

☆☆☆
Primary 4-6

Green Prefect Programme Handbook



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



環境及生態局
Environment and Ecology Bureau

About this Handbook

This handbook provides best practices in environmental aspects, 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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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



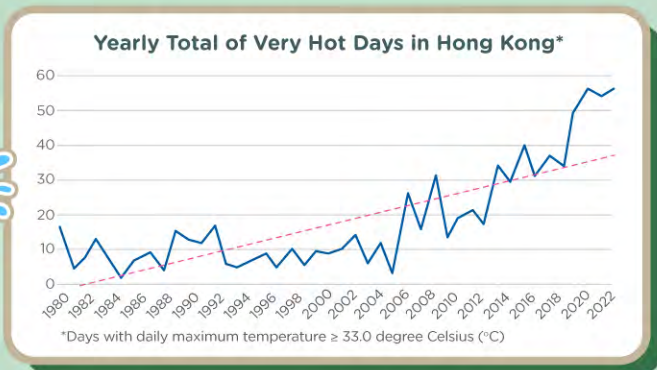
Environmental Problems in Hong Kong

Hong Kong, like many developed places, faces a range of environmental challenges related to its rapid economic and population growth. Issues such as climate change, air pollution, waste management, and plastic pollution have become increasingly pressing.

Climate Change

Climate change is a global environmental threat caused mainly by **human activities**, which emit **excessive greenhouse gases**, particularly carbon dioxide. They trap heat in the Earth, leading to a rise in global temperature.

In Hong Kong, there are more hot days and nights recorded:



Also, heavy precipitation/rainfall is being more frequent in Hong Kong as well:

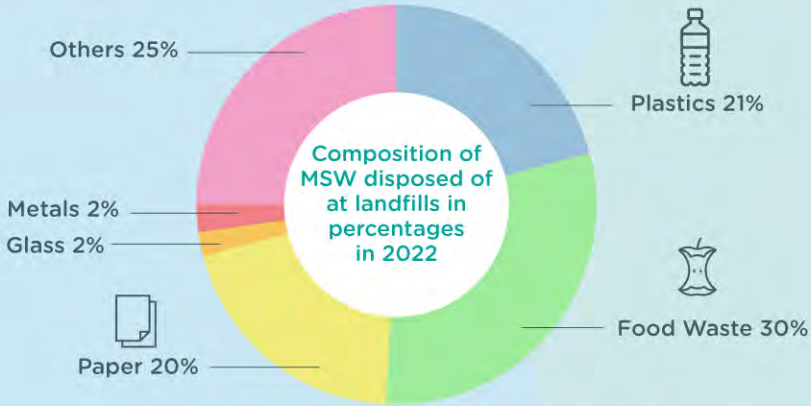


Extended Learning:
Climate change video
Scan or click the
QR code

Waste Problem

Waste is another significant concern considering its contribution to **around 8%** of Hong Kong's total greenhouse gas emissions. Also, the large amount of waste generated is rapidly depleting our limited landfill capacity.

Among the waste generated in Hong Kong, most of it is **food waste, plastics and paper** (which we could minimise!).



Total disposed quantity: **4.06 million tonnes**
(~270,000 double-decker buses)

Note: Others include yard waste, textiles, wood, household hazardous wastes, bulky items and miscellaneous waste materials.

Source: Monitoring of Solid Waste in Hong Kong 2022

What's Part of Your Carbon Footprint?

Carbon Footprint

"Carbon" in "carbon footprint" refers to **carbon dioxide**, which is the primary greenhouse gas contributing to climate change. The "carbon footprint" is a **measure of the impact** we have in terms of the **greenhouse gases we produced from home, transportation, and daily life.**



Carbon footprint includes both direct and indirect carbon emissions:

Direct emissions refer to carbon dioxide released **directly from the source**, like burning fossil fuel in power plants for electricity generation. **Indirect emissions** refer to the carbon dioxide generated and released into the atmosphere **due to the activities or products we use**. For example, a new clothes we bought does not emit carbon dioxide by itself. However, the production process has actually generated a lot of carbon emission, which is considered indirect emission!



