

2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



簡介

INTRODUCTION

除了「2023香港環境卓越大獎」外，學校界別另設「2023最佳環境教育方案大獎」，旨在鼓勵學校設計推動可持續發展及／或碳中和的教育方案；及表揚及匯集學界出色的環境教育實踐方法。

In addition to the “2023 HKAEE”, a standalone “2023 Best Green Education Initiative Award (BGEIA)” was launched to encourage schools to develop initiatives in promoting sustainability and/or carbon neutrality, as well as to recognise and gather good exemplars of environmental education practices in the schools sector.

遴選過程

ASSESSMENT PROCESS

參賽學校需就 2022 年 9 月至 2024 年 2 月期間(即就2022/23 學年至 2023/24 學年上學期)所實施的環境教育項目，提交方案摘要，再由評審員到校實地考察時，按方案的「內容」、「持份者的參與度和合作」、「設計和創意」及「成果和影響力」作出評分，並選出在環境教育方面有傑出表現的學校。分別在幼兒學校、小學和中學附屬界別中，總分達80分或以上及得分首三位的學校可獲得「傑出獎」。

Participating schools were required to submit a summary of their environmental education initiative implemented between September 2022 and February 2024 (i.e. 2022/23 school year and first term of 2023/24 school year), followed by on-site inspections by the assessors. Assessors scored the initiative based on four criteria, including “Content”, “Stakeholders Involvement and Collaboration”, “Design and Creativity” and “Outcome and Impact”, and selected winning schools with outstanding performance in environmental education. Top three scored schools obtaining a total point of 80 or above from each of the Pre-school, Primary School and Secondary School sub-sectors would receive the “Outstanding Award”.

2023傑出環境教育方案

2023 OUTSTANDING ENVIRONMENTAL EDUCATION INITIATIVES

在「2023最佳環境教育方案大獎」中，共10份環境教育方案達到傑出水平。今屆的得獎方案包含不同主題，涵蓋多個學科或學習領域。除了將環保概念融入校本課程，得獎學校亦積極推行一系列的體驗式學習活動，提高學生對環保的關注和學習興趣，並更進一步將方案影響力擴展到學生家庭及／或社區。10間獲得「傑出獎」的學校不遺餘力，實踐環境教育及推廣可持續發展，是學界的典範，值得大家欣賞及借鑒。

In the “2023 Best Green Education Initiative Award”, a total of 10 environmental education initiatives achieved the outstanding level. Winning entries of this year covered various themes and encompassed multiple subjects or key learning areas. Apart from integrating environmental concepts into the school-based curriculum, winning schools actively conducted a series of experiential learning activities to enhance students’ awareness and interest in environmental protection, further extending the impact of their initiatives to students’ families and/or the community. 10 schools that received the “Outstanding Award” endeavoured to promote environmental education and sustainable development, serving as exemplars in the schools sector. Their efforts were deeply appreciated and worth learning from.

主辦 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



ENVIRONMENTAL
CAMPAIGN COMMITTEE
環境運動委員會

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協辦機構 Co-Organisers



BUSINESS
ENVIRONMENT
COUNCIL
商界環保協會



香港工業總會
FHKI
Hong Kong Industries



HKGCC
香港總商會
Hong Kong General Chamber of Commerce



香港專業服務協會
hkpsc
Hong Kong Professional Services Council



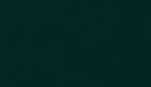
香港中華總商會
CGCC
Chinese General Chamber of Commerce



香港中華廠商聯合會
The Chinese Manufacturers
Association of Hong Kong



香港中華出入口商會
The Hong Kong Development & Logistics Authority



歡迎瀏覽「綠色學校天地」網站
了解獎項詳情及過往得獎方案分享

Learn More about the Award Scheme and Past Winning
Entries Sharing at the “Schools Go Green” Website



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校

(幼兒學校)

SCHOOLS (PRE-SCHOOL)



明愛打鼓嶺幼兒學校
Caritas Nursery School - Ta Kwu Ling

愛與希望樂同行 — 親子藝術遊戲日「愛地球·傳愛心」
Love and Hope – Parent-Child Art Play Day
"Love the Earth, Share the Love"

主題
Theme

#我愛地球 #環保生活
#Love the Earth #Eco-friendly Living

主要參與群
Primary Group of Participants

全校學生及家長
All Students and Parents
畢業生及其家長
Graduates and their Parents

擴展受眾群
Extended Audience

鄰近社區(打鼓嶺地區)家庭
Families in the Nearby Community
(Ta Kwu Ling District)



方案特點 Highlights

配合政府《香港資源循環藍圖2035》提出「全民減廢·資源循環·零廢堆填」的願景，將學校週年的關注事項「藝術教育」與校本課程「環境教育」結合，分三個階段開展計劃。先從「主題學習」開始，老師利用故事引導幼兒了解自身與大自然的關係及學習環保4R方法 (Reduce減少使用、Replace替代使用、Reuse 物盡其用 和Recycle循環再用)。

In alignment with the government's vision of "Waste Reduction · Resources Circulation · Zero Landfill" as outlined in "Waste Blueprint for Hong Kong 2035", the school integrated "Arts Education", a major concern in the Annual Development Plan, with the school-based curriculum on "Environmental Education" in three phases. Commenced with "Thematic Learning", teachers used storytelling to cultivate kindergarteners' understanding of their relationship with the nature and knowledge of 4R environmental practices (Reduce, Replace, Reuse and Recycle).

於第二階段，老師設計了不同的美藝活動，讓幼兒發揮創意，利用回收物進行以「珍惜資源」、「愛護動物」及「愛護植物」為題的創作。過程中，學校亦積極邀請家長一同協助搜集家中的廢物作為創作材料。活動不但提升幼兒的藝術素養，同時鞏固他們愛護地球的意識。

In the second phase, teachers designed different art activities to allow kindergarteners to unleash their creativity by using recycled materials to create art pieces themed around "Treasuring Resources", "Caring for Animals", and "Caring for Plants". During the process, the school actively invited parents to assist in collecting waste materials from home to be used as art materials. This not only enhanced kindergarteners' artistic literacy, but also reinforced their awareness of caring for the earth.

