

PART I: Details of Your School

1. Name of your school: Sekolah Menengah Kebangsaan Benoni, Papar, Sabah, Malaysia
2. Full address: P.O.BOX 189, 86809 Papar, Sabah, Malaysia
3. Postcode: 86809 Papar, Sabah, Malaysia
4. Country: Malaysia
5. Telephone number: +6088-912337
6. Fax number: +6088-915499
7. Name of the Head Master/ Principal/ School Director: Mozidah Binti Hamzah
8. Name of Teacher Coordinator: Naimah Binti Derin
9. Email address: smkbenoni@gmail.com
10. School website (if available): <http://smkbenoni.blog.com/>
11. Educational level: Secondary School (Age 13 – 19)
12. Number of teachers in your school: 91 teachers
13. Number of students in your school: 1014 students
14. Please provide the name of teachers and students who were/have been involved in the planning and implementation of this school activity/programme on Education for Disaster Risk Reduction.

Teachers:

- a) Siti Nahar Binti Yaakob
- b) Naimah Binti Derin
- c) Dgku Nazirah Binti Pg. Umar
- d) Beatrice Bernard
- e) Rita Chau

Students:

- a) Kevin Jaffery
- b) Nur Izzatul Afifah Binti Abdul Wahab
- c) DK Kursiah Rambang Binti Abdul Halim
- d) Dygku Nuryana Fitri Agku Amin
- e) Dg Nur Farahin Ag Osman
- f) Crista Diana Japlin

PART II: Information about School's Activity/Program on Education for Disaster Risk Reduction

1. Title of school's activity/program on Education for Disaster Risk Reduction:

The REACT Project (The Rewarding Environmental Awareness Triangle Concept Project)

2. Summary of activity/program

Deforestation has brought many physical damages to the earth. Apart from that, open burning often created by mankind to dispose their garbage which release poisonous gasses to the atmosphere, domestic waste flows to river lowers the pH level of water, and illegal dumping cause threat to nature. Human is threaten by their own doing. Realizing the harmful effects, we came up with an idea to cope with this problem

Through our project, which we called the REACT Project (Rewarding Environmental Awareness Triangle Concept), we organized a program which consists of three activities, The Replica of Petronas Twin Tower, The Gallery of Flags and Mount Kinabalu. This project basically about recycling two used materials found in our school which are mostly papers and glasses into new aesthetic materials. It took two weeks to be completed.

Since our country will celebrate the 55th Independence Day on August 31st, 2012, we illustrate The Wall of Malaysia's Flags. The Wall of Malaysia's Flags is a gallery of collage which represents the flags of every state in our country. This activity required approximately 400 magazines that are given by students and teachers in school. All of the students had helped to make this activity a success. Second, The Replica of Petronas Twin Tower. The glasses were collected among all the school communities where they were informed to bring the used glass to the school. The Twin Tower is approximately 80 cm tall. Third, as the symbol of our state, Sabah, we created a diorama of Mount Kinabalu as the fifth highest mountain in Southeast Asia.

In respect of the monitoring and evaluating this program, we used survey and observation to ensure that we receive the great results of it. Next, in order to make sure our plan a success, we collaborated with the Papar District Counsel as they allow us to do some research at the landfill which is near to our school site. As to support the project, Hap Seng Quarry Company and also The Green Connection had gave us motivational ideas and they had opened our eyes to carry out this program as they educate us on preserving and conserving the environment.

We hope that this project will make the students, teachers and the school communities are more aware about the pollution that caused by the disposal of waste. Garbage is not just an eyesore but it also an earth threat to nature. This is the very initial step to reduce disaster risk.

3. Background information or reasons why the school initiated this activity/program

One of the greatest challenges faced by our school is the lack of level of awareness, knowledge and practices of secondary school students with regard to waste management. Tossing everyday items seems like a common to some students especially nowadays, they can fully rely on the janitors to dispose the waste properly. However, how proper is garbage being treated? In our school, burning of garbage is the only alternative we have been practicing all these while.

