Green Prefect Programme Handbook (Primary School)

School Name: _____

Class: _____

Name: _____

School Year: _____

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Organisers

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About this Handbook

This handbook provides some useful environmental checklists and suggestions for environmental promotion activities to help you carry out your monitoring duties and promote environmental messages.

You can also share your 'smart ideas' for protecting the environment and green living.

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Chapter 1 Introduction

OBJECTIVES

- To enhance environmental performance of the participating schools
- To develop a group of energetic and resourceful Green Prefects (GPs) with deeper understanding of environmental issues and act as models for their peers
- To enhance students' environmental awareness and build up green habits on campus

Climate Change

Climate change is a global threat. Its effects include hazards like floods, droughts, storms, heat waves, wildfires and insect outbreaks etc., which damage ecosystems and biodiversity. No corner of the world is immune from its consequences. Climate change not only causes extinction of species like polar bears, but also poses threats to human lives.

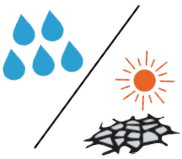
More extreme rainfall events

33°C+

More very hot days and hot nights

Global sea level rise will lead to coastal changes all over the world

More extreme rainy years and droughts may also occur



Threat of storm surges associated with tropical cyclones will rise

Source:
Hong Kong's Climate Action Plan 2050

How climate change affects our daily lives?

Melting Glaciers

The meltwater flowing into the ocean leads to the rise in sea levels, causing people who are living in coastal areas losing their homes.

Food

Extreme weather threatens food production, and lead to food shortages crisis.

Health

The increase in the number of hot days causes more heat-related diseases, allergic diseases and vector-borne diseases.

Effects of Climate Change to Hong Kong

Global climate change affects all regions, causing numerous issues. Hong Kong cannot exempt itself from these impacts. The number of hot nights and very hot days has increased significantly, while the number of cold days has decreased. Additionally, extreme rainfall events are becoming more frequent and the mean sea level at Victoria Harbour is rising. As a part of the Earth, Hong Kong must take timely actions to address the issue of carbon emissions at its source, mitigate temperature rise, and protect ourselves and the next generation.

Fighting Climate Change Together

Acting on climate change is everyone's responsibility. We should practise low-carbon living and work together to achieve the goal of carbon neutrality by 2050. As a GP, you play an important role in school by leading your peers to build up green habits on campus through monitoring their behaviours in five major environmental aspects and setting yourself as a role model for your schoolmates.

Extended Learning:
Climate change video
(Scan or click the QR code)

Chapter 2 Roles & Responsibilities

What are the roles & responsibilities of GPs?

Recommended Structure of the GP Group

Teacher Advisor

↓

Head GPs (1–2 nos.)

- To assist Teacher Advisor to manage the group and organise environmental activities
- To be the spokesperson of the group

↓

School GPs (1–2 nos. each class)

- To monitor peers' environmental behaviours as well as school's environmental performance with the aid of environmental checklists
- To act as role models for their peers in practising green living
- To encourage their peers to build up green habits on campus
- To follow instructions from the Head GPs

How to become a GP?

Schools can adjust the structure, ways of appointment and commendation methods of the GP Group based on their school-based circumstances. Here are some examples:

- Students sign up voluntarily, then the Teacher Advisor selects and appoints students who are passionate about environmental protection.
- Each class teacher nominates not more than two School GPs for his / her class or assigns existing monitors / prefects to undertake the duties.
- Teacher Advisor assigns student members of the Environmental Protection Club to undertake the duties.
- Each school can assign not more than two Head GPs, usually from more senior classes.
- All GPs will receive a "Certificate of Appreciation" from the school, while GPs with excellent performance will be awarded with an "Outstanding Award" as recognition.

Chapter 3 Greening Your School

Energy Conservation

What are the important environmental aspects?

In Hong Kong, most of our electricity comes from fossil fuels such as coal and natural gas. Fossil fuels not only are non-renewable and limited resources, but also emit a large amount of greenhouse gases when they are burned for power generation and in turn contributing to climate change. According to the "Hong Kong Energy End-use Data" report, a major portion of the energy consumption in the education sector is attributed to the operation of air-conditioning and lighting, resulting in high level of electricity consumption. Therefore, we should use air-conditioning and lights more appropriately on campus to conserve and utilise energy more efficiently.

