



WWF®

EDUCATION

HK

MAINSTREAMING SUSTAINABILITY INTO
LOCAL PRIMARY SCHOOL CURRICULUM
BEST PRACTICES MANUAL
(SUMMARY VERSION)

贊助 SPONSORED BY



優質教育基金
Quality Education Fund



ABOUT WWF

WWF is one of the world's most respected conservation organizations, with a network active in more than 100 countries. WWF's mission is to build a future in which humans live in harmony with nature, by:

- conserving the world's biological diversity
- ensuring that the use of renewable natural resources is sustainable
- promoting the reduction of pollution and wasteful consumption

WWF-Hong Kong has been working since 1981. In support of our global mission, WWF-Hong Kong's vision is to transform Hong Kong into Asia's most sustainable city where nature is conserved, carbon pollution is reduced, and consumption is environmentally responsible.

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Partner schools (in alphabetical order)

C.C.C Wanchai Church Kei To Primary School
C.C.C Wanchai Church Kei To Primary School (Kowloon City)
Chiu Yang Por Yen Primary School
Chung Sing School
Dr. Catherine F. Woo Memorial School
Ma On Shan Ling Liang Primary School
Marymount Primary School
Sha Tin Wai Dr. Catherine F. Woo Memorial School
Shek Lei St. John's Catholic Primary School
Shun Tak Fraternal Association Ho Yat Tung Primary School
Tseung Kwan O Government Primary School
Xianggang Putonghua Yanxishe Primary School of Science and Creativity

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EMBRACING SUSTAINABILITY IN SCHOOL CAMPUS

Over the past decade, WWF-Hong Kong has been actively promoting the concept of “Whole School Approach” in school campuses. School management, teachers and students have been participating in learning activities and working closely with neighbourhoods in the community to promote sustainable development.

We hope the leadership and management of local schools will integrate the philosophy of sustainable development into education in a holistic way. Your decision and leading support will make the “Whole School Approach” a principal direction of school development and will nurture a new generation of advocates of sustainable development for our planet.

As teachers, we must take responsibility to instill in our next generation the importance of living by the philosophy of sustainable development and to practise low-carbon living.

With the support of WWF and our continuous practice in school every year, students have a deeper understanding and positive change in attitude towards environmental protection. We are grateful to WWF for providing teacher trainings. It has given us a clear understanding of the project and made carrying out pedagogical activities successful. I hope teachers and professionals are willing to take the mission of promoting sustainable development to our next generation.

To achieve the curriculum aim “develop care and concern for the environment and practice green living”, we should enrich students’ learning experience through field studies and to internalise the value of protecting and respecting nature. Designing curriculum that promotes comprehensive learning will also give direction on implementation.

Teachers should also make use of resources flexibly and continuously improve and review their pedagogy. We can conduct various types of learning activities at school and make practicing green living enjoyable so that school management, teachers and students will not perceive Education for Sustainable Development (ESD) as demanding but something worth looking forward to.

We all have basic knowledge of environmental protection. Yet, if we want to cultivate students’ civic responsibility, we have to put it into practice and plant the concept of green living in students’ mind by consolidating their knowledge, emotion, willpower and action. Integrating environmental issues into curriculum subjects helps students realise the significance of environmental protection from learning activities. Teachers will be the pioneer of raising students’ and parents’ awareness that can gradually bring changes to the environment.



Mr. Yamme Leung

Director, Education
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Ms. Kwok Wing Yee

Primary School Curriculum Leader
Chung Sing School



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General Studies Panel
C.C.C. Wanchai Church Kei To
Primary School (Kowloon City)



Mr. Tang Ka Tung

General Studies Panel Head
Dr. Catherine F. Woo Memorial School

INTRODUCTION

Since 2016, WWF-Hong Kong has been organizing and implementing the three-year project (February 2016 to January 2019) “Mainstreaming Sustainability into Local Primary School Curriculum” with 12 partner primary schools. The project responds to the needs of local schools and the global trend of integrating “Education for Sustainable Development” (ESD) into school curriculum.

This project is funded by the Quality Education Fund.

OBJECTIVE

To mainstream “sustainability” into Hong Kong primary school’s education environment with a whole school approach.



17 Sustainable Development Goals (SDGs) in UNESCO's 2030 Sustainable Development Agenda



HOW TO PROMOTE EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)?



WWF acts as a bridge and enabler among schools to form a Community of Practice, enhance teachers' professional competencies in ESD, and facilitate schools to integrate sustainability principles into school curriculum and long-term development, with the ultimate goal of mainstreaming "sustainability" into Hong Kong school sector.



