex.

"Do your jobs before you play computer games," said his dad.

Alex went out with the rubbish.

"I'll go to the vet," said Mr Johnson as he picked up the family's sick cat.

Two hours later, Mr Johnson returned.

"We've already eaten lunch. I've kept some food for you. It's on the table," said his wife.

"Great!" said Mr Johnson. "How's it going?"

# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?

**Objectives:**

**Knowledge:**

- Able to identify regular and irregular verbs
- Use the present Perfect Tense to relate past events to the present

**ATTITUDE:** BW Traits

- **RESPONSIBILITY** - Be a careful and responsible person

- **GRATEFUL & LOVE** - Write a thank you card to janitors



# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?


### 2. Contextualization –

At that time we were also under the threat of Covid-19, it was important for me to remind pupils to **show appreciation to the quiet heroes / heroines.**

Pupils were required to **apply Present Perfect Tense to write a thankyou card to the cleaning ladies of our school.** Both parties might find it **meaningful.**

1<sup>st</sup> December, 2020

Present Perfect Tense ( has/have + past participle ) ( not...yet )



<Google Form>

Q5: **Has** he **tidied** up his desk?

- A. He has **tidied** up his desk.
- B. He has **tidied** up his desk.
- C. He has **tidied** up his desk.
- D. None of the above.

Answer: D

What is the correct answer?

What **has** he **done**?      What **has** he **NOT** done?

I am so **grateful** to the **janitor** who tidies up my desk.  
How can I show my appreciation ?

My booth in the staff room

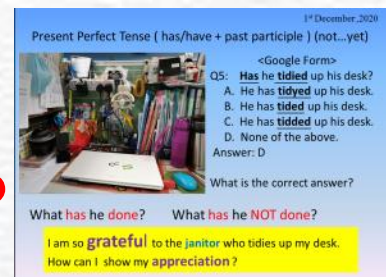


5A Classroom

# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?

[Watch](#)



### 3. Flipped lesson + Personalization

A

**Personalization** happens when activities allow students to use language to **express their own ideas, feelings, preferences and opinions**.

I used my working desk to arouse pupils' **curiosity** which is the highlight of the school programme plan.

**Personalization** is an important part of the **communicative approach**, since it involves true communication, as students **communicate real information about themselves**.

Therefore the context about their classroom is a genuine platform for students to work on.

Feedback on the google form  
3. Q5: 5. **Has he tidied up his desk?**

- A. He has tidied up his desk.
- B. He has tided up his desk.
- C. He has tidded up his desk.
- D. None of the above.

**Answer: D**

Who can give me the answer?  
Has he tidied up his desk?  
( What has he done? What has he NOT done? )

Answer: Not 100% , still have room for improvement

I

A +



# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?

### 4. Gamification / Game based learning



Introduce the lesson objective



revisit the verb form

**Present Perfect Tense**  
( has/have + past participle ) (not...yet)

Today we are going to :

1. use the present perfect tense to **relate past events to the present.** ( has / have + past participle <pp> )
2. **write a thank you card to ??? to show appreciation of the quiet hero.**
3. **give me a title to this lesson at the end of the lesson**

**Present Perfect Tense** ( has/have + past participle ) (not...yet)

How did you feel? (10%)

Has Geoff switched off the computer? Someone has not...  
Geoff has not switched off the computer yet.

Someone has not tidied up the desk yet.

Someone has... ( leave rubbish... ) He has not... ( throw the rubbish into the ... yet )  
Someone has left rubbish on the floor. He has not thrown the rubbish into the rubbish bin yet.

#### 4.1 Memory game : Spot the differences

**Present Perfect Tense** ( has/have + past participle ) (not...yet)

Memory game : What have / haven't you done?  
We have / haven't ...



**Present Perfect Tense** ( has/have + past participle ) (not...yet)

**Verb form**

1. Geoff has **not switched** off
2. Someone has **not tidied** up
3. Someone has **not** rubbish
4. He has **not** the rub bin **yet**.
5. We have **not tucked** in our
6. We have **not** our desk
7. We have **switched** off the
8. We have **not switched** off
9. Geoff has **switched** off the
10. We have **not closed** the do

**Present Perfect Tense** ( has/have + past participle ) (not...yet)

Your classroom **SPARKLES / SHINES** because of them.



