



## SEAMEO-Japan ESD Award

Supporting Partners:



Bangkok Office  
Asia and Pacific Regional  
Bureau for Education



Bank of Tokyo-Mitsubishi UFJ

Submission Form of 2013 SEAMEO-Japan ESD Award

Theme: Values Education

The last day for submission of entries: 16 September 2013

### **PART I: Details of the School**

1. Name of your school: Rajinibon
2. Full address: 885 Samsen Road, Dusit, Thailand.
3. Postcode: 10300
4. Country: Thailand
5. Telephone number (country code+city code+telephone number): office +66-2-2415925 (225)  
mobile phone +66-8-1308-8613
6. Fax number (country code+city code+fax number): +66-2-669-1978
7. Name of the Head Master/ Principal/ School Director: Ms.Sukanya Chundarasen
8. Name of Teacher Coordinator: Mr.Piroon Sirisakdi, Ph.D.
9. Email address: shu\_wub@hotmail.com
10. School website (if available): www.rajinibon.ac.th
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Kindergarten 2 to Grade 12
12. Number of teachers in your school: 267
13. Number of students in your school: 3,419
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 Values Education.  
Teachers:
 

a) Ms.Sukanya Chandarasen	Director
b) Mr.Piroon Sirisakdi, Ph.D.	Asst. Director on Research and Development Affairs
c) Ms.Norrarat Rukamatu	Asst. Director on Academic Affairs
d) Mr.Kritchanont Sawasdipanih	Asst. Director on Academic Affairs
e) Ms.Kanittha Kumvanich	Asst. Director on Student Affairs
f) Ms.Yenrutai Jongtanom, Ph.D.	Asst. Director on Policy and Plans Affairs
g) Ms.Wanee Tippyawattana	Senior Teacher
h) Ms.Prapaipun Singhapak	Senior Teacher
i) Mrs.Prapakorn Kaimuk	Senior Teacher
j) Ms.Songporn Butpam	Head of Health Promotion Activity
k) Mr.Trakul Aarepun	Head of Red Cross Youth Activity
l) Mrs.Orapin Burirak	Head of Cultural Promotion Activity
m) Mrs.Jinjira Thanasathit	Head of School Botanical Garden

Students: All students were involved in the program implementation.

## **PART II: Information about the School's Values Education Activity/Programme**

### **1. Title of the school's programme**

Neo-Classical Thai Lady Curriculum: The development of Thai ladies' characteristics toward sustainability for basic educational level students in Rajinibon School, Bangkok, Thailand.

### **2. Summary of the programme**

Rajinibon Girl School realizes the sociological effect from scientific and information communication technology development in determining the characteristics of "Thai Ladies" who can sustainably survive through the changing world. The school co-operates with parent's representatives, student-alumnae and people in the community to do the research and development of Neo-Classical Thai Lady Curriculum concerning these categories: (1) strands and learning standards, (2) curriculum stretchers of 4 key stages, (3) learning processes, and (4) evaluation guide.

The developed curriculum had been implemented in 2009 by integrating with 8 strands of the school curriculum and student activities in stressing direct experiences and transferring the organization culture from the senior teachers and student-alumnae to the present teachers and students.

The result of first stage of implementation in the period of 2009-2012 reveals that the developed curriculum can improve students to have "Thai Ladies' characteristics" in all standards. Therefore, the school developed the 2nd edition of Neo-Classical Thai Lady Curriculum 2013 by setting the indicators of Rajinibon School's Primary and Secondary Students' manual in order to improve and evaluate the concrete of the students' characteristics.

### **3. Background information or reasons why the school created this programme**

Rajinibon School was founded by HRH Princess Walaialongkorn in 1929 with the resolution of educational arrangement for "Thai Ladies" to have modern knowledge equal to men. This determination was relayed to the superiors, administrators, and teachers respectively. The scientific and information communication technology advancement of the world context will effectuate unavoidably the Thai society which result the Thai ladies' characteristics in maintaining their sustainability among the social and cultural change in information communication technology age and the global environmental crisis.

The year 2009 had become the 80th year of blooming the Thai Ladies' in abundance of characteristics and academic competencies for Thai society and at the same time the school had been chosen to be the model of the implementation of the Basic Education Core Curriculum 2008. The school took this opportunity to revise the value of the Thai Ladies' in order to select the good old virtue that should be maintained while adding more sustainable developed qualifications by progressing the "Neo-Classical Thai Lady" to be part of the School curriculum 2009.

