

Supporting Partner:



## Submission Form of 2014 SEAMEO-Japan ESD Award

Theme: Fostering Global Citizenship for Sustainable Future

The last day for submission of entries: 15 September 2014

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

1. Name of your school: Sekolah Kebangsaan Si Rusa
2. Full address: Sekolah Kebangsaan Si Rusa, 71050 Si Rusa, Port Dickson, Negeri Sembilan, Malaysia.
3. Postcode: 71050 Si Rusa, Port Dickson, Negeri Sembilan
4. Country: Malaysia
5. School's telephone number (country code+city code+telephone number): 60-06-6473094
6. School's fax number (country code+city code+fax number): 60-06-6473094
7. School's email Address: -
8. Name of the Head Master/ Principal/ School Director: Mr.Yunus b Mohd Nordin
9. Name of Teacher Coordinator: Ms Grace Gayathri A/P Ramakarsinin
10. Email address of the Coordinator: kiara\_waston@yahoo.com
11. School website (if available): -
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): Year 1- Year 6
13. Number of teachers in your school: 42
14. Number of teachers participated in this programme: 42
15. Number of students in your school: 544 pupils

### **PART II: Information about the School's Programme**

The information of part II from no.1 to 13 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

**Drug Education and Prevention (PPDa) Program in collaboration with 1 Student 1 Sport**

## (1M 1S) Program

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

Drug Education and Prevention (PPDa) Program in collaboration with 1 Student 1 Sport (1M 1S) Program was an annual program that the school implemented to create awareness among school students about the dangers of drug abuse. The program is accompanied by appropriate activities for young children to understand the dangers of drug abuse. Among the activities that have been carried out are quizzes, coloring, creating poster, games that can ensure the physical health of members and visits to the homes of the unfortunate children.

Outperform the activities that have been planned, the program was held for 3 weeks. The program was also supported by the Ministry of Education as the District Education Officers and Officers of the State Education Department also joining the programme. This is because the program is in line with the aspirations of the Malaysian education system that aims to produce a generation of competent to compete in giving back to the country to achieve developed nation status. Overall the program has been carried out in schools and in homes of orphaned children. This program was successfully attended by all pupils from Year 1 until Year 6. 40 teachers in this school are not spared from participating in this program.

Overall, the whole school has been actively involved in this program. As a result, students were able to be educated not to engage in drug abuse but also contribute to the local community and become good citizens.

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

Basically, this programme is created to nurture awareness on dangers of drug addiction among students as this programme is targeted on little kids as young as 7 years old until 12 years old. Thus one of the reasons on why our school created this programme is to teach and educate little children to keep themselves apart from any activities that could lead into drug abuse.

As the whole world well aware on how drugs addiction can destruct someone life or even a generation, our school were motivated to plan on activities that young children could join in and understand the danger of drug abuse. Fun activities could give more emotionally effect on children so that they can perfectly understand the danger of drugs abuse and how to lead a healthy life.

### 4. Objectives/goals of the programme

The objective of the program are as follows:

- a. Increasing students awareness on drug abuse that could detrimental life and health of our community
- b. To ensure that students have the knowledge and skills about healthy lifestyles and ability to practice it.
- c. To ensure that students have the materials to practice a healthy lifestyle.
- d. To educate students about the harm of drugs since and early age.
- e. Sowing and nurturing attitude to hate and stay away from drugs.
- f. To provide healthy alternative programs of anti-drugs to pupils.

5. Core competencies of students (e.g. knowledge and understanding, cognitive skills, non-cognitive skills and behavioural capacities) that the school aims for within the programme.

## **CORE COMPETENCIES OF STUDENTS**

### **1. Knowledge and Understanding**

Knowledge and understanding refers to the ability to demonstrate an understanding of the characteristics of conflict and how it manifests itself into inter professional and organizational contexts. For an example in the PPDa program pupils are expected to fully absorb all the information on drugs and able to proses that information. Pupils are also required to have understanding of the effects of drugs and its remedy.