Almost 60% of the rubbish in our school is paper. And when we think about paper, the first thing that comes to mind is 'trees'. For a lot of us, paper and trees are synonymous as we need to cut down trees to produce paper. Forest is very important to the environment because they use carbon dioxide, CO₂ to produce oxygen, O₂, as well as providing food and shelter for plants and animals. Deforestation can lead to many serious effects such as, extinction of plants and animals. On the other hand, it also affects the climate. Junk papers are obviously found in our school. Examination papers, posters, used books and magazines are the main materials which will surely be dumped whenever they become an eyesore. And then again, trees are being cut down to produce them.

Through the REACT Project, which stands for Rewarding Environmental Awareness Triangle Concept, we have organized a program which consists of three different activities for all of our school communities to be involved in. This project's main objective converges to similar ambition which is recycling wastes into aesthetic materials.

"The Wall of Malaysia's Flags"

Instead of burning the papers or letting them end up at the landfills, we came up with an idea to turn these papers into a Mount Kinabalu. For the first activity, we turned into an empty wall into a gallery of collage which represents the flags of 15th states including *Jalur Gemilang*, our national flag, in Malaysia.

"The Diorama of Mount Kinabalu"

Examination papers are the most common thing when we look into each student's drawer, teachers' desks and every corner of the staff room. With the help of our Arts teacher, we collected those papers, rolled it up, arranged them vertically on plywood and cut each top of the paper diagonally into different height according to the shape of Mount Kinabalu. News papers are placed on top of the papers and sprayed with colour.

"The Replica of Petronas Twin Tower"

As the symbol of the launching gimmick of the REACT Project, we created a replica of the Petronas Twin Tower, the 4th tallest skyscraper in the world made from glasses found around our school.

4. Objectives/goals of activity/program

- i. To increase the environmental awareness among school communities
- ii. To avoid inappropriate disposals of waste.
- iii. To mould a creative and innovative generations.

5. Period of time when this activity/program was/has been implemented

1 month

6. Activities (Short-term actions and strategies of implementation of the short-term actions)

July 4 th , 2012	- First meeting
July 6 th , 2012	- Naming the Project (The REACT Project) - Discuss about the activities
July 8 th , 2012	- Second meeting
July 17 th , 2012	- Visit the dump landfills (Papar District Council) - Paper work discussion
July 20 th , 2012	- Visiting the Hap Seng Quarry Company
July 26 th , 2012	- Last meeting
August 1 st – 15 th , 2012	- Making of the Twin Tower Glass - Making of The Diorama of Mount Kinabalu
August 16 th , 2012	- The launching of The REACT Project - The making of The Wall of Malaysia's flags

7. Resources used for implementing the activity/program

- i. Magazines
- ii. Glasses
- iii. Paper

8. Monitoring and evaluation mechanism and results

- Observation through implementation of the activities and survey during The REACT Project:
 - (a) Activities: During the activities, all of the students and also the teachers are now aware about the environment and know how to reuse these materials (papers, magazines and glasses)
 - (b) Survey: Through the reports that are given by the teachers, almost 96% of the students are committed and gave their cooperation to make this program a success.

9. List of partners, local government bodies, companies or development agencies who participated in the planning and implementation, including their roles in the activity/program

Name of Partners	Roles of contributions
a) Hap Seng Building Materials Sdn Bhd	Motivational ideas
b) Green Connection	Motivational ideas
c) Papar District Council	Consent for photo shooting the landfills scene

10. Benefits/impacts of the activity/program to teachers, students and the community

There are myriad of benefits that we take as an advantage through this 'REACT Project'. First and foremost, this project has its benefits on young generations especially students whereas through this project young generations will be inculcated with the sense of environmental-friendly waste management. This is obviously, important as the young generations will be the next generation who will take the responsibility of managing the preservation and conservation environment in the future. In other words, the consistency of the environment ecosystem in the future is all in their hands.

Next, this project also play its role in preventing improper waste management such as the domestic waste and industrial waste which often see 'mushroomed' nowadays and thrown away without a systematic procedures.

Other than that, the risk of severe pollution can also be reduced. This is because as we can see nowadays, people often dispose their wastage into the drains especially in residential areas which cause the blockage of the drain system, thus will lead to flashflood phenomena.

Furthermore, the culture of 3R (Reduce, Reuse and Recycle) can be also developed among youth. Through series of activity that is held in this project, youth will gain useful information about the ways of handling their wastage which is recyclable rather than just throw it away.