### **4. School vision, mission and core values**

**School vision:** During 2010-2012 "Outstanding Learning Resources emphasizing good virtue, remarkable academic, community relative, qualitative learners who have Thai cultural appreciation"

**School mission:**

1. Provide unity education in accordance with Rajinibon Foundation's policy.
2. Develop the quality assurance system in order to have the systematic administration, the cooperation from each stakeholder.
3. Develop the continual, professional development of all personnel to be knowledgeable and practical in working.
4. Research and develop the school curriculums that will response the needs of student, parents, community and society both nationally and internationally.

5. Arrange the learning process to promote the academic competencies and Thai Lady-desired characteristics for furthering education, carrying on occupation and living a life in sufficiency.
6. Arrange different additional activities to respond the individual's potential, skill, and interest.
7. Develop technological teaching media, educational innovation, and authentic assessment.
8. Arrange buildings and surroundings in school to be the learning resources which reflects the identity of local and Thai wisdom including the international wisdom in order to promote lifelong learning.

**School core values:** Educational arrangement of improving students to be “Knowledgeable, Disciplinary, and Virtuous”.

- **Being knowledgeable:** refers to developing the strength of academic potential for education, occupation, sufficient life sustainability, and social creation.
- **Being disciplinary:** refers to improving necessary values of peacefully socialized participation.
- **Being virtuous:** refers to cultivating good virtue to students to be away from ruination.

## 5. Objectives/goals of the programme

1. To develop “Neo-Classical Thai Lady Curriculum” will be comprised of 4 parts’: (1) strands and standards, (2) curriculum structure, (3) learning processes, and (4) evaluation guide.
2. To evaluate the quality of the developed curriculum in 2 dimensions: (1) implementation and (2) Neo-Classical Thai Ladies’ characteristics of the students.

## 6. Values that the school aims for within the programme and/or definitions

The value of goal curriculum is Rajinibon Thai Ladies’ Characteristics which are comprised of **3 strands and 8 standards**.

**Strand I The Exquisite Lady:** Physical and mental (care) responsibility, basic value development, manner and etiquette practice and socialization. All of these consist of 4 standards as follow:

**Standard 1.1 Health and hygiene:** Students are healthy and hygienic and have normal growth spurt and consuming, exercising intelligence. They also know how to apply virtue to lead their lives to be sustainable healthy persons and away from all vice.

**Standard 1.2 Basic values:** Being honest, disciplined, accurate, persistent, patient, grateful, respectful to the senior, generous, and sacrificing in order to be part of the sustainable society.

**Standard 1.3 Manner and etiquette:** Students should have the personality which reflects the respect for not only all things but also people and places which are the fundamental of Thai culture sustainability.

**Standard 1.4 Socialization:** Students should have good human relationship, citizen responsibility and public mind which are the necessary qualities of sustainable living in the society.

**Strand II Lady of the House:** To cultivate the reflective behavior of the value of the Thai lady in leading their lives sufficiently, preserving Thai arts and culture ,and upholding the nation, religion and monarchy which consist of 3 standards as follow:

**Standard 2.1 Life sufficiency:** Students spend economically and know how to economize which is the compatible value with the Royal Philosophy of Sufficiency Economy and environment awareness which reflects the realization of the importance of natural and energy conservation, and leads to environmental sustainability.

**Standard 2.2 Arts and culture maintenance:** Students join activities and show their talents, skills and the beauty and appreciation of interest for Thai arts and culture.

**Standard 2.3 Upholding monarchy:** Students realize the importance of national institution, religion, and the monarch of which are the spiritual center and unity of Thai people and society.

**Strand III Contemporary Thai Lady:** Development of Academic characteristic and potential are necessary for education, occupation and life-making to be equivalent to world society which is comprised of standard as follow:

**Standard 3.1 World perceptive:** Students should be information technology literate. They should think critically in researching information technology, communicating what they have learnt efficiently which is the necessary characteristic of developing sustainable society and economy, and having life skills for survival and care for others among the social, economic and environmental crisis.

