Secondary 1-6

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

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Environment and Conservation Fund

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** in schools.
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
Environmental Promotion Activities

Chapter 6
Programme Evaluation

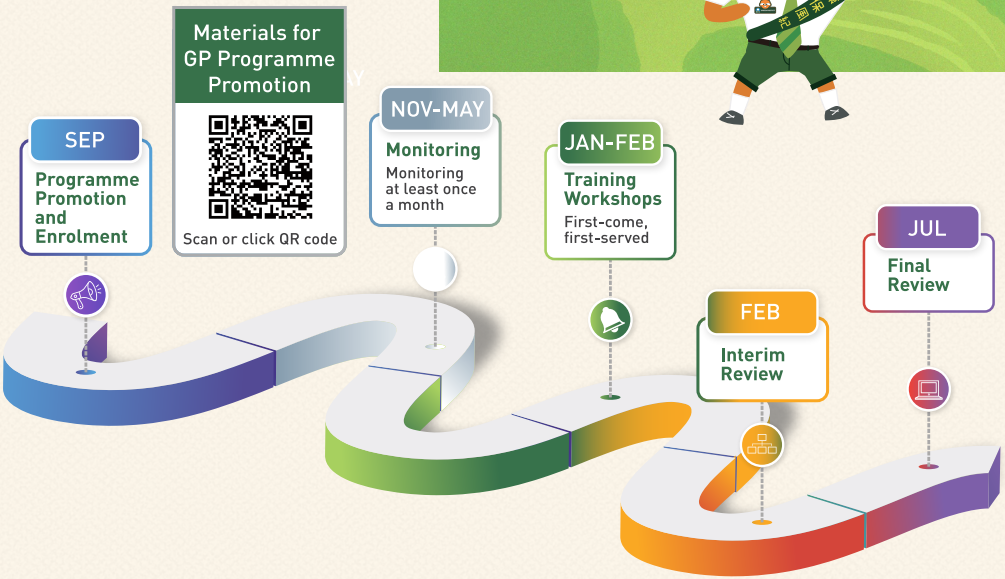
Chapter 7
More Information

Chapter 1
INTRODUCTION

Objectives

- To enhance the environmental performance of participating schools
- To develop a group of energetic and resourceful Green Prefects (GPs) with a 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

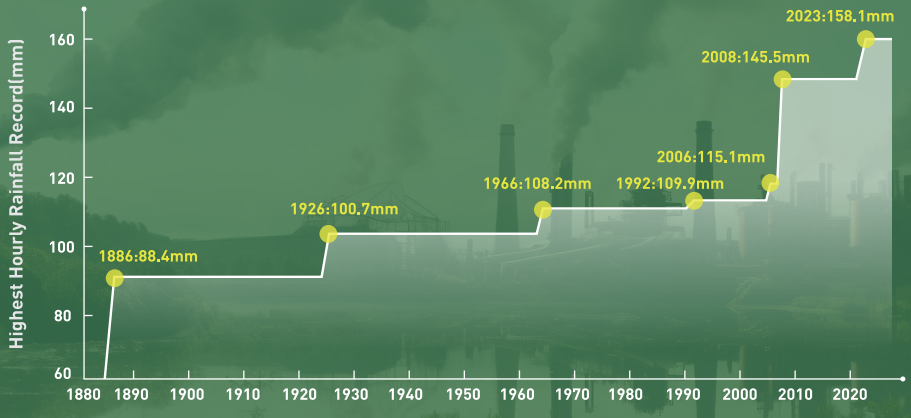
Climate Change and Extreme Weather Events

Climate change is a global threat, bringing extreme weather events, such as floods, droughts, storms, heat waves, wildfires and insect outbreaks etc., which affect our daily lives, damage ecosystems and biodiversity.
The main driver of climate change is the excessive emission of greenhouse gases resulting from human activities. The emissive of these greenhouse gases, particularly carbon dioxide, trap more heat in the Earth's atmosphere and enhance greenhouse effect, resulting in climate change.

Examples of Major Greenhouse Gases (GHGs):

- Carbon dioxide (CO_2)
- Methane (CH_4)
- Nitrous oxide (N_2O)
- Fluorinated Gases

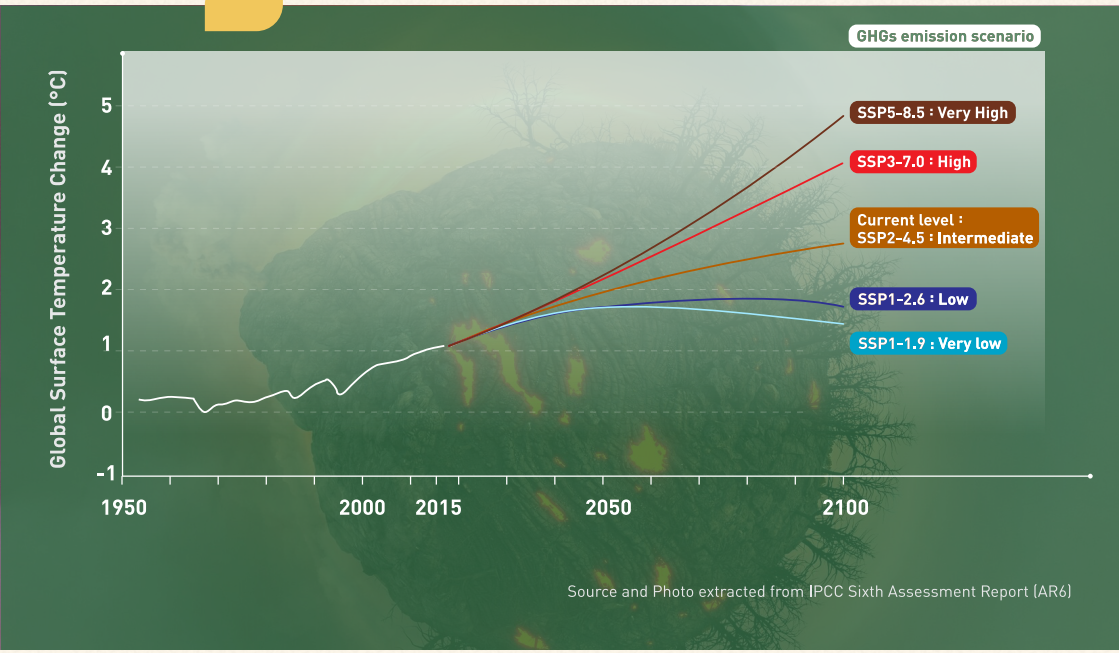
In recent decades, extreme weather events has become more frequent in Hong Kong, resulting in the hourly rainfall records being broken multiple times, whereas in the past, such records were typically broken once every few decades.



