

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

1. Title of the school's programme

Care and Love for Environment and Nature Program (C.L.E.a.N program)

2. Summary of the programme

Sekolah Rendah Saba Darat is located in the middle of Brunei river. In the year 2011, the school committee decided to implement the Care and Love for Environment Program (C.L.E.a.N. Program) which aims to instil the habits of keeping the school environment and nature clean and safe for everyone. It's a dynamic program where changes and activities keep on added in according to what the students and the school needed. Moreover, it develops awareness of the importance of keeping the water village clean and transform the school environment to be 'green' that support the 4R that is Reduce, Reuse, Recycle and Recover. The action plan has been drafted and expected to evolve from time to time, year 2011 onwards. The activities emphasize on the activity participation of the students such as drawing posters, show and tell competition, setting up the mini market from recycled and reuse 'rubbish' and sustainability of going green.

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

Issues on water pollution have been on the rise globally. A school is a learning centre for the children, our future generation, where information is delivered thus plays a major role to educate and create habits on how important it is and why is It crucial to keep the environment clean and safe. Sekolah Rendah Saba Darat is one of the primary schools located in the middle of Brunei river (refer to Attachment 1)

Furthermore, upon recognizing the effects of the pollution, the school committee decided to implement the program named Care and Love for Environment and nature Program (C.L.E.a.N. Program) which aims to instil the habits of keeping the environment and nature clean and safe for everyone especially the students since most of them live nearby school and homes are above water. The school decided to implement the C.L.E.a.N. Program in the year 2011 to support the conservation of water and cleanliness of Brunei river.

All of the students are Muslims. Physical cleanliness is also one of the most important aspects of the Islamic faith. Islam, as taught from the Qu'ran and Hadith, is a religion of nature. Nature loves cleanliness and hates pollution that is why cleanliness highly desirable feature of human survival. It is one of the basic beliefs of the Islamic faith. It's hoped that through education the students could develop the habits of keeping the environment clean and safe especially the river where their village are.

4. School vision, mission and core values

School Vision: ‘Sekolah Gemilang di Kampung Ayer menjelang 2016

Glorious School in the Water Village by 2016

School Mission:

Providing students with life skills education to achieve their highest potential and beyond – ‘Mission is possible’

School Core Values: M.R. Caring Committed to Teamwork

M – Motivated

R – Responsible

C – Caring

C – Committed

T - Teamwork

5. Objectives/goals of the programme

The goals of the programme are to:

1. Implemented character development of the students where they need to practice a good habit of keeping their school and home environment clean
2. Instil good values for sustaining the awareness of keeping the water village clean amongst the students
3. Provide information where students can recognise the importance of good health in a safe and clean environment

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

The specific aim of the programme was to inculcate and cultivate the specific personal aspects of being caring and loving towards the wellbeing of the environment and nature to all the students in Sekolah Rendah Saba Darat through their participation in the activities designed and implemented by the school committee.

With this specific aim in mind, a second more general aim was to critically involve all the students in the action learning processes in order to comment on how these processes can generate peak personal learning experiences for them, from their interpretation of significant experiences and observations in the activities and how useful this reflective process is for them in a long term.

This programme is expected to instil the habits of keeping the school environment and nature clean and safe for everyone. Also it is hoped the students have developed awareness of the importance of keeping

the water village clean. Transformation of the school environment to be 'green' that support the 4R for environment (Reduce, Reuse, Recycle and Recover) is also anticipated. This programmes is only a basic introduction to the young children and the school really hope that as they grow up and mature, the students will continue to study further on options to use the renewable energy and create deeper understanding of green environment and world's crisis that are caused by the surplus of oil demand which is solely due to oil peaks, global warming and human intervention in order to create a more healthy and safe environment where energy use from fuel will be minimised.

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

The time period when the programmes has been implemented was beginning from the year 2011 and ends to 2016. It is a five years implementation of the programme and a possibility of continuity to ensure lasting implementation.

