

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 Your School**

1. Name of your school: **SMK TOK SERA**
2. Full address:  
**JALAN TENGKU MUHAMMAD, KUANTAN, PAHANG,**
3. Postcode: 25050
4. Country: MALAYSIA
5. Telephone number (country code+city code+telephone number): 6+09+5686810
6. Fax number (country code+city code+fax number): 6+09+5681011
7. Name of the Head Master/ Principal/ School Director: **MR. MOHD YUNUS BIN MAHIL**
8. Name of Teacher Coordinator: **MRS.NORLAILA BINTI ISMAIL**
9. Email address: [smktokserakuantan@gmail.com](mailto:smktokserakuantan@gmail.com)
10. School website (if available): <http://www.smktskuantan.edu.my>
11. Educational level (Such as Kindergarten 1 to Grade/Year 9): Secondary School
12. Number of teachers in your school: 51 person
13. Number of students in your school: 573 person
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) **PUAN NORLAILA BINTI ISMAIL**

Students:

- a) NUR MIRRAH HUSNA BT MOHD. MOKHTAR
- b) NURUL AFIQAH BT JAMALUDDIN
- c) NURUL NAZIFAH BT ZAINOL
- d) NUR ANISAH FARAHANA BT A. RAHMAN

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

The information of part II from no.1 to 14 should be no longer than nine (9) pages long of A4 in total. The information should be written in Times New Roman font, 11-12 point size.

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

**Tok Sera High's 3R programme.**

### 2. Summary of the programme (a half to one page A4)

The formation of Tok Sera High's 3R programme (TSH3R) started with the idea of several students. As the school year passing, these group of student realised that the value of Preserving the Nature among school student begin to decrease. With the cooperation of Town Council, Parents-Teachers Association, the School Administration, school teachers, students and parents they had organised quite a numbers of activities in order to recall the students' memory about the Importance of Preserving the Nature.

The TSH3R consist activities as listed below;

- The proposal about TSH3R programme was sent to the Principle.
- TSH3R programme was officialised by the Principle and is agreed by the School Administration as well as the teachers.
- TSH3R programme members had a meeting with School Administration to discuss about the activities that need to be held.
- Identification process about the factor that causes students to have lack of Values Education; Preserving the Nature.
- Activities to raise awareness upon the Values Education within school students, teachers and parents were implemented.
- Monitoring process by TSH3R members, teachers, and School Administration during the activities.

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

In Malaysia, the school session starts on January and end in December every year. Throughout the school period, some concerned students realised that the values of Preserving the Nature among school students started to vanish. In order to avoid students turns out to be individuals whom have less concern about the Importance of Nature, these students decided to form a club that will help to sustain the moral values of Nature in students' behaviour.

From an unofficial club that the members have organised, they decided to make a programme called Tok Sera High's 3R programme. The plan, aim, and strategies as well as the objectives were written down into a list. The member of TSH3R are; Nur Mirrah Husnaa Bt Mohd Mokhtar , Nurul Afiqah bt Jamaludin , Nur Anisah Farahanah Bt Abd Rahman and Nurul Nazifa Bt Zainol . They seek for teachers' help to make a proposal for the School Administration. After about

a week waiting for reply, the School Administration approved their programme and officialised the TSH3R club.

Some teachers are willing to be the guidance for the programme. From there, the members of TSH3R started to discuss about the activities that need to be done. The results from the discussion among the TSH3R members, they later on proceed to present their list of activities to the School Administration. The agreement between the members of TSH3R and the School Administration leads to the starting of the TSH3R programme.

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

School Vision: Sekolah Cemerlang Searah Pembentukan Insan Seimbang Menjelang 2014  
Excellent school Directional Balanced By 2014 Human Formation

School Mission: Menjadi Sekolah Yang Berkualiti Dalam Aspek:

1. Kurikulum
2. Kokurikulum
3. Sahsiah
4. Iklim dan Keceriaan Sekolah

Becoming The School Quality and Aspect:

1. Curriculum
2. Co-curricular
3. Personality
4. Climate and School Fun

School Core Values:

1. Kurikulum
  - a. Pencapaian dalam peperiksaan PMR .
    - i. Menjelang 2014 adalah diharapkan pelajar yang menguasai semua mata pelajaran (MSMP) mencapai 97% , GPS mencapai 2.00 dan bilangan pelajar yang cemerlang mencapai 26%.
  - b. Pencapaian dalam peperiksaan SPM.
    - i. Menjelang 2014 adalah diharapkan pelajar yang layak mendapat sijil (LMS) mencapai 100%, GPS mencapai 4.50 dan bilangan pelajar yang cemerlang mencapai 30.00%
2. Hal Ehwal Murid
  - a. Peratus kehadiran pelajar Tingkatan 3 dan 5
    - i. Menjelang 2014 adalah diharapkan kehadiran pelajar Tingkatan 3 dan 5 mencapai 95%
  - b. Masalah Kekemasan Diri Pelajar
    - i. Menjelang 2014 adalah diharapkan masalah kekemasan diri pelajar berkurang kepada 5%
3. Kokurikulum
  - a. Penglibatan unit beruniform secara aktif diperingkat negeri dan kebangsaan.
    - i. Menjelang 2014 adalah diharapkan penglibatan pelajar di peringkat negeri dan kebangsaan mencapai 85%.
  - b. Menyelenggara dan menaik taraf kebersihan dan keceriaan sekolah.
    - i. Menjelang 2014 adalah diharapkan sekolah dapat menyediakan persekitaran yang bersih dan ceria dengan kemudahan fizikal yang lebih kondusif untuk menarik minat pelajar hadir ke sekolah.