Highest Hourly Rainfall Record at the Hong Kong Observatory Headquarters (1885-2023)

Source: HKO website

According to IPCC AR6 report, the global surface temperature is projected to continue increasing unless carbon neutrality (net zero emission) could be achieved by around and after 2050 to keep global surface temperature increase within 2°C (under the SSP1-1.9 and SSP1-2.6 scenarios). The current emissions level (SSP2-4.5) is insufficient to avoid the risks of climate change. High and very high levels of warming (SSP3-7.0 and SSP5-8.5 respectively) would lead to severe and widespread climate impacts that would be very difficult for humans to adapt to. Therefore, transformative actions are needed to create a sustainable future.



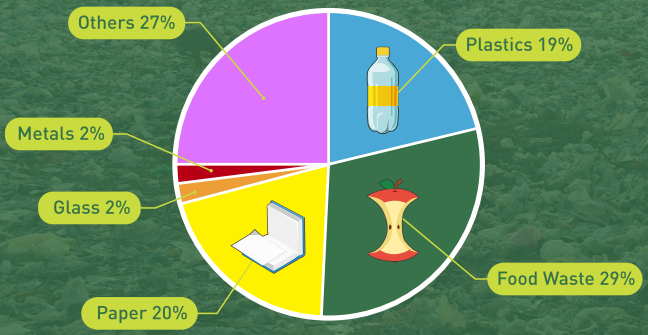
Source and Photo extracted from IPCC Sixth Assessment Report (AR6)

Waste Problem

Waste is a particularly significant concern considering that waste management contributes to around 8% of Hong Kong's total greenhouse gas emissions. Besides, the current main solution to waste treatment adopted in Hong Kong is landfilling. The large amount of waste generated in Hong Kong is rapidly depleting the limited landfill capacity.

In Hong Kong, over 70% of the waste generated is Municipal Solid Waste (MSW). Food waste, waste paper and waste plastics are the three categories that contribute significantly.

Composition of MSW disposed of at landfills in percentages in 2023



Total disposed quantity: 3.97million tonnes

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

Source: Monitoring of Solid Waste in Hong Kong 2023

High Ecological Footprint

The Ecological Footprint is a measuring tool to assess the land and sea areas required from nature to fulfil our needs and support our activities. It includes the resources we need, such as paper, seafood, livestock, crops and the areas needed to absorb our carbon emissions, etc.

If the current lifestyle of Hong Kong were adopted globally, we would need 4.4 Earths to sustain it. This is about 2.6 times higher than the current global average (1.7 Earths)! This unsustainable level of lifestyle makes it clear that we must change our behaviours, adopt more eco-friendly and sustainable lifestyles so that we can continue to live within our finite planet.

Source:WWF-Hong Kong

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?

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

Landfill Burden

Disposing of waste at landfills depletes the limited landfill space, creates an odour nuisance, and generates leachate and greenhouse gases.

Damage to Infrastructure

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

Food Security

Under frequent extreme weather events, production of local food will reduce and the price of fresh and raw foods will increase, 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.

Global climate change affects all regions and Hong Kong cannot exempt itself from the impacts:

- Rising mean sea level at Victoria Harbour;
- Higher temperatures and more extreme weather phenomena, such as drought, extreme rainfall, thunderstorms, more intense tropical cyclones and storm surges;
- Increased risk of wildfires;
- Coral bleaching; etc.

As a part of the Earth, Hong Kong must take timely actions to address the issue of carbon emissions at source and mitigate temperature rise to protect ourselves and the next generations.