Therefore, it is necessary for us to adopt more sustainable practices across the key areas outlined in the Handbook to help mitigate climate change and conserve the environment.

How do environmental problems affect our daily lives?



↑ Damage to Infrastructure

More frequent extreme rainfall will increase the risks of floods and landslides which can damage building and roads.



↓ Food Security

Under frequent extreme weather events, production of local food will reduce, leading to a higher risk of food shortage and increased food prices.



↑ Health Risks

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



↑ Sea level

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



Projection of sea level rise in Hong Kong
Scan or click the QR code



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

Write or draw your idea below:

Fighting Environmental Problems Together

Conserving the environment is everyone's responsibility. We should work together to mitigate climate change by **practising low-carbon living** to reduce our carbon footprint. As a GP, you play an important role in school by leading your peers to build up green habits on campus through monitoring their environmental behaviours and being a role model for your schoolmates.

Low Carbon Living Calculator

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** and adopt more environmentally friendly behaviours in order to help reduce carbon emissions.

“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.



Low Carbon Living Calculator
Scan or click the QR code

Tips for practising low-carbon living:

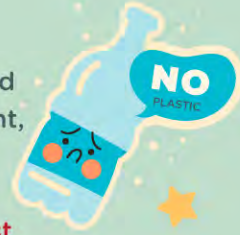
- ✓ Turn off lights and electronics when not in use.
- ✓ Use both sides of paper.
- ✓ Recycle paper, plastic, and other materials properly.
- ✓ Use reusable containers and water bottles.
- ✓ Use stairways instead of lifts.
- ✓ Walk, bike, or take public transportation to school.
- ✓ Wear light, open the windows and use fans instead of air conditioners.
- ✓ Set the temperature of air conditioners at 24 - 26 °C.
- ✓ Turn off the tap while brushing your teeth or using soap.
- ✓ Take shorter showers.
- ✓ Eat more fruits, vegetables, and plant-based foods.
- ✓ Purchase organic products.
- ✓ Hang clothes to dry instead of using the dryer.
- ✓ Donate or repurpose old clothes, toys, and household items.
- ✓ Join low-carbon local tours, such as visiting the country parks and the Hong Kong UNESCO Global Geopark.



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 environmental areas and improve the areas where you can reduce your carbon footprint, so as to be the model for your peers!



Take a moment to **reflect on your green behaviours in the past month** and complete the self-reflection checklist below:

Achieved:  Not yet achieved: 

| 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 | Use a reusable water bottle. | | | | | | | | | | | | | | | | | |
| 6 | Use stairways instead of lifts. | | | | | | | | | | | | | | | | | |
| 7 | Walk, bike, or take public transportation to school when possible. | | | | | | | | | | | | | | | | | |
| 8 | Wear light, open the windows and use fans instead of air conditioners. | | | | | | | | | | | | | | | | | |
| 9 | Set the temperature of air conditioners at 24 - 26°C. | | | | | | | | | | | | | | | | | |



| Item | Reflection Date | Reflection Date | | | | | | |
|------|---|-----------------|------|-----|-----|-----|-----|-----|
| | | / 11 | / 12 | / 1 | / 2 | / 3 | / 4 | / 5 |
| 10 | Keep windows and doors closed when the air conditioner is turned on and use curtains or blinds to block sunlight. | | | | | | | |
| 11 | Turn off the tap while brushing your teeth or using soap. | | | | | | | |
| 12 | Take shorter showers. | | | | | | | |
| 13 | Eat more fruits, vegetables, and plant-based foods. | | | | | | | |
| 14 | Choose organic products. | | | | | | | |
| 15 | Hang clothes to dry instead of using the dryer. | | | | | | | |
| 16 | Donate or repurpose unwanted clothes, toys, and household items. | | | | | | | |



Small changes can have a significant cumulative effect!!!

EXCELLENT!



>12 "Achieved" items

GOOD



8–12 "Achieved" items

NEED IMPROVEMENT



<8 "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 per 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, and 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.
- GPs of senior levels can pair up with those of junior levels to assist the latter in performing their monitoring 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.

Welcome to join the GP Group!