Useful Learning Materials
(Scan or click the QR code)

Water Conservation

Water is the source of life and an essential natural resource that we can use for drinking, bathing and household cleaning. Most water resources on Earth are saltwater that cannot be used directly. Fresh water, which is available for usage, accounts for less than 1% of the total water supply. On average, people in Hong Kong consume 130 liters of fresh water per day, which is 20 liters more than the global average. The high water consumption calls for the need to be mindful of our daily water usage. Therefore, it is crucial for us to establish good water conservation habits to ease water crisis.

Useful Learning Materials
(Scan or click the QR code)

Waste Avoidance & Reduction

Cities generate several types of solid waste every day, including waste from households, commercial and industrial activities. On average, people in Hong Kong generate 1.53kg of waste per day, which is higher than that of the neighboring cities like Seoul and Tokyo. Currently, Hong Kong relies heavily on landfilling as the main solution to waste treatment. However, with limited land resources and an ever-increasing amount of waste, especially food waste, plastic waste and paper waste, landfills are reaching their capacity. Therefore, it is important for us to practise "Dump Less, Save More, Recycle Right" actively on campus. We should avoid and minimise waste at the source, reuse and cherish resources, and perform clean recycling.

8 Types of Recyclables:

One Pager on Clean Recycling Tips

(Scan or click the QR code)

Useful Learning Materials

(Scan or click the QR code)

Greening, Nature Conservation & Biodiversity

Despite being a densely populated city and known as a "concrete jungle", Hong Kong possesses natural coastlines, mountains and over 40% of its land is designated as country parks, which serve as important habitats for the wildlife. Apart from the countryside, a variety of plants, insects and birds can also be found within urban areas. As members of the nature, we have the responsibility to protect the natural environment and its wildlife. You can actively learn about the flora and fauna on your campus and promote campus greening to enhance biodiversity in your school and its surroundings.

Useful Learning Materials
(Scan or click the QR code)

Clean Indoor Air

The quality of indoor air is crucial to our health and learning as we spend most of our time indoors. Clean indoor air not only helps prevent the spread of diseases, but also enhances our learning efficiency and classroom performance. Therefore, it is necessary for us to maintain good indoor air quality and effectively control pollutants in the air.

Useful Learning Materials
(Scan or click the QR code)

Low Carbon Living Calculator

"Carbon" in "Low-carbon Living" refers to carbon dioxide, which is the primary greenhouse gas contributing to climate change. In our daily lives, huge amounts of carbon dioxide are emitted into the atmosphere due to resource and energy consumption. To mitigate climate change, it is important for us to understand our carbon footprint first. Then we can reflect on our current habits and think of better ways to improve our lifestyle patterns, thereby reducing carbon emissions.

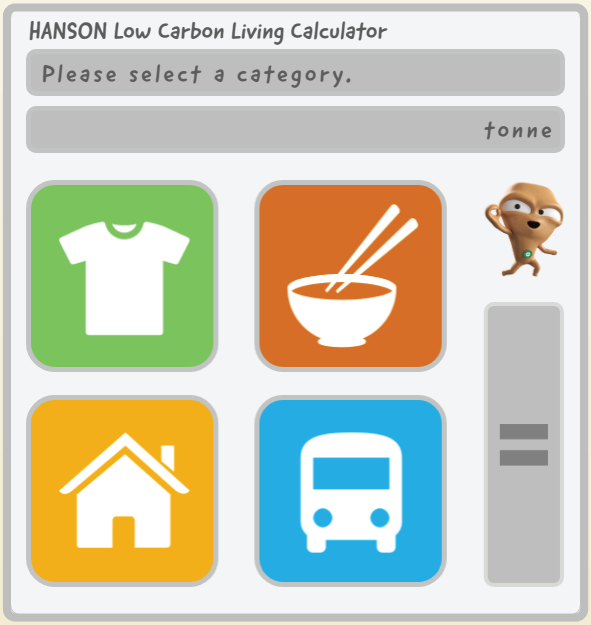
To determine whether you are "Hanson" (i.e. a person who use resources wisely) or "Big Waster", you are welcome to use the "Low Carbon Living Calculator" launched by the Environment and Ecology Bureau. By answering simple multiple-choice questions, the calculator will assess your carbon emissions in the past year and provide you with a rating in four areas of clothing, food, living and travel. Since the calculation involves your estimated monthly expenses on electricity, water, gas and the amount of waste, it is recommended that you do the assessment with your family. Upon completion, tips will be provided which help you practise low-carbon living in the four areas of clothing, food, living and travel. Let's use the "Carbon Calculator for Low-Carbon Living" with our family and friends to "change habits and reduce carbon footprints together!"

