

Green Prefect Programme Handbook (Secondary School)



School Name: _____
Class: _____
Name: _____
School Year: _____

Funded By



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環境及生態局
Environment and Ecology Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China

教育局
Education Bureau

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.



Contents



Chapter 1 – Introduction

Chapter 2 – Roles & Responsibilities

Chapter 3 – Greening Your School

Chapter 4 – Best Practices &
Environmental Checklists

Chapter 5 – Programme Evaluation

Chapter 6 – More Information



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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.

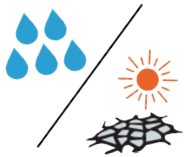
More extreme
rainfall events



Threat of storm
surges associated
with tropical
cyclones will rise



More very hot days
and hot nights



More extreme rainy
years and droughts
may also occur

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



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.

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 generations.

Extended Learning:
Effects of climate change to Hong Kong



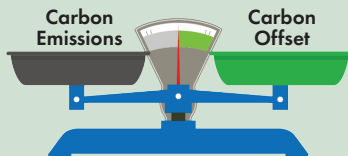
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Striving towards Carbon Neutrality

What is carbon neutrality?

Carbon neutrality refers to the reduction of carbon emissions through methods such as energy conservation and “use less, waste less”, as well as offsetting or absorbing carbon emissions through tree planting, purchasing renewable energy certificates, etc. By **balancing the amount of carbon emissions with carbon reduction**, the goal of relative “**zero-carbon emissions**” could be achieved.



How can Hong Kong achieve its carbon neutrality goal?

The Hong Kong government has announced its commitment to achieve carbon neutrality by 2050 and reducing Hong Kong's carbon emissions by 50% before 2035 as compared to the 2005 level. In 2021, the Government released the “**Hong Kong's Climate Action Plan 2050**”, which outlines **four major decarbonisation strategies** to help Hong Kong achieve carbon neutrality, including:



Net-zero
Electricity Generation



Energy Saving and
Green Buildings



Green Transport



Waste Reduction

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.

Source:

Hong Kong's Climate
Action Plan 2050

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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.

**WELCOME TO JOIN
THE GP GROUP!**



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 and entering estimated monthly expenses on electricity, water, gas and the amount of waste, 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**. 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)

HANSON Low Carbon Living Calculator

Please select a category.



tonne

Environmental Promotion Activities




How to engage your peers, school members and parents?

The GP Group shall organise at least two different types of environmental promotion activities during this school year to encourage students, school members and parents to adopt environmental behaviours. For example:

For the School

Activities	Publicity
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Green community events • Inter-school competitions • School's newsletters 	<ul style="list-style-type: none"> • Open day exhibitions • Social media platforms    • School website
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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:



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How to plan and organise environmental promotion activities?

1. Review the school's resources

- GP Group can examine the school's environmental hardware and software resources, and then evaluate its strengths and weaknesses.
- Environmental hardware includes LED energy-efficient lighting, real-time energy monitoring systems, flow controllers for water tap, rainwater collection barrels, recycling bins, composters, water dispensers, green spaces, organic farming areas, air purification devices, environmental corner (publication on environment-related information), etc.
- Software resources include environmental club, geography club, biology club, campus TV/radio, school social media platforms, websites, morning announcements, organise eco-tours or incorporating eco-friendly elements into the school's annual picnic, etc.

2. Develop an activity proposal

- Based on the review and findings, the GP Group can develop an activity proposal.

Framework example of an activity proposal:

Target Environmental Aspect	<ul style="list-style-type: none">• All or one of them?
Activity Name	<ul style="list-style-type: none">• Use your creativity to name the activity and attract your peers to join!
Date, Time and Venue	<ul style="list-style-type: none">• Post-exam activity?• During recess or lunch break? After school hours?• Duration of the activities?• Indoor or outdoor?• Off-campus visit?
Aim	<ul style="list-style-type: none">• What specific environmental messages would you like to convey?
Target Audience (Participants)	<ul style="list-style-type: none">• Inter-class or whole-school activity?• Is student participation compulsory or voluntary?• School staff included?• Parents involved?
Format	<ul style="list-style-type: none">• Recall the past events organised by the school, which types of activities are more popular among students?• One-time or regular activities?• Incentives/a competitive element included?
Resources and Budget Needed	<ul style="list-style-type: none">• How to develop a duty roster to assign tasks and responsibilities among the GP Group?• How to utilise resources from different parties effectively?

