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

ecf
環境及自然保育基金
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. You can also share your 'smart ideas' for protecting the environment and green living.

Contents

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

SEP

Programme Promotion and Enrolment

Materials for GP Programme Promotion
Scan or click the QR code

NOV–MAY

Monitoring
At least once a month

JAN–FEB

Training Workshops
First-come, first-served

FEB

Interim Review

JUL

Final Review

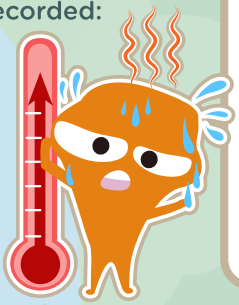
Environmental Problems in Hong Kong

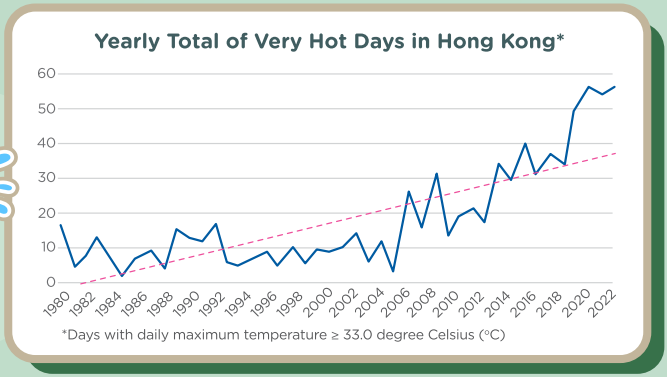
Hong Kong, like many developed places, faces a range of environmental challenges related to its rapid economic and population growth. Issues such as climate change, air pollution, waste management, and plastic pollution have become increasingly pressing.

Climate Change

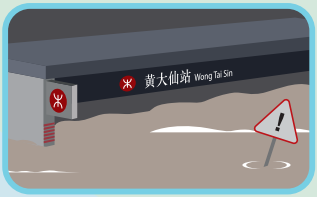
Climate change is a global environmental threat caused mainly by human activities, which emit excessive greenhouse gases, particularly carbon dioxide. They trap heat in the Earth, leading to a rise in global temperature.

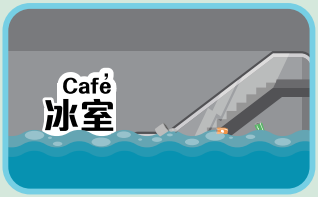
In Hong Kong, there are more hot days and nights recorded:





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



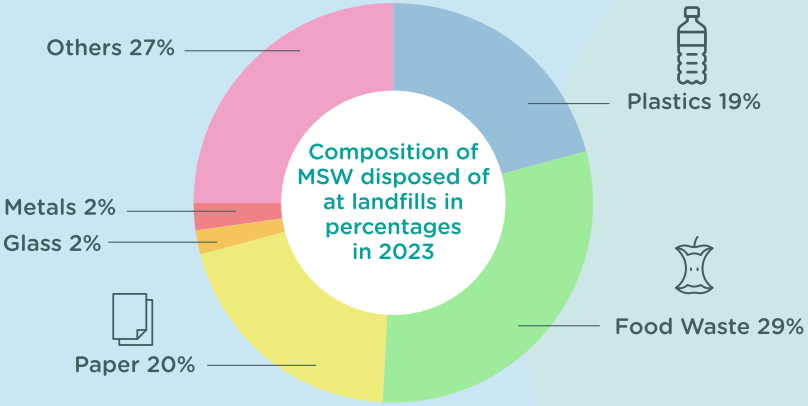


Extended Learning:
Climate change video
Scan or click the QR code

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.

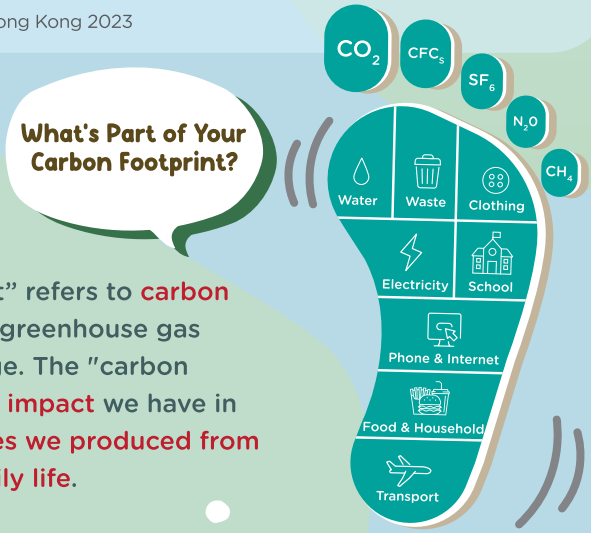
Among the waste generated in Hong Kong, most of it is food waste, paper and plastics (which we could minimise!).



