



Green Prefect

Programme Handbook

Primary 1-3

School Name : _____

Class : _____

Name : _____

School Year : _____

主辦機構
Organisers



中華人民共和國香港特別行政區政府
環境及生態局
Environment and Ecology Bureau
The Government of the Hong Kong Special Administrative Region
of the People's Republic of China



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



ENVIRONMENTAL
CAMPAIGN COMMITTEE
環境運動委員會

資助
Funded by

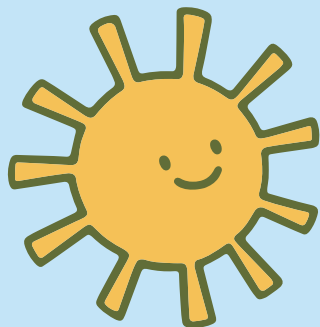


About this Handbook



This handbook provides best practices in environmental aspects and useful environmental checklists to help you carry out checking duties. You can also share your 'smart ideas' for protecting the environment and green living.





Contents

Chapter 1
Introduction

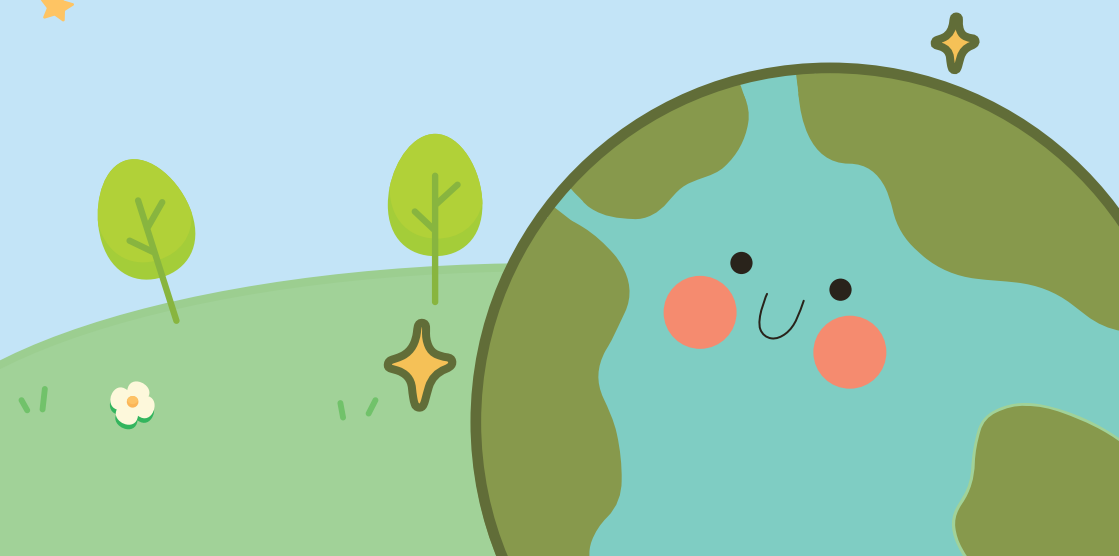
Chapter 2
Roles & Responsibilities

Chapter 3
Greening Your School

Chapter 4
Best Practices & Environmental Checklists

Chapter 5
Programme Evaluation

Chapter 6
More Information



Chapter 1

Introduction

Objectives

- To enhance environmental performance of the participating schools
- To develop a group of energetic and resourceful Green Prefects (GPs) with deeper understanding of environmental issues and act as models for their peers
- To enhance students' environmental awareness and build up green habits on campus

Programme Timeline

SEP

GREEN PREFECT
WANTED

Programme Promotion
and Enrolment

Materials for
GP Programme
Promotion



Scan or
click the QR
code

NOV
|
MAY

Checking
(at least once a month)