They **have cleaned** the blackboard.



They **have swept** the floor.



They **have closed** the windows.



They **have cleaned** the desks and the chairs. They **have put** them into straight lines.



They **have switched** off the lights. They **have switched** off the fans. They **have switched** off the air-conditioners.

#### 4.2 Bingo game

iple ) (not...yet)

are three sets of sheets.

A is the same. B varies from rent worksheets.

Id more variety to worksheet. ire free to add TWO sentences from A.

They have cleaned blackboard. they have ...

iple ) (not...yet)

D

H

L

# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?



Present Perfect Tense ( has/have + past participle ) (not...yet)



Your classroom **SPARKLES / SHINES** because of them.



They **have cleaned** the blackboard.



They **have cleaned** the desks and the chairs.  
They **have put** them into straight lines.



They **have swept** the floor.



They **have closed** the windows.



They **have switched** off the lights.  
They **have switched** off the fans.  
They **have switched** off the air-conditioners.

Introduce the **quiet heroines** of our school.

**Watch**

# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?

A

I

A +

Present Perfect Tense ( has/have + past participle ) (not...yet)

We should keep our classroom clean and tidy. On the other hand, what should we do to **show appreciation to the quiet heroes / heroines** of our school?



Send a thank you card to them.



Read the template and finish your thank you card to them.



Watch

# Lesson sharing –

## Elect 5A Ch5 Have you done it yet?

### Strategies :

A

1. Contextualization

+

2. Flipped lesson +  
Personalization

A

+

3. Game based learning  
Memory game :  
Bingo game :

### ATTITUDE:

BW Traits

- **RESPONSIBILITY** - Be a careful and responsible person.

- **GRATEFUL** - Write a thank you card to janitor.

**Show appreciation to the quiet heroes / heroines.**

# My English Bank – Note taking worksheet

A

POSITIVE LIFE WITH ME.  
PRACTISE BISHOP WALSH TRAITS.

□

A +

In order to establish **positive self-worth and increase the sense of accomplishment**, one of the tasks is to **design note taking worksheets** in all levels and show the traits of Bishop Walsh pupils in their classwork.


**CURIOSITY**

# My English Bank – Note taking worksheet

- Flipped learning
- Game based learning
- Self-directed learning  
(What next?)

>>KEEP THE PASSION TO  
LEARN WITH CURIOSITY

Kowloon Tong Bishop Walsh Catholic School



**CURIOSITY PASSION**

My English Bank (MEB)  
2022-23 1<sup>st</sup> / 2<sup>nd</sup> Term  
Note-taking Booklet 1 / 2

Elect 123456AB	Chapter 1 2 3 4 5 6
Elect 123456AB	Chapter 1 2 3 4 5 6
Elect 123456AB	Chapter 1 2 3 4 5 6
Like to explore and discover new things.	After setting a goal, go all out to complete it and never give up.
Actively use information technology tools to explore and delve into topics of interest.	

Name: \_\_\_\_\_ ( ) Class: P.2\_

# From 'An English Programme' (2018-2020 ) to Happy English Programme and Hong Kong International Youth Forum ( 2020-now )

CORE VALUE:  
SERVICE



With the support of the Bishop Walsh School Golden Jubilee Foundation Fund, Ms Aarti was employed as a part time NET to conduct an English Programme for our school. One of her duties was to deliver Ambassador Courses for better pupils at different levels.

# From 'An English Programme' (2018-2020 ) to Happy English Programme and Hong Kong International Youth Forum ( 2020-now )

## CORE VALUE: SERVICE

English ambassadors were arranged to assist the Tuesday English activities at recess and the activities held on the After-exam Games Day so that they understood that they could also give service to school mates.





# From 'An English Programme' (2018-2020 ) to Happy English Programme and Hong Kong International Youth Forum ( 2020-now )

**CORE VALUE: SERVICE+  
CHERISH + LOVE**

Mid-Autumn Festival Party



English Ambassadors also participated in different inter-primary schools interactive activities under Happy English Programme. Not only did they give services to others, they owned the sense of belonging to the school.