Example of Promotion Activity for All Environmental Aspects

Activity name

Green Campus Exploration

Date, Time and Venue

Date: 1–3 November

Time: 12:30–13:00 (Lunchtime)

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 the proper use of the environmental facilities

Participants

All students and school staff

Content

- The activity will take place during the lunchtime for three consecutive days. Students can participate in it voluntarily.
- 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 the 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 based 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 Head GPs to create a duty roster and arrange School GPs to provide on-site assistance

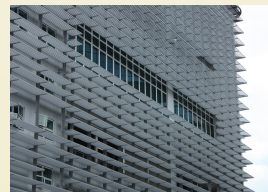


Example of Promotion Activity for Energy Conservation

	Part A	Part B
Activity Name	Guided tour to Education Path at the Electrical & Mechanical Services Department (EMSD)	The Secret Path of EMSD
Date, Time and Venue	Date: 15 December Time: 14:00 – 16:00 Venue: EMSD Headquarters (Kowloon Bay)	Date: 20 December Time: 08:30 – 09:00 Venue: School Hall
Aim	<ul style="list-style-type: none">• To enhance the knowledge of energy efficiency & renewable energy technologies• To understand the work of EMSD in electrical, mechanical & gas safety and its initiatives on sustainable development	
Participant	30 students and teachers (including GP Group members & other schoolmates)	All students and teachers
Content	<ul style="list-style-type: none">• Open recruitment• Participate in the guided tour to education path at the EMSD Headquarters	<ul style="list-style-type: none">• Share the visit experience through presentations and mini-drama• Introduce renewable energy facilities and promote energy conservation messages
Responsibility	<ul style="list-style-type: none">• The Teacher Advisor to contact EMSD (EMSD: 3757 6162)• The GP Group to promote the activity	<ul style="list-style-type: none">• The GPs and/or students participated in Part A to share about their experience



Solar Harvest



Shading device



Example of Promotion Activity for Water Conservation

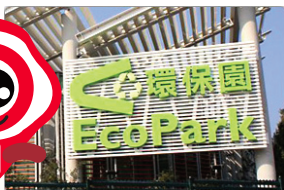
	Part A	Part B
Activity Name	"Save water, Save us" Exhibition	Inter-class Water Conservation Quiz Competition
Date, Time and Venue	Date: 1 February – 14 February Venue: School Library	Date: 20 February – 21 February Venue: School Hall
Aim	<ul style="list-style-type: none">• To enhance the knowledge of water conservation	
Participant	All students and school staff	
Content	<ul style="list-style-type: none">• Place display boards with text and photos on water resources and water conservation	<ul style="list-style-type: none">• Each class sends three participants to join the inter-class competition• The competition will be divided into Form 1 to Form 3 Groups and Form 4 to Form 5 Groups• The winning class from each group will receive environmental prizes
Responsibility	<ul style="list-style-type: none">• The GP Group to design display boards to showcase information about water conservation• The GP Group and the Teacher Advisor to create worksheets to reinforce students' knowledge• The Teacher Advisor to contact the School Library staff	<ul style="list-style-type: none">• The GP Group to promote the activity• The GP Group to create quiz questions and prepare the environmental prizes• The Teacher Advisor to approve the quiz questions and answers