Interim Review

JAN

FEB

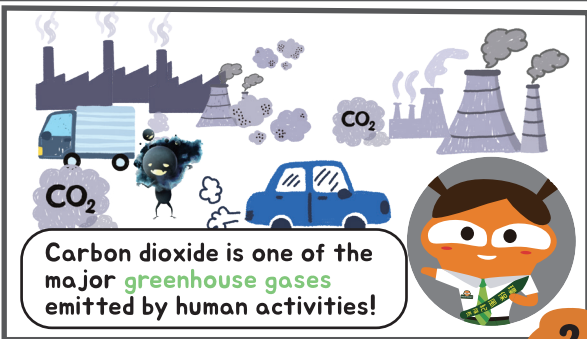
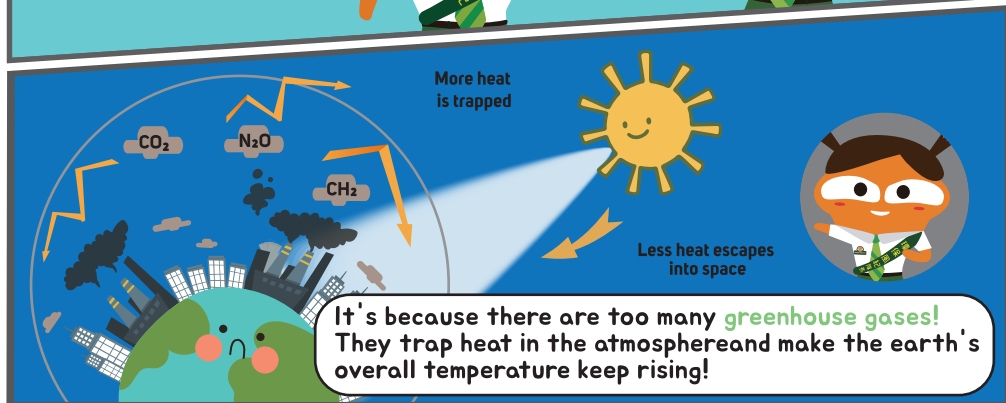
JUL

Final Review

Training Workshop
(First-come, first-served)

Environmental Problems in Hong Kong

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





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



A super typhoon is heading straight for Hong Kong.

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



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



Extended Learning:
Climate change video



Scan or click the QR code

Waste Problem



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

Write or draw your idea below:

Fighting Environmental Problems Together



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

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

**SAVE
ENERGY**

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

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

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

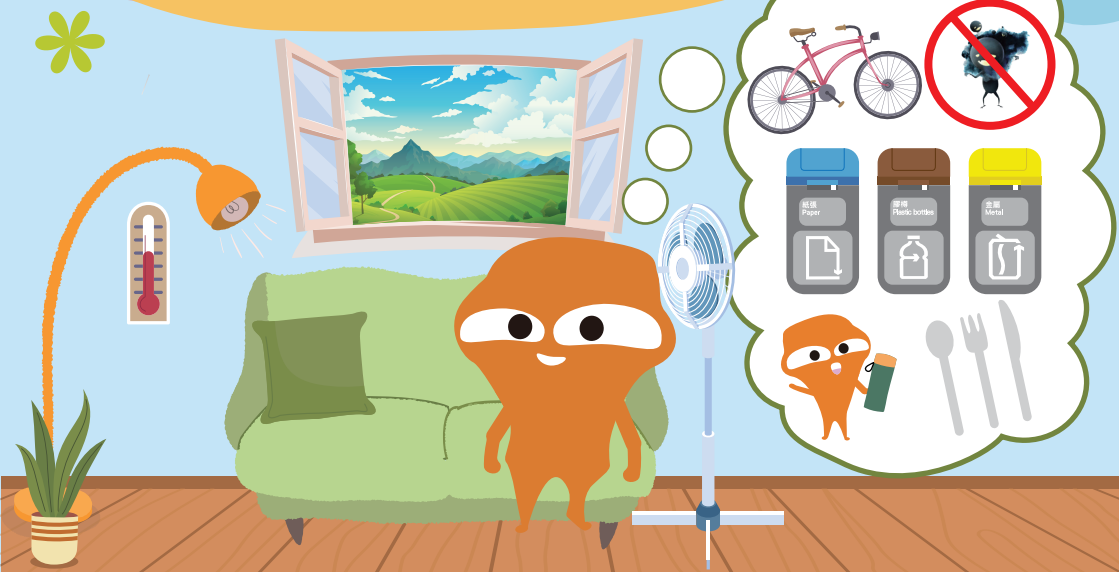
Recycling helps the environment.
Every bit counts!