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

Chapter 3 Greening Your School

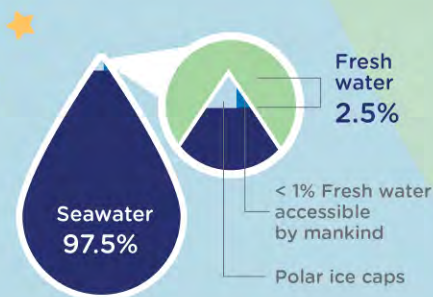
What are the important environmental aspects?

Energy Conservation

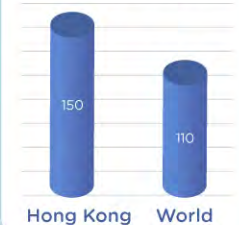
Did you know that most of our electricity comes from **fossil fuels**, such as coal and natural gas? They are **non-renewable** and **limited** resources. When they are burnt for power generation, a large amount of **greenhouse gases** is emitted and this contributes to climate change. For schools, **air conditioning and lighting systems** consume the most electricity. Therefore, we should use them more appropriately on campus to conserve and utilise energy more efficiently.



Useful Learning Materials
Scan or click the QR code



Daily Water Consumption per person (Litres)



Useful Learning Materials
Scan or click the QR code

Water Conservation

Water is the source of life and we need fresh water for drinking, bathing and household cleaning. However, most water resources on Earth are saltwater that cannot be used directly, and **less than 1%** of the total water supply is fresh water, which is available for usage. In Hong Kong, we consume **150 litres** of fresh water per day on average, which is **40 litres more** than the global average. Therefore, it is important for us to change our lifestyles that involve high water usage and establish good water conservation habits to ease the water crisis.



Waste Avoidance & Reduction

Cities generate several types of solid waste every day, including waste from households, as well as commercial and industrial activities. On average, people in Hong Kong generate **1.51 kg of waste per day**, which is higher than that of neighbouring cities like Taipei and Tokyo.

To solve the waste problem in Hong Kong, we need to practise **"Dump Less, Save More, Recycle Right"** actively.

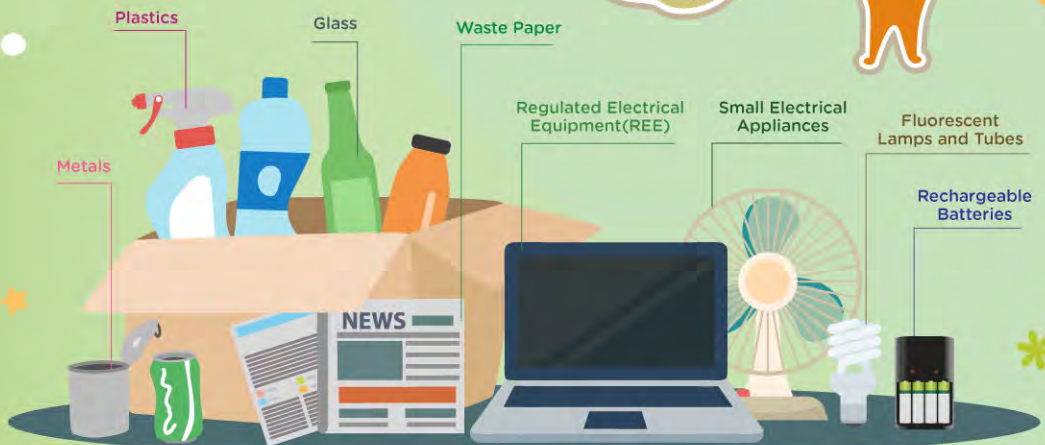


Source: Monitoring of Solid Waste in Hong Kong 2022; Department of Environmental Protection, Taipei City Government; and Ministry of the Environment, Japan



Useful Learning Materials
Scan or click the QR code

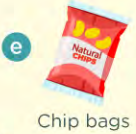
8 Types of Recyclables:




| | |
|-------------------------|---|
| <p>Paper</p> | <p>Please tear off plastic tape, remove non-paper materials and keep dry.</p>  |
| <p>Plastic bottles</p> | <p>Please rinse before recycling.</p>  |
| <p>Metal</p> | <p>Please remove labels and rinse before recycling.</p>  |
| <p>Beverage cartons</p> | <p>Remove straws and plastic wrappings 1 → Cut a corner 2 → Rinse and dry 3 → Flatten 4 → 5 Recycle</p>  |

Guess it!