8. Activities (Actions and strategies of implementation)

This program was initiated together with all of the Saba Darat Primary School teachers in 2011. They designed a plan and carried them out whenever possible in stages throughout the year 2011 up to this very moment with their respective team who worked together to improve school facilities. The activities in this program 'evolve' according to the needs of the students and school in relation to the global issue. Each activity which is planned and then implemented had specific purpose. However, the general purpose is for the care and love for the environment and nature.

Improving the school conduciveness

The teachers started by doing a make-over to the school environment. The teachers were grouped into four groups to work on certain school facilities. With their team, the teachers got together to improve the school conditions. Teachers spent their time to improve and further beautify the school environment so that the students will feel more comfortable to be in the school. The make-over include the library, school foyer, restroom, canteen and the school main hall. This activity is more to recovering the cleanliness and beauty of the school environment.

Through this activity, teachers have also developed their sense of professionalism through a positive growth in values, attitudes and commitment of being a teacher, not just teaching during curriculum time but their sense of belonging of and values to the school. It enhanced and built their teamwork capacity. It has developed through their professional interactions with their team and other team members.

The 4R in the school

The students learn in the curriculum about the 3R – Recycle, Reuse and Reduce. Another ‘R’ (Recover) was introduced by the International Unit. Department of Schools that the school finds this is also a beneficial knowledge and could provide useful experiences for the students.

The school started the 4R activity by setting up a mini-market made from used materials and had become waste or better known as rubbish. This mini-market was set up in one of the corner of the school kitchen. The teachers collected the ‘rubbish’ themselves and also from the students and the rubbish was reused as useful learning tools. The items collected were drink cans and bottles, snack boxes, broken electrical appliances such electric kettle, water heater, rice cooker and phones. Some used toiletries were also collected such as the shampoo bottles, floor liquid cleaner bottles, detergents boxes and many more. The items collected were cleaned and sorted accordingly.

The corner has been used and updated from time to time and many visitors who came to the school thought it was a real mini-market. This mini-market has given the students experiences in learning real-life mathematics as well as learning about keeping their body healthy in science lesson. Teachers used this mini-market as one of the learning corners for their students. Another section in the mini market will be added soon which will be the ‘selling’ corner.

Mini-Market brought Opportunities

The school was very fortunate that this mini-market had given good impression to the STEP (Science, Technology, Environment and Partnersip) Centre, Ministry of Education. The STEP centre was established in 1998 and this centre is fully committed towards promoting environmental conservation and protection to schools and Ministry of Education (MOE) through raising awareness, integrating environmental knowledge and values as well as making well-informed decisions through various related activities. Three students and a teacher from Sekolah Rendah Saba Darat were amongst the selected ones whom were invited to participate in the International Sustainability Camp for Children at the University Tun Hussein Onn in Batu Pahat Johor, Malaysia. The students were Md Hadif Hamizan bin Zulazmi, Asradin and Liyana binti Yussof along with the supervising teacher, Cikgu Yong Iee Ling. They brought home two medals, silver and bronze medals which they were awarded for their participation in the activities conducted by the organizer.

More activities were carried out following the previous one. All of the students participated in keeping the school environment clean and they were taught on how to reduce the amount of rubbish thrown into the river. Some activities were carried out to create awareness to reduce the things they use (paper, plastic, so that they will have less to throw away). For Year 1, 2 and 3 students, they were required to do

drawing and colouring objects where they needed to identify objects that should and shouldn't be placed in Brunei River. Year 4 students were brought in the school boats to catch the 'rubbish' nearby the school and river banks while Year 5 and 6 students went around villages to answer questionnaires and activity sheet given by their teachers. They were required to critically inquire to find the causes, effects and also solution on river pollution.