### **2. Written and Oral Skill**

Written and oral skill is the ability to express oneself clearly in conversations and interactions with others. Speaks clearly and can be easily understood, tailors the content of speech to the level and experience of the audience. Maintains eye contact when speaking with others and summarizes or paraphrases his/her understanding of what others have said to verify understanding and prevent miscommunication. In the PPDa program pupils are required to take part in written quizzes, essay writing, writing their hopes for the future and such. Pupils are also required to take part in interviews and video making by pupils use appropriate grammar and choice of words in oral speech and organizes ideas clearly in oral speech.

### **3. Motor Skill**

Sports Skills refers to motor skills which is common motor activities with specific observable patterns. Most skills used in sports and movement activities are advanced versions of fundamental motor skills. The development of motor skills and physical fitness and knowledge must begin in the earliest years of primary school. For example in PPDa program pupils take part in sport activities that develop their motor skills such as blowing and busting balloons and filling water in bottles for Year 1 and Year 2 pupils; rounders and galah panjang for Year 3 and Year 4 pupils; and netball, football and sack race for Year 5 and Year 6 pupils.

#### 4. Reasoning and Critical Thinking

Reasoning Thinking is the ability to tackle a problem by using a logical, systematic, sequential approach. Makes a systematic comparison of two or more alternatives and notices discrepancies and inconsistencies in available information. Critical thinking is the ability to anticipate the implications and consequences of situations and take appropriate action to be prepared for possible contingencies. In the PPDa program pupils must be able to understand the content and able to devise a plan is faced a problem. Pupils must be able to anticipate possible problems and develops contingency plans in advance. Example questions asked to promote reasoning and critical thinking are ‘What would you do if your family member take drugs?’ and ‘What would you do if you are offer cigarettes or drugs by friends?’

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

3 weeks (4 August 2014 – 22 August 2014)

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

##### 1. 5 Min Speech (everyday throughout the 3 weeks)

This activity conducted to give information on everything about drugs, how it dangers life and how to keep away from it.

##### 2. Quizzes

Quizzes targeted on pupils knowledge on drugs. This activity was conducted to see on how far students know about drugs and its danger.

##### 3. Colouring contest

Colouring contest was conducted for younger students (7 years old) to provide material that can easily understand by them on the danger of drugs abuse.

##### 4. Poster creating contest

Poster creating contest was conducted to see on how students could express their opinion through their creativity on the danger of drugs abuse.

##### 5. 1 Student 1 Sport

This activity was conducted to exposed students with material that can be implement to lead a healthy lifestyle instead of abusing drugs.

##### 6. ‘Tree of Hope’

‘Tree of Hope’ was an activity that can be a medium for all students or teachers to express their disagreement towards drugs abuse.

##### 7. Talk from the AADK (National Anti-Drug Agency)

Representatives from the agency will give a talk which will provide more knowledge on drugs abuse.

##### 8. Video making

Video was constructed to summarize all the activities conducted throughout the 3 weeks and representing school’s point of view on drugs abuse.

**9. Visit to Orphanage**

This activity was conducted to hold a community service which students and orphanage could share experience and working out as a team.

**10. Talk from the Police (PDRM)**

Representatives from the Police Department of Narcotics will give a talk which will provide information on the risk of taking drugs.

**11. Talk from the Malaysian Fire and Rescue Department (BOMBA)**

Representatives from the Malaysian Fire and Rescue Department are invited to do demonstration and give talk on safety.

8. Teaching and learning methodologies that the school applies for promoting the core competencies as identified in number 5

**TEACHING AND LEARNING METHODOLOGIES****1. Knowledge and Understanding**

Under the core competencies of knowledge and understanding pupils are expected to fully absorb all the information on drugs and able to process that information. Pupils are also required to have understanding of the effects of drugs and its remedy. The teaching and learning methodology used is explaining which the process of teaching is by giving spoken explanations of the subject that is to be learned. Lecturing is often accompanied by visual aids to help students visualize an object or problem.

**2. Written and Oral Skill**

Under the core competencies written and oral skill pupils are required to take part in written quizzes, essay writing, writing their hopes for the future and such. Pupils are also required to take part in interviews and video making by pupils use appropriate grammar and choice of words in oral speech and organizes ideas clearly in oral speech. The teaching and learning methodology used is inquiry-based learning that focuses on student investigation and hands-on learning. In this method, the teacher's primary role is that of a facilitator, providing guidance and support for students through the learning process. Inquiry-based learning falls under the student-centered approach, in that students play an active and participatory role in their own learning process.