MANAGEMENT LEVEL MONITORING & EVALUATION

- Schools actively organize, practice, monitor, evaluate, reflect and review items, policies and activities related to sustainability
- Develop good exemplars through consistent monitoring and evaluation of green actions in campus

PUPIL IN FOCUS

- Encourage and appreciate students creativity in ESD and provide opportunities for practical application
- Involve students in developing school-based policies related to sustainability

SCHOOL CULTURE & ETHOS

- Create a vision of “living in harmony with nature” in campus
- Involve all school staff in decision-making
- Incorporate ESD into school ethos, vision and policies



LEARNING & TEACHING

- Schools promote Education for Sustainable Development (ESD) in a holistic and action-oriented approach
- Schools value the comprehensive growth of students in terms of knowledge, values and attitudes acquired
- Offer teacher training opportunities in ESD

INTERACTION WITH COMMUNITY

- Schools actively promote sustainability to parents and the neighbourhood
- Schools appreciate the participation of parents, school staff and the government
- Students are competent in promoting sustainability to the community

SCHOOL PREMISES & RESOURCES MANAGEMENT

- Responsible use of resources: integrate sustainability principles in policies related to procurement, waste management, energy and water usage
- Design and manage school premises according to sustainability principles, such as making use of natural lighting, solar energy and optimising building location and orientation to enhance air ventilation
- Make school operation an exemplar for sustainability



Chung Sing School Head Mr. Wong Yuk Lun has his philosophy when urging teachers and parents to reduce waste and take eco-friendly actions. "To convince parents, we should emphasise that environmental protection is a way of learning to treasure things of value, so students also learn how to treasure their relationship with family." Mr Wong's efforts have resulted in a 30 per cent reduction in the

use of paper at school; a successful school resource management case that is worth referencing. Senior teacher Ms. Kwok Wing Yee noted the initial challenges of implementing environmental education without prior references. Since then, it has been easier. Find out what are some of the methods she has developed.

Full story:



01 CHUNG SING SCHOOL

02 XIANGGANG PUTONGHUA YANXISHE PRIMARY SCHOOL OF SCIENCE AND CREATIVITY

While Xianggang Putonghua Yanxishe Primary School of Science and Creativity has only recently started advocating environmental and ecological education, the school atmosphere has been positive. School staff have been highly cooperative and the future looks bright. School principal Ms. To Kwan Kuen is behind the initiative of driving change. She has been focusing on encouraging colleagues to take an interest in planting and ecological education. She believes that by acknowledging the importance of environmental and ecological conservation, teachers deliver the message to students through action. In fact, students

not only take part in environmental school activities, they also practise sustainable living outside the campus, such as by making homemade eco-enzyme detergent. Senior teacher Lee Chun Ying believes that children serve as the strongest example to parents about the importance of environmental protection in the wider community.

Full story:





Students nowadays are strong in academics but teachers at Marymount Primary School do not believe that environmental awareness is acquired through rote learning. It is through experiences that students make the link between environment and everyday life, and learn about the impact of using one fewer plastic bag each day. Experience helped them to consciously choose eco-friendly actions. Marymount teacher Ms. Bianna Leung assigned students with the task of investigating the types and amount of waste generated at school. Through the activity, students realised how much non-

recyclable waste accumulates daily if each of them disposes just one potato chip package. They came away from the exercise with the realisation that it takes everyone's effort to protect the environment. Students have developed a greater awareness of their impact on the environment even just with their snack habits. As a result, some students have initiated their own ideas to promote waste reduction. See what measures they came up with.

Full story:



03 MARYMOUNT PRIMARY SCHOOL



04 MA ON SHAN LING LIANG PRIMARY SCHOOL



Promoting environmental protection is especially challenging when plastic use has become habitual. Principal and teachers at Ma On Shan Ling Liang Primary School spent several years resorting to the carrot-and-stick approach, taking one step at a time, to promote behavioural changes in reducing plastic waste among teachers, students and parents.

parent evenings. Tricks used by students who do not like vegetables, such as hiding food under chairs or stuffing them into bottles, are nowhere to be seen. "We have put effort in learning subjects and activities to influence our students," said senior teacher Yuen Sui Wa. How did they do it?

