

# From School to Home: Expanding Environmental Actions to the Family Level

In the face of various environmental challenges, promoting environmental education is no longer solely the responsibility of schools; families also play an important role. Even if schools actively promote environmental education, the concepts of sustainability cannot be fully implemented without parental support and involvement. Therefore, incorporating family participation in environmental education is essential to encourage their support for environmental actions.

Let's take a look at how two schools awarded with the Outstanding Award in the "2023 Best Green Education Initiative Award" integrated parental involvement while promoting environmental education to expand the education impact.



## Education Initiative 1: Love and Hope — Parent-Child Art Play Day

### "Love the Earth, Share the Love"

(Initiated School: Caritas Nursery School - Ta Kwu Ling)



#### Theme

- Love the Earth — Eco-Friendly Living



#### Learning Objectives

- Encourage students to reduce waste and promote recycling and reuse.
- Enhance students' awareness of caring for the Earth and reducing waste through artworks creation themed on environmental protection.
- Promote the idea of waste reduction through showcasing students' artworks and encouraging parents to participate in environmental actions together.



#### Targets

- All students and parents
- Graduates and their families
- Families in the nearby community (Ta Kwu Ling District)

## Content

- Adopted thematic learning approach to guide students in understanding their relationship with nature and the concepts of 4Rs (Reduce, Replace, Reuse and Recycle).
- With parents' help to collect household waste for use as art materials, students used recycled materials to create artworks themed around "Treasuring Resources", "Caring for Animals", and "Caring for Plants", which encouraged them to repurpose waste and reinforce the concept of caring for the Earth while practising waste reduction.
- Organised a parent-child art play day to allow children and their families to appreciate the learning outcomes and participate in activities related to environmental protection, thereby extending the concept of resource conservation to their family.
- A parent feedback survey was conducted to assess the effectiveness of the activities.



## Highlights

- Combing the school's Annual Development Plan - "Arts Education" with School-based Curriculum - "Environmental Education" could increase students' interest and motivation to learn.
- The initiative offered opportunities for students to create artworks based on various environmental themes. This not only enhanced their artistic skills but also strengthened their awareness of environmental protection and resource conservation.
- Various community stakeholders were invited to join the play day, fostering community cohesion and helping to spread environmental messages throughout the community.
- The artworks were thoughtfully designed. One artwork provided an opportunity for participants to engage and pledge their environmental commitment, enhancing interactivity and significance to participants' experience.

## Education Initiative 2: Waste Reduction and Recycling Programme

(Initiated School: PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School)



### Theme

- Waste Separation, Recycling and Reuse, Upcycling
- Care, Share, Protect the Environment



### Learning Objectives

- Enhance students' and parents' understanding of waste separation and foster their habits of recycling and reusing.
- Help students understand the importance of caring for the environment and encourage them to take responsibility at personal, school, community levels, thereby building a green campus with concerted efforts.
- Show concern for the needy in the community.



### Targets

- All teachers, students and parents

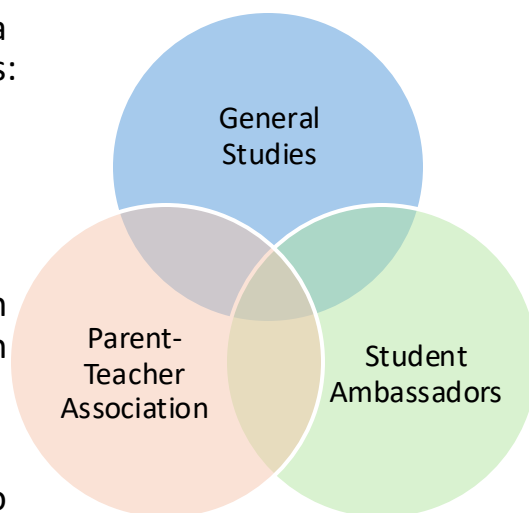


### Content

Adopted home-school partnership and a gradual approach to implement activities:

#### Initial Promotion

- General Studies (GS):  
Disseminated information on recycling through bulletin boards on campus and the school website.
- Parent-Teacher Association (PTA):  
Shared information related to recycling and community recycling facilities through WhatsApp groups.



## Content (con'd)

### Knowledge Dissemination

- PTA: Created "Recyclables VS Non-Recyclables" display boards to enhance students' ability to differentiate between recyclable and non-recyclable items.
- Environmental Protection Squad (EPS): Conducted "Recyclables VS Non-Recyclables" activities during recess to further spread messages on recycling to schoolmates.



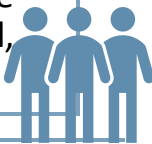
### Practical Experience

- GS x PTA: Organised "Recycling Day" to collect recyclables and delivered them to the "Green@Community" Recycling Stores. Gifts redeemed from GREEN\$ recycling points were redistributed to the underprivileged in the community.
- PTA x EPS: Repurposed recycled timber into "Recycled Chairs" and participated in the "Dump 0 Competition" organised by external parties.



## Highlights

- The school actively promoted home-school partnership, providing opportunities for parents to participate in environmental projects and activities, collectively fostering a culture of recycling.
- By assisting in organising and participating in various recycling activities, parents not only served as environmental role models for students but also enhanced their own awareness and understanding of recycling and reuse.
- Through these initiatives on recycling, the school contributed to the community by showing care and serving the needy in the district as well, further expanding the impact of the programme.



## Summary

In sum, incorporating family involvement into environmental education could expand the impact of the initiative.

Allowing parents to visualise their children's learning outcomes increases their interest in environmental protection and further deepens their understanding of the subject matter.

Furthermore, conducting environmental activities in partnership with parents provides them with practical experiences, fostering both parents' and children's commitment to environmental actions. This encourages them to work together in contributing to environmental protection, thereby developing a stronger foundation for promoting sustainable living.