**3. Sports Skill**

Under the core competencies sports skills pupils take part in sport activities that develop their motor skills such as blowing and busting balloons and filling water in bottles for Year 1 and Year 2 pupils; rounders and galah panjang for Year 3 and Year 4 pupils; and netball, football and sack race for

Year 5 and Year 6 pupils. The teaching and learning methodology used are Instructing (instructions must be given for them to complete the task or skill. These may be written or verbal. The teacher must ensure the student knows what is required of them), Demonstrating (The teacher may provide a demonstration of the skill or may get a peer to perform it. It is key that this is a good demonstration to allow the student to form a model in their memory and mentally rehearse the skill to be performed), Applying (The student then practises the skill in a planned situation to help them transfer the learning from practise to a competitive situation) and Confirming (This is all about feedback and providing information for the student about how successful they have been. Testing or assessing the skill allows the teacher and the student to evaluate performance).

#### 4. Reasoning and Critical Thinking

Under the core competencies of reasoning critical thinking pupils must be able to understand the content and able to devise a plan is faced a problem. Pupils must be able to anticipate possible problems and develops contingency plans in advance. Pupils are given questions in groups to promote reasoning and critical thinking are ‘*What would you do if your family member take drugs?*’ and ‘*What would you do if you are offer cigarettes or drugs by friends?*’. The teaching and learning methodology used is cooperative learning where method of teaching and classroom management that emphasizes group work and a strong sense of community. Cooperative learning falls under the student-centered approach because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers. There is another teaching methodology used that is collaborating that actively participate in the learning process by talking with each other and listening to other points of view. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method.

9. Partnership, community participation and international connection (Details of partners, their roles and activities that they have involved)

#### **PARTNERSHIP**

Name	:1 Sport 1 Students Program SK Si Rusa ( <i>Program 1 Murid 1 Sukan Sekolah Kebangsaan Si Rusa</i> )
Detail	:1 Students 1 Sport Program Sekolah Kebangsaan Si Rusa is a program introduced by Education Ministry. The 1 Student 1 Sport policy was established to enable every student to have access to the benefits of participating in sports, in particular for students who are less or not active. It is to develop sports in school towards increasing students’ level of participation in at least one type of sports in school and to provide the

opportunity to students with talent and potential to be developed further.

Activities :A lot of activities is done under the program; details are as follows.

### COMMUNITY PARTICIPATION

**Participation of :Parents and Teachers Association (PTA)**

*(Sarana Persatuan Ibu Bapa dan Guru)*

Detail :PTA is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school.

Role :During this program parents are involved directly with the program that is held under Drug Prevention and Education Program, where by parents attend all program as facilitator.

Activities involved :Facilitators in school trip to Wawasan Children's Orphanage

**Participation of :National Anti-Drug Agency (AADK)**

*(Agensi Anti Dadah Kebangsaan)*

Detail :National Anti-Drug Agency (AADK) is under the Ministry of Home Affairs. The mission of this agency is to prevent a person from drug involvement, treat and rehabilitate drug addicts, to prevent re-addiction and eradicate the supply, distribution and misuse of drugs

Role :During this program two senior staff from the National Anti-Drug Agency (AADK) are invited to give a talk to Year 3 and Year 6 pupils.

Activities involved :Talk on 'Types and Dangers of Taking Drugs'

**Participation of :Malaysian Royal Police (PDRM)**

*(Police Diraja Malaysia)*

Detail :Narcotics Criminal Investigation Division of Malaysian Royal Police function is to fight against dangerous drugs by enforcing the law to stop and reduce the demand and supply of dangerous drug. Collect, study, assess and spread drug-related information and implement prevention of drug abuse programmes in schools.

Role :During this program two senior staff from the Malaysian Royal Police are invited to give a talk to Year 4, Year 5 and Year 6 pupils.

Activities involved :Talk on 'Risks of Taking Drugs'.