Low Carbon Living Calculator

(Scan or click the QR code)

Low Carbon Living Tips

(Scan or click the QR code)



Environmental Promotion Activities

How to engage your peers, school members and parents?

The GP Group can organise different types of environmental promotion activities to encourage students, school members and parents to adopt environmental behaviours. For example:

For the School

Activities

- Sharing via morning announcements, assemblies, classroom presentations, etc.
- Drama
- Sharing on campus TV or radio
- Environmental talk / sharing
- Inter-class competitions / quiz contests
- Green idea competition
- Themed environmental day / environmental week
- Decorating bulletin boards / campus with eco-friendly materials
- Co-organising environmental activities with alumni associations / parent-teacher associations

Publicity

- Posters / bulletin boards
- Slogans
- Green tip labels
- Environmental promotional videos
- Environmental information booths
- Newsletters of the School / alumni associations / parent-teacher associations
- Social media platforms
- School website

For the Community

- Green community events
- Inter-school competitions
- School's newsletters
- Open day exhibitions
- Social media platforms
- School website

When conducting these activities, you can consider:

- Budget and resources (How to effectively utilise resources from different parties)
- Environmental aspects (general or specific)
- Frequency (once or regularly)
- Location (indoor or outdoor)
- Scale (individual class or whole school)

Schools can also inquire about the available environmental education activities for the GP Group and/or students of different grades through Environmental Campaign Committee's new programme – "GreenLink – Environmental Education Support Programme (GreenLink – EESP)". The Contractor of GreenLink – EESP will provide options of environmental education activities matching needs of your school and assist you with the applications for the activities.

Details of GreenLink – EESP:

(Scan or click the QR code)

How to organise environmental promotion activities?

- Here are some examples which help the Teacher Advisor and the GP Group to plan and organise environmental promotion activities on campus.

Promotion Activity for All Environmental Aspects (Example 1)

Activity name	Green Campus Exploration
Date, Time and Venue	Date: 6–10 November, 13 November Time: 10:00–10:20 (Recess) Venue: Environmental facilities on campus
Aim	• To raise students' awareness towards the concept of green campus and familiarise them with the environmental facilities on campus • Learn proper use of the environmental facilities
Participants	All students and school staff
Content	• Students from a particular grade will join the activity each day during recess • Students will use a treasure map to discover various environmental facilities within the school, such as the environmental corner, recycling bins, composting machines, water dispensers, flow controllers for water tap, thermometers, green spaces, etc. • School GPs will be stationed at each environmental facility to introduce the environmental concepts behind, such as waste reduction at source and clean recycling, and demonstrate the proper way to use the facility • After listening to the School GPs' introduction, students will complete a quiz game on the map
Responsibility	• The GP Group to prepare the introduction materials and the treasure map worksheet • The GP Group to promote the activity • The Teacher Advisor to create an activity schedule for different classes • The Head GP to create a duty roster and arrange School GPs to provide on-site assistance

Promotion Activity for Waste Avoidance & Reduction (Example 2)

Activity Name	Bring Your Own Cutlery and Food Container Week
Date, Time and Venue	Date: 11–15 March Time: Whole day Venue: Tuck shop
Aim	• To enhance students' knowledge on plastic pollution • To build up the habit of bringing their own cutlery and container among students and school members so as to reduce the use of disposable plastics
Participant	All students and school staff
Content	• Encourage students and school members to bring reusable cutlery and container when purchasing snacks at the tuck shop • GPs will station at the tuck shop during recess and lunch break to express gratitude to participating students and record the amount of disposable plastics saved • GPs can also design display boards to promote the benefits of reducing the use of plastics and encourage more students to participate in the activity • It is recommended that school staff join the activity to act as role models for students • After the event, School GPs and Head GP will share the results of the activity with the whole school
Responsibility	• The GP Group to prepare content of the display board and sharing session • The Teacher Advisor to contact staff responsible for the tuck shop • The GP Group to promote the activity • The Head GP to create a duty roster and arrange School GPs to provide on-site assistance

Promotion Activity for Waste Avoidance & Reduction (Example 3)