Which of the following cannot be recycled currently?



 Hints: find answers from



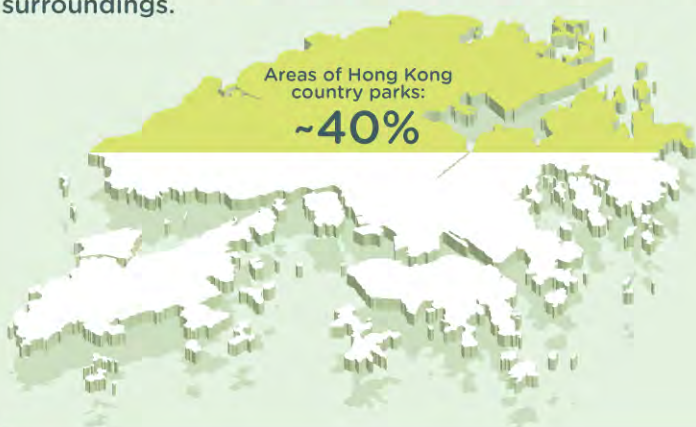
Home Recycling One Stop Shop
Scan or click the QR code



Greening, Nature Conservation & Biodiversity

In Hong Kong, **over 40%** of its land is designated as **country parks**, which serve as important habitats for wildlife.

Apart from the countryside, a variety of plants, insects and birds **can also be found within the urban areas**. As members of 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 **directly related to our health** and it is important as we spend most of our time indoors. Clean indoor air not only helps **prevent the spread of diseases** but also **enhances our ability to learn**.

Therefore, it is necessary for us to maintain good indoor air quality.



Useful Learning Materials

Scan or click the QR code

Chapter 4 Best Practices & Environmental Checklists

How to monitor?

| Frequency | | At least once a month (November – May) (a total of 7 months in the school year) |
|-----------|-----------------|--|
| Role | Teacher Advisor | <ul style="list-style-type: none"> • Discuss with GP Group to formulate best practices for each environmental aspect |
| | GP Group | <ul style="list-style-type: none"> • Design the inspection schedule and keep it confidential for surprise checks • Use the environmental checklists to monitor students' environmental behaviours and the school's environmental performance regularly |

* 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 schools to use.



Schools Go Green website
Scan or click the QR code



Example

- Input the year and date of checking
- Fill in the status for each checklist item

Achieved: ✓

Not yet achieved: ✗

| Monitoring | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------|---|------------|------------|------------|------------|------------|------------|------------|
| Date | | 01/11/2024 | 02/12/2024 | 06/01/2024 | 10/02/2024 | 03/03/2024 | 07/04/2024 | 02/05/2024 |
| 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.