Moreover, through the REACT Project the cleanliness of the environment will be always maintained and young generation will be also developed and instill with a more creative and critical thinking in solving any environmental problems in their daily life. All in all, this REACT Project obviously, serves its main point in bringing varieties of undeniable benefits to environment, students, school, society and to the country.

11. Plan for sustainability and plan for the future

Plan for sustainability:

- i. Organize Earth Days as annual event to open the eyes of students and teachers about the environmental pollution which is getting worse nowadays.
- ii. Provide the recycle bins to encourage students, teachers and entire school community to recycle discarded items
- iii. Organize more recycling-related activities such as produce things from waste materials to create a generation of creative thinker to reduce the environmental pollution.
- iv. Form a special task for environmental communities association to manage and take action on environmental pollution that occurs in school.

Plan for the future:

- i. Engaging students, teachers, parents, school management and local authorities in The REACT Project.
- ii. Using school as center for community action and train the students to reducing the disaster through activities undertaken by The REACT Project.
- iii. Raising the awareness of students and their communities on disaster prevention and mitigation by:
 - a. Conducting awareness-raising campaign, commemorating Disaster Reduction Days/Weeks
 - b. Documenting and sharing the experiences and learning with peers, governments and academics
 - c. Identification and dissemination of good practices, exchange the experiences
 - d. Formal Educational Activities (Games, comics, media and youth groups)
 - e. Organize a 'Zero Litter School' program.
- iv. Use knowledge, innovation and education to build a culture of awareness and resilience at all levels
- v. Build traditional knowledge for disaster risk reduction.
- vi. Evaluate and update The REACT Project.

12. List of attachments such as a copy of learning/teaching materials, samples of student worksheet, manual, etc.

ATTACHMENT (1)

Pilot Committees

Implementer:

1. DK Kursiah Rambang Pg Abd Halim
2. Nur Izzatul Afifah Abd Wahab
3. Kevin Jaffery

Secretary

1. DK Kursiah Rambang Pg abd Halim

Photographer

1. Jennifer Elanie Jaikin
2. Mohn Hadi Safwan

Project Committees

1. The Replica of Petronas Twin Tower Glass
 - a. Mohd Soufi Yunus (Leader)
 - b. Mohd Sofhan Afif
 - c. Mohd Syafiq Edward
 - d. Dg Nur Farahin Osman
 - e. Dgku Nuryana Fitri Agku Amin
 - f. Nadzirah Ainin
 - g. Form 5 Ibnusina
 - h. Form 5 Kemanusiaan 2
 - i. Form 5 Vokasional 2
2. The Diorama of Mount Kinabalu
 - a. Christopher Holdi Chong (Leader)
 - b. Rachel Melvin Chen
 - c. Nuraini Mustamam
 - d. Nur Izzatul Afifah Abdul Wahab
 - e. DK Kursiah Rambang Pg Abd Halim
 - f. Dgku Siti Shuadah Salleh
 - g. Form 5 Ikhtisas
 - h. Form 5 Kemanusiaan 1
 - i. Form 5 Vokasional 1
3. The Wall of Malaysia's Flags
 - a. Crista Diana Japlin (Leader)
 - b. DK Kursiah Rambang Pg Abd Halim
 - c. Nur Izzatul Afifah

- d. Haslinah Kassim
- e. Elisca Sanan
- f. Thecla Eveson
- g. Avila Bianus
- h. Merliyen Lai-if
- i. Wan Shafinaz Omar
- j. Dgku Eka Razbaeza Pg Satiah
- k. Dgku Siti Shuadah Salleh
- l. Nur Aisyah Suhimen
- m. Farah Karmila Ag Rajak
- n. Nur Fitri Zawani Roslin
- o. Nur Hazwani Bakar
- p. Azryl A Razali
- q. Arif Akmal Roslan
- r. Christopter Holdi Chong
- s. Kevin Jaffery
- t. Nuraini Mustamam
- u. All of the students from Form 1 to Form 6

ATTACHMENT (2)

**BORANG LAPORAN AKTIVITI
KOLAJ DINDING
BAGI PROGRAM SERASI
(PROJEK REACT)**

Tarikh : 16hb Ogos 2012 (Khamis)

Jelas : AVI

Guru Kelas : NORLAILA YAKOB AGNESS ANSILANUS

Kelas : 12/13

Cahadatan :