While everyone was initially reluctant to the green measures introduced, they slowly grew used to it. The school no longer provides bottled drinks and plastic food containers for any event. Parents are willing to carry dinner in reusable food containers while attending

Full story:



05 TSEUNG KWAN O GOVERNMENT PRIMARY SCHOOL



Promoting environmental protection extends beyond the school to homes and the community. But students are often busy with school work and would prefer to spend their free time watching YouTube rather than the news. How do we help them become more socially aware? Students at Tseung Kwan O Government Primary School frequently participate in eco-friendly activities. One of its students planted a tree seedling near the campus and took responsibility for its care, including after a typhoon, when he would check on the seedling. Senior teacher Ms. Tam

Wai Nei said seeing the educational impact often takes time, noting that it took her several years to push forward education-based environmental activities from a personal-based to a community level. This year, the school was awarded the Gold Award in the "Hong Kong Green School Award".

Full story:



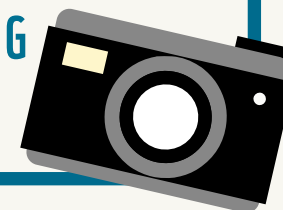
While the goal of environmental education is to promote sustainable development, students at Shun Tak Fraternal Association Ho Yat Tung Primary School actually gained more in the form of stronger relationships. Among them are parents who would support their children in a selfie competition; teachers who would help reuse food containers by washing them for their colleagues; teachers who would order fewer take-aways and wash their own containers before recycling them; students and teachers share the joys and challenges

of growing the campus vegetable garden. Senior teacher Ms. Wong Yin Yi emphasises the importance of holistic cooperation, which she says builds strong relationships between parties and promotes the need of environmental protection.

Full story:



06 SHUN TAK FRATERNAL ASSOCIATION HO YAT TUNG PRIMARY SCHOOL

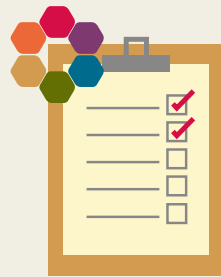




In exchanging ideas with school staff responsible for developing green campuses, we realised that they have many ideas on how to foster sustainability education, and heard some of the common challenges they faced. Based on educators' feedback, WWF has designed guidelines, teaching materials and learning activities to assist teachers in promoting sustainability in school.

WHOLE SCHOOL APPROACH INDICATOR

- 💡 A quantifying tool
- 💡 Conduct self-evaluation based on the six aspects of "Whole School Approach"
- 💡 Assess schools competency and capacity for improvement in promoting sustainability



TOOLS FOR THE CLASSROOM

- 💡 Handkerchief, thermometer and hygrometer, flow controller and teaching package
- 💡 Support school-based environmental education by constructing tailor-made materials according to teacher and school needs



GREEN PROCUREMENT ADVICE FOR SCHOOLS

- 💡 Written based on opinions from teachers and school management
- 💡 Products and services including cleaning supplies, stationery, coach rental, etc.



Agent Green Student Ambassador Training Programme

- 💡 Go on field trips and learn about wetland, ocean and the concept of sustainable living
- 💡 Facilitate students to lead and contribute to the planning of campus sustainability measures



I like that this activity values students' thoughts. Not only has it taught students about sustainable living, it has also taught them how to speak up for the planet.

Mr. Tang Ka Tung Dr. Catherine F. Woo Memorial School



After the green measures were put into practice, I feel like being part of saving the planet is not hard at all. As long as we keep reminding each other, we no longer use disposable plastic cutlery.

Student, Man Hei Wan Chiu Yang Por Yen Primary School

Teachers Training Workshop

- 💡 Let teachers realise and internalise the importance of environmental protection
- 💡 Provide teachers with up-to-date environmental information
- 💡 Facilitate schools to pursue "Whole School Approach"



Through teacher training, our teaching team developed a sense of ownership in green policies and sustainable development. We plan and design tasks together, making integrating sustainability into the classroom easier.

Ms. Li Mei Sheung School Principal, Dr. Catherine F. Woo Memorial School



Schools Interflow

(sharing of teaching plans, class observation)

School Partnership

(Joint-school carnival, student exchange)