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

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

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

Low Carbon Living Calculator



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

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



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

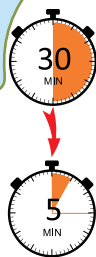
Extended Learning:
Low Carbon Living Calculator



Scan or click the QR code

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

Tips for practising low-carbon living:



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



Stainless Steel Straws



Reusable Cutlery Set

**Bring a reusable
cutlery set**



**Donate or repurpose
unwanted clothes and toys**



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



Metal Lunch
Boxes



Reusable
Containers



Reusable Water
Bottles

**Use reusable
containers**



**Extended Learning:
Let's count and build
carbon-reducing habits**



Scan or click the QR code

Are you ready to begin your low-carbon journey?



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

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



Word



PDF

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



Achieved: "✓" Not yet achieved: "X"

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

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



Small changes can have a significant cumulative effect!



80% or above

>12 "Achieved" items



50% - 80%

7-12 "Achieved" items



Less than 50%

<7 "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 environmental activities
- To be the spokesperson of the group

School GPs (1-2 each class)

- To check peers' environmental behaviours as well as school's environmental performance with the aid of environmental checklists
- To act as role models for their peers in practising green living
- To encourage their peers to build up green habits on campus
- To follow instructions from the Head GPs

*Schools can adjust the structure of the GP Group basing on actual circumstances.

How to become a GP?



Examples of Appointment Methods*:

- Students sign up voluntarily, then the Teacher Advisor selects and appoints students who are passionate about environmental protection.
- Each class teacher nominates no more than two GPs for his/her class or assigns existing monitors/prefects to undertake the duties.
- Teacher Advisor assigns student members of the Environmental Protection Club to undertake the duties.
- Each school may assign no more than two Head GPs who are usually from senior levels and directly responsible to the Teacher Advisor.
- GPs of senior levels pair up with those of junior levels to assist the latter in performing their duties.

Recommended Commendation Methods*:

- All GPs will receive a 'Certificate of Appreciation' from the school, while GPs with excellent performance will be awarded with an 'Outstanding Award' as recognition.

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



Welcome to join
the GP Group

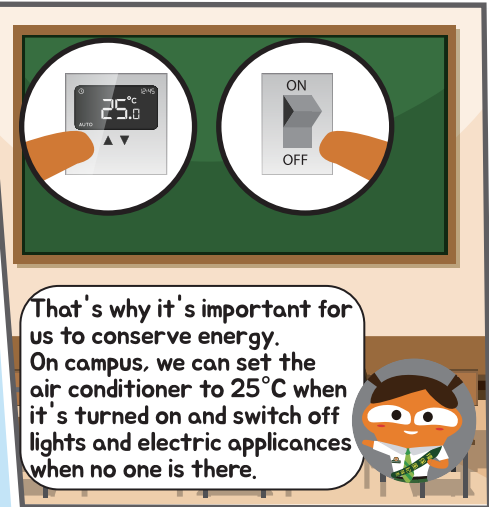
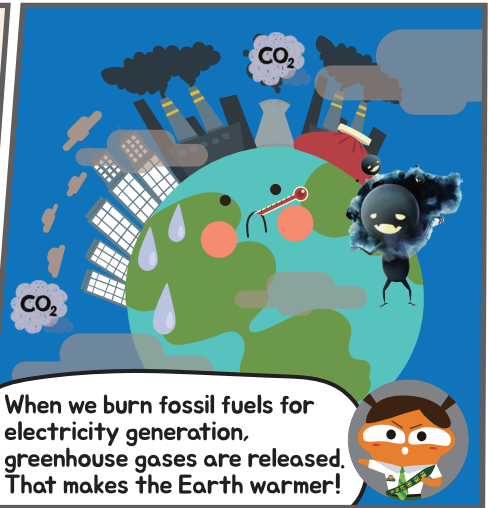
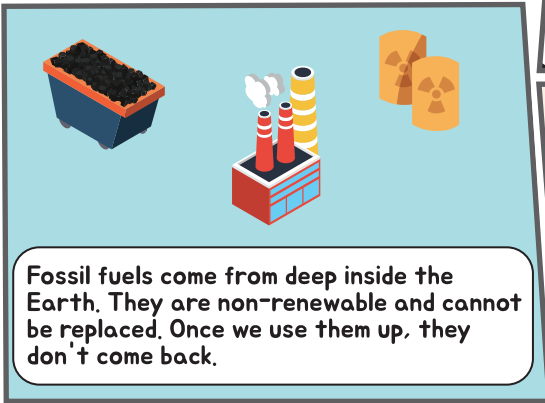
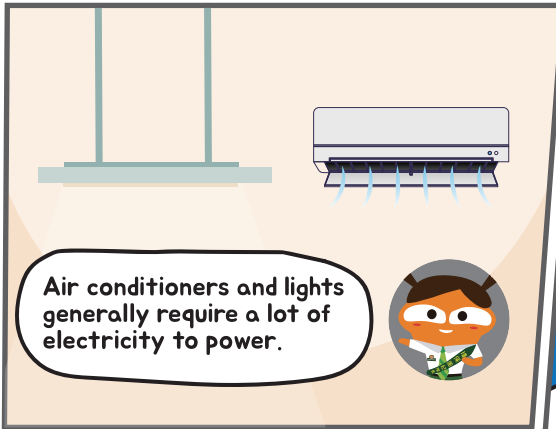
Chapter 3