於第三階段舉行親子藝術遊戲日，邀請社區不同持份者，包括畢業生及鄰近地區家庭共同參與。幼兒除了與其家庭一同欣賞學習成果，亦向參加者分享環保藝術作品及進行環保小活動，將珍惜資源的概念推廣至其家庭及社區。

In the third phase, the Parent-child Art Play Day was organised. The school invited various stakeholders in the community, including alumni and nearby families to participate in the event. Kindergarteners not only showcased and appreciated their learning outcomes with their families, but also shared their eco-friendly artworks with attendees and conducted mini green games, thereby extending the concept of resource conservation to their families and further spreading the environmental concepts to the community.

環保 4R 故事

Storytelling on 4R environmental practices



親身實踐減少製造垃圾和浪費

Practised reducing waste generation and minimising wastage



利用廢物進行美藝創作，物盡其用，並與家人分享成果

Utilised waste materials for artistic creations and shared outcomes with parents



老師利用廢物設計小遊戲及圖工

Teachers designed mini games and crafts with the use of waste materials



大家打上手指印，承諾做到環保用紙

Placed fingerprint as a pledge of using eco-friendly paper



家長支持學校推行美藝環保活動

Parents supported the school's arts and environmental activities



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BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校

(幼兒學校)

SCHOOLS (PRE-SCHOOL)



香港中文大學校友會聯會
張煊昌幼稚園
CUHKFAA Thomas Cheung Kindergarten

綠在張幼

Green@Thomas Cheung Kindergarten

主題
Theme

#環境教育 #自然體驗教育
#Environmental Education
#Experiential Nature Education

主要參與群
Primary Group of Participants

全校幼兒及其家長
All Students and their Parents
全校教職員
All School Staff



方案特點 Highlights

以「環境覺知和環境倫理」、「環境知識與實踐」、「創意與解難」三大範疇建立校本環境教育課程架構，於正規及滲透課程中全年進行七個以環境保護為主題的課堂。各級的核心課程以繪本教學為主，透過故事引導、體驗學習及小任務，結合生活事例，讓幼兒認識減廢和節能的方法。

A school-based environmental education curriculum framework was established based on the three main aspects: "Environmental Awareness and Ethics", "Environmental Knowledge and Practice", and "Creativity and Problem-Solving". Throughout the year, seven classes themed around environmental protection were conducted in both formal and immersion curriculum. Picture book teaching was primarily adopted in the core courses of each grade, guiding kindergarteners to learn about the ways to reduce waste and conserve energy through storytelling, experiential learning and small missions combined with daily life examples.

課程包括有趣的「自然體驗教育」，以大自然為切入點，提升兒童對環境的敏銳度及熱愛大自然的情操。教師因應學生的能力及在外間機構培訓所學的技巧帶領自然體驗活動，讓學生嘗試在大自然中「蒙眼散步」及進行「顏色對對碰」，結合不同感官的探索及藝術元素，令學習活動更多元化及切合學生程度。

The curriculum included fun and engaging "Nature Experience Education" with nature as the entry point to raise kindergarteners' sensitivity towards the environment and enriched their sentiments towards nature. Teachers applied skills acquired from training held by external organisations and led nature experience activities that catered for students' needs. By participating in the "Blindfolded Walks" and "Colour Matching" activities, students used their different senses and integrated artistic elements to explore and connect with nature, creating diverse learning experiences that catered to students' competencies.

教師團隊擁有豐富的环境教育教材設計經驗和技能，積極製作校本教學資源，為學生提供獨特的學習經歷，包括《太陽能風力船》及《地球村歷險記》教材套，讓K3學生認識可再生能源的應用和貢獻、水資源保育等；《Go Green小勇士》環保行動記錄冊，讓K2學生與家長一同完成任務卡，共同實踐綠色生活及宣揚環保信息。

The teaching team possessed extensive experience and skills in designing environmental education materials and proactively created school-based teaching resources to provide students with unique learning experiences. These included production of the "Solar-powered Wind Boat" and "Adventures in Earth Village" teaching kits, which helped K3 students understand the applications and contributions of renewable energy and water conservation. Besides, the "Go Green Little Warriors" green action record book enabled K2 students to complete mission cards with their parents, joining hands to practise green living and advocate environmental messages.

K1 模擬潔灘活動
Simulated beach clean-up activity



K2 《Go Green小勇士》
環保行動記錄冊任務
"Go Green Little Warriors"
green action record book



K3 超市模擬遊戲
學習裸買
Learnt the concept of "Naked Shopping" through
supermarket simulation game



K3 製作太陽能風力船
Production of solar- and wind-powered boat



自然體驗教育 — 「蒙眼散步」
Nature experience education —
"Blindfolded Walks"



自然體驗教育 — 「顏色對對碰」
Nature experience education —
"Blindfolded Walks"



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校(小學)

SCHOOLS (PRIMARY)



九龍塘學校(小學部)
Kowloon Tong School (Primary Section)

化腐木為神奇
Repurpose Wood Scraps Magically

主題
Theme

#廢棄木材升級再造 #木盡其用
#與自然同居 #棄木新生
#Waste Wood Upcycling #Waste Wood
Utilisation #Live with Nature
#New Life for Waste Wood

主要參與群
Primary Group of Participants

環保組、綜合藝術科組
Green Team, Subject Team of Integrated Arts
全校學生
All Students

擴展受眾群
Extended Audience

家長
Parents
公眾人士
General Public



方案特點 Highlights

由老師原創，校內各單位(包括校長、副校長、總務部、活動部、環保組及綜合藝術科)緊密合作，完整地規劃與「廢棄木材」相關的活動，並邀請傳統木工藝大師林池先生及其團隊到校教授學生木工製作技巧。學生不但能學習傳統手工技藝，亦從中了解符合環境友善原則的製作工序，例如應用入榫技術和使用蜂蠟取代化學塗料。

Originated by teachers and involved close collaboration among different stakeholders (including Principal, Vice Principal, General Affairs Unit, Activities Unit, Green Team and subject team of Integrated Arts) to implement a series of activities related to "Waste Wood". Master Lam Chi and his team were invited to teach students wood crafting techniques. Students not only learnt traditional craftsmanship, but also gained insights into the adoption of environmentally friendly production processes, such as using joinery techniques and substituting beeswax for chemical coatings.

