



# Green Prefect

Programme Handbook



Primary 1-3

School Name : \_\_\_\_\_

Class : \_\_\_\_\_

Name : \_\_\_\_\_

School Year : \_\_\_\_\_

主辦機構  
Organisers



中華人民共和國香港特別行政區政府  
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



中華人民共和國香港特別行政區政府  
教育局  
Education Bureau  
The Government of the Hong Kong Special Administrative Region  
of the People's Republic of China



ENVIRONMENTAL  
CAMPAIGN COMMITTEE  
環境運動委員會

資助  
Funded by



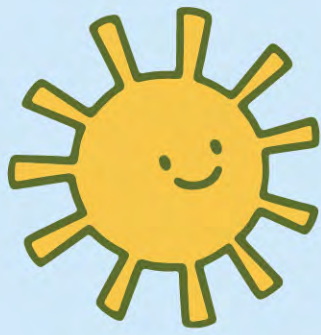
環境及生態發展基金  
Environmental and Ecological Fund

# About this Handbook



This handbook provides best practices in environmental aspects and useful environmental checklists to help you carry out your monitoring duties. 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



# 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

### Programme Timeline

OCT



Online Briefing Sessions



Monitoring  
(at least once a month)

NOV  
|  
MAY

FEB



Interim Review



Training Workshop  
*\*First-come, First-served*

JAN  
|  
FEB

JUN



Sharing  
Inter-school Achievement  
Sharing Sessions  
*\*First-come, First-served*

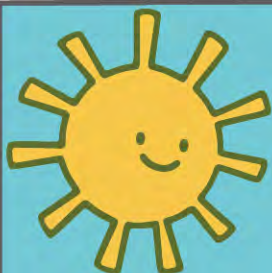
JUL



Final Review

# Environmental Problems in Hong Kong

Hong Kong, like many developed places, faces a range of environmental challenges. Issues such as climate change and waste problem have become increasingly pressing.



It's so hot these days!  
What is causing the climate to change?



More heat is trapped



Less heat escapes into space



It's because there are too many **greenhouse gases!** They trap heat in the atmosphere and make the earth's overall temperature keep rising!



What are **greenhouse gases?**



Carbon dioxide is one of the major **greenhouse gases** emitted by human activities!





As the planet continues to warm, extreme weather events like powerful typhoons are becoming more frequent and intense.



A super typhoon is heading straight for Hong Kong.

When a major typhoon strikes, it can bring heavy rain, storm surge, wind wave and flooding and cause damage.



This is really serious! If we do not take actions, the problems caused by climate change will become worse. Let's do something to tackle it now!



Extended Learning:  
Climate change video



Scan or click the QR code

# Waste Problem



**Take a moment to think about something you could do to help tackle the environmental problems.**

Write or draw your idea below:

# Fighting Environmental Problems Together



I am a Green Prefect. I have to be a role model and help my classmates build up green habits in campus.



I'm happy that you are joining the GP Group! We need to focus on five key environmental areas to make our school more eco-friendly:

1. Energy
2. Water
3. Waste
4. Greening, Nature Conservation & Biodiversity
5. Indoor Air Quality



SAVE ENERGY



For energy, we can turn off lights and electronics when not in use!



Saving water is crucial too! We should turn off the water tap when we are applying soap.



Recycling helps the environment. Every bit counts!



Look! The plants make our school greener. They are also home to many insects and animals!



Regular cleaning is essential to keep our surroundings free from dust, as dust can be harmful to our health!



We can make our school more eco-friendly. Let's work together!





# Low Carbon Living Calculator



In our daily lives, huge amounts of carbon dioxide are emitted into the atmosphere due to the use of resource and energy.

To mitigate climate change, it is important for us to understand how much carbon we are emitting due to our lifestyle patterns, and change our behaviours accordingly.



The 'Low Carbon Living Calculator' helps you assess your carbon emissions in respect of **clothing, food, living and travel** in the past year.

You are encouraged to complete the calculation with your family members too.

**Extended Learning:**  
**Low Carbon Living Calculator**



Scan or click the QR code

## Tips for practising low-carbon living:



**Take shorter showers  
to save water and energy**



Stainless Steel Straws



Reusable Cutlery Set

**Bring a reusable  
cutlery set**



**Donate or repurpose  
unwanted clothes and toys**



**Eat more fruit,  
vegetables, and  
plant-based foods**



Metal Lunch  
Boxes



Reusable  
Containers



Reusable  
Water Bottles

**Use reusable  
containers**



**Extended Learning:  
More Low Carbon  
Living Tips**



Scan or click the QR code

# Are you ready to begin your low-carbon journey?



Let's see how well you perform in the following environmental areas and identify areas where you can improve!