What are the important environmental aspects?



Energy Conservation



Useful Learning Materials

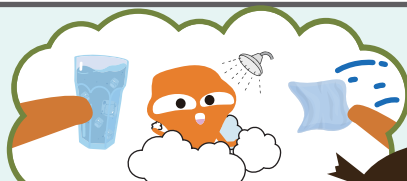


Scan or click the QR code





Water Conservation



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



But did you know that most of the water on Earth is seawater, which people cannot use directly?

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



Freshwater = 2.5 cups



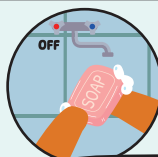
Less than 1 cup of the water is accessible for human



Earth's Water = 100 cups



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



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

Useful Learning Materials



Scan or click the QR code





Waste Avoidance & Reduction



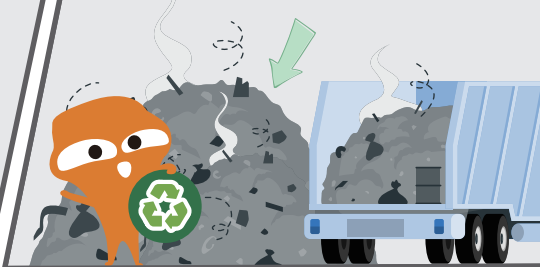
Each and every day, we generate different types of waste - from things we use at home and at school. We are generating more waste than our neighbouring regions!



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



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



Source: Monitoring of Solid Waste in Hong Kong 2024; The National Environment Agency, Singapore and Ministry of the Environment, Japan

8 Types of Recyclables:

Waste Paper

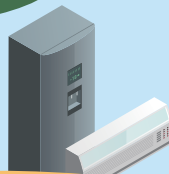


Plastics

Metals



Regulated Electrical Equipment(REE)



Fluorescent Lamps and Tubes



Small Electrical Appliances



Rechargeable Batteries



Glass



Useful Learning Materials



Scan or click the QR code

Clean Recycling

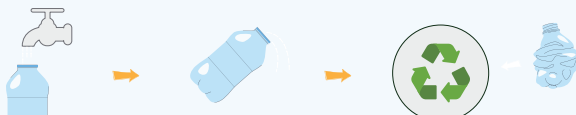
Paper

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



Plastic bottles

Please rinse before recycling.

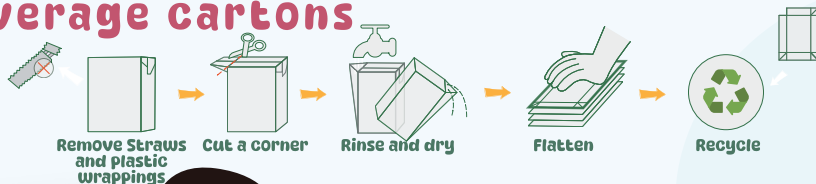


Metal

Please remove labels and rinse before recycling.



Beverage cartons



Guess it!