#### 1. Curriculum

- a. Achievement in the PMR.

i. By 2014 it is hoped that students master all subjects (MSMP) reached 97%, reaching 2.00 and the number of GPS outstanding students achieve 26%.

b. Achievement in SPM.

i. By 2014 it is hoped that students who are eligible for certification (LMS) to 100%, GPS reached 4:50 and the number of outstanding students achieve 30.00%

2. Student Affairs

a. Percentage attendance Form 3 dan 5

i. By 2014 it is hoped that the presence of Grade 3 and 5 students achieved 95%

b. Student Self grooming problem

i. By 2014 it is hoped that the students finishing problem reduced to 5%

3. Co-curricular

a. Active involvement of uniformed units at the state and national levels.

i. By 2014 it is hoped that student involvement in state and national level reached 85%.

b. Maintenance and upgrading of school cleanliness.

i. By 2014 it is hoped that the school can provide a clean and cheerful environment with physical facilities conducive to attract students to attend school.

#### 5. Objectives/goals of the programme

The objectives of TSH3R programme are ;

1. To increase the awareness about the Values Education: Preserving the Nature among students, parents, teachers and community.
2. To let students have more knowledge about the Importance of Preserving the Nature.
3. To reduce the amount of rubbish that still can be recycled in the school compound.
4. To wakens students about the importance of thrifting .
5. Stimulating students, teachers and community to apply the 3R concepts (Reduce, Reuse and Recycle) in their daily life.
6. To ensure students grow ups to become responsible adults.

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

Values that the school are aiming for are:

1. Responsibility.
2. Importance of Preserving the Nature.
3. Importance of thrifting.
4. Appreciation.

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

Since April 2013

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

There are plenty of activities that were held in order to achieve the goal/objectives for TSH3R programme;

1. *Speech giving*

2 members from the TSH3R were given a task to give a speech during the official assembly on Monday. The first speech was given in English whereas the following speech was given in the local language which is in Bahasa Malaysia. Both speeches were entitled by the topic; Importance of Preserving the Nature. The 2 members need to prepare their own script. The speech that was given can be concluded as a first step on enhancing the values of preserving Mother Nature since the speech has actually become a wakeup call for students.

2. *Finding volunteers*

The members of TSH3R programme also had prepared several forms of application for volunteers who are interested to join the programme and to be part of TSH3R member as well. Surprisingly, the responses from the school students were amazing. A lot of school students had signed the form that leads them to be volunteers for TSH3R programme. After getting more than enough amount of student to success the programme. They were divided into 4 groups and each group were given a different assignment to accomplish.

3. *Collecting material that can still be recycled*

For group one volunteers, they need to collect any items around the school compound that can still be used or recycled. Items such as; broken chair, broken tables, plastic bottles, plastic bag, papers, and boxes are the main medium used for the next activities.

4. *Mini platform or stage*

Broken tables were fixed and repaired by the volunteers of group two. Then, after fixing the surface of the tables, they cut the tables' leg and combined it together side by side. The whole process turns out to be wonderful as the end result was a highly structural mini platform. The TSH3R members decided to contribute the mini platform to the library. The librarians were pleased because in present, they already have a mini stage to organise a story telling competition.

5. *Useful bench*

Stools with broken backrest were transformed into a long bench. With a similar process of making the mini platform, the volunteers from group 3 decided to make a bench that can be used as a place where students study, or eat during recess. Instead of cutting the stools' legs, the volunteer removed the backrest of the stools and combined them together side by side to make a long strong bench. This invention is then screwed at the strong walls of the school building.

6. *Flag from clothes*

The large amount of clothes collected is used to make huge flag structure. Clothes are painted with blue, red, yellow and white. These are the colours to create Malaysia's flag. The clothes were later on being hung on a frame and placed at the sidewalk in the school's building. This activity was conducted by the volunteers from group 4.

7. *Sports day competition*

During the sports day in May, TSH3R members had organised a competition. Students who participated in the competition were asked to collect rubbish around the school compound. Participant with the most amount of rubbish (measured in kilogram) is selected to be the winner and is given prize.