善用本地「廢棄木材」作為教育資源，為學生提供獨有的環保學習體驗。學生透過木工藝術工作坊親身延續木材，賦予棄木第二生命。計劃亦安排學生走出課室，包括參觀慈濟環保願行館及Y·PARK [林·區]，讓學生切實地認識本地的廢木問題及解決方法。

Utilised local "Waste Wood" as educational resources and created a unique eco-learning experience for students. Students engaged in woodwork workshops and gave waste wood a second life by transforming them into furniture or crafts. Students were also arranged to learn outside the classroom. Through visits to Tzu Chi Environmental Action Center and Y-PARK, students gained a deeper understanding on the waste wood issues and potential solutions to address them.

將升級再造後的小木凳和木陀螺融入校園生活，例如於家長日讓家長使用學生製作的小木凳，亦特別於香港文化中心舉行的「2022年度學生作品展」公開展示升級再造作品，藉此讓各界人士和市民了解善用舊木、珍惜資源等環保概念，推廣木材回收，宣揚永續廢棄木材生命的意義。

Integrated upcycled wooden stools and gyroscopes into campus life. For instance, wooden stools crafted by students were placed on campus for parents' use on Parents' Day. Besides, the upcycled products were publicly displayed at the "2022 Student Works Exhibition" held at the Hong Kong Cultural Centre. This provided opportunities to raise public awareness towards various environmental concepts, such as treasuring old wood and resources, promoting waste wood recycling, and highlighted the importance of extending the life cycle of wood in a sustainable manner.

廢棄木材工作坊
Waste woodwork workshop



傳統木工藝大師教授學生
木工製作技巧
Master taught students wood crafting techniques



低年級學生學習
升級再造木陀螺
Lower grade students made upcycled
wooden gyroscopes



高年級學生學習
升級再造小木凳
Upper grade students made
upcycled wooden stools



於香港文化中心公開展示升級再造小木凳
Displayed upcycled wooden stools at
the Hong Kong Cultural Centre



參觀Y·PARK [林·區]
Visited Y-PARK



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BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校(小學)

SCHOOLS (PRIMARY)



光明學校
Kwong Ming School

「蠟」即重生環保計劃 Crayon Reborn Environmental Campaign

主題 Theme

#舊蠟筆回收及重造 #惜物減廢
#資源再生
#Old Crayon Recycling and Repurposing #Use Less
Waste Less #Resource Reborn

主要參與群 Primary Group of Participants

常識、英文、中文、視藝、電腦科組
Subject Teams of General Studies, English, Chinese,
Visual Arts and Computer Studies
六年級學生、元朗區幼稚園學生
Primary 6 Students, Kindergarteners
in the Yuen Long District

擴展受眾群 Extended Audience

家長
Parents



方案特點 Highlights

計劃全面及周詳，分八個階段進行，涵蓋跨學科知識及價值觀教育元素，包括 (1) 前期：學科課堂學習 — 了解全球暖化的影響、學習手偶劇劇本創作及演繹技巧、嘗試蠟筆重造；(2) 中期：自主學習 — 進行資料搜集了解回收過程及行業發展、親自向幼稚園校長簡介回收企劃；(3) 後期：宣傳及體驗活動 — 宣傳物製作、布偶劇表演、定格動畫製作、蠟筆重造工作坊；由知識增長、體驗到實踐，逐步推進學生的環境教育學習歷程。

Comprehensive and thorough programme that included eight stages, covering interdisciplinary knowledge and values education elements. These stages included (1) Preliminary Stage: Classroom Learning – Understanding the impacts of global warming, learning techniques of writing puppet show script and acting skills, attempting crayon remarking; (2) Middle Stage: Self-learning – Gathering information to explore the recycling process and the development of recycling industry, presenting the recycling campaign to Kindergarten principals in person; (3) Later Stage: Promotion and Experiential Activity – creating promotion materials, performing puppet show, producing stop-motion animations and conducting crayon remarking workshops. Through knowledge acquisition, experiential learning and practical implementation, the programme gradually advanced students' environmental education journey.

六年級學生擔任領導的角色，合力統籌以蠟筆為主題的回收企劃，並成功邀請元朗區內七間幼稚園合作推展回收行動。學生到訪不同幼稚園表演「蠟筆申訴大會」布偶劇，宣揚捐贈及回收訊息。最終成功收集超過1,000枝舊蠟筆，並由學生主力籌辦環保工作坊，教導超過400名幼兒重造蠟筆，讓幼兒透過有趣互動的活動體驗，學習循環再造的概念。

Primary 6 students took the leading role in coordinating a crayon-themed recycling campaign and successfully invited seven kindergartens in the Yuen Long district to engage in the recycling initiative. Students visited several kindergartens to perform a puppet show titled "Crayon Complaint Conference", and promoted messages about donation and recycling. In the end, over 1000 old crayons were successfully collected and green workshops were conducted by students to teach more than 400 kindergarteners how to remake crayons. These activities enabled kindergarteners to learn recycling and upcycling concepts in a fun and interactive manner.

計劃開展前先透過問卷及訪談深入了解學生的環保意識與態度，檢討校園環保風氣。其後根據「知、情、意、行」的教學策略，訂立明確的環保主題，由淺入深推行計劃，最後透過不同持份者問卷進行成效評估（包括師生、家長及參與活動的幼稚園家長及老師）。調查結果反映計劃能有效加強學生對保護環境的承擔感，其正面影響力更進一步延伸至區內幼兒。

Before launching the campaign, questionnaires and in-depth interviews were conducted to gain a deeper understanding of students' environmental awareness and attitudes, as well as to assess the green culture within the school. Based on the teaching strategy of "Knowledge, Affection, Realisation, Meaningfulness and Action", the campaign was implemented progressively with a clear environmental theme. Evaluations were conducted at the end of the programme through a feedback survey completed by different stakeholders, including teachers, students, parents, parents and teachers of participating kindergartens. Survey results indicated that the programme effectively strengthened students' sense of responsibility for protecting the environment, and its positive influences were further extended to the kindergarteners in the district.