Extended Learning:

Climate change in Hong Kong

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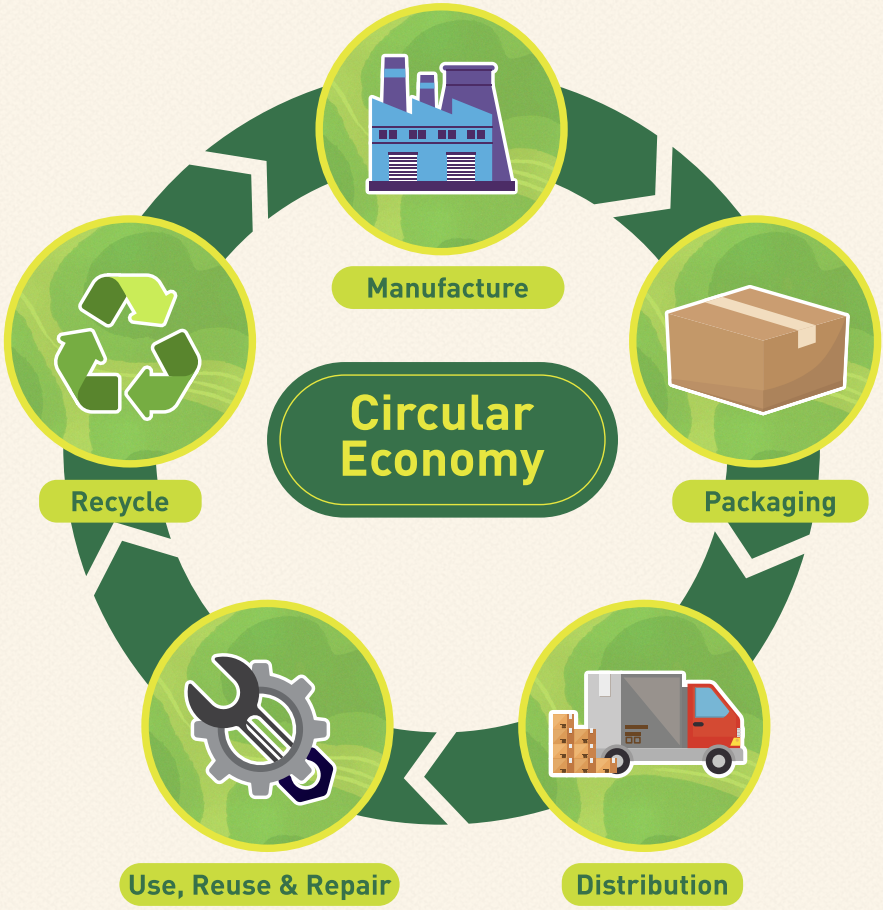
Establishing Circular Economy

What is circular economy?

Circular economy is an economic system which aims at minimising waste and maximising resource efficiency. Closed-loop system is adopted with the continuous cycle of making, using, reusing and recycling products. This approach brings positive impacts to the environment, customers and companies.



How can Hong Kong achieve its waste reduction target?

Guess it?

O·PARK1 and O·PARK2 can treat (a)_____ and (b)_____ tonnes of food waste per day respectively.

Hints: Find answers in the Waste Blueprint for Hong Kong 2035!

Waste Blueprint for Hong Kong 2035

Scan or click the QR code

Using less resources, minimising waste generation and promoting resource circulation, which incorporates the principles of the circular economy, is an integral part of waste management policy in Hong Kong. To achieve the vision of "**Waste Reduction • Resources Circulation • Zero Landfill**" in Hong Kong, six major areas of action are outlined:

Source and Photo extracted from "Waste Blueprint for Hong Kong 2035"

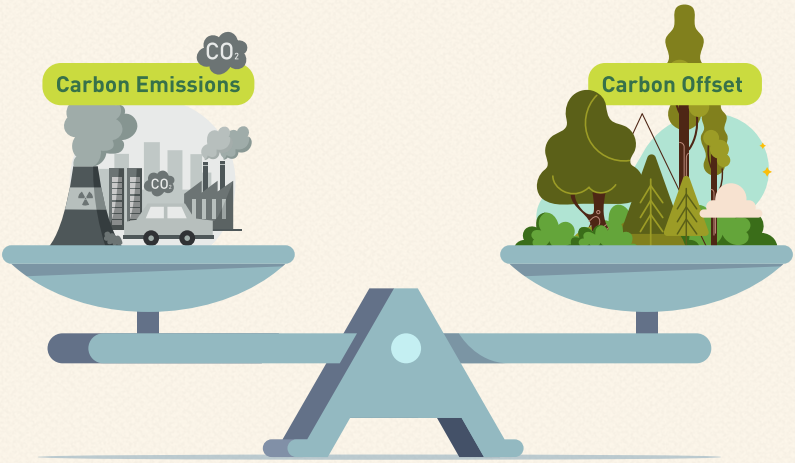
Answers: (a) 200 and (b) 300

Striving towards Carbon Neutrality

What is carbon and carbon neutrality?

"Carbon" refers to carbon dioxide, which is one of the significant greenhouse gases contributing to climate change.

"Carbon neutrality" aims to achieve "zero-carbon emissions" by balancing the carbon emission and carbon absorption.



How can Hong Kong achieve its carbon neutrality goal?