## 7. Period of the time when the program me was or has been implemented

The school announced the implementation of Neo-Classical Thai Lady Curriculum in 2009 and had it evaluated in 2012, total of the first stage of implementation is 4 scholastic years (2009-2012)

## 8. Activities (Actions and strategies of implementation)

Neo-Classical Thai Lady Curriculum had been developed as the part of school curriculum 2009 and had the process accordingly:

**1. Curriculum construction:** The developing committee had been appointed from school administrator, teacher representatives, alumna, parents, and community representative to construct curriculum respectively.

**1.1 Strands and learning standards setting:** by synthesizing form the literature review and basic data study such as Thai ladies' characteristic of the founder's determination, the original of students' qualifications including the characteristics of the ladies which promote the sustainability and needs of parents and community.

**1.2 Curriculum structure setting:** Learning content and experiences to get her with studying time had been stipulated suitably for 4 key stages of students, Grade 1-3, Grade 4-6, Grade 7-9, and Grade 10-12.

**1.3 Learning process designing:** *Situated Learning Theory* was set and had been explained that learning is intellectual process when a person has interaction with the situation by bringing it to a practical use both physically and socially context. *Cultural Organizational Transformation* indicating that learning originated from knowledge, behavior, and values accumulating which are accepted and practiced continually and become the joint characteristics of the personnel in the organization which are two basic ideas of learning fundamental arrangement or activities to promote the standard fulfillment of students.

**2. Curriculum quality auditing:** by proposing the school administration committee and supervisors from Bangkok Educational Service Area Office 1 and the Private Education Commission for auditing the subject matter and improving corrections before implementation.

### 3. Curriculum implementation:

**3.1 Curriculum public relations:** arranged the meeting for teachers and stakeholders, information posters within school and publish academic paper in Rajinibon School Journal.

**3.2 Teachers preparation:** performed by senior teachers, old students and some experts.

**3.3 Curriculum management:** divided into two characteristics by integrating the 3 strands and 8 standards into the school curriculum and instruction including activities concerning the senior teachers.

**3.4 Supervision:** stakeholder will observe the teachers' instruction and activity organization both inside and outside the classroom, check the quality of instructional plans and interview the teachers and relater person for improving the quality of learning process.

**4. Curriculum Evaluation:** divided in two periods as follow: (1) curriculum implementation evaluation for improving and developing the quality of instructional processes, and (2) summarized evaluation of Thai Ladies' characteristics of all students for developing the revised curriculum for the year 2013.

## 9. Teaching strategies or pedagogies used for teaching values in the school

Characteristic development according to Neo-Classical Thai Lady strands and standards are classified as the table 1

**Table 1** The development of Neo-Classical Thai Ladies' Characteristics.

Strands and Standards	Strand Learning Process guideline	Related activities' guideline
<b>Strand I</b> <b>The Exquisite Lady</b> Standard 1.1 Health and Hygiene	<b>Health and physical education:</b> record and analyze self-growth, sanitary implementation, good value analysis and contamination both in school and community. Introducing the result to public. <b>Social studies:</b> study the way of how to apply the dharma principle in daily life from monks.	Students co-operate with teacher advisor in activity planning and related working unit to promote exerting, sports, dharma camp and drugs resistance support in school and community.
Standard 1.2 Basic values	<b>Principle:</b> develop basic values in accordance with the nature of the strands. For examples <ul style="list-style-type: none"> <li><b>Science:</b> honesty development from date recording and repeating trial intention to get the result.</li> <li><b>Thai Language:</b> develop discipline and patience in copying Thai hand writing.</li> </ul>	Student's activities planning according to the school's important agenda such as benefactors, school, and country personnel's memorial day.
Standard 1.3 Manners and etiquette		<b>Thai Ladies' Personality Activity:</b> personality improving practice of Thai ladies both in hypothetical and real situation and reflect the thought from the obtained experience for value learning and compatibility with each behavior.
Standard 1.4 Socialization	<b>8 Strands of school curriculum:</b> students' tasks group assignment by using group processing and democratic principles working group.	<b>Rajinibon Unity Congregation:</b> student council should promote the students' roles and potentiality activities in school. <b>The election of student chairman activity:</b> encourage learning and civil roles in democratic society. <b>Public mind promoting activity:</b> students join blood donation, community's children day and the elderly visit at Bang Khae House.
<b>Strand 2</b> <b>Lady of the House</b> Standard 2.1 Life sufficiency	<b>Mathematics and Sociology:</b> income and expense recording to practice economical payment and saving habit by depositing money in the savings bank monthly and having the model of cooperative demonstration. <b>Science:</b> integration of natural resource conservation of 3Rs (Reduce, Reuse, Recycle) with energy conservation principles in Green Learning Room to environmental science and link the learning process for conservation from school to the community.	<b>Green School Project:</b> learning support activity for energy saving in school between the electricity generating authority officers with teachers and students. <b>School Botanical Garden:</b> encourage conscious mind, plant hereditary conservation by integrating botanic knowledge to learning process of 8 strands and support forest conservation among youngsters, plants data arrangement and reforestation activity.