學生向幼稚園校長簡介 蠟筆回收企劃

Students introduced crayon recycling campaign to kindergarten principal



蠟筆回收企劃宣傳海報

Poster of crayon recycling campaign



學生向幼兒表演

「蠟筆申訴大會」布偶劇

Students performed "Crayon Complaint Conference" puppet show to kindergarteners



向幼兒收集舊蠟筆

Collected old crayons from kindergarteners



學生製作定格動畫

Students produced stop-motion animations



學生為幼兒舉辦 蠟筆重造工作坊

Students organised crayon remarking workshops for kindergarteners



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BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校(小學)

SCHOOLS (PRIMARY)



保良局王賜豪(田心谷)小學
PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

廢鬼·事
Waste Reduction and Recycling Programme

主題
Theme

主要參與群
Primary Group of Participants

擴展受眾群
Extended Audience

#重用 #廢物分類及回收 #升級再造
#關愛與分享 #愛護環境
#Reuse #Waste Separation and Recycling
#Upcycling #Care and Sharing
#Environmental Protection

常識科組
Subject Team of General Studies
家教會
Parent-Teacher Association (PTA)
學生環境保衛隊
Environmental Protection Squad

全校學生及家長
All Students and their Parents



方案特點 Highlights

實踐家校合作,透過「宣傳」、「教育」、「實踐」、「升級」四個主要階段,以循序漸進方式提升學生及家長對廢物分類的認識,培養重用及回收的習慣。計劃包括常識科組製作回收宣傳短片;家教會製作教育展板,並由學校服務團隊——環境保衛隊於小息向同學傳授回收知識;全校回收日及升級再造工作坊,讓環境保衛隊利用舊木條製作再生椅。

Adopted home-school cooperation to implement the programme and progressed through four key stages – “Promotion”, “Education”, “Practice” and “Upcycling” to enrich students’ and parents’ knowledge on waste separation and cultivate their habits on reuse and recycling step-by-step. The programme included producing promotion video on recycling by the Subject Team of General Studies; designing educational display boards by the PTA and disseminating recycling knowledge to schoolmates by the Student Service Team – Environmental Protection Squad during recess; organising school-wide recycling day and upcycling workshops for the Environmental Protection Squad to craft a recycled chair from old wooden bars.

家教會帶頭推廣回收風氣,善用家長社群分享社區回收資訊,並積極籌辦不同環保活動讓學生及家長參與,除了有助增加全校成員對資源重用和回收的認知,家長亦能為學生樹立環保榜樣,增強學生在個人、學校及社會三個層面對環保的責任感,共同建立綠色校園。

The PTA took the lead in fostering the recycling culture by effectively utilising the parent group to share community recycling information and actively organising various environmental activities for students and parents to participate in. This not only enhanced awareness of resource reuse and recycling among all school members, but also allowed parents to serve as green role models for students, thereby strengthening their sense of responsibility towards the environment at the personal, school and community levels, and collectively contributing to the establishment of a green campus.

計劃結合環保與關愛元素,把校園回收日所收集的回收物送到「綠在區區」回收便利點,並與非牟利組織合作,將回收積分所換領的物資轉贈給弱勢社群。學校藉舉辦環保活動回饋社會,關心社區內有需要人士,進一步擴展計劃影響力。

Elements of environmental protection and care were combined in the programme. Recyclables collected on Campus Recycling Day were delivered to the “Green@Community” recycling store, and gifts redeemed from recycling points were redistributed to the underprivileged in collaboration with a non-profit-making organisation. Through this recycling activity, the school not only acted environmentally friendly, but also contributed to the community by showing care and serving the needy in the district, further expanding the impact of the programme.

家校合作,利用社區資源,宣揚環保和關愛
Utilised local resources to advocate environmental protection and care through Home-school Cooperation



家長和老師大力支持
校園回收日
Parents and teachers fully supported
the Campus Recycling Day



家教會製作教育展板,並利用
WhatsApp群組傳遞回收訊息

The PTA created educational display boards and disseminated recycling messages in the WhatsApp group



用「綠綠賞」換領物資,並經
非牟利組織轉贈給弱勢社群
Used “Green\$” points to redeem gifts and redistributed them to the underprivileged through a non-profit-making organisation



環境保衛隊在小息進行
「可回收 VS 不可回收」活動

Environmental Protection Squad conducted “Recyclables VS Non-recyclables” activity during recess



利用再生木條進行升級再造,
製作再生椅
Utilised old wooden bars to create
a recycled chair



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校(小學)

SCHOOLS (PRIMARY)



港灣學校(小學部)
The Harbour School (Primary Section)

海洋科學及教育計劃
Marine Science and Education Programme

主題
Theme

#海洋科學 #海洋保育 #海洋素養
#Marine Science #Marine Conservation
#Ocean Literacy

主要參與群
Primary Group of Participants

海洋科學中心團隊
Marine Science Centre Faculty
全級小一至小六學生及老師
All Grade 1 to Grade 6 Primary Students and Teachers



方案特點 Highlights

採用獨特且全面的體驗式學習以推廣海洋教育。海洋科學中心配備了海洋實驗室、觸摸池和水族館，以實行綜合海洋科學課程。海洋科學專家與教師合作，探索如何利用中心資源來配合現有的科學、社會科學、英語及數學課堂。例如，五年級學生在核心科目中學習「電路和電力」課題時，亦會學習辨認帶電能的海洋生物及了解他們的身體結構如何產生能量。

Adopted a unique and comprehensive experiential learning approach to promote marine education. Equipped with a marine laboratory, a touch tank and aquaria in the Marine Science Centre (MSC), an integrated marine science curriculum was implemented. Dedicated marine scientists collaborated with teachers to explore ways to utilise resources in the Centre to support existing Science, Social Studies, English and Math classes. For instance, Grade Five students identified electric animals in the ocean and investigated how their biology have adapted to produce energy when they learnt topics on "circuits and electricity" in core subjects.

推行學生導覽員計劃，以有意義的方式引起學生對海洋科學的關注和興趣。學生擔任導覽員，於海洋科學中心直接與海洋動物互動和協助打理水族館。這不但為學生提供了寶貴的實踐經驗學習海洋生物學，亦賦予他們自主學習的能力，從而培養學生對海洋保育的責任感。

Implemented a docent programme to raise students' attention and interest in marine science in meaningful ways. Students served as guides and were allowed to work directly with marine animals and manage the aquaria in the marine science centre, which provided invaluable hands-on experience for students to learn marine biology and empowered them to take ownership of their learning, thereby fostering a sense of responsibility towards marine conservation among students.