Medium-to-long-term decarbonisation targets

Before 2035

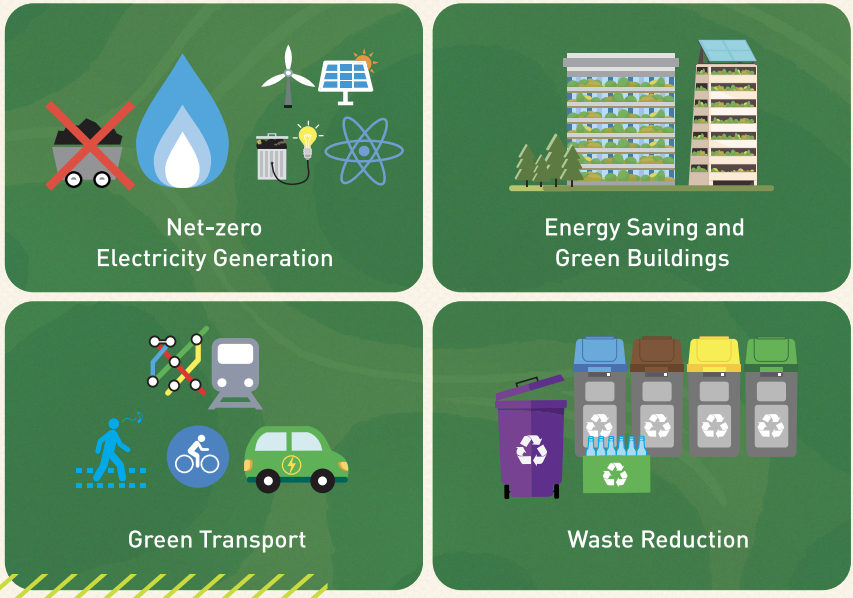
50%

Total carbon emissions
Compared with 2005 level

Before 2050

香港邁向 碳中和 Carbon Neutral@HK

In 2021, four major decarbonisation strategies were outlined by the Hong Kong Government to help Hong Kong achieve carbon neutrality before 2050.



Source: "Hong Kong's Climate Action Plan 2050"

Fighting Climate Change Together

Acting on climate change is everyone's responsibility. We should work together to achieve the goal of carbon neutrality by practising low-carbon living. 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.

Extended Learning:

Hong Kong's Climate Action Plan 2050

Scan or click the QR code

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, which is a measure of the impact we have in terms of the greenhouse gases we produce from home, transportation, and daily life. Then we can reflect on and improve our lifestyle patterns accordingly.

"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:

Clothing

- Choose clothes that do not require ironing.
- Donate unwanted clothes to those in need or charity organisations.

Food

- Leave enough space between refrigerators and the walls or cabinets. Trapped heat increases energy consumption.

Living

- Donate unwanted gifts to the needy through relevant organisations.

Travel

- Opt for low-carbon local tours, such as visiting the country parks and the Hong Kong UNESCO Global Geopark.

More Low Carbon Living Tips

Scan or click the QR code

Are you ready to begin your low-carbon journey?

As a GP, you have a unique opportunity to lead and inspire your peers to adopt green and low-carbon practices in their daily lives. The first step towards a greener future is to carefully examine your own personal habits, identify and improve the areas where you can reduce your carbon footprint.

Editable e-version
(Scan or click the QR code)

Word PDF

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

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

	Item \ Reflection Date	/11	/12	/01	/02	/03	/04	/05
Clothing	01. Wait until there is a full laundry load before using the washing machine.							
	02. Hang dry washed clothes under sunlight.							
	03. Hand wash clothes instead of using washing machines.							
	04. Think twice before buying new clothes.							
	05. Choose clothes that do not require ironing.							
	06. Donate unwanted clothes to those in need or charity organisations.							
Food	07. Buy food with no or minimal packaging.							
	08. Avoid using one-off disposable containers and utensils.							
	09. Allow hot/warm food to cool down to room temperature before putting it in the refrigerator.							
	10. Eat more fruits, vegetables, plant-based or organic food.							
	11. Leave no food waste.							

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

Item		Reflection Date / 11	/ 12	/ 01	/ 02	/ 03	/ 04	/ 05
Living	12. Bring your own shopping bags.							
	13. Avoid purchasing unnecessary items and choose more durable products.							
	14. Adopt simple packaging and avoid gift wrapping.							
	15. Turn off lights and electrical appliances when they are not in use.							
	16. Avoid leaving electrical appliances on standby mode.							
	17. Wear light, open the windows and use fans instead of air conditioners.							
	18. Set the temperature of air conditioners at 24 - 26 °C when they are turned on.							
	19. Keep windows and doors closed when the air conditioner is turned on and use curtains or blinds to block sunlight.							
	20. Set the water temperature of the water heater at the lowest acceptable level, especially in summer.							
	21. Switch the water heater off after use.							
	22. Take shorter showers.							
	23. Turn off the tap while brushing teeth or applying soap.							
	24. Reduce waste.							
	25. Donate unwanted gifts to the needy through relevant organisations.							
	26. Practise clean recycling.							

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

Item		Reflection Date /11	/12	/01	/02	/03	/04	/05
Travel	27. Use stairways instead of lift.							
	28. Walk or use public transportation.							

Small changes can have a significant cumulative effect

80% or above
>22 "Achieved" items

50% - 80%
14-22 "Achieved" items

Less than 50%
<14 "Achieved" items

Chapter 2
ROLES & RESPONSIBILITIES

What are the roles & responsibilities of GPs?

Recommended Structure of the GP Group*

Teacher Advisors (1-2 in school)

Head GPs (1-2 in school)

- To assist Teacher Advisor in managing the GP Group and organise environmental activities
- To be the spokesperson of the GP Group

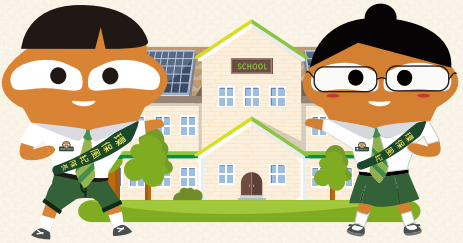
School GPs (1-2 per class)

- To monitor peers' environmental behaviours as well as the 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 then 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 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 an "Outstanding Award" as recognition.

*Schools can adjust the ways of appointment and commendationmethods 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 over 60% of greenhouse gases emitted in Hong Kong are sourced from electricity generation? In fact, the main energy source in Hong Kong is fossil fuels (coal and natural gas), which release large amounts of carbon dioxide when being burnt, contributing to climate change. To help mitigate climate change, we should conserve energy by using air conditioners and lights more efficiently on campus, as they generally account for the majority of energy consumption in the education sector.