**Happy English Programme is a joint programme of Hong Kong Metropolitan School Council and the Chinese University of Hong Kong. It provided chances for pupils to communicate with the CUHK exchange candidates coming from different overseas countries. It also motivates pupils to take more initiative in using English in their daily life. The exchange candidates are good models for pupils showing them how to contribute themselves and give services and love to others even though they are coming from different countries.**



# Happy English Programme and Hong Kong International Youth Forum ( 2020-now )

CORE VALUE:  
CHERISH  
CREATIVITY  
LOVE THE EARTH



# Happy English Programme and Hong Kong International Youth Forum ( 2020-now )

CORE VALUE:  
CHERISH  
CREATIVITY  
LOVE THE EARTH



# Youth Forum

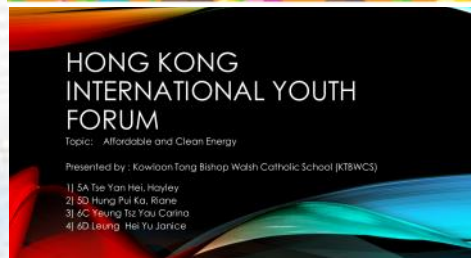


# Happy English Programme and Hong Kong International Youth Forum ( 2020-now )

CORE VALUE:  
CHERISH  
CREATIVITY  
LOVE THE EARTH



Watch –  
reflection  
of the  
pupil



# Introduction (Drama in education)

School-based programme developed for students of  
**P4-P6**

To practise and build upon various communication  
skills (facial expressions, body language, voice)

Students are offered the opportunity to use the four  
English skills

Student perform a mini-drama performance to  
showcase and reflect their learning outcomes.



## P4 Drama in Education PLUS Programme (2021-22)

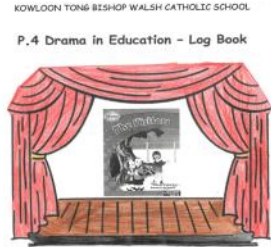
**Language Learning  
Support Section  
(LLSS)**

**Extended lesson time**

**Added 2 readers**

**Drama Logbook**

KOWLOON TONG BISHOP WALSH CATHOLIC SCHOOL  
P.4 Drama in Education - Log Book



By the end of my training, I will become:


- a better reader
- a better actor
- a better team player
- a better audience

When I act, I want to do better by:

- speaking loudly and clearly
- saying my lines with feelings
- showing feelings with my face and body
- "H" the suitable boxes.

Name: Lu Yuen Lee ( ) Class: P4 A

Take photos of yourselves doing different facial expressions and paste them in the following boxes.



C. Peer evaluation (by: Paddy)

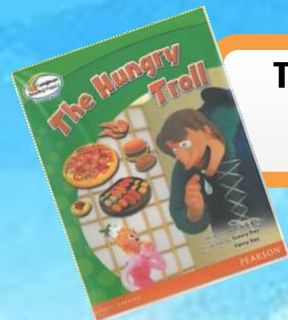
- What does your classmate think of your facial expressions? Ask them to tick the box.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You can use facial expressions to show different feelings.

**Track Students'  
learning progress**

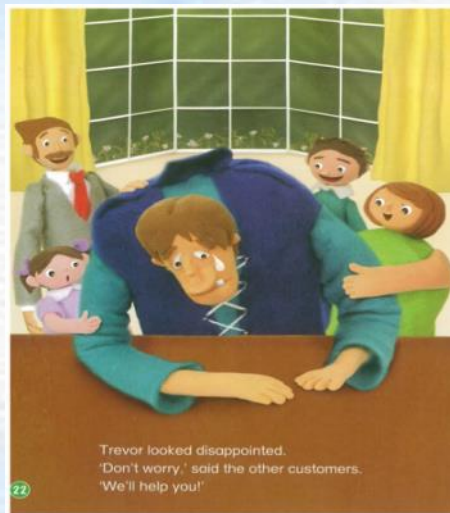
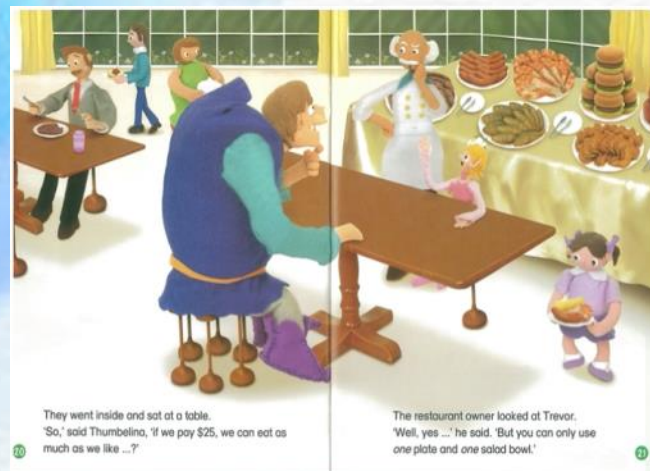
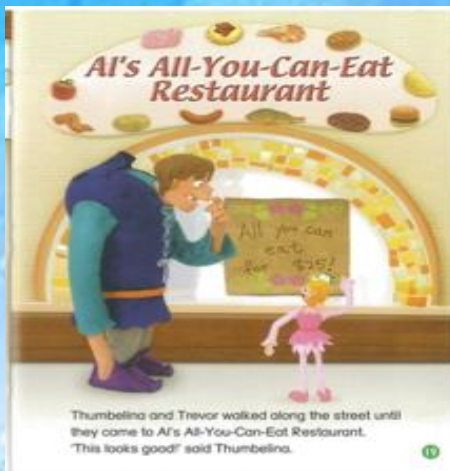
**Reflection and  
Evaluation**