Activity Name	Swap Party
Date, Time and Venue	Date: 26 April (Post-examination activity) Time: Whole day Venue: Covered playground
Aim	• To promote the culture of recycling, reusing and donation • To teach the concepts of "over-consumption," "swapping," and "resource sharing" and encourage students and school staff to fully utilise their goods to avoid wastage
Participant	All students and school staff
Content	• The GP Group will collaborate with the Parent-teacher Association to set up a swap booth where school members can donate old or unused items they no longer need and in exchange for goods they need • Donated items can be stationery, books, toys, clothing, accessories, etc. • Any remaining goods after the event will be re-donated to families who are in need in the community • GPs can also design display boards to promote messages such as cherishing our resources and reusing instead of buying • After the event, School GPs and Head GP will share the results with the whole school
Responsibility	• The GP Group to prepare swapping guidelines, posters and display boards • The GP Group to promote the activity • The Head GP to create a duty roster and arrange School GPs to provide on-site assistance • The Teacher Advisor to contact representatives of the Parent-teacher Association and social welfare organisations to re-donate the remaining goods

Chapter 4 Best Practices & Environmental Checklists

How to monitor?

- The GP Group can discuss and formulate best practices for each environmental aspect, and use the environmental checklists to monitor students' environmental behaviours, as well as the school's environmental performance regularly.
- It is recommended to conduct monitoring of each environmental aspect at least once a month from November to May (i.e. a total of 7 months in the school year).
- The Teacher Advisor can adjust the monitoring methods and frequency according to the actual circumstances. For example, the Teacher Advisor may arrange School GPs to inspect each class/floor regularly, or monitor and promote a designated environmental aspect each month.
- The GP Group can design the inspection schedule and keep it confidential for surprise checks.

How to use the environmental checklists?

- The environmental checklists provided in this chapter is for reference only. Teacher Advisor can revise the environmental checklists according to the school setting by adding, modifying or deleting non-applicable items.
- Word and PDF files of the "Environmental Checklists" and "Programme Evaluation Record" (editable) have been uploaded to the Schools Go Green website for schools to use. If you require an online Google Form template, please inquire and request it via email to schools@eeb.gov.hk .

Schools Go Green website

(Scan or click the QR code)

Example

- Input the year and date of checking
- Fill in appropriate symbol for each checklist item
  - Achieved: "✓" - Not Yet Achieved: "X"

	Monitoring	1	2	3	4	5	6	7
	Date	1/11/2023	7/12/2023	4/1/2023	1/2/2024	1/3/2024	3/4/2024	3/5/2024
Energy Conservation	E1. Turn off lights when the room is not in use.	X	X	X	✓	✓	✓	✓
	E2. Turn off computers and other electrical equipment (e.g. projector, microphone box, etc.) when not in use.	X	✓	✓	X	✓	✓	✓

What are the best practices for each environmental aspect and how to monitor?

- Best practices and recommended monitoring methods for five important environmental aspects are listed below to assist the GP Group in performing the monitoring duties.

Energy Conservation

Best Practice	Monitoring Method (Example)
E1. Turn off lights when the room is not in use. Tips: • Divide the classroom lighting system into regular use and backup lighting, and place labels on the switches to indicate the lighting arrangement for sunny and cloudy days.	• When there are no classmates in the classroom/special room, check if lights have been turned off. • When there is sufficient daylight, check if natural light is being utilised and only necessary lightings have been turned on.
E2. Turn off computers and other electrical equipment (e.g. projector, microphone box, etc.) when not in use.	• When there are no teachers conducting classes, check if computers and other electrical equipment (e.g. projector, microphone box, etc.) have been turned off.
E3. Adopt natural ventilation (i.e. open windows and doors) and use fans when the outdoor temperature is below 25°C and the outdoor air quality is good. Tips: • Install thermometer in the school's covered playground for easy checking of outdoor temperature. • Avoid direct exposure to sunlight or rain when placing the thermometers.	• According to the school location, check the forecast of maximum temperature from the Hong Kong Observatory and Air Quality Health Index (AQHI) from the Environmental Protection Department in the morning. • If the forecast maximum temperature is below 25°C and AQHI is low, observe whether natural ventilation is adopted and/or fans are used.
E4. Maintain the temperature of air-conditioners in your classroom within the temperature range set under the school policy. Tips: • Install thermometer in the classroom for easy checking of indoor temperature. • Set and maintain the average indoor temperature between 24°C to 26°C. • If additional cooling is needed, for example, after Physical Education classes, use fans to enhance air circulation instead of lowering the air-conditioning temperature.	• Read the temperature displayed on the classroom thermometer and check if air-conditioning temperature in the classroom is maintained within the range set by the school policy.
E5. When leaving the classroom, turn off fans that are not in use.	• When there are no classmates in the classroom/special room, check if fans have been turned off.