Take a moment to reflect on your green behaviours in the past month:

Achieved: "✓" Not yet achieved: "X"

Item	Reflection Date							
		/11	/12	/1	/2	/3	/4	/5
1 Turn off lights and electronic appliances when not in use.								
2 Use both sides of paper.								
3 Recycle paper, plastic, and other materials properly.								
4 Use reusable containers.								
5 Bring a reusable water bottle.								
6 Use stairways instead of lift when possible.								
7 Walk, bike, or take public transportation to school when possible.								

Item	Reflection Date							
		/11	/12	/1	/2	/3	/4	/5
8	Wear light, open the windows and use fans instead of air conditioners.							
9	Set the temperature of air conditioners at 24 - 26 °C when they are turned on.							
10	Keep windows and doors closed when the air-conditioner is turned on.							
11	Turn off the tap while brushing your teeth or applying soap.							
12	Take shorter showers.							
13	Eat more fruit, vegetables, and plant-based foods.							
14	Encourage your family to buy local and seasonal food.							
15	Hang clothes to dry instead of using the dryer.							



**Small changes can have a significant cumulative effect!**

**EXCELLENT!**



**80% or above**

**>12 "Achieved" items**



**50% - 80%**

**7-12 "Achieved" items**

**NEED IMPROVEMENT**



**Less than 50%**

**<7 "Achieved" items**

# Chapter 2

## Roles & Responsibilities

### What are the roles & responsibilities of GPs?

#### Recommended Structure of the GP Group\*

#### Teacher Advisor



#### Head GPs (1-2 in school)

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



#### School GPs (1-2 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



\*Schools can adjust the structure of the GP Group based on their school-based circumstances.

# How to become a GP?



## Examples of Appointment Methods\*:

- 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 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 who are usually from senior levels and directly responsible to the Teacher Advisor.
- GPs of senior levels pair up with those of junior levels to assist the latter in performing their duties.

## Recommended Commendation Methods\*:

- 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.

\*Schools can adjust the ways of appointment and commendation methods of the GP Group based on their school-based circumstances.



Welcome to join  
the GP Group

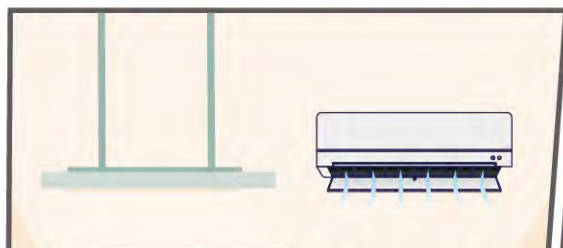
# Chapter 3





What are the important environmental aspects?




## Energy Conservation



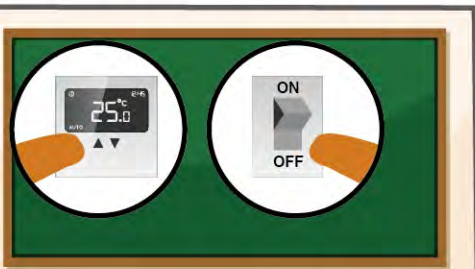
Air conditioners and lights generally require a lot of electricity to power.




When we burn fossil fuels for electricity generation, greenhouse gases are released. That makes the Earth warmer!



They are special fuels that come from deep in the Earth and are not non-renewable, meaning that once we use them up, they are gone forever.



That's why it's important for us to conserve energy. On campus, we can set the air conditioner to 25°C when it's turned on and switch off the lights of the classroom when no one is there.



### Useful Learning Materials



Scan or Click the QR code





# Water Conservation



Water is very important for all life on Earth. We need fresh water every day for drinking, bathing, and cleaning.






But did you know that most of the water on Earth is actually saltwater that we cannot use directly?

In fact, only a tiny amount, less than 1% of the water on Earth is fresh water that we can use directly.

Freshwater = 2.5 cups


Less than 1 cup of the water is accessible by human

Earth's Water = 100 cups


Hong Kong      World

However, Hong Kong people are using about 150 litres of fresh water per person each day, which is around 40 litres more than the average usage per person in the world.