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 about 150 litres of domestic fresh water per day, which is around 40 litres 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 the 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 1.44 kg of waste per day, which is higher than that of the neighbouring cities like Taipei (1.11 kg) and Tokyo (0.85 kg).

To solve the waste problem in Hong Kong, we need to practise "Dump Less, Save More, Recycle Right" actively in view of its contribution to climate change and the limited land resources in Hong Kong.

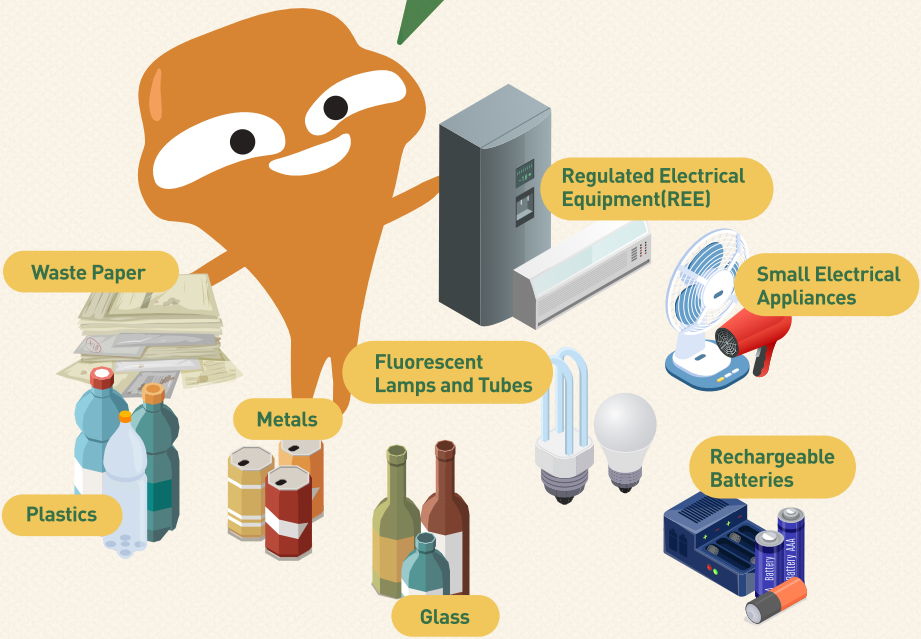
Useful Learning Materials

Scan or click the QR code

Source: Monitoring of Solid Waste in Hong Kong 2023; Ministry of Environment, Taiwan and Ministry of the Environment, Japan

We should avoid and minimise waste at source, reuse and cherish resources, and perform clean recycling.

8 Types of Recyclables:



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	

Which of the following cannot be recycled currently?

- ☐ Styrofoam
- ☐ Thermal paper
- ☐ Bubble wrap
- ☐ Silicon rubber
- ☐ Digital cameras
- ☐ Photographs

Hints: find answers from:

Home Recycling One Stop Shop
Scan or click the QR code

Answers: Thermal paper, Photographs and Silicon rubber

Greening, Nature Conservation & Biodiversity

Despite being a densely populated city and known as a "concrete jungle", Hong Kong possesses natural coastlines and mountains. 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 wildlife. You can actively learn about the flora and fauna on your campus and support 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

Chapter 4
Best Practices & Environmental Checklists

How to monitor?

Frequency		At least once a month (November – May, a total of 7 months)
Role	Teacher Advisor	• Discuss with GP Group to formulate best practices for each environmental aspect
	GP Group	• 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", "Environmental Promotion Activities Record" and "Programme Evaluation Record" (editable) in Microsoft Word and PDF formats have been uploaded to the Schools Go Green website for school use.

Schools Go Green website

Scan or click the QR code

Example

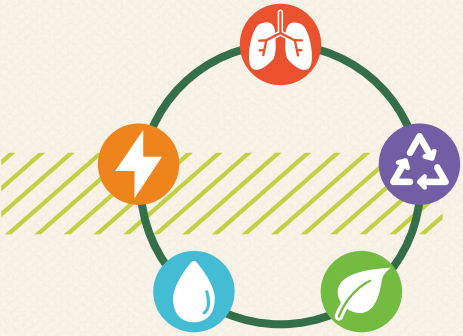
- Input the year and date of checking
- Fill in the status for each checklist item

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

		Monitoring	1	2	3	4	5	6	7
		Date	03/11/2025	01/12/2025	12/01/2026	02/02/2026	02/03/2026	13/04/2026	04/05/2026
Energy Conservation	E1.	Make use of the natural daylight as far as practicable and only switch on the necessary lights on sunny days.	/	/	N	Y	Y	Y	Y
	E2.	Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, 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.



Energy Conservation

Best Practice	Monitoring Method (Example)
E1. Make use of the natural daylight as far as practicable and only switch on the necessary lights on sunny days. Tips: • Divide the classroom lighting system into regular use and supplementary lights, and place labels on the switches to indicate the lighting arrangementfor sunny and cloudy days.	• When there is sufficient daylight, check if natural daylight is being utilised and only necessary lights have been turned on.
E2. Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, etc.) when not in use.	• When the classroom/special room is unoccupied, check if the electrical equipment have been turned off.
E3. Adopt natural ventilation (i.e. open windows and doors) and use fans to improve air flowwhen 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 thermometer awayfrom direct sunlight and rain.	• 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. HKO's Weather Forecast EPD's AQHI • If the maximum temperature of the forecast or school's outdoor thermometer is below 25°C and AQHI is low, observe whether natural ventilation is adopted and/or fans are used.