The competition had given a huge implication on students' behaviour. In order to win the competition, they are encouraged to collect every single piece of rubbish in the school area. Thus, this has contributed to a better and cleaner school surrounding.

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

As a teaching strategy, teachers stress the most about the moral values especially the value of Preserving the Nature during Civic and Citizenship subject (CCS) on each and every classes. During CCS subject teachers conduct small competition such as; essay writing by the topic 'Importance of Nature', poster drawing, Impromptu Speech and games that are themed by the topic of Nature.

TSH3R members also distributed pamphlets to every class. On the pamphlets, they had listed the benefits of taking a good care of nature. Also, the coincidence and implication if students decided to care less about Mother Nature were all written down in the pamphlets. The aim of distributing the pamphlets is to recall students' idea about the Importance of Nature.

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

Programme monitoring and evaluation mechanisms:

Monitoring is a basic management function. Student and school must know what is happening in their respective programmes and projects, particularly at critical points in implementation. All TSH3R assisted programmes and projects, regardless of duration and amount of funding, must be monitored. Evaluation is an important tool for learning and ensuring accountability. It is not practical, however, to evaluate all TSH3R assisted programmes and projects considering the magnitude of the costs and the time that would be required to do so. Hence, for evaluation to be cost-effective, it should be undertaken on a selective basis. The following set of criteria must be considered in selecting which programmes and projects to evaluate.

Summary of results:

As a method to monitor the programme, every activity that involved students and the community is observed carefully. Students' and the community ideas that help in improving TSH3R programme are noted. Their perception and point of view is then be the most important source in order to carry out new activity.

Towards the end of school session (August) survey form were distributed to students, teachers, and parents. This process is to analyse their satisfaction upon the project that was held.

## 11. Resources used for programme implementation

### a) *Human Resources*

School Administration, students, parents, teachers and community.

### b) *Finance Resources*

School fund, TSH3R Club's Fund, contribution from Parents-Teachers Association and donation from individuals.

### c) *Technical resources*

ICT room and equipment, internet and websites.

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 or contributions
a) Nur Mirrah Husnaa bt Mohd Mokhtar	Head of Management and data analyser
b) Nurul Nazifa Bt Zainol	Head of Resources
c) Nur Anisah Farahanah Bt Abd Rahman	Head of Communication
d) Nurul Afiqqah Bt Jamaludin	Head of ICT and Media publication

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

The benefits of the programme are;

- Students started to apply moral values in school, public area and at home.
- Students are aware about the importance of taking good for the Nature and environment.
- Students are willing to share their knowledge about the Importance of Preserving the Nature to the community.
- Amount of rubbish and material that can still be used started to decreasing and going to a phase of improving.
- School surrounding become cleaner and guarantees to be a better place for students to study.

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

There will be many opportunities over the next three months to SpeakUp on the TSH3R programme ;

- We will be updating TSH3R programme regularly with information, blog posts and videos.
- There will also be a calendar listing of all of our round table and open house sessions.
- Join our [mailing list](#), visit us on [Facebook](#) or follow us on [Twitter](#) to stay up to date on the TSH3R programme

15. Plan for sustainability and plan for the future

Plan for sustainability:

“TSH 3R (***Reduce Reuse Recycle***)“ a term that is gaining real traction for corporate sustainability due to looming regulatory concerns and community goodwill, for a no obligation consultation to discover how we can help you go green at a profit.

**Sustainability is the ability to achieve continuing economic prosperity while protecting the**

natural systems of the planet and providing a high quality of life for its people. Achieving sustainable solutions calls for stewardship, with everyone taking responsibility for solving the problems of today and tomorrow-individuals, communities, businesses and governments are all stewards of the environment.

Plan for the future:

**Purpose:** Outline specific locations and TSH3R programme uses for the site based on additional stakeholder discussion and analysis.

**Activities:** This phase may include developing several scenarios for consideration, or outlining more detailed considerations for a single scenario for stakeholder review discussion and refinement.

**Outcome:** A final report summarizes reuse goals, the site analysis, the TSH3R programme or scenarios, remedy and considerations and recommended next steps for the future.

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) (File name).....

Attachment 2) .....

Attachment 3) .....

Attachment 4) .....

Attachment 5) .....

Attachment 6) .....



17. Photos related to the activity/programme (Maximum of 10 photos with captions in English)

Photo1



**Useful bench**

(Caption in English)

Photo 2



**Collecting material that can still be recycled**



(Caption in English)

Photo 3



**Speech giving**

(Caption in English)

Photo 4



**Finding volunteers**

(Caption in English)



Photo 5



**Finding volunteers**

(Caption in English)

Photo 6



**Mini platform or stage**

(Caption in English)



Photo 7



**Sports day competition**

(Caption in English)

Photo 8



**Finding volunteers**

(Caption in English)

Photo 9



**Flag from clothes**

(Caption in English)



Photo 10

**Collecting material that can still be recycled**

(Caption in English)