OFF

30 min

5 min

We need to start conserving water to prevent a water crisis.

Useful Learning Materials



Scan or click the QR code







# Waste Avoidance & Reduction

Each and every day, we generate different types of waste - from things we use at home and at school. We are generating more waste than our neighbouring cities!



Currently, the major waste treatment method in Hong Kong is landfills where we bury waste. However, our landfills are getting full because of too much waste we produce every day, especially food waste, plastic waste, and paper waste.



Therefore, it is important for us to practise "Dump Less, Save More, Recycle Right" actively. We should avoid and minimise waste at source, reuse and cherish resources, and perform clean recycling.



Source: Monitoring of Solid Waste in Hong Kong 2022; Department of Environmental Protection, Taipei City Government and Ministry of the Environment, Japan

## 8 Types of Recyclables:

Useful Learning Materials



Scan or click the QR code

Waste Paper



Plastics

Metals



Regulated Electrical Equipment(REE)



Small Electrical Appliances



Fluorescent Lamps and Tubes



Rechargeable Batteries



Glass



# Clean Recycling

## Paper

Please tear off plastic tape, remove non-paper materials and keep dry.



## Plastic bottles

Please rinse before recycling.



## Metal

Please remove labels and rinse before recycling.



## Beverage cartons



## Guess it!



Which of the following can be recycled currently?  
Please circle the correct answers.

a



Styrofoam

b



Bubble wrap

c



Chips bags

d



Digital cameras

e



Photographs

Hints:  
Find answers  
from



Home Recycling  
One Stop Shop



# Greening, Nature Conservation & Biodiversity



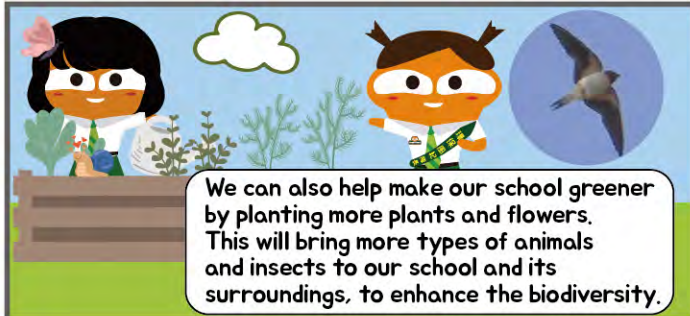
Hong Kong is home for many wild plants and animals.



We can find different interesting plants, insects, and birds in both the countryside and urban areas. These living things are part of nature, and they need our protection.



We can learn about the plants and animals around our school.



We can also help make our school greener by planting more plants and flowers. This will bring more types of animals and insects to our school and its surroundings, to enhance the biodiversity.

## Useful Learning Materials



Scan or click the QR code





# Clean Indoor Air



The quality of indoor air is important to our health as we spend most of our time indoors. Clean indoor air can help prevent the spread of diseases. It can also make us better at learning and do our best in school.

Therefore, we need to keep the indoor air quality good.



## Useful Learning Materials



Scan or click the QR code



# Test Your Knowledge

## 1. What is carbon dioxide?

- a) A type of greenhouse gas
- b) Food for animals
- c) Solid waste
- d) A type of plants



## 2. Which of the following statements is incorrect?

- a) Burning fossil fuels produces greenhouse gases that contribute to climate change
- b) Burning fossil fuels is good for the environment
- c) Generally speaking, at schools, air conditioners and lights consume more electricity
- d) Fossil fuels will run out someday



## 3. What should we do to save water?



- a) Leave the tap running when brushing teeth



- b) Have a water fight when washing hands



- c) Take a bath



- d) Collect rainwater for plants

#### 4. Where does most of the trash and garbage in Hong Kong go?

- a) Incinerators (Machines that burns waste)
- b) Recycling centres
- c) Composting plant (To turn them into nutrients for plants)
- d) Landfills



#### 5. What should you do before recycling paper?

- a) Tear off any plastic tape or non-paper materials
- b) Rinse the paper
- c) Shred the paper into smaller pieces
- d) Fold the paper neatly



#### 6. Where can we find a variety of plants, insects and birds in Hong Kong?

- a) Only in the countryside
- b) Only in the urban areas
- c) Both in the countryside and urban areas
- d) Nowhere



#### 7. Which of the following can help enrich the biodiversity in your school?

- a) Cutting down trees
- b) Removing plants
- c) Planting more plants and flowers
- d) Discouraging wild birds from entering the school



#### 8. Why is clean indoor air important?

- a) It prevents the spread of diseases
- b) It helps us become better at learning
- c) It is related to our health
- d) All of the above



Answers: 1. a, 2. b, 3. d, 4. d, 5. a, 6. c, 7. c, 8. d

# Chapter 4

## Best Practices & Environmental Checklists

We will use checklists to regularly monitor different environmental aspects around the school.