Total disposed quantity: 3.97 million tonnes
(~260,000 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 2023



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 lanvdslides 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!

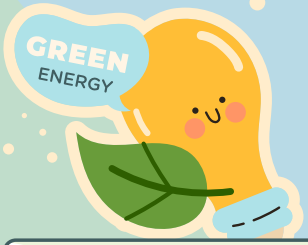
Editable e-version
(Scan or click the QR code)

Word PDF

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

Achieved: ✓ 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	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!!

>12 "Achieved" items

8–12 "Achieved" items

<8 "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 to manage the group and organise enviromental 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 preformance 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

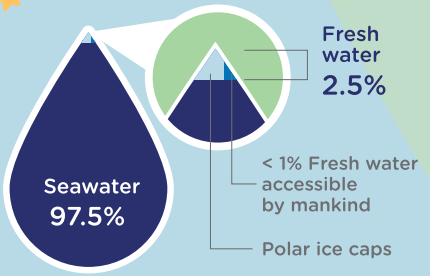
What are the important environmental aspects?

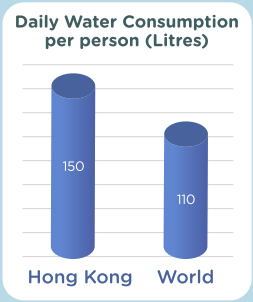
Energy Conservation

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





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 1.44 kg of waste per day, which is higher than that of neighbouring cities like Taipei and Tokyo.

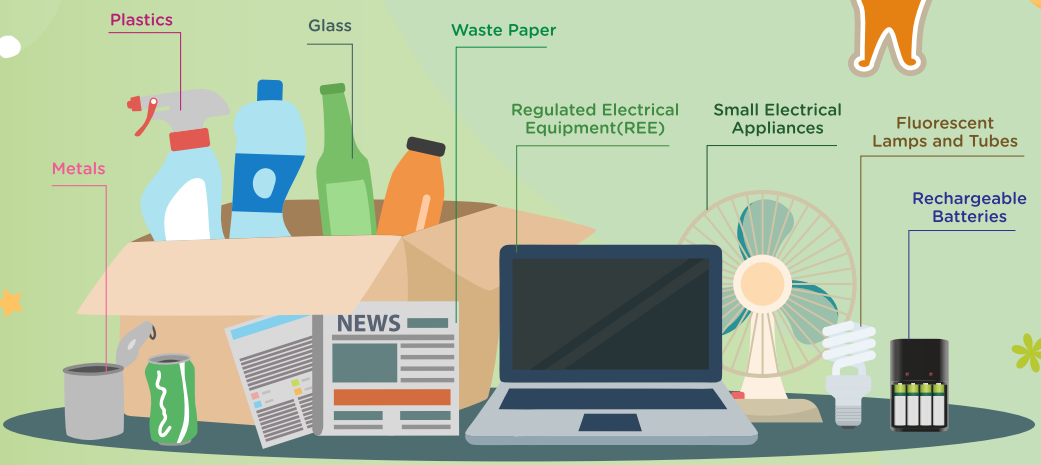
To solve the waste problem in Hong Kong, we need to practise "Dump Less, Save More, Recycle Right" actively.

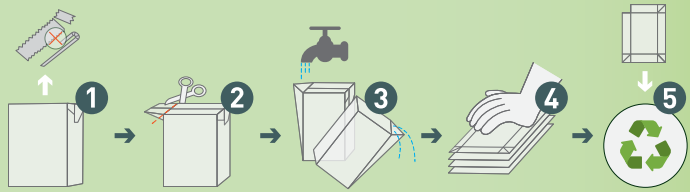
Source: Monitoring of Solid Waste in Hong Kong 2023; Ministry of Environment, Taiwan and Ministry of the Environment, Japan

Useful Learning Materials

Scan or click the QR code

8 Types of Recyclables:



Paper	Please tear off plastic tape, remove non-paper materials and keep dry. 
Plastic bottles	Please rinse before recycling. 
Metal	Please remove labels and rinse before recycling. 
Beverage cartons	

Guess it!