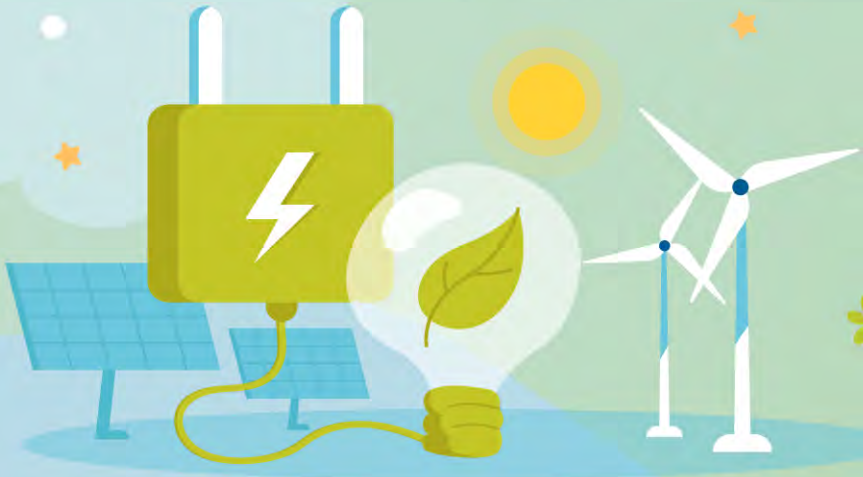


Energy Conservation

| Best Practice | Monitoring Method (Example) |
|---|--|
| <p>E1. Turn off lights, computers, and other electrical equipment (e.g. projectors, microphone boxes, etc.) when not in use.</p> <p>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.</p> | <ul style="list-style-type: none"> • When the classroom/special room is unoccupied, check if the 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. • Check the Hong Kong Observatory (HKO)'s forecast for maximum temperature and the Environmental Protection Department (EPD)'s Air Quality Health Index (AQHI) in the morning based on the school's location. |
| <div data-bbox="98 687 568 927" style="background-color: #d4edda; padding: 10px; border-radius: 10px;"> <p> Tips:</p> <ul style="list-style-type: none"> • Install a thermometer in the school's covered playground for easy checking of outdoor temperature. • Place the thermometers away from direct sunlight and rain. </div> | <div data-bbox="613 778 986 906" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">  <p>HKO's Weather forecast Scan or click the QR code</p> </div> <hr/> <div data-bbox="613 922 986 1050" style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;">  <p>EPD's AQHI Scan or click the QR code</p> </div> <ul style="list-style-type: none"> • If the maximum temperature of the forecast is below 25°C and AQHI is low, observe whether windows are open and/or fans are used. |



| Best Practice | Monitoring Method (Example) |
|---|--|
| <p>E3. Maintain the temperature of air conditioners in your classroom within the temperature range set under the school policy.</p> <div data-bbox="98 421 566 794" style="background-color: #d4edda; padding: 10px; border-radius: 10px;"> <p>Tips:</p> <ul style="list-style-type: none"> •  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. </div> | <ul style="list-style-type: none"> • 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. |
| <p>E4. When leaving the classroom, turn off fans and air conditioners that are not in use.</p> | <ul style="list-style-type: none"> • When there are no classmates in the classroom/special room, check if fans and air conditioners have been turned off. |



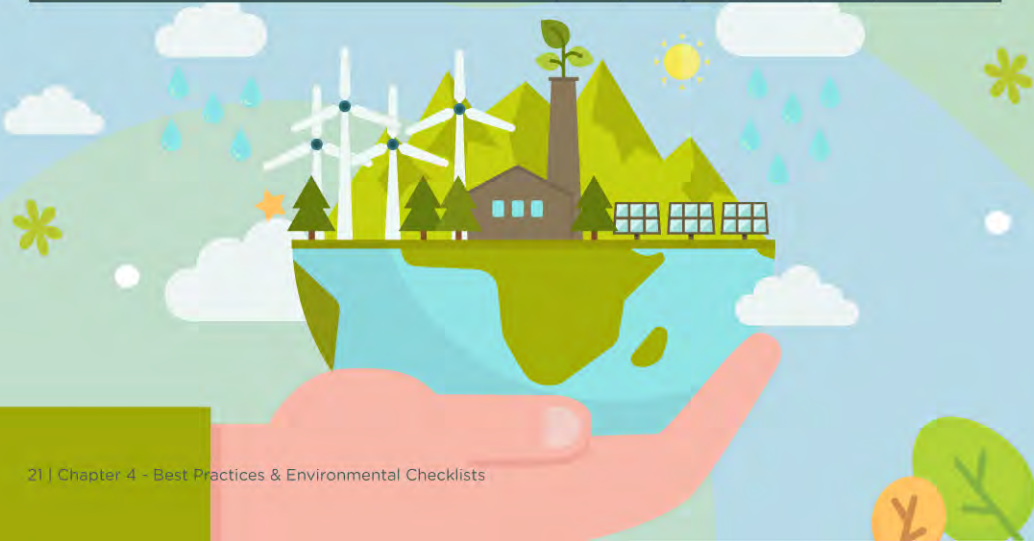


Energy Conservation

Achieved: ✓

Not yet achieved: ✗

| 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 | Monitoring Method (Example) |
|--|---|
| <p>W1. Turn off the water tap and/or drinking fountain after use.</p> <p>Tips:</p> <ul style="list-style-type: none">• If the school has installed infrared automatic sensing water taps, this item can be omitted. | |
| <p>W2. When soaping hand, turn off the water tap/move hands away from the tap (applicable to schools with infrared automatic sensing water taps installed).</p> | <ul style="list-style-type: none">• Observe classmates' behaviour for 10 minutes during recess/ lunch break. |
| <p>W3. Do not overwater the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).</p> | <ul style="list-style-type: none">• 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: ✗