Energy Conservation Checklist

Achieved: "✓" Not Yet Achieved: "X"

Monitoring	1	2	3	4	5	6	7
Date							
E1. Turn off lights when the room is not in use.							
E2. Turn off computers and other electrical equipment (e.g. projector, microphone box, etc.) when not in use.							
E3. Adopt natural ventilation (i.e. open windows and doors) and use fans when the outdoor temperature is below 25°C and the outdoor air quality is good.							
E4. Maintain the temperature of air-conditioners in your classroom within the temperature range set under the school policy.							
E5. When leaving the classroom, turn off fans that are not in use.							
E6. Other practice:							

Water Conservation

Best Practice	Monitoring Method (Example)
W1. Turn off the water tap and/or drinking fountain after use. Tips: • If the school has installed infrared automatic sensing water taps, this item can be omitted.	• Observe classmates' behaviour for 10 minutes during recess/lunch break.
W2. When using soap to wash hands, turn off the water tap/remove hands from the water source (applicable to schools with infrared automatic sensing water taps installed).	• Observe classmates' behaviour for 10 minutes during recess/lunch break.
W3. Do not over water the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).	• Observe classmates' behaviour when they water the plants and check if there is excessive water accumulation at the bottom of the potted plants.

Water Conservation Checklist

Achieved: "✓" Not Yet Achieved: "X"

Monitoring	1	2	3	4	5	6	7
Date							
W1. Turn off the water tap and/or drinking fountain after use.							
W2. When using soap to wash hands, turn off the water tap/remove hands from the water source (applicable to schools with infrared automatic sensing taps installed).							
W3. Do not over water the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).							
W4. Other practice:							

Waste Avoidance & Reduction

	Best Practice	Monitoring Method (Example)
Food Waste	R1. Do not produce a significant amount of leftovers. Tips: • Leftovers refers to edible food that are discarded, such as food wasted due to picky eating. • It is recommended that schools implement on-site meal portioning, so as to allow flexible control over the amount of food students receive.	• Select 5 students randomly during lunch break to check if there are any leftovers in their lunchboxes. If no leftovers are found in 4 out of the 5 lunchboxes, it can be considered as not generating a significant amount of leftovers.
	R2. Separate the food waste from lunchboxes, cutlery and / or containers to facilitate food waste recycling, if any. Tips: • Food waste refers to inedible food materials that is discarded, such as bones and peels. • It is recommended that schools set up food waste collection bins and install composters to convert food waste into compost for campus gardening.	• Observe classmates' behaviuor in food waste separation and recycling for 10 minutes during lunch break.
Paper	R3. Use less paper towel and use handkerchief / towel instead.	• Observe classmates' behaviour for 10 minutes during recess / lunch break. • Select 5 classmates randomly to check if they have the habit of bringing their own handkerchief / towel.
	R4. Put one-side-used paper into appropriate collection box. Tips: • It is recommended that schools set up collection boxes for one-side-used paper and double-side-used waste paper separately to facilitate students' reuse of one-side-used paper.	• Check the one-side-used paper collection box and observe classmates' behaviour for 10 minutes during recess / lunch break.
	R5. Use both sides of paper and put double-side-used waste paper into the recycling bin.	• Check the double-side-used waste paper recycling bin and observe classmates' behaviour for 10 minutes during recess / lunch break.

Plastics

Best Practice	Monitoring Method (Example)
R6. Bring your own water bottle.	• Observe classmates' behaviour for 10 minutes during recess / lunch break. • Conduct surprise checks to count and record the number of students who have brought their own reusable water bottles back to school in each class on a given day.
R7. Stop buying bottled water and / or drinks.	• Observe classmates' behaviour for 10 minutes during recess / lunch break. • Select 5 students randomly to check if they have bought bottled water and / or drinks.
R8. Drink without plastic straw or use reusable straws when necessary.	• Observe classmates' behaviour for 10 minutes during recess / lunch break. • Select 5 classmates randomly to check if they have used plastic straws.
R9. Use reusable meal boxes, cups, bowls and cutlery (such as spoons, forks, etc.) at school.	• Observe classmates' behaviour for 10 minutes during lunch break. • Conduct surprise checks to count and record the number of students who have brought reusable utensils back to school in each class on a given day.