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

a



Styrofoam

b



Bubble wrap

c



Chips bags

d



Digital cameras

e



Photographs

Hints:
Find answers
from



Home Recycling
One Stop Shop



Greening, Nature Conservation & Biodiversity ★



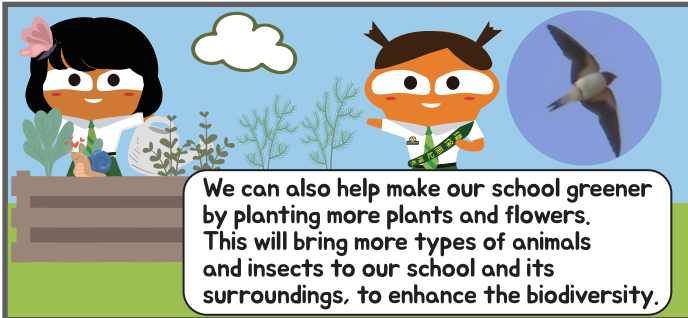
Hong Kong is home for many wild plants and animals.



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



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



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

Useful Learning Materials

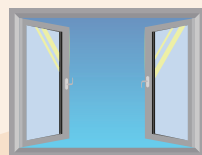
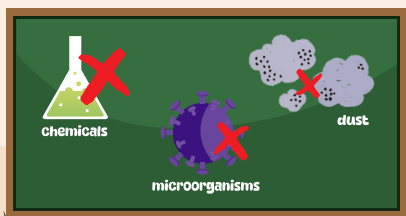


Scan or click the QR code





Clean Indoor Air



The quality of indoor air is important to our health as we spend most of our time indoors. Clean indoor air can help prevent the spread of diseases. It helps us focus more on learning, so we can do better at school.



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



Useful Learning Materials



Scan or click the QR code



Test Your Knowledge

1. What is carbon dioxide?

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



2. Which of the following statements is incorrect?

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



3. What should we do to save water?



- a) Leave the tap running when brushing teeth



- b) Use water for fun when washing hands



- c) Take a bath



- d) Collect rainwater for watering plants

4. Where does trash and garbage in Hong Kong usually go?

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



5. What should you do before recycling paper?

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



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

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



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

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



8. Why is clean indoor air important?

- a) It prevents the spread of diseases
- b) It helps us focus more on learning.
- c) It is related to our health
- d) All of the above



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

Chapter 4

Best Practices & Environmental Checklists

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



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



The GP Group can lead by checking and encouraging good environmental habits among students.



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

* The Teacher Advisor can adjust the checking methods and frequency according to the actual circumstances. For example, the Teacher Advisor or Head GPs may arrange School GPs to check each class/floor regularly, or check 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 unsuitable items.
- The 'Environmental Checklists' and 'Programme Evaluation Record' (editable) in Microsoft Word and PDF formats have been uploaded to the [Schools Go Green website](#) for school use.

Example

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

Schools Go Green website



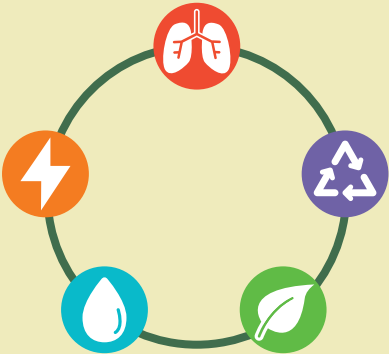
Scan or click the QR code

Achieved: "✓" Not yet achieved: "✗"

Checking		1	2	3	4	5	6	7
Date		04/11	02/12	12/01	16/02	02/03	12/04	05/05
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 when the outdoor temperature is below 25°C	✗	✓	✓	✗	✓	✓	✓

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

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





Energy Conservation



Best Practice

Checking 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



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.



HKO's
Weather Forecast

Maintain the temperature of air conditioners in your classroom between 24°C and 26°C.

- Read the temperature displayed on the classroom thermometer and check the temperature in the classroom regularly.

E3



Tips:

- Install thermometer in the classroom for easy checking of indoor temperature.
- If extra cooling is needed, for example, after Physical Education class, use fans to improve air circulation instead of lowering the air-conditioning temperature.



Energy Conservation Checklist



Achieved: "✓" Not yet achieved: "✗"



Checking

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 when the outdoor temperature is below 25°C.

E3

Maintain the temperature of air conditioners in your classroom between 24°C and 26°C.