Example of Promotion Activity for Waste Avoidance & Reduction

	Part A	Part B
Activity Name	Visit to EPD's EcoPark and WEEE · PARK	Sharing at school after the visit
Date, Time and Venue	Date: 1 March Time: 15:00–16:00 Venue: EcoPark & WEEE · PARK (Tuen Mun)	Date: 8 March Time: 08:30 – 09:00 Venue: School Hall
Aim	<ul style="list-style-type: none"> • To enhance the knowledge of waste recycling technologies • To understand the operation of waste recycling industry in Hong Kong 	
Participant	20 students and teachers (including GP Group members & other schoolmates)	All students and teachers
Content	<ul style="list-style-type: none"> • Open recruitment • Visit EPD's EcoPark and WEEE · PARK 	<ul style="list-style-type: none"> • Share the visit experience through presentations and videos • Introduce waste recycling facilities and promote messages of source reduction and clean recycling
Responsibility	<ul style="list-style-type: none"> • The Teacher Advisor to contact EcoPark & WEEE · PARK (EcoPark: 2496 7633, WEEE · PARK: 2290 9500) • The GP Group to promote the activity 	<ul style="list-style-type: none"> • Sharing by GPs and /or students participated in Part A



EcoPark



WEEE · PARK



GREEN@COMMUNITY

Photo extracted from [EcoPark](#) and [GREEN@COMMUNITY](#) website

Part C

GREEN@School – Clean Recycling Campaign

Date: 11 March – 11 April

Time: 10:00–10:20 (Recess)

Venue: Covered Playground

- To teach and encourage all students and school staff to practise waste separation and clean recycling (including plastic bottles, metal cans, beverage cartons (tetra pak), etc.)

All students and school staff

- Special recycling points will be set up on campus during the campaign
- Students and teachers will bring emptied and cleaned recyclables to the collection points
- Each recyclable item will earn points, and students and school staff can accumulate points to redeem eco-friendly gifts or rewards such as organic crops from the school
- All collected recyclables will be taken to the nearby "GREEN@COMMUNITY" or handled by the school's waste recycling contractor every week
- Display boards will be set up to showcase the GREEN@COMMUNITY recycling service and information about the GREEN\$ Electronic Participation Incentive Scheme
- The GP Group to design posters and display boards providing instructions for waste separation and clean recycling, as well as information about the "GREEN@COMMUNITY"
- The Head GPs to create a duty roster and arrange School GPs to provide on-site assistance at the recycling points
- The GP Group to record and track the quantities of different recyclables collected and the performance of different grades
- The GP Group to promote the activity and share the results of the campaign during morning assemblies and through campus radio



Example of Promotion Activity for Greening, Nature Conservation & Biodiversity

	Part A	Part B
Activity Name	Campus Bioblitz Week	Our Campus Little Creatures
Date, Time and Venue	<p>Date: 15–19 April</p> <p>Time: After school</p> <p>Venue: Greening space on campus</p>	<p>Date: 24 April</p> <p>Time: 08:30–9:00</p> <p>Venue: School Hall</p>
Aim	<ul style="list-style-type: none"> • To enhance students' and teachers' knowledge on urban ecology and biodiversity • To appreciate the biodiversity on campus 	
Participant	20 students and teachers per day (including GP Group members & other schoolmates)	All students and teachers
Content	<ul style="list-style-type: none"> • Record wildlife on campus with binoculars, cameras and record sheets • Upload photos to iNaturalist for species identification 	<ul style="list-style-type: none"> • Share the survey results in the form of presentations, photos and videos • Upload relevant presentations, photos and videos to the school website to share the survey results with parents after the activity
Responsibility	<ul style="list-style-type: none"> • The Teacher Advisor to borrow binoculars and cameras from the laboratory staff • The GP Group to prepare the record sheets • The GP Group to collect and analyse the survey results • The GP Group to promote the activity 	<ul style="list-style-type: none"> • The GPs and/or students participated in Part A to share about their experience and create videos • Students to encourage their parents to visit the school website to view the survey results





Example of Promotion Activity for Clean Indoor Air

Part A

Part B

Activity

Participate in “Understanding Indoor Air Quality (IAQ)” activities organised by EPD