Reuse & Recycle

Best Practice	Monitoring Method (Example)
R10. Use recyclables to make decorative items at school events (such as party, sports day, picnic, outing, fun fair, etc.).	• Observe decorative items of classmates / classrooms at school events.
R11. Put waste paper, metal cans and plastics into appropriate recycling bins.	• Check the recycling bins and observe classmates' behaviour for 10 minutes during recess / lunch break.
R12. Put beverage cartons (tetra pak) into appropriate recycling bin(s), if any.	• Check the beverage carton (tetra pak) recycling bin(s) and observe classmates' behaviour for 10 minutes during recess / lunch break.
R13. Practise clean recycling. Tips: • Recyclables should be cleaned and free from impurities before being placed in the appropriate recycling bins. • For example, remove staples and tape from waste paper, empty and clean the metal cans, plastic bottles and beverage cartons (tetra pak). • The following guidelines can help students learn the proper way of clean recycling.	• Observe classmates' behaviour for 10 minutes during recess / lunch break and check all recycling bins.

Clean Recycling Guidelines

Waste paper, metal cans and plastic bottles:

(Scan or click the QR code)

Beverage carton (tetra pak):

(Scan or click the QR code)

Waste Avoidance & Reduction Checklist

Achieved: " ✓ " Not Yet Achieved: " X "

		Monitoring	1	2	3	4	5	6	7
		Date							
Food Waste	R1.	Do not produce a significant amount of leftovers.							
	R2.	Separate the food waste from lunchboxes, cutlery and/or containers to facilitate food waste recycling, if any.							
Paper	R3.	Use less paper towel and use handkerchief /towel instead.							
	R4.	Put one-side-used paper into appropriate collection box.							
	R5.	Use both sides of paper and put double-side-used waste paper into the recycling bin.							

Waste Avoidance & Reduction Checklist

Achieved: " ✓ " Not Yet Achieved: " X "

		Monitoring	1	2	3	4	5	6	7
		Date							
Plastics	R6.	Bring your own water bottle.							
	R7.	Stop buying bottled water and/or drinks.							
	R8.	Drink without plastic straw or use reusable straws when necessary.							
	R9.	Use reusable meal boxes, cups, bowls and cutlery (such as spoons, forks, etc.) at school.							

Waste Avoidance & Reduction Checklist

Achieved: " ✓ " Not Yet Achieved: " X "

	Monitoring	1	2	3	4	5	6	7
	Date							
Reuse & Recycle	R10. Use recyclables to make decorative items at school events (such as party, sports day, picnic, outing, fun fair, etc.).							
	R11. Put waste paper, metal cans and plastics into appropriate recycling bins.							
	R12. Put beverage cartons (tetra pak) into appropriate recycling bin(s), if any.							
	R13. Practise clean recycling.							
	R14. Other practice:							

Best Practice	Monitoring Method (Example)
G1. Grow and look after plants in the classroom or along the corridor, if any.	• Develop a duty record, take care of the plants regularly and check their growth status.
G2. Grow and look after plants in the green area / organic farm, if any.	• Develop a duty record, take care of the plants in the green area / organic farm regularly, and check their growth status.
G3. Use organic fertilisers (such as compost) as appropriate.	• Develop a duty record, check if organic fertilisers have been used when taking care of the plants on campus.
G4. Practise "Leave No Trace" during school outings (e.g. school picnic, visits to country parks/ geoparks, etc.). Tips: • Leave No Trace is a set of principles aimed at reducing the negative impacts of humans on the natural environment. The seven principles include "Take Your Litter Home", leave what you find, respect wildlife, etc.	• Observe classmates' behaviour (e.g. use reusable water bottle and lunchbox, "Take Your Litter Home") before leaving the countryside.

Greening, Nature Conservation & Biodiversity Checklist

Achieved: "✓" Not Yet Achieved: "X"

Monitoring	1	2	3	4	5	6	7
Date							
G1. Grow and look after plants in the classroom or along the corridor, if any.							
G2. Grow and look after plants in the green area/organic farm, if any.							
G3. Use organic fertilisers (such as compost) as appropriate.							
G4. Practise "Leave No Trace" during school outings (e.g. school picnic, visits to country parks/ geoparks, etc.).							
G5. Other practice:							

Best Practice	Monitoring Method (Example)
A1. Keep the rubbish bin in the classroom clean and covered with a lid properly after use.	• Observe the rubbish bin in your classroom during recess/lunch break and check if it is clean without strong smells, and properly covered.
A2. Keep the food waste collection bins and/or composters on campus clean and ensure the lids are tightly closed after use, if any. Tips: • Place the food waste collection bins and composting machines in well-ventilated areas on campus or install ventilation systems to enhance air circulation and prevent the spread of odour from food waste.	• Check the food waste collection bins and/or composters during lunch break to ensure they are clean and properly covered.
A3. Timely activate the air purifier in the classroom, if any.	• Check if the air purifier in the classroom is turned on before the morning class starts. When there are no students in the classroom, check if the air purifiers are turned off to conserve energy.