海洋科學項目包含超過70課堂(包括學生研究和科學實驗)及60小時的實地考察，培訓學生在小學階段學習如何制定方案以解決現實環境問題，並鼓勵他們探索學校外的事物，欣賞海洋美景及愛護環境。項目開展後進行了調查，以評估學生的學習進展，而結果顯示海洋科學課程有助增強他們對海洋保護的意識。學校亦與海洋公園簽署《合作備忘錄》，擴大其影響力和承諾，攜手向全港學校推廣海洋科學、海洋保育和可持續發展。

With more than 70 classes (including student research and scientific experiments) and 60 hours of field trips under the Marine Science Programme, primary students were well-educated to devise solutions for real-world environmental problems, explore beyond school walls, and care for the environment they inherited by appreciating the ocean around us. A survey was conducted to evaluate students' learning progress and the results indicated that their awareness of protecting the ocean was strengthened. The school expanded its influence and commitment by signing a "Memorandum of Understanding" together with the Ocean Park Corporation, to jointly promote marine science, ocean conservation and sustainable development to all schools in Hong Kong.

於海洋科學中心進行體驗式學習
Experiential learning activities at the Marine Science Centre



學生導覽員計劃
Docent Programme

與海洋公園簽署《合作備忘錄》，推廣海洋科學、海洋保育
Signature of "Memorandum of Understanding" with Ocean Park Corporation to jointly promote marine science and ocean conservation



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校(中學)

SCHOOLS (SECONDARY)



中華聖潔會靈風中學
China Holiness Church Living Spirit College

環境教育在靈風

Environmental Education at Living Spirit College

主題

Theme

#體驗式環境教育課程 #STEM元素 #生態教育
#蜜蜂生態學 #海洋生物學#生態瓶
#Experiential Environmental Education Course
#STEM elements #Ecology Education #Bee Ecology
#Marine Biology #Eco Terrarium

主要參與群

Primary Group of Participants

生物科組
Biology Subject Team
中一至中三全級學生、中五生物科學生
All Form 1 to Form 3 Students, Form 5 Biology Students
健康及環境保育大使
Health and Environmental Conservation Ambassadors

擴展受眾群

Extended Audience

大埔區小學及幼稚園教師
Primary School and Kindergarten
Teachers in Tai Po District
公眾
Public



方案特點 Highlights

積極將不同的生態內容，如蜜蜂、水母、生態瓶等，以跨學科形式融入初中校本課程，並透過螺旋式教學策略延伸至中五生物科。生態教育已設定為常規課程，配合科學實驗、戶外考察、STEAM飼養系統設計等延伸活動，有助學生全方位深入探究生態知識，提高他們對生態的學習動機及興趣。

Adopted an interdisciplinary approach and actively integrated ecological content, such as bees, jellyfish and terrarium, etc., into the junior form curriculum, and further extended to Form 5 Biology curriculum through the spiral teaching strategy. Ecological education was set as a regular part of the curriculum, supplemented by extension activities such as scientific experiments, field visits and STEAM breeding system. Students explored ecological knowledge in a comprehensive and in-depth way, which enhanced their motivation and interest in learning about ecology.

提供豐富親身參與的機會，學生於校內親自飼養蜜蜂、水母、陸龜等不同的生物，讓他們在日常校園生活中恆常接觸生物，認識人與大自然可共融共處的理念。飼養生物除了能夠激發學生的好奇心，了解人類活動對生態的影響，對可持續發展與環境保育的重要性有更深刻的體會外，老師亦在飼養過程中進行生命及價值觀教育，培養學生欣賞生命、責任感、承擔精神、團隊合作等良好價值觀。

Providing abundant hands-on opportunities for students to rear various living creatures on campus, such as bees, jellyfish and tortoises, etc., students could have regular interactions with creatures in their daily campus life, thereby fostering understanding of the concept of harmonious coexistence between human and nature. Rearing creatures not only stimulated students' curiosity and facilitated them to rethink the impact of human activities on the ecosystems, but also deepened their understanding on the importance of sustainable development and environmental conservation. In addition, teachers incorporated life and values education elements during the rearing process, in which students were instilled with positive values such as appreciation for life, sense of responsibility, commitment and teamwork spirit, etc.

以「發展STEM元素的環境教育課程」網絡計劃統籌學校的身份，主動向其他學校分享生態及STEM教育教學經驗，不但協助7間中小學建立校本環境教育課程，亦舉辦了不同的公開活動，如「後疫情環境永續@環境教育」專題講座、大埔地區聯校教師專業發展日等，促進學界互相交流。學校更致力向公眾推廣生物多樣性，於香港科學館舉行了10場以水母為主題的工作坊，以提升社區人士對生態保育的意識。

As the thematic network coordinator of "Integrating STEM into Environmental Education Curriculum", the school actively shared its teaching experiences on Ecological and STEM Education with other schools. Not only assisted 7 primary and secondary schools to develop their own school-based environmental education curriculum, but also organised a variety of public activities, such as the "Post-Pandemic Environmental Sustainability@Environmental Education" seminar and inter-school Staff Development Day of the Tai Po district, etc., fostering mutual exchange within the education sector. The school was committed to promoting biodiversity to the public as well and held 10 workshops on jellyfish at the Hong Kong Science Museum to raise community awareness of ecological conservation.

中一學生製作生態瓶
Form 1 students produced terrarium



中二學生飼養蜜蜂
Form 2 students reared bees



中三學生參與水母課程
Form 3 students participated in jellyfish courses



透過聯校教師專業發展日分享教學經驗
Shared teaching experiences during inter-school
Staff Development Day



舉辦「發展具STEM元素的環境教育課程」
分享會
Organised "Integrating STEM into Environmental
Education Curriculum" sharing seminar



於香港科學館舉行
公眾水母工作坊
Conducted workshops on jellyfish at
the Hong Kong Science Museum



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校(中學)

SCHOOLS (SECONDARY)



潮州會館中學
Chiu Chow Association Secondary School

潮中大豆科研計劃

Soybean Scientific Research Programme in CCASS

主題

Theme

#大豆科研 #氣候變化 #可持續農業與環境
#Soybean Scientific Research #Climate Change
#Sustainable Agricultural and the Environment

主要參與群

Primary Group of Participants

可持續發展教育委員會
Education for Sustainable Development Committee
潮中大豆科研大使
CCASS Soybean Scientific Research Ambassadors
全級中三學生
All Form 3 Students

擴展受眾群

Extended Audience

全校學生及家長
All Students and their Parents



方案特點 Highlights

引入多項校外資源，與社會企業緊密合作，成為首間推行「大豆科研」試驗計劃的學校。計劃包括專家講座、科學探究工作坊、大豆種植實驗、製作智能種植系統、製作大豆類食品(如植物肉)等，將大豆研究拓展至學界。學生透過探究式學習模式，深入探討現今環境問題，了解大豆與可持續農業的關係，並自主思考如何利用種子研發應對氣候變化。

Introduced external resources and worked closely with a social enterprise to implement the "Soybean Scientific Research" trial programme. Programme activities included expert lectures, scientific research workshops, soybean cultivation experiments, creation of smart planting systems and production of soybean-based food (such as plant-based meat) etc. As the first school implementing the Programme, the school took forward soybean research to the education sector. Through inquiry-based learning, students delved into existing environmental issues, explored the relationship between soybeans and sustainable agriculture, and initiated self-directed investigations on the use of seeds to combat climate change.