The monitoring shall be conducted at least once a month from November to May with surprise checks.



The GP Group can take the lead on inspections and promoting good environmental behaviours with the students.



By working together, we can make sure the school is continuously improving its environmental performance!

\* The Teacher Advisor can adjust the monitoring methods and frequency according to the actual circumstances. For example, the Teacher Advisor or Head GPs may arrange School GPs to inspect each class/floor regularly, or monitor and promote a designated environmental aspect each month.

# How to use the environmental checklists?

- The environmental checklists provided in this chapter are for reference only. Teacher Advisor can revise the environmental checklists according to the school setting by adding, modifying or deleting non-applicable items.
- The 'Environmental Checklists' and 'Programme Evaluation Record' (editable) in Microsoft Word and PDF formats have been uploaded to the [Schools Go Green website](#) for school use.

## Example

- Input the date of checking
- Fill in the appropriate symbol for each checklist item

Schools Go Green website



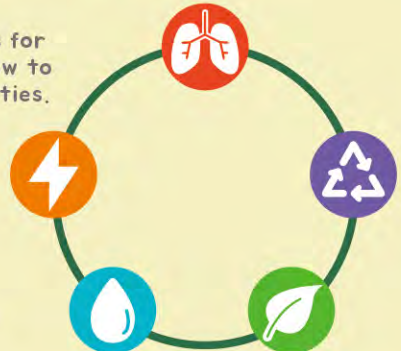
Scan or click the QR code

Achieved: "✓" Not yet achieved: "✗"

		Monitoring	1	2	3	4	5	6	7
		Date	1/11 2024	2/12 2024	1/6 2025	10/2 2025	3/3 2025	7/4 2025	2/5 2025
Energy Conservation	E1	Turn off lights, computers and other electrical equipment (e.g. projectors, microphone boxes, etc.) when not in use.	✗	✗	✗	✓	✓	✓	✓
	E2	Open windows and doors and use fans to improve air flow when the outdoor temperature is below 25°C and the outdoor air quality is good.	✗	✓	✓	✗	✓	✓	✓

## 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, computers and other electrical equipment (e.g. projectors, microphone boxes, etc.) when not in use.

- When there is no one in the classroom/ special room, check if the lights, air conditioners, computers and other electrical equipment (e.g. projectors, microphone boxes, etc.) have been turned off.

E2

Open windows and doors and use fans to improve air flow when the outdoor temperature is below 25°C and the outdoor air quality is good.

### Tips:

- Install a thermometer in the school's covered playground for easy checking of outdoor temperature.
- Place the thermometers away from direct sunlight and rain.

- Check the temperature from HKO and Air Quality Health Index (AQHI) from EPD.



HKO's  
Weather Forecast



EPD's AQHI

- If the temperature of the forecast or school's outdoor thermometer is below 25°C and AQHI is low, observe whether windows are open and/or fans are used.

Maintain the temperature of air conditioners in your classroom within the temperature range set under the school policy.

- Read the temperature displayed on the classroom thermometer and check if the temperature of the air conditioners in the classroom is maintained within the range set by the school policy.

E3

### 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.



E4

When leaving the classroom, turn off fans and air conditioners that are not in use.

- When there is no one in the classroom/ special room, check if the fans and air conditioners 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, computers, and other electrical equipment (e.g. projectors, microphone boxes, etc.) when not in use.

**E2**

Open windows and doors and use fans to improve air flow when the outdoor temperature is below 25°C and the outdoor air quality is good.

**E3**

Maintain the temperature of air conditioners in your classroom within the temperature range set under the school policy.

**E4**

When leaving the classroom, turn off fans and air conditioners that are not in use.

**E5**

Other practice:





# Water Conservation



## Best Practice

Turn off the water tap and/or drinking fountain after use.