Presentation

Interactive IAQ models and exhibition

Date, Time and Venue

Date: 2 May
Time: 13:30 –14:00
Venue: School Hall

Date: 2 May – 9 May
Venue: School Library

Aim

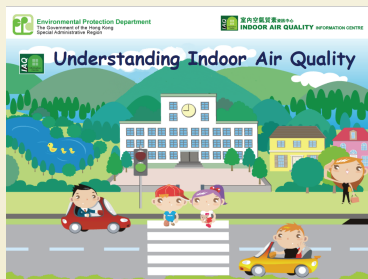
- To enhance students' and teachers' knowledge on IAQ
- To understand the importance of good IAQ to our health

Participant

All school teachers & students

Responsibility

- The Teacher Advisor to contact EPD (EPD: 2784 3900)
- The GP Group to promote the activity
- The GP Group and the Teacher Advisor to create worksheets to reinforce students' knowledge



Presentation



Interactive IAQ models and exhibition

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", "Environmental Promotion Activities Record" and "Programme Evaluation Record" (editable) have been uploaded to the [Schools Go Green website](#) for school 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

- o Input the year and date of checking
- o Fill in correct short term for each checklist item

- Achieved:

“ Y ”
- Not Yet Achieved:

“ N ”
- Partly achieved:

“ / ”
- Not applicable:

“ NA ”

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. Make use of the natural light as far as practicable and only switch on the necessary lightings on sunny days.	/	/	/	Y	Y	Y	Y
	E2. Turn off lights, computers and other electrical equipment (e.g. projector, microphone box, etc.) when not in use.	/	Y	Y	N	Y	Y	Y

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.



Best Practice

E1. Make use of the natural light as far as practicable and only switch on the necessary lightings on sunny days.



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.

E2. Turn off lights, 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.



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.

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 and 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.

E5. When leaving the classroom, turn off fans that are not in use.

Monitoring Method (Example)

- When there is sufficient daylight, check if natural light is being utilised and only necessary lightings have been turned on.

- When there are no classmates in the classroom/special room, check if lights have been turned off.
- When there are no teachers conducting classes, check if computers and other electrical equipment (e.g. projector, microphone box, etc.) have been turned off.

- 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.

- 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.

- When there are no classmates in the classroom/special room, check if fans have been turned off.



Best Practice

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.

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).

W3. Do not over water the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).

W4. Check the water taps, water fountains and / or toilets regularly and report any leakages immediately, if any.

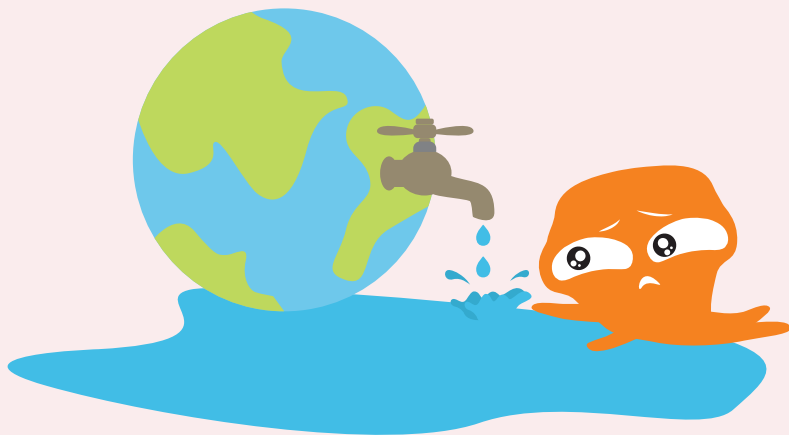
Monitoring Method (Example)

- Observe classmates' behaviour for 10 minutes during recess/lunch break.

- Observe classmates' behaviour for 10 minutes during recess / lunch break.

- Observe classmates' behaviour when they water the plants and check if there is excessive water accumulation at the bottom of the potted plants.

- Inspect the condition of water taps, water dispensers and other equipment regularly.





Best Practice

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.

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.

R3. Use less paper towel and use handkerchief / towel instead.