可持續發展教育委員會委員負責統籌超過10個科組及不同學會小組推展計劃，各科組共同以「氣候變化」為主題發展全年校本課程，選取大豆作切入點並融入各學科課堂上，讓學生全方位地學習可持續發展及碳中和相關的知識。例如：氣候變化的成因及影響、農業與碳排放的關係、糧食安全與氣候變化、大豆貿易與大豆產品商業營銷、大豆蛋白質的重要性等。課堂配合一系列的課外活動、參觀及比賽，以體驗式學習培養學生可持續生活態度、責任心、堅毅精神等正面價值觀。

The Education for Sustainable Development Committee Coordinator connected over 10 subject teams and various clubs to implement the programme. A year-long school-based curriculum centered around the theme of "climate change" was developed, with soybeans selected as a focal point and integrated into various subjects. This approach provided comprehensive learning opportunities for students to acquire knowledge about sustainable development and carbon neutrality. Topics covered included the causes and impacts of climate change, the relationship between agriculture and carbon emissions, food security in relation to climate change, soybean trade and marketing of soybean products, the importance of soybean protein, etc. The curriculum was complemented by a series of extracurricular activities, visits and competitions, with a view to cultivating positive values such as a sustainable lifestyle attitude, a sense of responsibility and resilience among students through experiential learning.

建立「潮中大豆科研大使」團隊，定期舉行校內大豆科研大使分享會，透過「Train-the-trainer」形式，培訓大豆科研大使教授班內其他同學大豆種植技巧，並設置獎項鼓勵大豆科研大使與所屬班別完成班本任務，製作簡報或影片將大豆與氣候變化訊息推廣至全校學生。學校亦安排大豆科研大使到甘肅大豆種植基地進行考察，親身了解不同地方的農業科技，深化他們對科技應用解決環境問題的認識及促進對可持續發展的反思。

"Soybean Scientific Research Ambassador (SSRA)" group in CCAASS was established and regular sharing sessions by the SSRA group were held. Through "Train-the-trainer", SSRAs were trained to teach soybean cultivation techniques to their classmates. Awards were also set up to encourage SSRAs to cooperate with their respective classes to complete several class-based tasks such as creating presentations or videos to disseminate messages about soybean and climate change to their schoolmates. The school also arranged SSRAs to visit soybean cultivation fields in Gansu to observe the agricultural technology adopted in different regions. This experience not only deepened their understanding of the application of technologies to solve environmental issues, but also fostered reflection on sustainable development.

「潮中大豆科研大使」團隊

CCASS Soybean Scientific Research Ambassadors Group



大豆科學探究工作坊

Soybean scientific research workshops



大豆種植實驗

Soybean cultivation experiments



甘肅大豆種植基地考察

Study tour to Gansu soybean cultivation fields



大豆科研大使分享會

Sharing session held by Soybean Scientific Research Ambassadors



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



傑出獎

OUTSTANDING AWARD

學校(中學)

SCHOOLS (SECONDARY)



聖母無玷聖心書院
Immaculate Heart of Mary College

「海洋拾荒」校本海洋保育計劃

“Ocean Cleaner” School-based Marine Conservation Programme

主題
Theme

主要參與群
Primary Group of Participants

#可持續發展目標 #目標14:水下生物
#海洋保育 #預防海洋垃圾
#Sustainable Development Goals
#Goal 14: Life Below Water
#Marine Conservation #Marine Debris Prevention

學生培育委員會 — 環境教育組
Environmental Education Team under Board of Student Formation
學與教委員會 — 綜合科學、生物、視覺藝術、宗教與倫理科組老師
Subject Teams of Integrated Science, Biology, Visual Arts, Religious and Ethics under Board of Learning & Teaching
全校學生
All Students



方案特點 Highlights

採用「學習—思考—行動」和「全校參與」模式推進可持續發展目標 (SDG)，以第14項目標：水下生物作為計劃關注點，實踐超過12項與SDG14目標相關的學習活動，涵蓋多個科目，並與10個外間機構合作，透過協同效應推動海洋保育及為所有年級的學生提供環境培訓，從而培養學生建立全球公民意識，促進保護海洋行動和預防海洋垃圾。

計劃設計具策略性，以應對學生多樣的學習興趣、需求和多元智能。學生可以選擇參加與個人興趣相符的環境活動，讓他們發揮所長，積極宣揚海洋保育及維護海洋生態系統。針對特定興趣而設計的活動示例包括：(1)科學 — 海洋搭荒潛水活動、浮游生物外展工作坊、活化珊瑚大使計劃、保育本地淡水龜教育計劃；(2)視覺藝術 — 海洋垃圾藝術創作工作坊；(3)宗教與倫理 — 海洋生態與藝術靈修工作坊；(4)個人、社會與人文 — 鴨脷洲批發魚市場之旅。