Laporan	Masa	Guru Mengawas Aktiviti & Tandatangan
<ul style="list-style-type: none"> - Pelajar pelajar sedang mengayahkan kertas daripada Majalah Merdeka mengumpul serpihan kertas berwarna merah, putih, biru dan kuning. - Semua pelajar membuatkan kerajinan dengan baik. 	7.00 - 8.00	<p>Norhuda Hashoh (Guru Butjah)</p> <p><i>[Signature]</i></p>
<ul style="list-style-type: none"> - Aktifiti berjalan dengan lancar. - Disiplin terdapat. 		
<ul style="list-style-type: none"> - Aktiviti berjalan lancar. - Pelajar siap mengayahkan kertas dan menghantar kepada BJK plasma. 	<p>8.00am - 9.00am</p>	<p><i>[Signature]</i></p> <p>M. NABIRAH B. HANAFI</p>

Note :
Laporan boleh berbentuk poin berdasarkan pemerhatian guru dari segi disiplin, keaktifan dan kerjasama yang ditunjukkan pelajar.

Cadangan Penambahbaikan :

Tandatangan Guru : *[Signature]*
NORLAILA YAKOB
TERIMA KASIH DI ATAS KERJASAMA

Translation :

Date: August 16th , 2012 (Thursday)

Class: 4 V 1 (Form 4 Vokasional 1)

Class Teacher: Agnes Ansilmus

Attendance: 12/13

Report	Time	Activity Supervisor and Signature
1. The students are tearing the papers from the magazines. They tear the papers according to colours (red, white, blue and yellow). 2. All of the students are good at giving their cooperation towards this program. 3. The activities went very well. 4. The discipline can be controlled.	7.00am – 8.00am	Norlaila Yaakob (subject teacher)
1. The activities went well. 2. The students finished their work and sent the torn papers to the implementer.	8.00am - 9.10am	Dk Nazirah Pg Umar

Note: The report can be form in point based on the teacher observation in terms of discipline, activeness, and the cooperation shown by the students.

Suggestion for improvement: _____

Teacher signature: Norlaila Yaakob

**BORANG LAPORAN AKTIVITI
KOLAJ DINDING
BAGI PROGRAM SERASI
(PROJEK REACT)**

Tarikh : 16hb Ogos 2012 (Khamis)

Kelas : 1 Merah

Guru Kelas: Nor Asyikin / Dk. Roshalizah

Kehadiran : 15/33 (T.H 18 orang)

Laporan	Masa	Guru Mengawas Aktiviti & Tandatangan
1. Pelajar mengoyak kertas dan mengasingkan mengikut warna merah, kuning, biru, putih. 2. Disiplin tertutal & ada kerjasama pelajar	7.00 - 8.00	<u>Dg. Jaibah</u>

Translation :

Date: August 16th , 2012 (Thursday)

Class: Form 1 Merah

Class Teacher: Nor Asyikin / Dk Roshalizah

Attendance: 15/33

Report	Time	Activity Supervisor and Signature
1. The students are tearing the papers from the magazines according to colours (red, white, blue and yellow). 2. The discipline can be controlled and cooperation among the students.	7.00am – 8.00am	Dg. Jaibah

**BORANG LAPORAN AKTIVITI
KOLAJ DINDING
BAGI PROGRAM SERASI
(PROJEK REACT)**

Tarikh : 16hb Ogos 2012 (Khamis)

Kelas : 3 PUTIH

Guru Kelas: MOHD JAYA SHAM

Kehadiran : 32 ORANG

Laporan	Masa	Guru Mengawas Aktiviti & Tandatangan
Semua pelajar menunjukkan komitmen & kerjasama yang memuaskan dalam aktiviti mengoyak kertas.	6.50-8.00	AFIZAH

Translation :

Date: August 16th , 2012 (Thursday)

Class: Form 3 Putih

Class Teacher: Mohd Jaya Sham

Attendance: 32

Report	Time	Activity Supervisor and Signature
1. All of the students show their commitment and teamwork on the papers tearing activities.	6.50am – 8.00am	Afizah

**BORANG LAPORAN AKTIVITI
KOLAJ DINDING
BAGI PROGRAM SERASI
(PROJEK REACT)**

Tarikh : 16hb Ogos 2012 (Khamis)

Kelas : 2K

Guru Kelas: ust. sohit

Kehadiran : 19/26

Laporan	Masa	Guru Mengawas Aktiviti & Tandatangan
1. Disiplin terkawal.	8.00 - 9.10	Fatiha Chin (Signature)
2. Pelajar memberikan kerjasama yang baik dalam melaksanakan tugasan yang telah diarahkan.		