Strands and Standards	Strand Learning Process guideline	Related activities' guideline
Standard 2.2 Arts and culture maintenance	<b>Arts:</b> practicing visual arts, musical, and performing arts according to the individual differences and encourage students to show their arts and culture abilities both in school and community.	Students to the activities of join the arts and culture activities both in school and community such as performing a ceremony to show respect for the martial art of stick fighting's teacher and the performance of important invents of the school.
Standard 2.3 Upholding monarchy	<b>Instructional principle:</b> research and analyze history and personnel intellect in the important events concerning each strand such as: <ul style="list-style-type: none"> <li>• <b>Thai Language:</b> arrange learning process to support Thai Language conservation on Sunthorn Phu's Day, the world greatest poet.</li> <li>• <b>Science:</b> learning arrangement in astronomy prodigy of King Rama IV, The Father of Thai Science.</li> <li>• <b>Sociology:</b> learning arrangement to promote faith in Lord Bhuda's teaching on the important religious days.</li> </ul>	Arrange the supplementary activities on the national, religious, and monarchical important days in the form of exhibition, academic competition, students' performance, and doing good for the public benefit, for example, Thai cloth conservation, giving alms to monks, listening to a sermon and His and Her Majesty the King and Queen Birthday Anniversary.
<b>Strand III: Contemporary Thai Lady</b>  Standard 3.1 Modern life skills.	<b>8 Strands of school curriculum:</b> designate students' tasks by using Information Technology for searching date, analyze the credibility of date in summary and communicate those learning information verbally, in written, poster, It communication and indication references. <ul style="list-style-type: none"> <li>• <b>Health and Physical Education:</b> Develop emotion and stress management skills through games and sports and practice first aids in order to look after the sick or disastrous victims.</li> </ul>	<b>Young Red Cross Activities:</b> physical and mental knowledge development, first aids practicing and hand's on doing good both in school and in the community. <b>Fire Drill and Fire Escaping:</b> concerns the survival skills development from the fire incident and first aids practicing for fire victims by cooperation with school and local fire fighter.



## 10. Programme monitoring and evaluation mechanisms and summary of results

Curriculum evaluation and following up have the orders of operation and results as follow:

- 1. Instructional supervision:** the stakeholders observe the learning management and activities including quality inspection plus having additional interview. The supervision finds that Thai Lady characteristics are more abstract which not only resulting obviously the difficulty of evaluation but also the teachers' lack of skills in measurement and assessment on students' attributes of rubrics score construction.
- 2. Neo-Classical Thai lady characteristics evaluation:** analyzing the evaluation result of students according to 3 strands and 8 standards of which are evaluated by teachers of 8 strands of school curriculum as concluded on the **table 2**

**Table 2** Students' characteristics evaluation result according to Rajinibon Thai Lady characteristics' strands and standards.

Strands and Standards	Students' characteristics evaluation result
<b>Strand I</b> <b>The Exquisite Lady</b>	90% of students have normal health and growth and have good level of consuming consideration.
Standard 1.1 Health and hygiene	10% of students' obesity beyond standard. 95% of students has regular exercise. 100% of students have no drugs' problems or and other vice.
Standard 1.2 Basic values	100% of students have good level of basic values.
Standard 1.3 Manners and Etiquette	90% of students respect correctly to people, things and places. 85% of students have Thai Lady characteristics.
Standard 1.4 Socialization	95% of students have good level of human relations. 90% of students learn and know how to be good citizens. 95% of students have public mind.
<b>Strand II</b> <b>Lady of the House</b>	75% of students spends economically and have the saving habit.
Standard 2.1 Life sufficiency	90% of students have knowledge and positive attitudes on of natural resources and environmental conservation. 75% of students have responsible environmental behaviors.
Standard 2.2 Arts and culture conservation	80% of students have either arts or culture ability. 95% of students appreciate the beauty of arts and culture at the good level
Standard 2.3 Upholding Monarchy	100% of students love and are proud of Thai nationality, join regularly religious activities, and are loyal to the King.
<b>Strand III</b> <b>Contemporary Thai Lady</b>	80% of students have information literacy.
Standard 3.1 Have modern life skills	90% of students communicate what they have learned with proper verbal expressions and manners. 70% of students know emotion and stress management. 85% of students have the correct first aids performance.