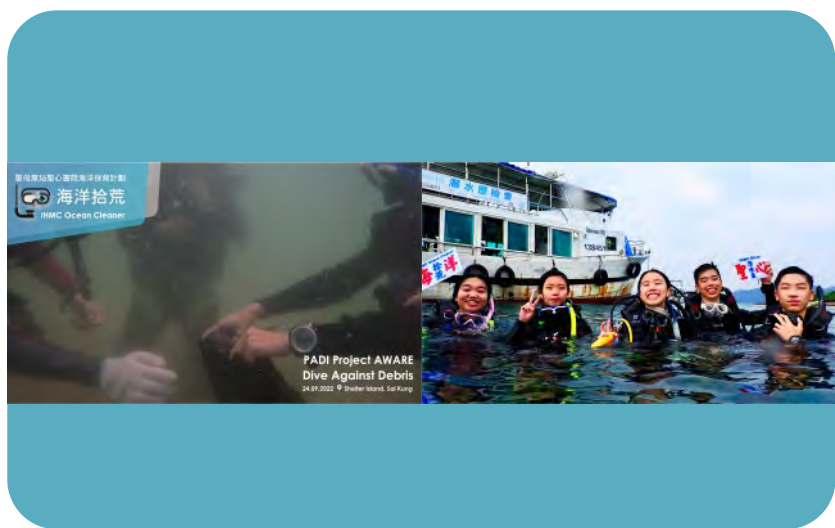
成立香港首支中學潛水隊，協助清除本地海洋垃圾。除了參加專業的潛水訓練外，學生亦修讀課程以獲取處理海洋垃圾的知識，並到西貢進行八次海底垃圾清理。此清理行動同時提供了有用的數據，為解決海洋垃圾的國際公民科學數據庫作出貢獻。這獨特的學習經歷不但促使學生反思自己在環保方面的行為，並透過分享自己在海底清理過程中的經歷與感受，進一步激勵同輩在日常生活中減少製造廢物，共同保護海洋。

Utilised “Learn-Think-Act” and “whole-school participation” approach to advance Sustainable Development Goals (SDG), with a specific focus on Goal 14: Life Below Water. Over 12 learning activities were implemented across various subjects surrounding SDG Goal 14 and partnered with 10 external collaborators to achieve a synergistic effect in Ocean Conservation and offer environmental training sessions for students at all grades, ultimately nurtured students with a global citizenship mindset and promoted concrete actions in marine conservation and marine debris prevention.

The programme was strategically designed to address students' diverse learning interests, needs and multiple intelligences. Students were given opportunities to participate in environmental activities that aligned with their personal interests, empowering them to leverage their talents to take meaningful actions in advocating marine conservation and preserving our marine ecosystems. Examples of activities designated for students with particular interest included (1) Science – Dive Against Debris, Plankton Outreach Workshop, CORAL REEFStoration Ambassador Programme, Conservation of Local Freshwater Turtles Education Programme; (2) Visual Arts – Artistic Creations from Marine Waste Workshop; (3) Religious and Ethics – Marine Ecology and Art Spiritual Workshop; and (4) Personal, Social & Humanities – Aberdeen Wholesale Fish Market Tour.

Established Hong Kong's first secondary school scuba dive team with a mission to remove local marine debris. Apart from engaging in professional scuba diving training, students took a course to acquire knowledge on tackling marine debris and performed underwater clean-up eight times in Sai Kung. Their involvement also contributed to an international citizen science database that focuses on addressing marine debris. This unique learning experience fostered students to reflect on their behaviour towards environmental protection, and further inspired their peers to reduce waste in daily lives and conserve the ocean by sharing their personal experiences and feelings during underwater clean-up.

「海洋搭荒」潛水隊
“Dive Against Debris” scuba dive team



活化珊瑚大使
CORAL REEFStoration Ambassador



保育本地淡水龜教育計劃
Conservation of Local Freshwater Turtles Education Programme



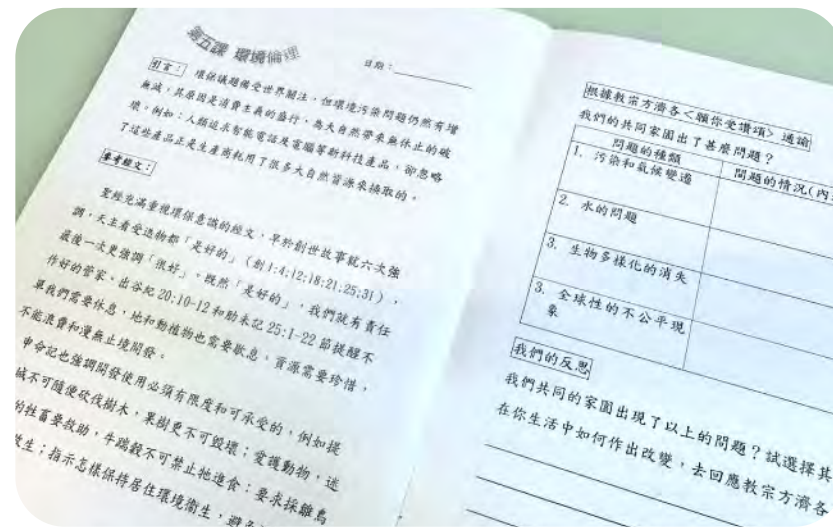
海洋垃圾藝術創作工作坊
Artistic Creations from Marine Waste Workshop



鴨脷洲批發魚市場之旅
Aberdeen Wholesale Fish Market Tour



海洋生態與藝術靈修工作坊
Marine Ecology and Art Spiritual Workshop



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



港灣學校(中學部)
The Harbour School (Secondary Section)

海藻養殖教育項目
Seaweed Education Project

傑出獎
OUTSTANDING AWARD
學校(中學)
SCHOOLS (SECONDARY)

主題
Theme

#海藻養殖 #可持續水產養殖
#減緩氣候變化 #海洋保育 #綠色創新
#Seaweed Farming #Sustainable Aquaculture
#Mitigate Climate Change #Marine Conservation
#Green Innovation

主要參與群
Primary Group of Participants

四個校內專業教學團隊 — 社會效益及可持續發展
計劃、海洋科學中心、木工創作空間、黑海豚號
Four Specialist Teams – Social Impact and
Sustainability Program, Marine Science Centre,
The Foundry and Black Dolphin Sailboat
八年級學生
Grade 8 Students

擴展受眾群
Extended Audience

全校學生
All Students
幼兒與小學生
Kindergarteners and Primary School Students



方案特點 Highlights

以海藻作為主要教學及研究目標，為250名不同年級的學生開展了共23項學習活動，包括與10間本地幼稚園和小學合作。首次由四個校內專業教學團隊跨界合作，為八年級學生安排了一系列的實踐活動、宣傳計劃、演示、路演及與海藻養殖相關的研習，例如海藻生物課堂、建造及放置海藻養殖原型等。透過多樣的體驗式學習，學生對海洋生態系統及海藻在減緩氣候變化中的作用有了更深入的理解。

Selected seaweed as the main focal point for teaching and investigations and conducted a total of 23 learning activities for 250 students of multiple grades, including collaboration with 10 other local kindergartens and primary schools. First ever cross-collaboration between four specialist teams, Grade 8 students engaged in hands-on activities, promotion campaign, presentations, roadshows, and intensive project learning related to seaweed cultivation, such as biology lessons on seaweed, construction and deployment of seaweed farm prototypes, etc. Through diverse experiential learning experience, students gained a deeper understanding of marine ecosystems and the role of seaweed in mitigating climate change.