Make sustainable development an interdisciplinary theme in school

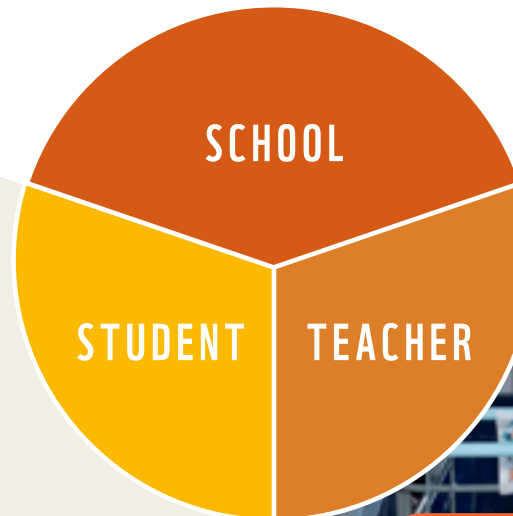
Incorporate sustainable development into school's three-year development plan

20,400+

students participated in the project

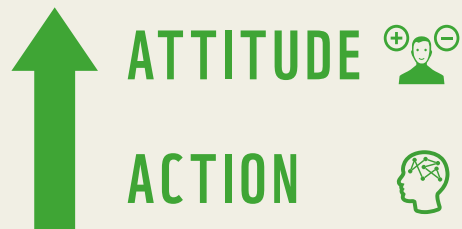
480+

School-based green actions were conducted over the three years by **12 partner schools**



1200+

Teachers participated in outdoor professional development training



ATTITUDE



- Interest in the environment
- Environmental protection = civic responsibility

ACTION



- Make sustainable decisions in daily life, such as recycling and saving water
- Encourage family and friends to protect the environment

Comprehensive teaching plans and materials provided by WWF reduce time in class preparation and motivate teachers to integrate sustainable development into classes.

(After joining teachers training workshop)

Nature is amazing that I am determined to protect her. I hope I can be a role model for students, spreading the word about sustainable development to students in class.





For the past three years, with the support of QEF, we have been implementing our “Mainstreaming Sustainability into Local Primary School Curriculum” project and have built **a teacher working group** and **a network of partner schools**. These schools have been organizing many qualitative educational activities to promote sustainable development. We hope partner schools will continue supporting each other, exchange ideas and flourish together. At the same time, we look forward to other schools taking the partner schools as reference and exemplars, and join the community to raise local school competencies in promoting sustainable development.

In terms of supporting schools and teachers, we share the latest information on sustainable development during **professional development trainings**. We hope our support will encourage schools to enrol in regular training on the subject and transfer the latest conservation know-how to students and **broaden goals to**



- **Formation of teacher working group and a network of partner schools**
- **Professional development trainings for teachers**
- **Motivate schools to broaden goals to create green campuses**

create green campuses. We have also conducted a quantitative and qualitative evaluation of the progress of sustainable development education over the last three years. Schools can use the result as a reference when preparing their school-based plan in ESD and cater teachers and students’ learning needs to maximise their effectiveness.

To conclude, we are delighted to see that students under our project are now capable in leading conservation school activities and are applying what they’ve learned to become responsible champions in the future. We hope the encouraging conservation atmosphere will continue so more schools will join our community, bringing local schools into a new era!



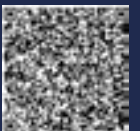
FULL VERSION OF THIS BOOKLET (CHINESE ONLY)

For full stories of partner schools, teaching plans and guidelines of “Whole School Approach”



ONLINE DATABASE

WWF has set up an online database for teachers’ convenience. They can refer to partner schools’ complete teaching plans and materials for lesson preparation.



ABOUT WWF ONE PLANET SCHOOL ACTIVITIES

We offer 19 outdoor student learning experiences on various conservation issues at Mai Po Nature Reserve, Hoi Ha Wan Marine Park and Island House Conservation Studies Centre. To foster Education for Sustainable Development and the promotion of the Whole School Approach, teachers can also join our tailor-made activities as part of their professional development training, to experience and gain a deeper understanding of environmental conservation.





SUGGESTIONS ON EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) ACTIVITIES