| 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 | <p>R1. Do not produce a significant quantity of leftovers.</p> <p>Tips:</p> <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |
| | <p>R2. Separate the food waste from lunchboxes, cutlery and/or containers to facilitate food waste recycling, if any.</p> <p>Tips:</p> <ul style="list-style-type: none">• Food waste refers to inedible food materials that are discarded, such as bones and peels.• Schools are recommended to set up food waste collection bins and install composters to convert food waste into compost for campus gardening. | <ul style="list-style-type: none">• Observe classmates' behaviour in food waste separation and recycling for 10 minutes during lunch break. |



| | Best Practice | Monitoring Method (Example) |
|----------|---|---|
| Paper | R3. Use handkerchiefs/towels to replace paper towels. | <ul style="list-style-type: none"> • 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. |
| | R4. Put one-side-used paper into the appropriate collection box. <div style="border: 1px solid #0070C0; border-radius: 10px; padding: 10px; margin-top: 10px;">  <p>Tips:</p> <ul style="list-style-type: none"> • 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. </div> | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Check the double-side-used waste paper recycling bin and observe classmates' behaviour for 10 minutes during recess/lunch break. |
| Plastics | R6. Bring your own water bottle. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Observe classmates' behaviour for 10 minutes during recess/lunch break. • Randomly select 5 students to check if they have used plastic straws. |
| | R9. Use reusable meal boxes, cups, bowls and cutlery (such as spoons, forks, etc.) at school. | <ul style="list-style-type: none"> • 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. |

| | Best Practice | Monitoring Method (Example) |
|-----------------|--|--|
| Reuse & Recycle | <p>R10. Use recyclables to make decorative items at school events (such as parties, sports days, picnics, outings, fun fairs, open days, etc.).</p> | <ul style="list-style-type: none"> • Observe decorative items of classmates/classrooms at school events. |
| | <p>R11. Practise clean recycling.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Recyclables (such as waste paper, metal cans, plastics and beverage cartons) 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). | <ul style="list-style-type: none"> • Observe classmates' behaviour for 10 minutes during recess/lunch break. • Check whether the recyclable items are placed in the appropriate recycling bins and are cleaned and free from impurities. |
| |  <p>Clean Recycling Guidelines Scan or click the QR code</p> | |





Waste Avoidance & Reduction Checklist




Achieved: ✓

Not yet achieved: ✗

| | | Monitoring | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------|--|------------|---|---|---|---|---|---|---|
| | | Date | | | | | | | |
| Food Waste | R1. Do not produce a significant quantity of leftovers. | | | | | | | | |
| | R2. Separate the food waste from lunchboxes, cutlery and/or containers to facilitate food waste recycling, if any. | | | | | | | | |
| Paper | R3. Use handkerchiefs/towels to replace paper towels. | | | | | | | | |
| | R4. Put one-side-used paper into the 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. Use recyclables to make decorative items at school events (such as parties, sports days, picnics, outings, fun fairs, open days, etc.). | | | | | | | | |
| | R11. Practise clean recycling. | | | | | | | | |
| | R12. Other practice: | | | | | | | | |