## The Hungry Troll

written by  
Christine Bruce

Thinking of  
ideas on how  
to help  
someone



# Contextualising the scenes



A → A+  
Creativity,  
Service





**The Visitors**  
written by  
Christine Bruce

# Changing the storyline

On Monday Wai came home. He said, 'I need some ink.' An-mei went to Mr Tang's shop to buy ink for her brother. It was expensive.

On Wednesday Wai asked for new brushes. An-mei went to Mr Tang's shop again. 'We'll pay next month,' she said to Mr Tang.

On Tuesday Wai needed some paper. An-mei's mother sent An-mei to Mr Tang's shop. 'Tell him we'll pay next week,' said An-mei's mother.

On Thursday Wai brought home a note from school. 'Bring wood for the school stove tomorrow,' it said.

A young girl was standing next to the children. 'Are you lost?' she asked. 'Where do you come from? Are you OK?' 'Where's our home? Where's Hei Leng Village?' asked An-mei and Wai. 'This is Hei Leng Road. I don't know Hei Leng Village ...' said the girl.

'What's that?' asked An-mei. 'That's a bus. Don't you have buses in your village? How did you get here?' asked the girl. 'Well, I'm Lara. I think you should come with me. Let me give you a drink and I can look for your village on a map.'

'Your village was right here!' said Lara. 'But that was one hundred and fifty years ago! Let's look at your village. Can you see your house?' An-mei and Wai looked carefully at the screen. They pointed to their house. 'This is our house,' they said. 'And that's the school.'

Hei Leng Road, 2005

'Who are you talking to, dear?' asked Lara's mother. 'I see you're working hard on your History project. Did you find something interesting on the Internet?'

**History Project: My Home 150 Years Ago**

I live in a tall building on Hei Leng Road. One hundred and fifty years ago there was no city here. There were only fields and a small village, called Hei Leng Village. There was a big banyan tree in the village. Next to the tree was Mr Tang's small shop. The Ling family lived in the village. An-mei was eight years old. She had a little brother, seven-year-old Wai. Every day Wai went to school. An-mei stayed at home and helped her mother ...

# Script writing

Kowloon Tong Bishop Walsh Catholic School  
Drama in Education  
2021-2022 1<sup>st</sup> Term Primary 4

Name: \_\_\_\_\_ (\_\_\_\_) Class: P.4 Date: \_\_\_\_\_

Look at the picture, read and complete the dialogues with your group members.



Lara had an idea! She took her mum to the banyan tree.

Mum, let's go inside the tree. Maybe we can go back to old Hong Kong!



Lara and her mum crawled inside the tree. When they came out, they saw a field.



Wow! Where are we?



Oh! I think we arrived in old Hong Kong.

Lara and her mum saw a man and they chatted with him.



Hello! Where are you from? Why are your clothes different?

What are you doing?



\_\_\_\_\_ Do you also grow food by yourself in the future? Where do you get food?

\_\_\_\_\_



You're lucky. Growing rice is not easy.

Why?