W1

**Tips:**

- If the school has installed infrared automatic sensing water taps, this item can be omitted.

W2

When soaping hands, turn off the water tap/move hands away from the tap (applicable to schools with infrared automatic sensing water taps installed).

W3

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

## Monitoring Method (Example)

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



- Monitor classmates' plant watering habits and check if there is too much water at the bottom of the 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 soaping hands, turn off the water tap/ move hands away from the tap (applicable to schools with infrared automatic sensing taps installed).

**W3** Do not overwater 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 quantity of leftovers.

- Tips:**
- Leftovers refer to discarded edible food, such as food wasted due to picky eating.
  - Schools are recommended to implement on-site meal portioning to allow flexible control over the amount of food served to students.

- Randomly select 5 students 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 quantity of leftovers.

R2

Separate the food waste from lunchboxes, cutlery and/or containers to recycle, if any.

- Tips:**
- Food waste refers to inedible food materials that are discarded, such as peels.
  - Schools are recommended to set up food waste collection bins and install composters to convert food waste into compost for campus gardening.

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



R3

Use handkerchiefs/towels to replace paper towels.

- Observe classmates' behaviour for 10 minutes during recess/lunch break. Randomly select 5 classmates to check if they have the habit of bringing their own handkerchief/towel.

Paper

R4

Put one-side-used paper into the appropriate collection box.

- Tips:**
- Schools are recommended to 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 the 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.

## 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 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.
- Randomly select 5 students 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.
- Randomly select 5 classmates 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 to school in each class on a given day.

R10

Use recyclables to make decorative items at school events (such as parties, sports days, picnics, outings, fun fairs, open days, etc.).

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

R11

Practise clean recycling.

### Tips:

- Recyclables (metal cans, plastics and beverage cartons) should be clean and free from impurities before being placed in the appropriate recycling bins.
- Remove staples and tape of waste paper before being placed in the appropriate recycling bins.

Clean Recycling Guidelines



- 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.



# Waste Avoidance & Reduction Checklist



Achieved: "✓" Not yet achieved: "X"

		Monitoring	1	2	3	4	5	6	7
		Date							
Food Waste	<b>R1</b>	Do not produce a significant quantity of leftovers.							
	<b>R2</b>	Separate the food waste from lunchboxes, cutlery and/or containers to recycle, if any.							
Paper	<b>R3</b>	Use handkerchiefs/towels to replace paper towels.							
	<b>R4</b>	Put one-side-used paper into the appropriate collection box.							
	<b>R5</b>	Use both sides of the paper and put double-side-used waste paper into the recycling bin.							
Plastics	<b>R6</b>	Bring your own water bottle.							
	<b>R7</b>	Stop buying bottled water and/or drinks.							
	<b>R8</b>	Drink without plastic straw or use reusable straws when necessary.							
	<b>R9</b>	Use reusable meal boxes, cups, bowls and cutlery (such as spoons, forks, etc.) at school.							
Reuse & Recycle	<b>R10</b>	Use recyclables to make decorative items at school events (such as parties, sports days, picnics, outings, fun fairs, open days, etc.).							
	<b>R11</b>	Practise clean recycling.							
	<b>R12</b>	Other practice:							



# Greening, Nature Conservation & Biodiversity

## Best Practice

## Monitoring Method (Example)

G1

Grow and look after plants in the classroom/along the corridor/ green area/organic farm, if any.

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



G2

Record the diversity of plants and animals (the number of different kinds) on campus regularly.

- Develop a duty record and a record sheet to record the plants and animals found on the campus.



Tips:

- Use this to help identify the plants and animals!

iNaturalist



G3

Use organic fertilisers (such as compost) as appropriate.

- Develop a duty record to 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 picnics, visits to country parks/geoparks, etc.).

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



Tips:

- Remember to "Take Your Litter Home"!





# Greening, Nature Conservation & Biodiversity Checklist



Achieved: "✓" Not yet achieved: "X"

	Monitoring	1	2	3	4	5	6	7
	Date							
<b>G1</b>	Grow and look after plants in the classroom/along the corridor/green area/organic farm, if any.							
<b>G2</b>	Record the diversity of plants and animals (the number of different kinds) on campus regularly.							
<b>G3</b>	Use organic fertilisers (such as compost) as appropriate.							
<b>G4</b>	Practise 'Leave No Trace' during school outings (e.g. school picnics, visits to country parks/geoparks, etc.).							
<b>G5</b>	Other practice:							





# Clean Indoor Air

## 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.

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

**Tips:**

- Place the food waste collection bins and composting machines in well-ventilated areas on campus



**A3**

Turn on the air purifier in the classroom when needed, if any.