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.

R5. Use both sides of paper and put double-side-used waste paper into the recycling bin.

Monitoring Method (Example)

- 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.

- Observe classmates' behaviour in food waste separation and recycling for 10 minutes during lunch break.

- 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.

- Check the one-side-used paper collection box and observe classmates' behaviour for 10 minutes during recess / lunch break.

- Check the double-side-used waste paper recycling bin and observe classmates' behaviour for 10 minutes during recess / lunch break.



Best Practice

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.

Monitoring Method (Example)

- 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.

- 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.

- Observe classmates' behaviour for 10 minutes during recess / lunch break.
- Select 5 classmates randomly to check if they have used plastic straws.

- 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.





Best Practice

R10. Reuse folders.

R11. Use recyclables to make decorative items at school events (such as party, sports day, picnic, outing, fun fair, etc.).

R12. Put waste paper, metal cans and plastics into appropriate recycling bins.

R13. Put beverage cartons (tetra pak) into appropriate recycling bin(s), if any.

R14. Collect printer cartridges for recycling.

R15. 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.

Monitoring Method (Example)

- Observe classmates' behaviour for 10 minutes during recess / lunch break.

- Observe decorative items of classmates / classrooms at school events.

- Check the recycling bins and observe classmates' behaviour for 10 minutes during recess / lunch break.

- Check the beverage carton (tetra pak) recycling bin(s) and observe classmates' behaviour for 10 minutes during recess / lunch break.

- Check the printer cartridges recycling bin(s) during recess / lunch break.

- 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 cartons (tetra pak):



(Scan or click the QR code)

Best Practice

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. Monitor the number of birds, butterflies and dragonflies on campus regularly.



Tips:

- Conduct ecological citizen science surveys using iNaturalist, which helps identifying the species found on the campus

G5. 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.

Monitoring Method (Example)

- Develop a duty record, take care of the plants regularly and check their growth status.

- Develop a duty record, take care of the plants in the green area / organic farm regularly, and check their growth status.

- Develop a duty record, check if organic fertilisers have been used when taking care of the plants on campus.

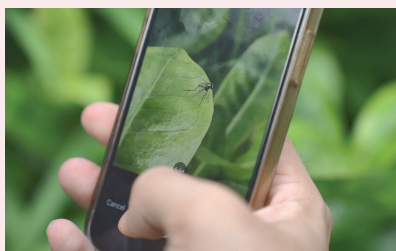
- Develop a duty record and a biodiversity record sheet, then conduct ecological surveys on campus.

- Observe classmates' behaviour (e.g. use reusable water bottle and lunchbox, "Take Your Litter Home") before leaving the countryside.

iNaturalist website:



(Scan or click the QR code)





Best Practice

A1. Keep the rubbish bin in the 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.



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.

A3. Keep the seats and classroom clean and free of dust.

A4. Clean up food or drink spills immediately to prevent mold or bacterial growth, if any.

A5. Do not use stationery containing high volatile organic compounds (VOCs) such as marker pens in the classroom.

A6. Timely activate the air purifier in the classroom, if any.

Monitoring Method (Example)

- Observe the rubbish bin in your classroom during recess / lunch break and check if it is clean without strong smells and properly covered.

- Check the food waste collection bins and/or composters during lunch break to ensure they are clean and properly covered.

- Check if the classmates' seats and the classrooms are tidy during recess, lunch break or after school.

- Check if the classroom is clean without food or drink spills during recess, lunch break or after school.

- Check the stationery in the classroom during recess, lunch break or before / after school.

- Check if the air purifier in the classroom is turned on before the morning class starts in the classroom. When there are no students in the classroom, check if the air purifiers are turned off to conserve energy.