This year the school has implemented other activities which promote the 'Recycle' and 'Recover' activities. These two activities are hopefully to give a bigger impact to the school and spread out to the nearby neighbour. The students were doing recycling where they'll be contributing bottles to make big boats and the winner will be on which of the boat that could hold the most weights. For the 'Recover' activity, the school students participated in planting the school flower, Morning Glory in bottles which was chosen to match the school vision and motto, 'Glorious School by 2016' and 'To Achieve Glory' respectively. This is a big challenge for the school as the school is not on land and it's expected that a little soil will be enough for growing the flower. Furthermore, temperature and humidity of the environment will play a bigger role in the survivor of the plants.

This year, we have done various activities before the end of year school term holiday and it's mostly related to the students' environment around the school and home. Students did various investigations and had conversation with the teacher-in-charges of each groups.

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

Teaching strategies and pedagogies used for teaching values in the school are in line with our current education system known as National Education System for the 21st century (SPN21). Values can be seen in most subjects as it is taught as early in kindergarten. As we know, the early exposure given based on the values regarding our environment and sustaining it can give an impact to the young students as they are our future who will change our generations' mindset and the steps to awareness in going 'green' nationally. With the teaching of our environment that has been added in our syllabus and not just been taught as a single subject, allows our students to influence people around them such as the neighbourhood around the school where they live to follow their view in keeping their surrounding such as the water free from pollution.

Every teacher must teach them the values in most subjects based on the themes or topic that correlated with our programme. To further understand an activities are often prepared by bringing the kids where they are exposed to their surrounding and give them an open eyes or insight of where they are living that need realisation on the importance of the 4Rs and keeping their water clean. Without students' realisation on the purpose of educating them the values of the environmental perspectives, it has imparted them knowledge of awareness that led to impairing them into the economic perspective.

There is a range of instructional methods use to meet the needs of different learners used. Identifying and use methods for presenting in keeping our water clean concerns in appropriate and engaging ways for learners of different ages, backgrounds, levels of knowledge, and developmental abilities. By selecting the right materials and strategies that are developmentally appropriate as well as recognize and acknowledge their cultural present in groups of learners will tailor instructional approaches to respond to this programme. Hence it is use as an educational resource in a variety of teaching methods and strategies appropriate for the programme content.

In addition with every visitation from various schools in the country or expatriate, teachers use their students' creative work by using the 4Rs (Reduce, Reuse, Recycle and Recover). They would reuse unwanted ice-cream sticks using recycle papers to make a traditional fans and given it as a gift to the visitors. Most of their creative works in using the unwanted scraps around them and are selling it to the public at the end of year as part of the activity conducted nationwide. This has begun in 2012 and will continue as a year-end activity in years to follow.

As mentioned before about activities done before every school term holiday, teachers will take opportunities to teach the students along during the activities. Exposures to them give better insights of what is going on around their living and school area which will give an impact to their life. From there, it will promote awareness and the teaching values can instil within them without their realising it.

10. Programme monitoring and evaluation mechanisms and summary of results

Programme on monitoring and evaluation are done regularly during the assembly where teachers often remind the students on keeping the school clean and not to throw rubbish into the water where the school is situated (above water). Furthermore activities conducted during lesson in class to ensure that the programme is constant being carry out. Themes and topics are related to the programme.

Having the natural world outside the school area, it provides exploration to the students. It gives them an opportunity on fine motor development especially to the young students. As a result it fosters growth and development in their social-emotional, cognitive, physical and language domains. Their experience gives every student to mature as they understand about their environment around them.

Although there may still be need in modification of the programme. Limitation such as where cleanliness in the environment especially around the school area that consist of homes of the students takes quite sometime to see the effect. Nevertheless results are shown where these students understood the purpose of the 4Rs. Coming from a low or average income families, these students make use of the 4Rs where they create projects out from scrap materials found around their area. Instead of buying or throwing the materials, they recycle and reuse it whenever they can find at home or around them.