Greening, Nature Conservation & Biodiversity

| Best Practice | Monitoring Method (Example) |
|--|--|
| <p>G1. Grow and look after plants in the classroom / along the corridor / green area / organic farm, if any.</p> | <ul style="list-style-type: none"> • Develop a duty record, take care of the plants regularly and check their growth status. |
| <p>G2. Use organic fertilisers (such as compost) as appropriate.</p> | <ul style="list-style-type: none"> • Develop a duty record to check if organic fertilisers have been used when taking care of the plants on campus. |
| <p>G3. Record the diversity of plants and animals (the number of species) on campus regularly.</p> | <ul style="list-style-type: none"> • Develop a duty record and a biodiversity record sheet to record the species found on the campus. |
| <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">  <p>Tips: Use this to help identify the species!</p> </div> <div style="border: 1px solid black; padding: 5px; background-color: #e0f2f1;"> <p style="text-align: center; margin: 0;">iNaturalist</p>  </div> </div> | |
| <p>G4. Practise “Leave No Trace” during school outings (e.g. school picnics, visits to country parks/geoparks, etc.).</p> <div style="border: 1px solid black; padding: 10px; background-color: #e0f2f1; margin-top: 10px;"> <p> Tips:</p> <ul style="list-style-type: none"> • Leave No Trace aims to reduce the negative impacts of humans on the natural environment. • Remember to: <ol style="list-style-type: none"> 1. “Take Your Litter Home” 2. Leave what you find 3. Respect wildlife </div> | <ul style="list-style-type: none"> • 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: ✗

| Monitoring | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
| Date | | | | | | | |
| G1. Grow and look after plants in the classroom / along the corridor / green area / organic farm, if any. | | | | | | | |
| G2. Use organic fertilisers (such as compost) as appropriate. | | | | | | | |
| G3. Record the diversity of plants and animals (the number of species) on campus regularly. | | | | | | | |
| G4. Practise "Leave No Trace" during school outings (e.g. school picnics, visits to country parks/geoparks, etc.). | | | | | | | |
| G5. 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. | <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Place the food waste collection bins and composting machines in well-ventilated areas on campus. | <ul style="list-style-type: none">• Check the food waste collection bins and/or composters during lunch break to ensure they are clean and properly covered. |
| A3. Turn on the air purifier in the classroom when needed, if any. | <ul style="list-style-type: none">• Check if the air purifier in the classroom is turned on before the morning class starts. When the classroom is unoccupied, check if the air purifier is turned off to conserve energy. |





Clean Indoor Air Checklist

Achieved:

Not yet achieved:







| Monitoring | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Date | | | | | | | |
| 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. Turn on the air purifier in the classroom when needed, if any. | | | | | | | |
| A4. Other practice: | | | | | | | |



Chapter 5 – Environmental Promotion Activities

How to engage your peers, school members, parents and/or community?

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


| Activities | Publicity |
|---|--|
| For the School | |
| <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 competitions • Themed Environmental Day/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 | <ul style="list-style-type: none"> • Open day exhibitions • Social media platforms    • School website • School's newsletters |

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)

How to attract students to join our activities?

Introduce **incentives / competitive elements** (such as providing rewards or organising inter-class competitions)



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

Details of
GreenLink - EESP





Promotion Activity for Greening, Nature Conservation & Biodiversity (Example 2)



| | |
|-------------------------|--|
| Activity Name | One Class, One Plant - Cultivating a Green Campus Together (Photo-taking competition and exhibition) |
| Date | 18 March - 15 April |
| Venue | Designated planting area within the school campus |
| Aim | <ul style="list-style-type: none"> • To foster students' observation and care for plant growth • To enhance collaboration between teachers and students to maintain the school's green environment • To enhance student's and teacher knowledge on ecology |
| Participants | All students and school staff |
| Content | <ul style="list-style-type: none"> • Teacher Advisor will come up with a list of recommended plants with the GP Group • The GP Group will learn about plant caring tips of the recommended plants • Class teacher will discuss with the class to select a type of plant with the assistance and advice from the GP Group • Class teacher and class representatives will procure the selected plant species for each class and develop a duty roster of the class • Classmate will learn about the plant caring tips of the selected plant from the GP Group • Each class will be responsible for planting and caring for their assigned plant in the designated area • Students will regularly water, weed, observe and record the plant's growth • Teacher Advisor and GPs will provide guidance to help students identify the plant's growth needs • Students are encouraged to submit a captioned photo of the plant(s) to join the photo-taking competition • After the event, a "One Class, One Plant" exhibition will be organised at school. GPs and all classes will share the results of the activity and the Teacher Advisor will announce the result of the photo-taking competition during the exhibition. |
| Responsibilities | <ul style="list-style-type: none"> • The GP Group will be responsible for the overall activity planning and coordination • The Teacher Advisor and the GP Group to provide the necessary resources, such as planting tools and soil • Class teachers and class representatives to guide their respective classes in the planting and maintenance activities • Class teachers to decide the content of the sharing with their respective classes • The GP Group to support the activity's promotion and recognition components |