Environmental Checklist

Achieved: "Y" , Not yet Achieved: "N" , Partly achieved: "/" , Not applicable : "NA"

Monitoring		1	2	3	4	5	6	7
Date								
Energy Conservation	E1. Make use of the natural light as far as practicable and only switch on the necessary lightings on sunny days.							
	E2. Turn off lights, 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:							
Date								
Water Conservation	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 water taps installed).							
	W3. Do not over water the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).							
	W4. Check the water taps, water fountains and/or toilets regularly and report any leakages immediately, if any.							
	W5. Other practice:							

Monitoring			1	2	3	4	5	6	7
Date									
Waste Avoidance & Reduction	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.							
	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.							
	Reuse & Recycle	R10. Reuse folders.							
		R11. Use recyclables to make decorative items at school events (such as party, sports day, picnic, outing, fun fair, etc.).							
		R12. Put waste paper, metal cans and plastics into appropriate recycling bins.							
		R13. Put beverage cartons (tetra pak) into appropriate recycling bin(s), if any.							
		R14. Collect printer cartridges for recycling.							
		R15. Practise clean recycling.							
		R16. Other practice:							

Monitoring		1	2	3	4	5	6	7
Date								
Greening, Nature Conservation & Biodiversity	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. Monitor the number of birds, butterflies and dragonflies on campus regularly.							
	G5. Practise "Leave No Trace" during school outings (e.g. school picnic, visits to country parks/ geoparks, etc.).							
	G6. Other practice:							
Date								
Clean Indoor Air	A1. Keep the rubbish bin in the 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. Keep the seats and classroom clean and free of dust.							
	A4. Clean up food or drink spills immediately to prevent mold or bacterial growth, if any.							
	A5. Do not use stationery containing high volatile organic compounds (VOCs) such as marker pens in the classroom.							
	A6. Timely activate the air purifier in the classroom, if any.							
	A7. Other practice:							

Environmental Promotion Activity Record Form

Activity Name: _____

Environmental aspect:



/



/



/



/



Date, time
and venue

Aim

Participants

Content

Responsibilities

Environmental Promotion Activity Record Form

Activity Name: _____

Environmental aspect:



/



/



/



/



Date, time
and venue

Aim

Participants

Content

Responsibilities

Environmental Promotion Activity Record Form

Activity Name: _____

Environmental aspect:



/



/



/



/



Date, time
and venue

Aim

Participants

Content

Responsibilities

Environmental Promotion Activity Record Form

Activity Name: _____

Environmental aspect:  /  /  /  / 

Date, time
and venue

Aim

Participants

Content

Responsibilities

Environmental Promotion Activity Record Form

Activity Name: _____

Environmental aspect:



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/



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Date, time
and venue

Aim

Participants

Content

Responsibilities

Environmental Promotion Activity Record Form

Activity Name: _____

Environmental aspect:



/



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/



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Date, time
and venue

Aim

Participants

Content

Responsibilities

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

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

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

EXCELLENT!



80% or above

GOOD



50% - 80%

NEED IMPROVEMENT



Less than 50%

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. Make use of the natural light as far as practicable and only switch on the necessary lightings on sunny days.	N	N	N	Y	Y	Y	Y

Achievement rate of the item:

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



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

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:

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.)

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

● Targets:

● Plans:

What have you learnt from this programme?

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



Chapter 6

More Information

Energy Conservation

Relevant website

Energyland by Electrical and Mechanical Services Department

<https://www.emsd.gov.hk/energyland/en/home/index.html>

Hong Kong Energy Efficiency Net by Electrical and Mechanical Services Department

<https://ee.emsd.gov.hk/english/index.html>

Hong Kong Renewable Energy Net by Electrical and Mechanical Services Department

<https://re.emsd.gov.hk/english/index.html>

Carbon Neutral@HK by Environment and Ecology Bureau

<https://cnsd.gov.hk/en/>

Visit activities

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

Wan Chai Environmental Resource Centre

https://www.gov.hk/en/residents/environment/public/activities/en_vcentres.htm

CLC—Zero Carbon Park

<http://zcp.cic.hk/eng/home>

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

Water Conservation by Water Supplies Department

<https://www.waterconservation.gov.hk/en/home/index.html>

Visit activities

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 · PARKI [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