## 11. Resources used for programme implementation

Prior to implement the curriculum, the teachers are trained for researching knowledge and data for instructional designing, and organizing the learning activities through 3 types of data resources as follows:

- 1. Literature resources:** knowledge resources for planning the learning process of teachers and students' education research such as chronicle, memorandum, books, textbooks, research reports, article etc.
- 2. Place resources:** school and local knowledge resources in connection with strands and standards; for example, Green Learning Room, School Botanical Garden, National Library, Ministry of Education, Government House, Rachapatikaram Temple, Royal Irrigation Department, Local waste segregation factory.
- 3. Person resources:** knowledge and experience resources for learning management, documents inspection, teachers, and students' training within strands and standards such as senior teachers, educational supervisors from the Ministry of Education, Experts from Department of Physical Education and The Red Cross Youth Bureau, Educationists from Chulalongkorn University and Kasetsart University.

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

Name of Partners	Roles of contributions
Walai Isarangkul, Ph.D. and other specialists, Faculty of Education, Chulalongkorn University.	Academics and alumna-helps examine curriculum and train teachers concerning philosophy of sufficient economy.
Prapaipun Pumwuttisan and other psychologists the Faculty of Psychology, Chulalongkorn University.	Psychologist and alumna-is an adviser and provide psychologists in order to help the problemed students.
Suchada Chairat, Office of the Education Council	Helps examine curriculum and train teachers concerning curriculum and learning process management.
Chat Jamnuch, Ph.D. and other supervisors, Bangkok Educational Service Area office 1	Helps examine curriculum and train teachers concerning curriculum and learning process management.
Siam Piyanarathorn and other supervisors, office of the Private Education commission	
Samart Ruttanasakorn, Ph. D., Bureau of special Education Administration, Ministry of Education	Special Education consultation providing.
Pimkarn Chaijitsakul, Samutsakorn Provincial culture office, Ministry of culture	Cultural activity arrangement consultation.
Monks of Rachapatikaram and Ampawan Temples	Learning and important religion events' activities arrangement.
638 Public Health Service Center, Ministry of Public Health	Furnishes knowledge and cooperates promoting school and community's health activities.
Electricity Generating Authority of Thailand	Furnishes knowledge and cooperates learning activities concerning school and community's energy conservation.
Plant genetic conservation project under the royal initiative of HRH Princess Maha Chakri Sirindhorn	Furnishes knowledge and cooperates learning activates concerning school and community's energy conservation.
The Red Cross Youth Bureau, The Thai Red Cross Society	Furnishes life skills and first aid's practicing knowledge.
Samsen Police Station	Furnishes ladies' self- defense knowledge and activities.
Samsen Fire Station	Furnishes fire drill and first aid knowledge.



### 13. Benefits/impacts/positive outcomes of the activity/programme to teachers, students, parents and the community.

The result of curriculum development not only helps elevate students' characteristics but also reflects *collaborative learning on value of Lady Education* of stakeholder as follows:

1. School administrators realize that students' characteristics should be varied according to needs of the society within the nation and worldwide.
2. Senior teachers and general teachers realize the importance of knowledge management and relay the valuable experiences to the next generation of teachers and students.
3. Parents realize self-roles in following the feedback and support the children's development to have the characteristics in the same direction as the school.
4. Alumnae realize self-roles in maintaining the school's identity.
5. Community realizes the Rajinibon's Thai lady's role in Thai society and world society.