Other practice:

E4



Word



PDF





Water Conservation



Best Practice

Turn off drinking fountain after use.

W1



Tips:

- If the school has installed smart water dispensers, this item can be omitted.

When soaping hands and after using the tap, turn off the water tap; or move hands away from the tap sensor (only applicable to schools with infrared automatic sensing water taps installed).

W2

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

W3

Checking Method (Example)

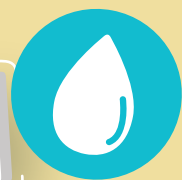
- Observe classmates' behaviour for 10 minutes during recess/lunch break.



- Check classmates' plant watering. Make sure the plate under the pots isn't full of water.



Water Conservation Checklist



Achieved: "✓"

Not yet achieved: "X"

Checking

1

2

3

4

5

6

7

Date

W1 Turn off drinking fountain after use.

W2 When soaping hands and after using the tap,
 • turn off the water tap; or
 • move hands away from the tap sensor (only applicable to schools with infrared automatic sensing water taps installed).

W3 Do not overwater the plants (applicable to schools that have potted plants in the classrooms or along the corridors).

W4 Other practice:



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



Word



PDF





Waste Avoidance & Reduction



Best Practice

Checking Method (Example)

Food Waste

R1

Not much leftover is left behind.



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.

- At lunch break, check 5 classmates' lunchboxes at random. If 4 out of 5 have no leftovers, the target is reached.

R2

Conduct food waste recycling, if any.



Tips:

- Food waste means food that people don't eat or can't eat, like bones and fruit peels.
- Schools are recommended to set up food waste collection bins and install composters to convert food waste into compost for campus gardening.

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



R3

Use handkerchiefs/towels to replace paper towels.

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

Paper

R4

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



Tips:

- Schools are recommended to set up collection boxes for one-side-used paper and double-side-used waste paper separately to facilitate students' reuse of one-side-used paper.

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

R5

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

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

Best Practice

Bring your own water bottle and stop buying bottled drinks.

R6



Checking Method (Example)

- Observe classmates' behaviour for 10 minutes during recess/lunch break.
- Conduct surprise checks to count and record the number of students, who have brought their own reusable water bottles and have not bought bottled drinks, in each class on a given day.

Use reusable meal boxes, cutlery and straw, and stop using disposable plastics.

R7



- 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 and have not used disposable plastics, in each class on a given day.

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 tapes on waste paper before being placed in the appropriate recycling bins.

Clean Recycling Guidelines



- Observe classmates' behaviour for 10 minutes during recess/lunch break
- Check if the recyclable items are placed in the appropriate recycling bins and that they are clean and free of impurities.



R8



Waste Avoidance & Reduction Checklist



Achieved: "✓" Not yet achieved: "X"

Checking

1 2 3 4 5 6 7

Date

Food Waste

R1 Not much leftover is left behind.

R2 Conduct 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 the paper and put double-side-used waste paper into the recycling bin.

Plastics

R6 Bring your own water bottle and stop buying bottled drinks.

R7 Use reusable meal boxes, cutlery and straw, and stop using disposable plastics.

Reuse & Recycle

R8 Practise clean recycling.

R9 Other practice:

Editable e-version checklist

(Scan or click the QR code)



Word



PDF



Greening, Nature Conservation & Biodiversity



Best Practice

Checking Method (Example)

Grow and look after plants on campus, if any.

- Take care of the plants regularly and check their growth status.

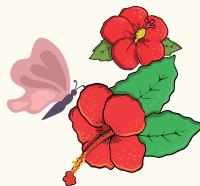
G1



Record the number of kinds of plants and animals on campus regularly.

- Record the plants and animals found on the campus regularly.

G2



Practise 'Leave No Trace' during school outings.

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

G3



Tips:

- Remember to "Take Your Litter Home"!



Greening, Nature Conservation & Biodiversity Checklist



Achieved: "✓" Not yet achieved: "X"



Checking

1

2

3

4

5

6

7

Date

G1 Grow and look after plants on campus, if any.

G2 Record the number of kinds of plants and animals on campus regularly.

G3 Practise 'Leave No Trace' during school outings.

Other practice:

G4



Editable e-version
checklist

(Scan or click the QR code)



Word



PDF



Clean Indoor Air

Best Practice

Checking Method (Example)

A1

Keep the rubbish bin in the classroom clean and covered with a lid properly after use.