Promotion Activity for Waste Avoidance & Reduction (Example 3)

| | |
|------------------|--|
| Activity Name | Swap Party |
| Date | 25 April (Post-examination activity) |
| Time | Whole day |
| Venue | Covered playground |
| Aim | <ul style="list-style-type: none">• 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 |
| Participants | All students and school staff |
| Content | <ul style="list-style-type: none">• 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 will 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 and/or the community |
| Responsibilities | <ul style="list-style-type: none">• 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 6 Programme Evaluation

Why is it necessary to conduct programme evaluation?

- To assess school's performance in each environmental aspect
- To understand students' environmental behaviours and come up with corresponding improvement measures
- To identify environmental aspects that need to be improved
- To enhance the effectiveness of the promotion activities organised and the programme

* Suggested evaluation period: **During the mid-term (around February) & at the end (around June)** of the programme

How to conduct programme evaluation?

1. Data Analysis

- 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 a half-yearly evaluation on each checklist item. The 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)



Example:

| Monitoring | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---------------------|---|------------|------------|------------|------------|------------|------------|------------|
| Date | | 01/11/2024 | 02/12/2024 | 06/01/2025 | 10/02/2025 | 03/03/2025 | 07/04/2025 | 02/05/2025 |
| Energy Conservation | E1. Turn off lights, air conditioners and other electrical equipment (e.g. computers, projector, microphone box, etc.) when not in use. | ✗ | ✗ | ✗ | ✓ | ✓ | ✓ | ✓ |

$$\text{Achievement rate of the item:} = \frac{4 \text{ times of "Achieved"}}{7 \text{ times of monitoring}} \times 100\% = 57\%$$



2. Group Evaluation

- After completing the 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






- The GP Group can report the programme results to all students and commend 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.

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 does your school perform the best?

Please put a “✓” next to the environmental aspect that your school has performed the best (choose one only).

- | | |
|--|---|
| <input type="checkbox"/>  Energy Conservation | <input type="checkbox"/>  Greening, Nature Conservation & Biodiversity |
| <input type="checkbox"/>  Water Conservation | <input type="checkbox"/>  Clean Indoor Air |
| <input type="checkbox"/>  Waste Avoidance & Reduction | |






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 does your school need to improve?

Please put a “✓” for the environmental aspect that needs to be improved most.

- | | |
|--|---|
| <input type="checkbox"/>  Energy Conservation | <input type="checkbox"/>  Greening, Nature Conservation & Biodiversity |
| <input type="checkbox"/>  Water Conservation | <input type="checkbox"/>  Clean Indoor Air |
| <input type="checkbox"/>  Waste Avoidance & Reduction | |

How to improve the selected aspect? Suggestions:

(Examples: Set up a green corner at school, more promotion at school, 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 7 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 |
| 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 |
| 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 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 |
| Hong Kong Green School Guide by Hong Kong Green Building Council | https://www.hkgbc.org.hk/eng/engagement/guidebooks/green-school-guide/index.jsp |

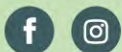
Facebook & Instagram



ECC1990



ECF1994



Clean Shorelines



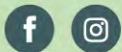
Hong Kong
Country Parks



Big Waster



Witty Bear



Water
Save Dave



Mr. B Nature
Classroom



Enquiries

Environmental Campaign
Committee Secretariat

Email: schools@eeb.gov.hk
Hotline: ☎ 2835 1738

Technical consultant -
Business Environment Council Limited

Email: gp_hotline@bec.org.hk
Hotline: ☎ ☎ 9301 0140

Note



Note