Best Practice	Monitoring Method (Example)
E4. Maintain the temperature of air conditioners in your classroom within the temperature range set under the school policy. Tips: • Install a thermometer in theclassroom 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.	• 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.

Water Conservation

Best Practice	Monitoring Method (Example)
W1. Turn off drinking fountain after use. Tips: • If the school has installed smart water dispensers, this item can be omitted.	• Observe classmates' behaviour for 10 minutes during recess/lunch break.
W2. When soaping hands and after use, • turn off the water tap; or • move hands away from the tap (only applicable to schools with infrared automatic sensing water taps installed).	
W3. Check the water taps, water fountains and/or toilets regularly and report any leakages immediately, if any.	• Inspect the condition of water taps, water dispensers and other equipment regularly.
W4. Do not overwater the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).	• Monitor classmates' plant watering habits and checkfor excessive water accumulation at the bottom of potted plants.

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 serve food to students based on their needs.	• 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 facilitate food waste recycling, if any. Tips: • 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.	• Observe classmates' behaviour in food waste separation and recycling for 10 minutes during lunch break.
Paper	**R3.** Use handkerchiefs/ towels instead of 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.
	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)
Plastics	**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.
Reuse & Recycle	**R10.** Reuse folders.	• Observe classmates' behaviour for 10 minutes during recess/lunch break.
	R11. 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.
	R12. Collect printer cartridges for recycling.	• Check the printer cartridges recycling bin(s) during recess/lunch break.
	R13. 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 being placed in the appropriate recycling bins.	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Check whether the recyclable items are placed in the appropriate recycling bins and are clean and free from impurities.

Clean Recycling Guideline

Scan or click the QR code

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 on campus regularly and check their growth status.
G2. 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.
G3. Record the diversity of flora and fauna (the number of species) on campus regularly. Tips: • Conduct ecological citizen science surveys using iNaturalist, which helps identify the species found on the campus	• Develop a duty record and a biodiversity record sheet, then conduct ecological surveys on campus. iNaturalist Scan or click the QR code
G4. Practise "Leave No Trace" during school outings (e.g. school picnics, visits to country parks/geoparks, etc.). Tips: • "Leave No Trace" is a set of principles aimed at reducing the negative impacts of humans on the natural environment. The seven principles include "Take Your Litter Home",leave what you find, respect wildlife, etc.	• Observe classmates' behaviour (e.g. use reusable waterbottle and lunchbox, "Take Your Litter Home") before leaving the countryside.

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. Tips: • Place the food waste collection bins and composting machines in well-ventilated areas on campus or install ventilation systems to enhance air circulation and prevent the spread of odour from food waste.	• Check the food waste collection bins and/or composters during lunch break to ensure they are clean and properly covered.
A3. Keep the seats and classroom clean and free of dust.	• Check if classmates' seats and the classroom are tidy and clean during recess, lunch break or after school.
A4. Clean up food or drink spills immediately to prevent mould or bacterial growth, if any.	
A5. Do not use stationery containing high level of volatile organic compounds (VOCs), such as marker pens, in the classroom.	• Check the stationery in the classroom during recess, lunch break or before/ after school.
A6. Timely activate the air purifier in the classroom, if any.	• Check if the air purifier in the classroom is turned on before the morning class starts. When the classroom is unoccupied, check if the air purifier is turned off to conserve energy.

Environmental Checklist

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

Editable e-version
(Scan or click the QR code)

Word PDF

		Monitoring	1	2	3	4	5	6	7
		Date							
Energy Conservation	E1.	Make use of the natural daylight as far as practicable and only switch on the necessary lights on sunny days.							
	E2.	Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, etc.) when not in use.							
	E3.	Adopt natural ventilation (i.e. 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.							
	E4.	Maintain the temperature of air conditioners in your classroom within the temperature range set under the school policy.							
	E5.	Other practice:							
		Date							
Water Conservation	W1.	Turn off drinking fountain after use.							
	W2.	When soaping hands and after use, • turn off the water tap; or • move hands away from the tap (only applicable to schools with infrared automatic sensing water taps installed).							
	W3.	Check the water taps, water fountains and/or toilets regularly and report any leakages immediately, if any.							
	W4.	Do not overwater the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).							
	W5.	Other practice:							

			Monitoring	1	2	3	4	5	6	7
			Date							
Waste Avoidance & Reduction	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 instead of paper towels.							
		R4.	Put one-side-used paper into the appropriate collection box.							
		R5.	Use both sides of the 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 parties, sports days, picnics, outings, fun fairs, open days, etc.).							
		R12.	Collect printer cartridges for recycling.							
		R13.	Practise clean recycling.							
		R14.	Other practice:							

		Monitoring	1	2	3	4	5	6	7
		Date							
Greening, Nature Conservation & Biodiversity	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 flora and fauna (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:							
		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 mould or bacterial growth, if any.							
	A5.	Do not use stationery containing high level of 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:							

Chapter 5

Environmental Promotion Activities

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

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

For the School

Activities

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

Publicity

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

For the Community

Activities

- Green community events
- Inter-school competitions

Publicity

- Open day exhibitions
- Social media platforms
- School website
- School's newsletters

To increase the participation rate of the students in the activity organised by GPs, the school can introduce incentives or 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.