Clean Indoor Air Checklist

Achieved: " ✓ " Not Yet Achieved: " X "

Monitoring	1	2	3	4	5	6	7
Date							
A1. Keep the rubbish bin in your classroom clean and covered with a lid properly after use.							
A2. Keep the food waste collection bins and/or composters on campus clean and ensure the lids are tightly closed after use, if any.							
A3. Timely activate the air purifier in the classroom, if any.							
A4. Other practice:							

Chapter 5 Programme Evaluation

Why is it necessary to conduct programme evaluation?

- Through data analysis, the school can assess its performance in each environmental aspect and understand whether students have developed environmental behaviours and the effectiveness of different measures.
- Through Group evaluation, the school can identify environmental aspects that need to be improved and brainstorm solutions to improve students' environmental behaviour.
- To enhance the effectiveness of the programme, it is recommended that schools conduct evaluation during the mid-term (around February) and at the end (around June) of programme implementation.

How to conduct programme evaluation?

1. Data Analysis

- The School GPs and Head GPs are responsible for collecting the completed environmental checklists and submitting the recorded data to the Teacher Advisor.
- The Teacher Advisor conducts half-yearly evaluation on each checklist item. Suggested evaluation method and corresponding level of achievement are illustrated as follows:

Achievement rate of the item and the corresponding level
(over the period of 7 months)

Example:

		Monitoring	1	2	3	4	5	6	7
		Date	1/11/ 2023	7/12/ 2023	4/1/ 2024	1/2/ 2024	1/3/ 2024	3/4/ 2024	3/5/ 2024
Energy Conservation	E1. Turn off lights when the room is not in use.		X	X	X	✓	✓	✓	✓

Achievement rate of the item:

$$= \frac{\text{4 times of "Achieved"}}{\text{7 times of monitoring}} \times 100\% = 57\%$$

2. Group Evaluation

- After completing data analysis, the GP Group can hold a meeting to review the performance of the school in each environmental aspect based on the achievement level of each checklist item.
- The Group identifies environmental aspects that need to be improved, discusses how to improve students' environmental behaviours and brainstorms improvement solutions.

3. Result Announcement

- To increase student participation rate, the school can add incentives or competitive elements when implementing the GP Programme, such as providing rewards or organising inter-class competitions. The GP Group will then be responsible for reporting the programme results to all students and commending classes with excellent environmental performance.
- The GP Group can also share their experiences and insights gained from participating in the programme through morning broadcasts, assemblies or classroom presentations.
- The Teacher Advisor can share the results of the annual GP programme with the school management and teachers.
- Based on the programme results, the school can incorporate improvement recommendations into the Annual School Plan and the 3-Year School Development Plan, and further establish an environmental task force to promote a green campus.

4. Setting New Goals

- The GP Group can use the year-end environmental performance as a basis for developing goals and plans for the next school year.

Which environmental aspect performs the best?

Please put a "✓" for the environmental aspect that your school has performed the best (choose one only).

- ☐ Energy Conservation
- ☐ Water Conservation
- ☐ Waste Avoidance & Reduction
- ☐ Greening, Nature Conservation & Biodiversity
- ☐ Clean Indoor Air

What have you done?

Measures and/or activities that have helped my school achieve the best environmental aspect:
(You can write or draw here)

Which environmental aspect needs to be improved most?

Please put a " ✓ " for the environmental aspect that needs to be improved most (choose one only).

- ☐ Energy Conservation
- ☐ Water Conservation
- ☐ Waste Avoidance & Reduction
- ☐ Greening, Nature Conservation & Biodiversity
- ☐ Clean Indoor Air

How to improve?

Suggestions:
(Example: Enhancing school-based promotion, improving environmental facilities, or launching incentive schemes, etc.)
(You can write or draw here)

What are the targets and plans for the next school year?

Targets:

(You can write or draw here)

Plans:

(You can write or draw here)

What have you learnt from this programme?