Which of the following cannot be recycled currently ?

a Styrofoam

b  Photographs

c  Bubble wrap

d  Digital cameras

e  Chip bags

f  Thermal paper

g  Silicon rubber

Hints:
find answers from

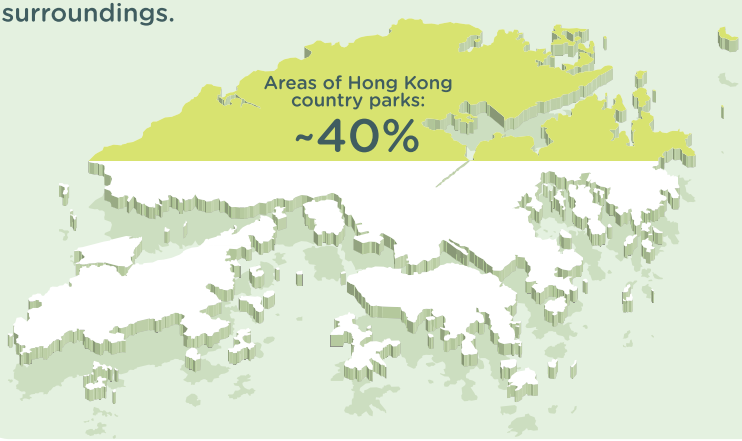
Home Recycling
One Stop Shop
Scan or click the QR code

Answers: b, e, f, g

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**	• 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" 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	03/11/2025	01/12/2025	12/01/2026	02/02/2026	02/03/2026	13/04/2026	04/05/2026
Energy Conservation	E1. Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, etc.) when not in use.	✗	✗	✗	✓	✓	✓	✓
	E2. Open windows and doors and use fans to improve air flow when the outdoor temperature is below 25°C and the outdoor air quality is good.	✗	✓	✓	✗	✓	✓	✓

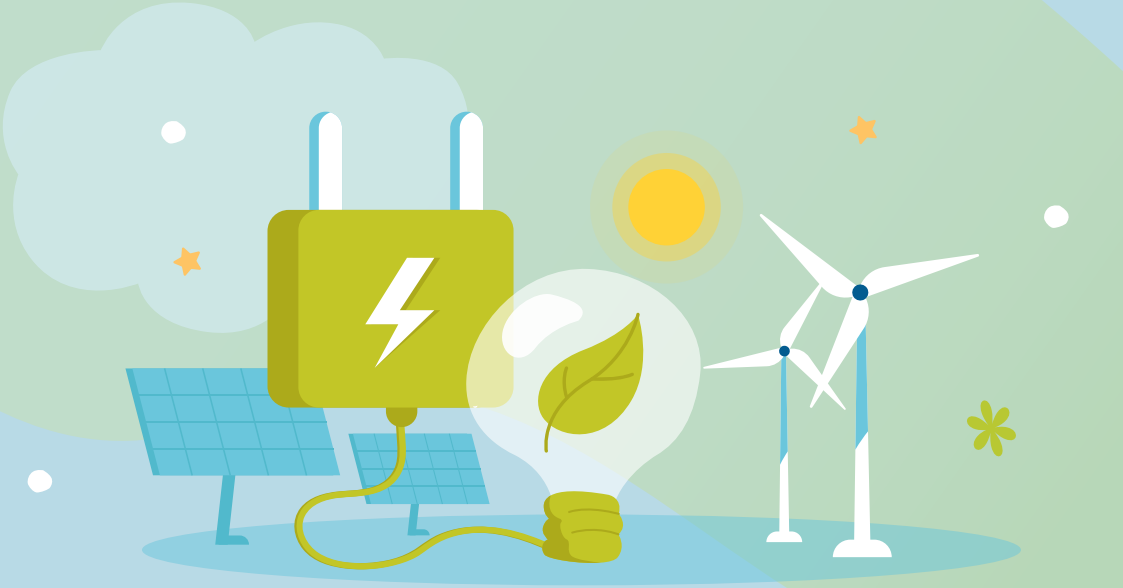
What are the best practices for each environmental aspect and how to monitor?

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

Energy Conservation

Best Practice	Monitoring Method (Example)
E1. Turn off lights, computers and other electrical equipment (e.g. 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.
E2. Open windows and doors and use fans when the outdoor temperature is below 25°C. **Tips:** • Install a thermometer in the school's covered playground for easy checking of outdoor temperature. • Place the thermometers away from direct sunlight and rain.	• Check the 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 Scan or click the QR code EPD's AQHI Scan or click the QR code • 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)
E3. Maintain the temperature of air-conditioners in your classroom between 24°C and 26°C. **Tips:** • Install thermometer in the classroom for easy checking of indoor temperature. • Set and maintain the average indoor temperature between 24°C and 26°C. • If additional cooling is needed, for example, after Physical Education classes, use fans to enhance air circulation instead of lowering the air conditioning temperature.	• Read the temperature displayed on the classroom thermometer and check the temperature in the classroom regularly.