Translation :

Date: August 16th , 2012 (Thursday)

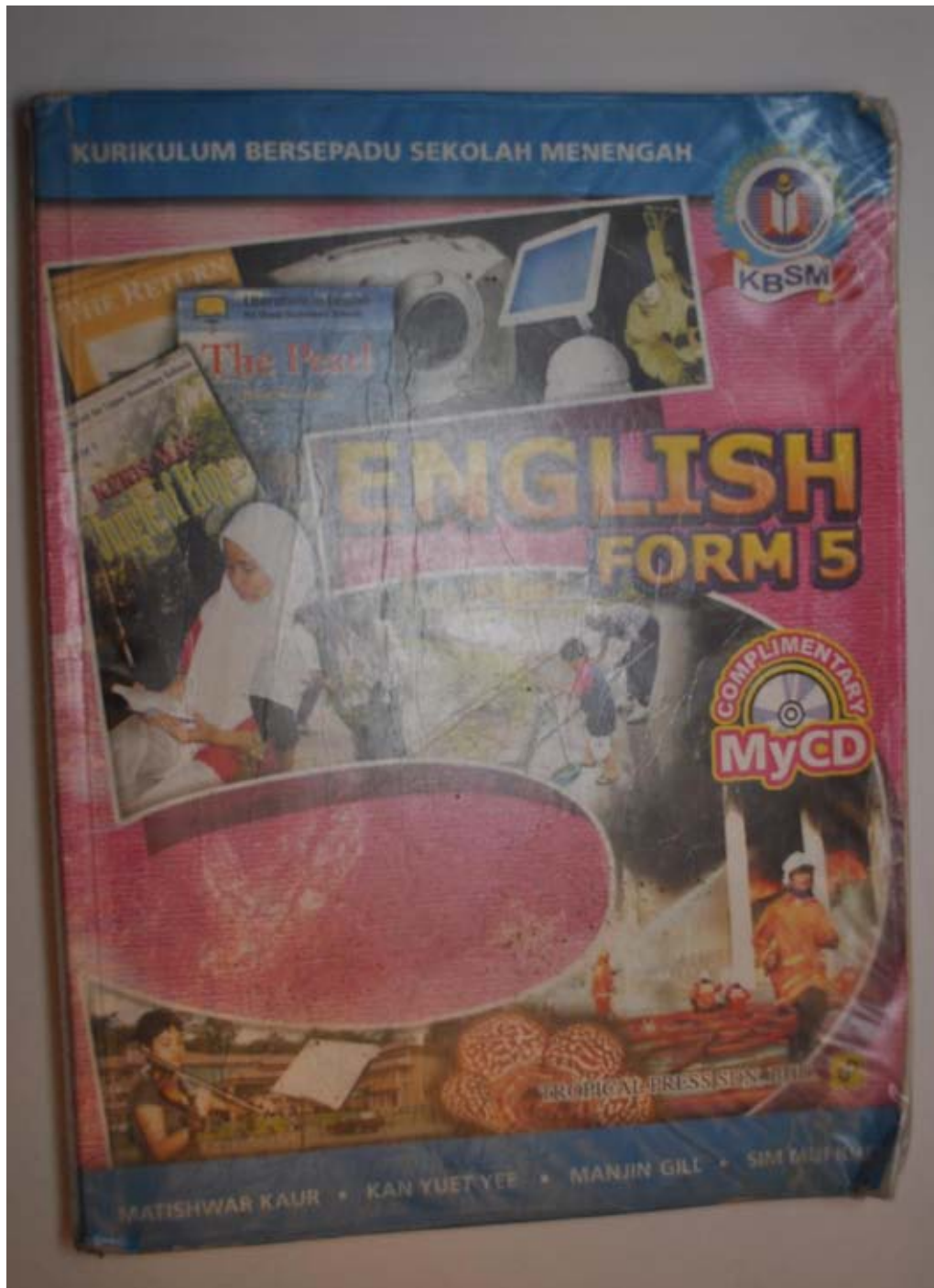
Class: Form 2 Kuning

Class Teacher: Ustaz Sohit

Attendance: 19/26

Report	Time	Activity Supervisor and Signature
1. The discipline can be controlled.	7.00am –	Dg. Jaibah
2. The students gave their cooperation and had completed their work.	8.00am	

ATTACHMENT (3)



Read and Understand

Read the fact sheet below and answer the questions that follow.