- In this programme, I have learnt....
- I felt....
- The most memorable part is....

  (You can write or draw here)

Chapter 6 More Information

Energy Conservation

Relevant website	Visit activities
Energyland by Electrical and Mechanical Services Department https://www.emsd.gov.hk/energyland/en/home/index.html	Education Path at the Electrical and Mechanical Services Department https://www.emsd.gov.hk/en/about_us/public_education/guided_tour_on_education_path/index.html
Hong Kong Energy Efficiency Net by Electrical and Mechanical Services Department https://ee.emsd.gov.hk/english/index.html	Wan Chai Environmental Resource Centre https://www.gov.hk/en/residents/environment/public/activities/envcentres.htm
Hong Kong Renewable Energy Net by Electrical and Mechanical Services Department https://re.emsd.gov.hk/english/index.html	CIC–Zero Carbon Park http://zcp.cic.hk/eng/home
Carbon Neutral@HK by Environment and Ecology Bureau https://cnsd.gov.hk/en/	Jockey Club Museum of Climate Change https://www.mocc.cuhk.edu.hk/en-gb/
	CLP Power Low Carbon Energy Education Centre https://www.cityu.edu.hk/lowcarbon/index.aspx

Water Conservation

Relevant website	Visit activities
Water Conservation by Water Supplies Department https://www.waterconservation.gov.hk/en/home/index.html	H2OPE Centre https://www.h2opecentre.gov.hk/en/home/index.html

Clean Indoor Air

Relevant website
Indoor Air Quality Information Centre by Environmental Protection Department https://www.iaq.gov.hk/en/home/

Waste Avoidance & Reduction

Relevant website

Hong Kong Waste Reduction Website by Environmental Protection Department
https://www.wastereduction.gov.hk/en/index.htm

Food Wise Hong Kong by Environmental Protection Department
https://www.foodwisehk.gov.hk/en/index.php

Green Lunch by Environmental Protection Department
https://www.wastereduction.gov.hk/en-hk/waste-reduction-programme/green-lunch

Visit activities

GREEN@COMMUNITY
https://www.wastereduction.gov.hk/en-hk/waste-reduction-programme/greencommunity

EcoPark
https://www.ecopark.com.hk/en/index.aspx

O · PARK1 [Organic Resources Recovery Centre]
https://www.opark.gov.hk/en/index.php

T · Park
https://www.tpark.hk/en/

WEEE · PARK [Waste Electrical and Electronic Equipment (WEEE) Treatment and Recycling Facility]
https://weee.com.hk/

Y · PARK
https://www.ypark.hk/en/

Greening, Nature Conservation & Biodiversity

Relevant website

Greening Knowledge by Leisure and Cultural Services Department
https://www.lcsd.gov.hk/en/green/education/greeningknowledge.html

Hong Kong Biodiversity Information Hub by Agriculture, Fisheries and Conservation Department
https://bih.gov.hk/en/home/index.html

Visit activities

Green Education and Resource Centre
https://www.lcsd.gov.hk/en/green/gerc/index.html

Enjoy Hiking
https://www.hiking.gov.hk/

Lai Chi Wo
https://www.geopark.gov.hk/en/discover/attractions/lai-chi-wo

Sai Wan
https://saiwanrehab.hk/index.php/en/

Volcano Discovery Centre
https://volcanodiscoverycentre.hk/index.php?option=com_content&view=article&id=2:intro&catid=8&lang=en&Itemid=113

Hong Kong Geopark
https://www.geopark.gov.hk/en

The Hong Kong Biodiversity Museum
https://www.hkbiodiversitymuseum.org/

Green Schools

Relevant website

Schools Go Green by Environmental Campaign Committee
https://school.ecc.org.hk/en/index.html

Green Schools 2.0 by Environment and Ecology Bureau
https://www.eeb.gov.hk/en/green-schools-2.html

Guide to Low Carbon Schools by Environment and Ecology Bureau
https://www.carbon-footprint.hk/PDF/EPD_CA_Guidebook_Schools_Eng.pdf

Hong Kong Green School Guide by Hong Kong Green Building Council
https://www.hkgbc.org.hk/eng/engagement/guidebooks/green-school-guide/index.jsp

Facebook & Instagram

ECC1990

ECF1994

Clean Shorelines

Hong Kong Country Park

Big Waster

Witty Bear

Water Save Dave

Mr. B Nature Classroom

Enquiries

Email: schools@eeb.gov.hk

Hotline: 2835 2379