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

A2

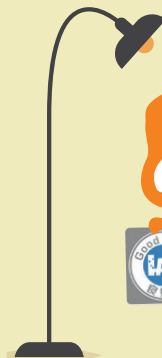
Keep the food waste collection bins and/or composters on campus clean and ensure the lids are tightly closed after use, if any.

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



Tips:

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



Clean Indoor Air Checklist



Achieved: "✓" Not yet achieved: "✗"

Checking	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 Other practice:							

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



Word



PDF



Chapter 5

Programme Evaluation

Why and how to conduct programme evaluation?

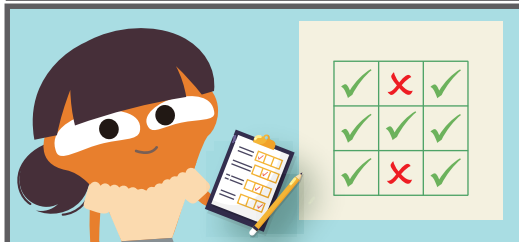
To enhance the effectiveness of the programme, we should conduct evaluations during the mid-term (around January) and at the end (around June) of the programme.



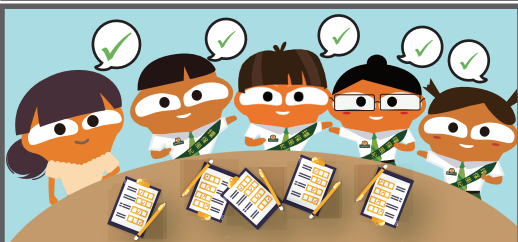
Step 1: Submit the completed environmental checklists to Head GPs.



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



Step 3: Teacher Advisor evaluates the results.



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



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



Step 6: Set new goals for next year!



Word



PDF



Which environmental aspect does your school perform the best?

Please put a '✓' for the environmental aspect that your school has performed the best (choose one only).



Energy
Conservation



Water
Conservation



Waste Avoidance
& Reduction



Greening,
Nature Conservation
& Biodiversity



Clean Indoor Air

What have you done to help your school achieve that?

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

(You can write or draw here)





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



Word



PDF



Which environmental aspect does your school need to improve?

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



Energy
Conservation



Water
Conservation



Waste Avoidance
& Reduction



Greening,
Nature Conservation
& Biodiversity



Clean Indoor Air

How to improve? Try to give suggestions:

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

(You can write or draw here)



Editable e-version
checklist
(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)



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



Word



PDF



What have you learnt from this programme?

(You can write or draw here)

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

I felt.....

The most memorable part is.....



Chapter 6



More Information

Energy Conservation

Relevant websites

Energyland by Electrical and Mechanical Services Department

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

Hong Kong Energy Efficiency Net by Electrical and Mechanical Services Department

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

Hong Kong Renewable Energy Net by Electrical and Mechanical Services Department

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

Carbon Neutral@HK by Environment and Ecology Bureau

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

Visits

Education Path at the Electrical and Mechanical Services Department

https://www.emsd.gov.hk/en/about_us/public_education/guided_tour_on_education_path/index.html

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/index.html>



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>

Guideline on How to Promote Green Lunch in Schools by Environmental Protection Department
https://www.wastereduction.gov.hk/sites/default/files/2021-07/Green%20Lunch_Promote%20Green%20Lunch%20Schools%20Guidelines_Eng.pdf

Visits

GREEN@COMMUNITY
<https://www.wastereduction.gov.hk/en-hk/waste-reduction-programme/green-at-community>

EcoPark
<https://www.ecopark.com.hk/en/index.aspx>

O·PARK1 [Organic Resources Recovery Centre]
<https://www.opark.gov.hk/en>

T·Park
<https://www.tpark.hk/en/>

WEEE·PARK [Waste Electrical and Electronic Equipment (WEEE) Treatment and Recycling Facility]
<https://weee.gov.hk/en/tour/>

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

Environmental Campaign Committee Secretariat



schools@eeb.gov.hk



2835 1738

Technical consultant —
The Conservancy Association



education.cahk@gmail.com



2272 0301



NOTE

NOTE

NOTE