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



# Clean Indoor Air Checklist



Achieved: "✓" Not yet achieved: "✗"

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



# Chapter 5

## Programme Evaluation

### Why and how to conduct programme evaluation?

To enhance the effectiveness of the programme, we should conduct evaluations during the mid-term (around February) and at the end (around June) of the programme.



**Step 1:** Submit the completed environmental checklists to Head GPs



**Step 2:** Head GPs submit the collected environmental checklists to Teacher Advisor after checking



**Step 3:** Teacher Advisor evaluates the results



**Step 4:** All GPs discuss and review the environmental performance of schoolmates and school



**Step 5:** Share the results with all students and teachers!



**Step 6:** Set new goals for next year!



## Which environmental aspect does your school perform 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 to help your school achieve that?

(Examples: Turning off lights when not in use, educating classmates on clean recycling practices, etc.)

(You can write or draw here)





## Which environmental aspect does your school need to improve?

Please put a '✓' next to the environmental aspect that needs the most improvement.



**Energy Conservation**



**Water Conservation**



**Waste Avoidance & Reduction**



**Greening,  
Nature Conservation  
& Biodiversity**



**Clean Indoor Air**

## How to improve? Try to give suggestions:

(Examples: Start a school garden, encourage schoolmates to reduce plastic use, collect rainwater for gardening, 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?

(You can write or draw here)

**In this programme, I have learnt.....**

**I felt.....**

**The most memorable part is.....**





# Chapter 6



## More Information

### Energy Conservation

#### Relevant websites

**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/>

#### Visits

**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](https://www.emsd.gov.hk/en/about_us/public_education/guided_tour_on_education_path/index.html)

**kNOw Carbon House**

<https://www.knowcarbonhouse.hk/en>

**CIC-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 websites

**Water Conservation by Water Supplies Department**

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

#### Visit

**H2OPE Centre**

<https://www.h2opecentre.gov.hk/en/home/index.html>



## Clean Indoor Air

### Relevant websites

**Indoor Air Quality Information Centre by Environmental Protection Department**  
<https://www.iaq.gov.hk/en/home/>



## Waste Avoidance & Reduction

### Relevant websites

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

**Food Wise Hong Kong Campaign by Environmental Protection Department**  
<https://www.wastereduction.gov.hk/en-hk/waste-reduction-programme/food-wise-hong-kong-campaign>

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

### Visits

**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 websites

**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>

**Hong Kong Plant Database – Hong Kong Herbarium by Agriculture, Fisheries and Conservation Department**

<https://www.herbarium.gov.hk/en/hk-plant-database/index.html>

**iNaturalist**

<https://www.inaturalist.org/>

## Visits

**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>

**Country Parks and Special Areas in Hong Kong by Agriculture, Fisheries and Conservation Department**

[https://www.afcd.gov.hk/english/country/cou\\_lea/the\\_facts.html](https://www.afcd.gov.hk/english/country/cou_lea/the_facts.html)

**Volcano Discovery Centre**

[https://volcanodiscoverycentre.hk/index.php?option=com\\_content&view=article&id=2:intro&catid=8&lang=en&Itemid=113](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 websites

**Schools Go Green by Environmental Campaign Committee**

<https://school.ecc.org.hk/en/index.html>

**GreenLink – Environmental Education Support Programme by Environmental Campaign Committee**

<https://www.greenlinkeesp.com.hk/en/>

**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://cnsd.gov.hk/wp-content/uploads/2024/01/EPD\\_CA\\_Guidebook\\_Schools\\_Eng.pdf](https://cnsd.gov.hk/wp-content/uploads/2024/01/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 Parks



Big Waster



Witty Bear



Water Save Dave



Mr. B Nature Classroom



## Enquiries

Environmental Campaign Committee Secretariat



[schools@eeb.gov.hk](mailto:schools@eeb.gov.hk)



2835 1738

Technical consultant — Business Environment Council Limited



[gp\\_hotline@bec.org.hk](mailto:gp_hotline@bec.org.hk)



9301 0140



# NOTE



**NOTE**

**NOTE**