11. Resources used for programme implementation

Various resources used for programme implementation such as follows;

- Questionnaires regarding the cause and effects of water pollution
- Knowledge taken through participating from the International Sustainability Camp for Children at the University Tun Hussein Onn in Batu Pahat, Johore, Malaysia

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) STEP (Science Technology, Environment and Partnership) Centre, Ministry of Education	Giving the students and school the opportunity during the International Sustainability Camp for Children in Johore
b) School Boats Department (Transport Department), Ministry of Education	Transportation for the students in cleaning the river that surrounds their community
c) Department of Environment, Parks and Recreation (JASTRE)	Participated in the programmes by taking the collected rubbish from the students
d) Caregivers such as parents and other family members	In the education processes that related to the programme

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

There are many positive outcomes of the programmes such as to the;

(i) Teachers

Being a teacher, they will do their best to overcome every challenges and this programme are one of the challenge that benefit everyone in a long term. From the programme, they have contributed various ideas through discussion and develop a strong teamwork towards making the programme running strong. Furthermore, they are continue learn new ideas form one another or through research work from reports, sharing session from teachers in other schools as well meetings regarding in sustaining our environment.

(ii) Students

As for our students, they have increasingly developed their ability to investigate, analyse, and respond to their environment, situations, and main concern which is stop water pollution. The

programme provides opportunities for them to experience and encourage them to investigate their surroundings. The investigations lead to the development of action

Strategies such as what they can do to stop people from throwing rubbish in the water or ground. They develop empathy and increased self-reliance which demonstrate a sense of personal responsibility toward others and their environment. Their responsibility leads to actions and provide opportunities for them to make decisions about their own decisions on what they can do to clean their environment. As they began to explore their environment, they begin to develop understandings of how the world works. Through this program, it provides students with opportunities to develop knowledge related to environmental and social systems, including the place where they live.

(iii) *Parents and community*

Some parents contribute to discussions about things surround them and students' project work that show awareness that they work to provide the things others need. They have guide their own children in recycling and reusing scraps without taking out money to make a project. This action will imprint to their children who is the students in the school on the awareness in being creative by just using anything recycling around them. Hence it will be like a wildfire where such actions will spread out throughout the community.

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

The knowledge generated through active learning has become the students' development opportunity. They were able to become more active participants in the lesson to improve the environment. Throughout active engagement, the students learned different aspects of skills in conserving the environment and getting the benefits from it such as learning mathematics and science in the mini market. It was meaningful, memorable and motivational for the students as they developed through their own experiences and creation.

15. Plan for sustainability and plan for the future

Plan to further improve the programme in cleaning our Brunei river and spreading out the awareness into the community. Also, to allocate the recycle bin in every part of the community nearby the school, not just having it in school. There will be more involvement with the community and caregivers of the students to participate and foster an awareness of their living involving with the programme itself.

In addition for the future, there will be a need to upgrade skill and knowledge and be ready to

experience new experiences to instill and continuity of sustainability. The need to being steadfast to the program is necessary in achieving the goal.

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) Location of the school

Attachment 2) Make-over on part of the school area

Attachment 3) Worksheet exercise for the lower primary regarding identification

Attachment 4) Questionnaires for the upper primary regarding the C.L.E.a.N. Tour of Brunei River ecology

Attachment 5) Action plan for the year 2013

17. Photos related to the activity/programme



The 'Mini-Market'



Global Campaign help for the young students



The Students having fun in Shopping Spree



Teachers involved in the 'Mini Market' activity



Opening of the C.L.E.a.N. programme initiated by Deputy Permanent Secretary (Core Education) of Ministry of Education, Awang Haji Suhaila bin Haji Abd Karim



Students from selected school as well our own students participating in the International Sustainability Camp for Children in Johore



Students in cleaning the water of Brunei river surrounding the school and community



Department of Environment, Parks and Recreation (JASTRE) participating and helping in the cleaning of Brunei River



Investigation on the water surrounding the school and its community



Receiving a prize on Essay Writing for the SEAYLP project, Care On Brunei River Ecology (COBRE).



Creativity of a boat made from recycle bottles and done by students and teachers



Testing on the reliability and sturdiness of the recycle bottle boat which was a success!