MANAGEMENT LEVEL MONITORING & EVALUATION

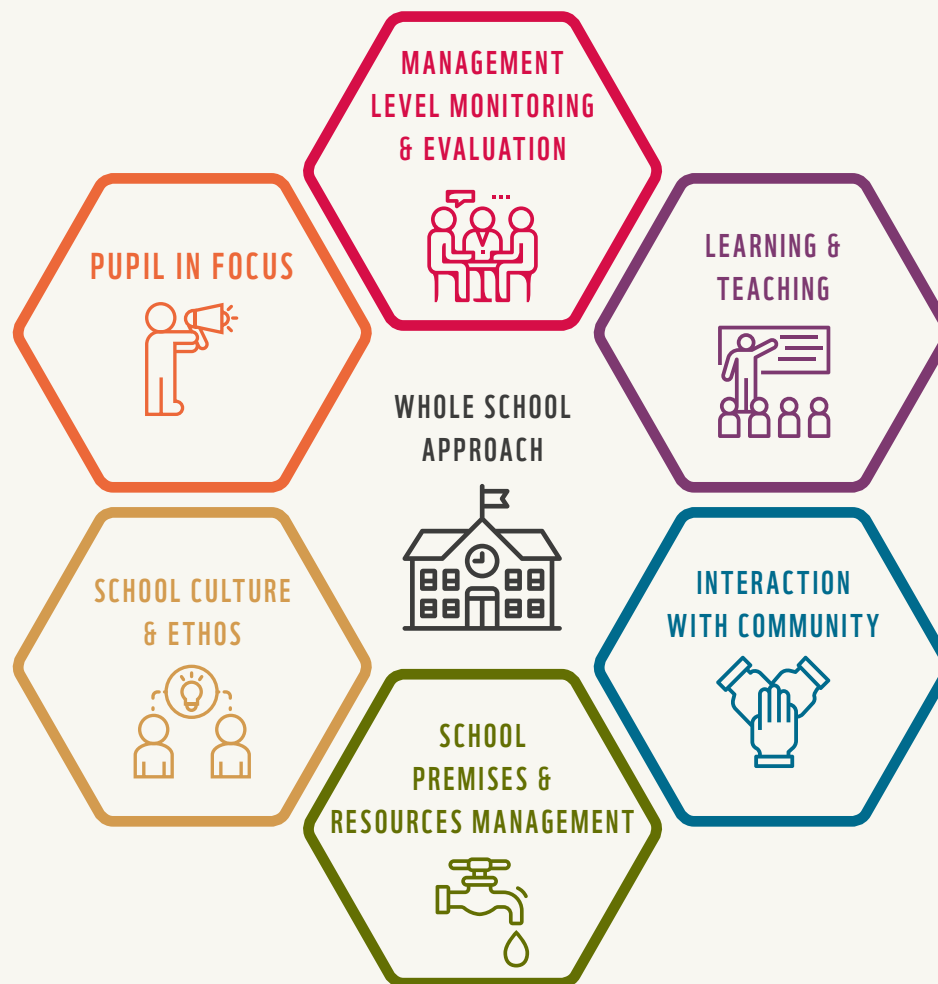
- Identify ESD as a school theme
- Provide training and resources to teachers
- Form green groups that are led by school heads and organize ESD school activities
- Regular evaluation of energy and resource consumption such as water, electricity and paper

PUPIL IN FOCUS

- Establish students organizations such as green ambassadors, food waste ambassadors, nature protectors
- Allow students to voluntarily contribute in school-based activities
- Create platforms for students to express their opinions such as in student councils

SCHOOL CULTURE & ETHOS

- Establish a reward scheme for students such as by keeping a learning passbook
- List green measures in the student handbook and invite parents to regularly check whether students have brought their own water bottle or handkerchief
- Incorporate ESD as a learning focus into moral and value education
- Identify ESD as a key issue in school's three-year plan



LEARNING & TEACHING

- Integrate ESD into learning content in all subjects
- Project learning on environmental issues e.g. marine litter, biodiversity
- Efficient use of materials by external organizations such as teaching materials, videos, games etc.
- Participate in teacher training held by different organizations and gain the latest information on environmental issues

INTERACTION WITH COMMUNITY

- Organize outdoor visits and workshops for parents
- Enlist the support of parents within and outside the classroom
- Foster communication with parents by sharing information and introducing school ethos
- Participate in activities and projects held by different organizations
- Active cooperation with schools in the community to organize activities and share teaching experience

SCHOOL PREMISES & RESOURCES MANAGEMENT

- Establish a school green policy and guidelines
- Establish green procurement policy and purchase products according to sustainability principles
- Common monitoring, sharing and making of policies between partner schools
- Put up reminders of responsible use of resources in school campus
- Invite students to regularly monitor the use of resources

MAINSTREAMING SUSTAINABILITY INTO LOCAL PRIMARY SCHOOL CURRICULUM

12

Pioneer primary schools that now serve as reference for other schools to integrate ESD into their curriculum

20,400

More than 20,400 students participated in the project to learn and practice sustainable living



1,252

Teachers received professional development training, shared experiences and promoted ESD together

>480

School-based green actions were conducted over the three years



Working to sustain the natural
world for people and wildlife
為人類及野生生物延續大自然
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