Solid Waste Management and Disposal

Introduction

- 1 Municipal solid waste is rubbish, garbage or trash generated by households, businesses and institutions. Several methods exist to deal with this kind of waste. They include open dumps, landfills, incineration, source reduction and recycling.

Open Dump

- 2 This is an uncovered area where solid waste is dumped. It represents the simplest and oldest method of waste disposal. To reduce the volume of waste, dumps are frequently burned. Open dumps are breeding grounds¹ for flies, rats and other pests, and the rainwater run-off from these dumps contaminates² nearby land and sources of water. Realizing the harmful effects which open dumps can have on its citizens, many countries are moving away from this unsanitary³ form of waste disposal.

Landfill

- 3 This is a pit in the ground into which garbage is dumped. Each day's deposit of fresh garbage is covered with a layer of soil, which prevents pests from breeding. When the landfill is full, it is covered with a thick layer of mud and the site is converted into a parking lot or park.
- 4 This kind of landfill, however, has one main problem. Surface water seeping into the landfill mixes with contaminants in the buried trash. The water, laden with toxic chemicals, then flows out of the pit and contaminates the soil around it as well as any nearby groundwater. This mode⁴ of contamination is known as leaching.



5
1. **breeding grounds:** places where animals and insects multiply easily.

10
2. **contaminates:** makes dirty and harmful.

15
3. **unsanitary:** dirty and unhealthy.

20
4. **mode:** a particular way.

Sanitary Landfill

5 This is an improved version of the traditional landfill. It is typically 25 excavated in an impermeable⁵ clay layer that is lined with an impermeable membrane. It usually includes many bottom layers to trap contaminated water leaking out of the buried trash. It also includes a system to detect methane gas production and groundwater contamination. In some cases, methane produced by rotting garbage is collected and used to 30 generate electricity. This kind of landfill is very expensive to construct compared to the traditional landfill.

6 Because it is sealed after it becomes full, a sanitary landfill contains little oxygen. This causes the rate of waste decomposition to become unpredictable, and some biodegradable material may not decompose 35 at all.

Incineration

7 This method involves burning waste in large furnaces⁶ called incinerators. Incineration greatly reduces the amount of solid waste—up to 90 per cent by volume and 75 per cent by weight. However, incineration 40 generates ash that contains dangerous chemicals like dioxin, which is linked to birth defects, and heavy metals such as lead, cadmium, mercury and arsenic. These toxic chemicals are more concentrated in the ash than in the original garbage. If the ash is buried at poorly sealed landfills, it may leach and cause severe contamination. Thus the disposal 45 of ash from incineration plants is a problem that needs to be solved. Incineration also results in some amount of air pollution. Emissions,⁷ called fly ash, are released into the atmosphere during the burning process. Although modern incinerators include devices such as dual scrubbers⁸ and fabric filters to clean the fly ash, small amounts of toxic 50 pollutants still escape into the air.

Source Reduction

8 The most basic way to reduce waste is to prevent it from becoming waste in the first place. Examples of source reduction include using less material when making a product or using light-weight packaging 55 materials instead of heavy ones. It also includes reusing items by repairing them, donating them to charity or finding other uses for them.

Recycling

9 Recycling turns materials which would otherwise become waste into 60 something useful. After collection, materials like glass, metal, plastics, and paper are separated and sent to facilities that can process them into new materials or products. Composting is also a form of recycling in which garden waste is turned into valuable soil additives.

Sources: Information from Eldon D. Enger and Bradley F. Smith, *Environmental Science: A Study of Interrelationships*, Seventh edition, Boston: McGraw-Hill Companies, Inc., 2000 and www.epa.gov

5. impermeable:
not allowing fluid
to pass through.