Energy Conservation

Editable e-version
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Achieved: ✓ Not yet achieved: ✗

Monitoring	1	2	3	4	5	6	7
Date							
E1. Turn off lights, computers and other electrical equipment (e.g. classroom TV, projectors, air purifiers, fans, air conditioners, 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. Other practice:							

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. 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 check if there is too much water at the bottom of the plants.

Water Conservation Checklist

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

Word PDF

Achieved: ✓ Not yet achieved: ✗

Monitoring	1	2	3	4	5	6	7
Date							
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. Do not overwater the plants (applicable to schools that have plotted plants in the classrooms or along the corridors).							
W4. Other practice:							

Waste Avoidance & Reduction

	Best Practice	Monitoring Method (Example)
Food Waste	R1. Do not produce a significant quantity of leftovers. **Tips:** • Leftovers refer to discarded edible food, such as food wasted due to picky eating. • Schools are recommended to implement on-site meal portioning to allow flexible control over the amount of food served to students.	• Randomly select 5 students during lunch break to check if there are any leftovers in their lunchboxes. If no leftovers are found in 4 out of the 5 lunchboxes, it can be considered as not generating a significant quantity of leftovers.
	R2. Separate the food waste from lunchboxes, cutlery and/or containers to 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.

	Best Practice	Monitoring Method (Example)
Paper	R3. Use handkerchiefs/towels to replace paper towels.	• Observe classmates' behaviour for 10 minutes during recess/lunch break. • Randomly select 5 classmates to check if they have the habit of bringing their own handkerchief/towel.
	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.
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 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.	• 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	R10. Use recyclables to make decorative items at school events (such as parties, sports days, picnics, outings, fun fairs, open days, etc.).	• Observe decorative items of classmates/classrooms at school events.
	R11. Practise clean recycling. **Tips:** • Recyclables (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). **Clean Recycling Guidelines** Scan or click the QR code	• 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.

Waste Avoidance & Reduction Checklist

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

Word PDF

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)
G1. Grow and look after plants in the classroom / along the corridor / green area / organic farm, if any.	• Develop a duty record, take care of the plants 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 plants and animals (the number of species) on campus regularly. Tips: Use this to help identify the species! iNaturalist	• Develop a duty record and a biodiversity record sheet to record the species found on the campus.
G4. Practise "Leave No Trace" during school outings (e.g. school picnics, visits to country parks/geoparks, etc.). **Tips:** • Leave No Trace aims to reduce the negative impacts of humans on the natural environment. • Remember to: 1. "Take Your Litter Home" 2. Leave what you find 3. Respect wildlife	• Observe classmates' behaviour (e.g. use reusable water bottle and lunchbox, "Take Your Litter Home") before leaving the countryside.

Greening, Nature Conservation & Biodiversity Checklist

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

Word PDF

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.	• 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.	• 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.	• 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

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

Word PDF

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	
• 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	• Posters/bulletin boards • Slogans • Green tip labels • Environmental promotional videos • Environmental information booths • Newsletters of the school/alumni associations/parent-teacher associations • Social media platforms • School website
For the Community	
• Green community events • Inter-school competitions	• 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

How to organise environmental promotion activities?

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

Promotion Activity for All Environmental Aspects (Example 1)

Activity Name	Green Campus Exploration
Date	4-6 November
Time	12:30-13:00 (Lunchtime)
Venue	Environmental facilities on campus
Aim	• To raise students' awareness towards the concept of green campus and familiarise them with the environmental facilities on campus • Learn the proper use of the environmental facilities
Participants	All students and school staff
Content	• The activity will take place during 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, 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 • The Teacher Advisor to create an activity schedule for different classes • The Head GPs to create a duty roster and arrange School GPs to provide on-site assistance

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	• 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	• 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 	• 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	Post-examination
Time	Whole day
Venue	Covered playground
Aim	• To promote the culture of recycling, reusing and donation • To teach the concepts of "over-consumption," "swapping," and "resource sharing" and encourage students and school staff to fully utilise their goods to avoid wastage
Participants	All students and school staff
Content	• The GP Group will collaborate with the Parent-teacher Association to set up a swap booth where school members can donate old or unused items they no longer need and in exchange for goods they need • Donated items can be stationery, books, toys, clothing, accessories, etc. • Any remaining goods after the event will be re-donated to families who are in need in the community • GPs 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	• 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)

80% or above	50% - 80%	Less than 50%

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. Turn off lights, air conditioners and other electrical equipment (e.g. computers, projector, microphone box, etc.) when not in use.	✗	✗	✗	✓	✓	✓	✓

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

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?

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

Word PDF

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

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

What have you done?

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

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

Word PDF

Which environmental aspect does your school need to improve?

Please put a "✔" for the environmental aspect that needs to be improved most.

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

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)

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

Word PDF

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)

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

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