### 14. Proof of achievement from students, teachers and community

Rajinibon Thai ladies' characteristics perpetuation results in the school's identity acceptance of which the school is proud as the following examples:

- The Ministry of Health's evaluation provides "*Golden Level of Health Promoting School*".
- Dr.Thiam Chokwatana Foundation administers the school's evaluation to be "*Moral school*" of the year 2011.
- The Electricity Generating Authority of Thailand's evaluation provides the school to be "*Green learning school*"
- Received the *Royal Bestowal's school botanical garden certificate* from the plant Genetic Conservation Project under the Royal Initiative of HRH Princess Maha chakri Sirindhorn.
- Had been selected from the Vajiravuth Foundation to extol the King Rama VI by *performing theatrical arts "Sakuntala"* in January 2013
- The Red Cross youth teachers arrange the each year continual *Asia-Pacific Red Cross Youth Gathering* at Vajiravuth Camp, Chonburi province.
- Received "*Thai etiquette's award winning*" from the Private Education Commission, the Ministry of Education.
- Received "*The Youth Citizenship Promoting Activity*" form the Royal Philosophy of Sufficiency Economy Project of Dr.Sumet Tonti-Vejkul , the chairman of the foundation for a clean and Transparent Thailand.

### 15. Plan for sustainability and plan for the future

#### Plan for sustainability:

The curriculum has been developed from the research and development of the school co-operation with community network which is the key to sustain the curriculum development form the important strands as follow:

1. **Research and development** is the school *internal factor* to be implemented dynamically by applying the evaluation result of the developed curriculum 2009 as the basic background data for the Revised Neo-Classical Thai Lady Curriculum 2013. Strands and standards are improved in accordance with the need of students, parents, community, and society, nationally and the changing world of which results the curriculum development as a whole.
2. **School-community cooperative network** is the *external factor* for improving the quality of the curriculum by stipulation the community representatives to be the developing committee to direct and follow up the evaluating result of which creates the external quality assurances and leads the way to resources mobilization track.

### Plan for the future:

The preliminary curriculum evaluation (2009-2012) is considered the database of setting school's developing educational quality vision of academic year 2013-2015 which will lead to the Neo-Classical Thai Ladies' Curriculum Revised Edition for the year 2013 according to the important strands as follow:

1. The synthesis of *indicators* in accordance with strands and standards: to be used as the developing and evaluation frame of the Neo-Classical Thai Ladies' characteristics in concrete by dividing into primary and secondary levels.
2. The development of *Primary and Secondary Student Manual of Neo-Classical Thai Lady Curriculum* to be used as learning process tool and to be learning evidences for Rajinibon Neo-Classical Thai Lady Evaluation of Primary and Secondary levels.
3. The Neo-Classical Thai Lady characteristic's acceleration in some standards by stipulation the project of standard support which has unpleasant characteristic results as follows:
  - 3.1 **Obesity prevention project:** to reduce the number of overweight students.
  - 3.2 **Income-expense project:** to encourage habits of economical and frugal spending.
  - 3.3 **Behavioral encouragement 3Rs project:** to promote environmental responsibility behavioral.
  - 3.4 **Life skills development project:** to develop student's emotion and depression self-management.

### 16. List of attachments such as a copy of the school plan, learning/ teaching materials, samples of student worksheet, manual, etc. If the attached materials are in the local language, please provide a brief description in English language.

Attachment 1) Neo-Classical Thai Lady Curriculum 2009

Attachment 2) School Journal 1-2012

Attachment 3) School Journal 2-2012

Attachment 4) School Journal 3-2012

Attachment 5) School Journal 1-2013

Attachment 6) Process for Revised Neo-Classical Thai Lady Strands and Standards in the year 2013

Attachment 7) Revised Neo-Classical Thai Lady Strands and Standards in the year 2013

Attachment 8) Revised Neo-Classical Thai Lady Manual for Primary Student 2013

Attachment 9) Revised Neo-Classical Thai Lady Manual for Secondary Student 2013

Attachment 10) Executive Summary of Rajinibon School External Evaluation (Quality Assurance) 2013

### 17. Photos related to the activity/programme

All related photos were in the attach file no.2 - no.5 (School Journals)



**Photo 1)** Physical Fitness Annual Test



**Photo 2)** Mother Day Activity



**Photo 3)** Thai Manners and Etiquette Activity



**Photo 4)** Religious Activity



**Photo 5)** Queen Sirikit's Birthday Celebration Activity



**Photo 6)** Thai Cultural Conservation Activity



**Photo 7)** Life Skills Activity



**Photo 8)** Elderly Visit Activity



**Photo 9)** Reforestation Activity



**Photo 10)** English and French Public Speaking Contest