6. furnaces:
enclosed spaces in
which a very
hot fire is made.

7. emissions:
gases and other
substances
released into the
atmosphere.

8. dual
scrubbers:
equipment which
removes
pollutants from
emissions.

ATTACHMENT (4)

Sample of Lesson Plan Lesson Plan 1

Date : 17 January 2011

Day: Monday

Class : Form 4 Science

Time : 8.50 – 9.30 a.m

Subject : English Language

Theme : Environment

Topic : In The Midst of Hardship

Genre : Poem

Learning

Outcomes : 3.1(a)(iii) Retelling the poem in one's own words
1.2(b)(vi) Making decision regarding an action to be taken based on agreement
Of all members of group

Level : 1 & 2

Behavioral

Objectives : By the end of the activities, students should be able to ;
a. name and list at least 8 natural disasters such as ;
earthquake, volcano eruptions, landslide and flashflood. . etc
b. give at least 2 point of views regarding the disasters on how to face it.

Activities : 1. Motivational session
2. Reading the poem loudly
3. Questioning and answering session (Verbal exercise) on the understanding
Of the poem (meaning)
4. Listing the natural disaster (Group work)
5. Writing the names of the natural disasters on the board.(*Racing Game*)
6. Discussion on how to face the problems of natural disasters.
7. Presenting the point of view on facing the problems – alarming the problems
8. Comments on the presentation
9. Lesson recap- recalling on today lesson.

Educational

Emphases : Knowledge acquisition ,& Thinking Skills

Moral Value : Appreciate Environment

Teaching aids : Literature Components Textbook.

Reflections : With the background knowledge, students were able to list more than expected natural disasters and therefore the next task for them was to produce the scrapbook on the world disasters. With the help of the scrapbook hopefully can enhance students' ability to describe the natural disasters in essay form.

13. Photos related the activity/programme (The school can provide the related photos as many as you can)



Photo 1: Waste disposal site.



Photo 2: a member of the REACT Project is observing the disposal of waste.



Photo 3: Disposal of waste that will harm the nature



Photo 4: A lorry carrying garbage to the landfills



Photo 5: Poor management of waste disposal



Photo 6 : The scenery of the landfill



Photo 7: The base is fully covered with rubbish.



Photo 8: First meeting with the engineer and manager of Hap Seng Building Materials Sdn Bhd



Photo 9: First day of making the Glass Twin Tower



Photo 10: Cooperation among the committees of the Twin Tower Project



Photo 11: The stacking process using the silicone of the Glass Twin Tower



Photo 12: The Twin Tower is half finished



Photo 13: The Twin Tower is half finished



Photo 14: The Replica of Petronas Twin Tower



Photo 15: The modal of the Mount Kinabalu



Photo 16: First day of making the Diorama Mount Kinabalu



Photo 17: Making the height of the rolled up papers differently according to the shape of the Mount Kinabalu



Photo 19: The making of the Diorama of Mount Kinabalu



Photo 20: They put the wet news paper on top of the diorama according to the shape of the Mount Kinabalu



Photo 21: The making of Diorama Mount Kinabalu



Photo 22: They coloured the Mount Kinabalu using spray paint.



Photo 23: The Diorama of Mount Kinabalu



Photo 24: First day of making the Wall of Malaysia's Flags. They are sketching according to the design of every flags that represent every state in Malaysia to make the process of making the collage easier.



Photo 25: They are starting to make the collage



Photo 26: They are working together to make the Gallery of Malaysia's Flags



Photo 27: The Gallery of Malaysia's Flags is half finished



Photo 28: Without the help of students of SMK Benoni, the Gallery of Malaysia's Flags would have not finished that day.



Photo 29: Last day of making the Gallery of Malaysia's Flags



Photo 30: The Gallery of Malaysia's Flags is partial finished



Photo 31 : The Gallery of Malaysia's Flags



Photo 32 : Teacher and the REACT Team are checking the masterpiece after a week of completion



Photo 33: The REACT Team are doing the briefing to the students about the REACT Project



Photo 31: The launching day of REACT Project.



Photo 32: The launching of the REACT Project



Photo 33: The teacher and pilots of The REACT Project



Photo 34: The teacher and the REACT Team