That's not easy! I think I am really lucky so we need to be thankful for what we have!

Oh no! Our time is almost up! We have to go back to the Banyan tree! Bye bye!



Goodbye!

A → A+  
Cherish

Kowloon Tong Bishop Walsh Catholic School  
Drama in Education  
2021-2022 1<sup>st</sup> Term Primary 4

Name: \_\_\_\_\_ (\_\_\_\_) Class: P.4 Date: \_\_\_\_\_

Look at the picture, read and complete the dialogues with your group members.



Lara had an idea! She took her mum to the banyan tree.

Mum, let's go inside the tree. Maybe we can go back to old Hong Kong!



Lara and her mum crawled inside the tree. When they came out, they saw a house.



Wow! Where are we?



Oh! I think we arrived in old Hong Kong.

Lara and her mum saw a woman and they chatted with her.



Hello! Where are you from? Why are your clothes different?

What are you doing?



What do you use to clean the floor?

\_\_\_\_\_



You're lucky. It is not easy to clean the floor with a cloth.

Why?



That's not easy! I think I am really lucky so we need to be thankful for what we have!

Oh no! Our time is almost up! We have to go back to the banyan tree! Bye bye!




Goodbye!


# Script writing

Kowloon Tong Bishop Walsh Catholic School  
Drama in Education  
2021-2022 1<sup>st</sup> Term Primary 4

Name: \_\_\_\_\_ ( ) Class: P.4 Date : \_\_\_\_\_

Look at the picture, read and complete the dialogues with your group members.

 Lara had an idea! She took her mum to the banyan tree.

 Mum, let's go inside the tree. Maybe we can go back to old Hong Kong!


 Lara and her mum crawled inside the tree. When they came out, they saw Mr Tang's shop.





 Wow! Where are we?

 Oh! I think we arrived in old Hong Kong.

Lara and her mum saw Mr Tang and they chatted with him.

 Hello! Where are you from? Why are your clothes different?

 What are you doing?



 \_\_\_\_\_

What do you use to write with in the future?

\_\_\_\_\_

 Writing with an ink and brush can be difficult sometimes.

 Why?

\_\_\_\_\_

 That's not easy!

 It can be difficult but I enjoy writing with an ink and a brush.

 Your words looks very beautiful! I want to learn it!

 It's a part of Chinese culture. You can try it when we get back.

 Thank you Mum! Our time is almost up! We have to go back to the banyan tree! Bye bye!

 Goodbye!

A → A+  
Cherish



# Performance (Contextualising)

A → A+  
Cherish



# Extra-Curricular Activity - English Musical Team

scripts and songs are tailor-made

enhance English abilities and performing skills

raise awareness of current issues

implement value education

perform to kindergarten students

spread positive values among others

A → A+



# 2018/2019 A Time to Change – Rights to Live for Animals



**A → A+**  
**Love +**  
**Service**



# 2020/2021 Pigs eating pork –

## Changing Eating Habits for the Environment



Wolf:	Hi, Mrs Pig. I'm here to bring you something new. PORK. It's not pork from you. Don't worry. It's the new pork and it's made from beans.
Daddy:	That sounds interesting, right? On my way to school, I met Mrs Wolf and invited her but no one opened the door for her. Sorry, Mrs Wolf.
Wolf:	It's alright.
Mummy:	Are you sure?
Wolf:	Oh, Mrs Pig. Please try it. We have to protect the environment and more people nowadays are becoming vegetarians.
Mummy:	(eating) That sounds nice...and...it's...yummy
Daddy:	See? That's why I invited Mrs Wolf to our home and asked her to show us the new PORK.
Mummy:	Sweeties, it's really yummy and we can save the Earth. Thank you Mrs Wolf.



**A → A+**  
**Cherish +**  
**Service**

# 2021/2022 “Treat” or treat? - Environmental Protection



**A → A+**  
**Cherish +**  
**Love +**  
**Service**



Song: Let's protect the environment

\*Let us all, protect the environment  
Everyone, let's take the actions now  
We are one. We are one.

We are equal.

Keep the ocean clean, save marine lives\*

\*repeat

Stop throwing things in the sea

Stop polluting habitats

They are trapped in the trash

Some are hurt, some even die

We should all help them

We should all help ourselves

Come on, let us work together~