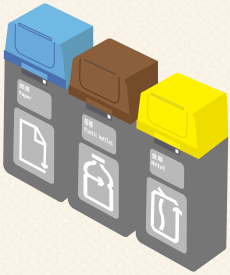
Details of GreenLink - EESP

Scan or click the QR code

How to plan and organise environmental promotion activities?

Review the school's resources

- GP Group can examine the school's environmental hardware and software resources, and then evaluate its strengths and weaknesses in the environmental aspects.
- Environmental hardware includes LED energy-efficient lights, real-time energy monitoring systems, flow controllers for water taps, rainwater collection barrels, recycling bins, food waste 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, organising eco-tours or incorporating co-friendly elements into the school's annual picnic or other school events, etc.



Develop an activity proposal

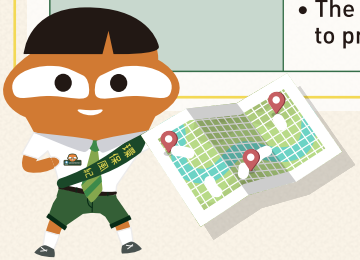
- Based on the review and findings collected, the GP Group can develop an activity proposal.

Framework example of an activity proposal:

Target Environmental Aspect	• All or one of them?
Activity Name	• Use your creativity to name the activity and attract your peers to join!
Date, Time and Venue	• Post-exam activity? • During recess or lunch break? Before or after school hours? • Duration of the activities? • Indoor or outdoor? • Off-campus visit?
Aim	• What specific environmental messages would you like to convey?
Target Audience (Participants)	• Inter-class or whole-school activity? • Is student participation compulsory or voluntary? • Expected number of participants? • School staff included? • Parents involved?
Format	• 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	• How to develop a duty roster to assign tasks and responsibilities among the GP Group? • How to utilise resources from different parties effectively? • Evaluation and appraisal system needed for further improvement?

Example of Promotion Activity for All Environmental Aspects

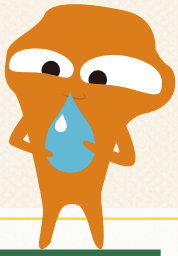
Activity Name	Green Campus Exploration
Date, Time and Venue	Date: 4-6 November Time: 12:30-13:00 (Lunchtime) Venue: Environmental facilities on campus
Aim	• To raise students' awareness towards the concept of a green campus and familiarise them with the environmental facilities on campus • Learn the proper use of the environmental facilities
Participants	All students and school staff
Content	• The activity will take place during lunchtime for three consecutive days for students to 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, food waste composting machines, water dispensers, flow controllers for water taps, thermometers, green spaces, etc. • School GPs will station at each environmental facility to introduce the environmental concepts behind, such as waste reduction at source and clean recycling, and demonstrate the proper way to use the facility • After listening to the School GPs' introduction, students will complete a quiz game based on the map
Responsibilities	• The GP Group to prepare the introduction materials and the treasure map worksheet • The GP Group to promote the activity (such as during morning assemblies and through campus radio) • 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	Be the Energy Inventor	"Be the Energy Inventor" Exhibition
Date, Time and Venue	Date: 2 – 9 December	Date: 15-18 December Time: Recess, lunchtime and/ or after school Venue: Covered Playground
Aim	• To raise students' interest towards STEAM and energy • To allow students to apply knowledge on energy efficiency, renewable energy and resource reutilisation	• To allow participants to appreciate the creative work pieces of the "inventors" (students participated in Part A) • To enhance participants' knowledge on renewable energy and resource reutilisation
Participants	All students	All students and school staff
Content	• Intra-school competition • Open recruitment • Design and create an environmentally friendly device which could generate electricity by using waste materials	• Showcase inventions of the "inventors" along with descriptive text • Introduce renewable energy to the participants
Responsibilities	• The Teacher Advisor to form an assessment panel • The GP Group to promote the competition and prepare environmental prizes	• The "inventors" (students participated in Part A) to demonstrate the use of their inventions and share about their experience • The GP Group to design display boards to introduce different types of renewable energy to the participants • The GP Group to encourage the participants to be committed to energy conservation

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: 20 January - 27 January Venue: School Library	Date: 28 January - 30 January Venue: School Hall
Aim	To enhance the knowledge of water conservation	
Participants	All students and school staff	
Content	• Place display boards with text and photos on water resources and water conservation	• 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 6 Groups • The winning class from each group will receive environmental prizes
Responsibilities	• 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	• The GP Group to promote the activity • The GP Group to set quiz questions, set up the venue 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: 6 March Time: 15:00-16:00 Venue: EcoPark & WEEE·PARK (Tuen Mun)	Date: 9 March Time: 08:30 - 09:00 Venue: School Hall
Aim	• To enhance the knowledge of waste recycling technologies • To understand the operation of waste recycling industry in Hong Kong	
Participants	20 students and teachers (including GP Group members & other schoolmates)	All students and teachers
Content	• Open recruitment • Visit EPD's EcoPark and WEEE·PARK	• Share the visit experience through presentations and videos • Introduce waste recycling facilities and promote messages of source reduction and clean recycling
Responsibilities	• The Teacher Advisor to contact EcoPark & WEEE·PARK and arrange the visit (EcoPark: 2496 7633, WEEE · PARK: 2290 9500) • The GP Group to promote the activity	• Sharing by GPs and/or students who participated in Part A