先進、創新的教育方案貫穿各個學科，將創新、科學研究、海洋保育和氣候變化聯繫起來，體現了整全的教育。計劃分為兩個主要部份 — 海洋保育和綠色創新。學生學習海藻的重要性及海藻養殖的價值；進行實驗利用海藻製作生物可降解塑料，並倡導減使用少塑膠；與本地漁場合作，在南丫島和鴨脷洲颶風避風塘建立養殖場，放置海藻養殖原型；收集海藻進行生物多樣性調查；探討海藻養殖的潛在綠色產品，從而緩解生產對環境的影響。這跨學科框架不但豐富了學生的學習體驗，亦培養他們具備應對迫切全球環境挑戰的技能。

An advanced and innovative education initiative that integrated various disciplines. A holistic approach to education was embodied by linking innovation, scientific investigation, ocean conservation and climate change. Divided into two main aspects – Marine Conservation and Green Innovation, students learnt the importance of seaweed and the value of seaweed farming; performed experiments on seaweed-based biodegradable plastic and advocated lessening the use of plastics; partnered with a local fish farm to build seaweed farm by deploying prototypes in Lamma Island and Aberdeen Typhoon Shelter; conducted biodiversity survey from the seaweed harvested; brainstormed potential green products produced from seaweed farming that help alleviate adverse impacts to the environment. This interdisciplinary framework not only enriched students' learning experience, but also equipped them with the skills necessary to tackle pressing global environmental challenges.

在環境及自然保育基金的資助和校內各專業教學團隊的努力下，這項目展現以前瞻性的方式培育環保新世代，啟發他們為地球的未來作出合適的決策。調查結果顯示，學生參與項目後對海藻的認識顯著增強。此外，這項目不僅針對校內的學生和教職員，還旨在分享他們在海藻養殖方面的寶貴經驗和成果，促進社區意識和知識交流，激發不同教育機構對環境管理及海洋保育作出更廣泛的承諾。

With funding support from the Environmental Conservation Fund (ECF) and tremendous effort exerted by the school's specialist teams, this initiative demonstrated a forward-thinking approach to foster a generation of environmentally conscious individuals who were equipped to make informed decisions about the planet's future. The project survey results indicated that participants' awareness of the uses and benefits of seaweeds were significantly enhanced. Furthermore, it benefited not only students and staff within the school, the school also shared the valuable experiences and insights beyond school walls, which promoted a sense of community and encouraged knowledge exchange. This ultimately inspired a broader commitment to environmental stewardship and ocean conservation across different educational institutions.

前期 — 海洋教育：探索海藻的重要性

Preparation Phase – Marine Education: Explored the Importance of Seaweeds



養殖期 — 綠色創新：建造原型及養殖海藻

Cultivation Phase – Green Innovation: Constructed Prototypes and Cultivated Seaweeds

體驗期 — 實驗：利用海藻製作生物可降解塑料及潛在綠色產品

Exposure Phase – Experiments: Produced Seaweed-based Biodegradable Plastic and Potential Green Products



2023最佳環境教育方案大獎

BEST GREEN EDUCATION INITIATIVE AWARD



嘉許狀

CERTIFICATE OF MERIT

學校(幼兒學校)

SCHOOLS (PRE-SCHOOL)

新界婦孺福利會博康幼兒學校
NTW & JWA Ltd Pok Hong Nursery School

新界婦孺福利會上水幼兒學校
NTW & JWA Ltd Sheung Shui Nursery School

香港浸信會聯會香港西北扶輪社幼稚園
The Baptist Convention of Hong Kong Rotary Club of
Hong Kong Northwest Kindergarten

弘立幼稚園
The ISF Pre-School

東華三院馬陳景霞幼稚園
TWGHs Chan King Har Kindergarten

東華三院洪王家琪幼稚園
TWGHs Hung Wong Kar Gee Kindergarten

東華三院香港華都獅子會幼稚園
TWGHs Lions Club of Metropolitan Hong Kong
Kindergarten

東華三院何藍瓊縷幼稚園
TWGHs Lucina Laam Ho Kindergarten

東華三院徐展堂幼稚園
TWGHs Tsui Tsin Tong Kindergarten

東華三院黃朱惠芬幼稚園
TWGHs Wong Chu Wai Fun Kindergarten

東華三院王胡麗明幼稚園
TWGHs Wong Wu Lai Ming Kindergarten

世佛會觀自在幼兒學校
WFB Avalokitesvara Nursery School

學校(小學)

SCHOOLS (PRIMARY)

晉色園主辦可信學校
Ho Shun Primary School
(Sponsored by Sik Sik Yuen)

匡智屯門晨崗學校(小學部)
Hong Chi Morninghill School, Tuen Mun
(Primary Section)

八鄉中心小學
Pat Heung Central Primary School

香港教育大學賽馬會小學
The Education University of Hong Kong Jockey Club
Primary School

救世軍石湖學校(小學部)
The Salvation Army Shek Wu School
(Primary Section)

學校(中學)

SCHOOLS (SECONDARY)

宣道會陳朱素華紀念中學
Christian Alliance S W Chan Memorial College

香港管理專業協會李國寶中學
HKMA David Li Kwok Po College

匡智屯門晨崗學校(中學部)
Hong Chi Morninghill School, Tuen Mun
(Secondary Section)

香港浸會大學附屬學校王錦輝中小學(中學部)
Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School
(Secondary Division)

瑪利諾修院學校(中學部)
Maryknoll Convent School (Secondary Section)

瑪利諾中學
Maryknoll Secondary School

天主教培聖中學
Pui Shing Catholic Secondary School

伊利沙伯中學舊生會中學
Queen Elizabeth School Old Students' Association
Secondary School

伊利沙伯中學舊生會湯國華中學
Queen Elizabeth School Old Students' Association
Tong Kwok Wah Secondary School

聖公會李炳中學
SKH Li Ping Secondary School

聖保祿中學
St. Paul's Secondary School

救世軍石湖學校(中學部)
The Salvation Army Shek Wu School
(Secondary Section)