Part C	
Activity Name	GREEN@School – Clean Recycling Campaign
Date, Time and Venue	Date: 10 March – 10 April (Every Tuesday and Friday) Time: 10:00-10:20 (Recess) Venue: Covered Playground
Aim	• To teach and encourage all students and school staff to practise waste separation and clean recycling (includingplastic bottles, metal cans, beverage cartons (tetra pak), etc.)
Participants	All students and school staff
Content	• 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
Responsibilities	• 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

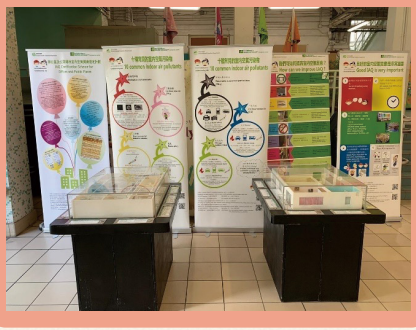
	Part A	Part B
Activity Name	Campus Bioblitz Week	Our Campus Little Creatures
Date, Time and Venue	Date: 21-24 April Time: After school Venue: Greening space on campus	Date: 28 April Time: 08:30-09:00 Venue: School Hall
Aim	• To enhance students' and teachers' knowledge of urban ecology and biodiversity • To appreciate the biodiversity on campus	
Participants	20 students and teachers per day (including GP Group members & other schoolmates)	All students and teachers
Content	• Observe wildlife on campus with binoculars and cameras, and record on the record sheets • Upload photos to iNaturalist for species identification	• 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 the community after the activity
Responsibilities	• 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	• The GPs and/or students participated in Part A to share about their experiences 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 Name	Participate in "Understanding Indoor Air Quality (IAQ)" activities organised by EPD	
	Presentation	Interactive IAQ models and exhibition
Date, Time and Venue	Date: 4 May Time: 13:30 -14:00 Venue: School Hall	Date: 5 May - 12 May Venue: School Library
Aim	• To enhance students' and teachers' knowledge on IAQ • To understand the importance of good IAQ to our health	
Participants	All school teachers & students	
Responsibilities	• The Teacher Advisor to contact EPD (EPD: 2788 6177) • 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



Photos extracted from EPD website

Environmental Promotion Activity Record Form

Editable e-version
(Scan or click the QR code)

Word PDF

Activity Name: _____

Environmental aspect:

Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version
(Scan or click the QR code)

Word PDF

Activity Name: _____

Environmental aspect:

Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version
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Activity Name: _____

Environmental aspect:

Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

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Activity Name: _____

Environmental aspect:

Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

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Activity Name: _____

Environmental aspect:

Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Environmental Promotion Activity Record Form

Editable e-version
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Activity Name: _____

Environmental aspect:

Date, time and venue	
Aim	
Participants	
Content	
Responsibilities	

Chapter 6

Programme Evaluation

Why is it necessary to conduct programme evaluation?

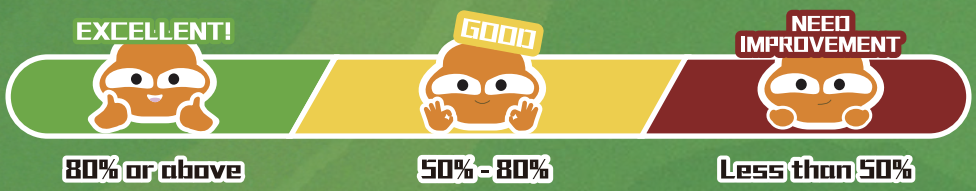
- Through data analysis, the school can assess its performance in each environmental aspect and understand whether students have developed environmental behaviours and the effectiveness of different measures.
- Through Group evaluation, the school can identify environmental aspects that need to be improved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

How to conduct programme evaluation?

Step 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 evaluations on each checklist item and verify the evaluation results with the Teacher Advisor.
  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	03/11/2025	01/12/2025	12/01/2026	02/02/2026	02/03/2026	13/04/2026	04/05/2026
Energy Conservation	E1.	Make use of the natural daylight as far as practicable and only switch on the necessary lights on sunny days.	N	N	N	Y	Y	Y	Y

Achievement rate of the item:

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

Step 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.

Step 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, etc.
- 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, or set up an environmental working group to practise green campus

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

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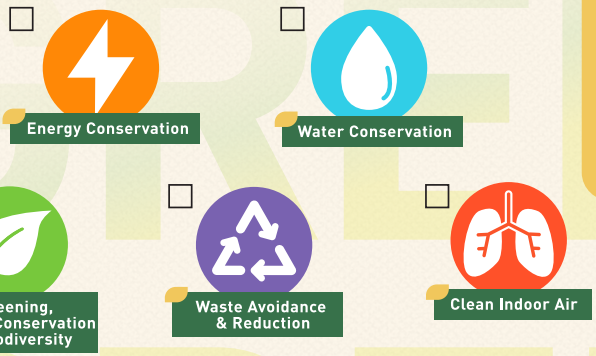
- ☐ Energy Conservation
- ☐ Water Conservation
- ☐ Greening, Nature Conservation & Biodiversity
- ☐ Waste Avoidance & Reduction
- ☐ Clean Indoor Air

What have you done?

Measures and/or activities that have helped your school achieve the best environmental aspect:

Which environmental aspect does your school need to improve?

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



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How to improve the selected aspect?

Suggestions:

(Example: Set up a green corner at school, enhance school-based promotion, launch incentive schemes to encourage schoolmates to reduce waste, etc.)

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

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Word PDF

Targets:

Plans:

What have you learnt from this programme?

Editable e-version
(Scan or click the QR code)

Word PDF

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-hk

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

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://www.volcanodiscoverycentre.hk/en

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

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NOTE

NOTE

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