**Participation of :Wawasan Children's Orphanage**

*(Pertubuhan Anak Yatim dan Miskin Wawasan Port Dickson)*

Detail :This Orphanage is established to protect and provide the children with shelter they can call home that's filled with love, care, compassion, kindness,

	understanding, nurturing environment for Orphaned or destitute children to live and grow. This home also provide the children counseling and prayers to develop mentally, physically, emotionally and spiritually to overcome their bruised and abused emotions.
Role	:The founders and children involved in activities organized by SK Si Rusa in the orphanage.
Activities involved	:Visitation to Orphanage
<b>Participation of</b>	<b>:Malaysian Fire and Rescue Department</b> <i>(Jabatan Bomba dan Penyelamat Malaysia)</i>
Detail	:The Malaysian Fire and Rescue Department popularly known as Bomba, is the fire and rescue services agency in Malaysia. The special units goes from school to school to explain guidelines for candle, electrical and gas safety, fire safety for college students and saving yourself during a fire.
Role	:Malaysian Fire and Rescue Department are invited to do demonstration and give talk on safety.
Activities involved	:Demonstration and talk by Malaysian Fire and Rescue Department.

#### 10. Monitoring and evaluation mechanisms and summary of results

##### **MONITORING AND EVALUATION MECHANISMS:**

##### **Interview**

A set of interview was done, where 12 pupils was selected randomly for each year. They were asked about the activities that have been done and how they have benefited from it. Next 10 teachers have been selected to be interviewed on the implementation of the program. The main reason for these interviews is to get an overall picture by both teachers and pupils on the implementation and outcome of the program.

##### **Questionnaire**

The questionnaire is created for all the community participants of the program. This questionnaire is given to the Parents Teachers Association (PIBG), Wawasan Children's Orphanage, Malaysian Fire and Rescue Department (BOMBA), Malaysian Royal Police (PDRM) and National Anti-Drug Agency (AADK). This questionnaire is created to find the views of participants on the implementation of the program and the extend of commitment can be given in future programs.

##### **SUMMARY OF RESULTS:**

Summary of the interview result shows that the pupils have fully taken part in the programs conducted by the school. The interview result also shows that the pupils are able to digest the



information on drug prevention have been digested. They would like more activities like this in the future. Following are quotes of pupils interview,

*“...I love this program because it make me happy because I get a lot of presents after I answer questions”* Muhammad Amar Year 2.

*“ In this program I learn that drug and cigarettes is very bad and if in my family if anyone smoke I will be very upset and angry. I will try to help my family. I am so happy because my father do not smoke at all..”* Muhaimin Haikan Year 3

Where else the summary of the questionnaire has revealed that the participants are very happy that the school have invited them to do various program in the school. The results of the questionnaire also indicated that the entire participated agencies are willing to give 100% commitment for future program. Following are few responses from the questionnaire (translated);

*“I am very glad that the school is putting in a lot of effort and time to implement this program. Though this program has been done before, the scale of the program this year is very satisfying. This program particularly this year has been put a lot of thought and effort”* National Anti-Drug Agency (AADK).

*“Just yesterday two high pupils were arrested because they we playing truant and on top of that they were inhaling glue in parking lot. This is scary that pupils as young as age 10 buying and smoking in the public. It is important for the school implement this program because it fosters healthy living without drugs, cigarettes and inhalants. The school must also introduce policies like TAK NAK ROKOK! to the pupils. My compliments to all the teachers involved, SK Si Rusa BOLEH!”* Malaysian Royal Police (PDRM)

#### 11. Resources used for program implementation

There are few resourced used to implement this program.

##### **1. Drug Education and Prevention Program**

Resources for this program is taken from various resources and manipulated so that it can suit best the level of SK Si Rusa pupils.

##### **2. 1 Student 1 Sport Program**

Resources for this program are taken from the module created by the Ministry of Education. The activities done are based on the model that focuses on certain sports skills.

##### **3. National Anti-Drug agency**

Resources are brought by the representative from the agency. There are many resources brought and used by the representative. Examples of resources brought are Power Point presentation, videos, pamphlets, colouring pages, books, jigsaw puzzle and souvenirs.

#### **4. Malaysian Royal Police**

Resources are brought by the representative from the agency. There are many resources brought and used by the representative. Examples of resources brought are Power Point presentation, videos, sample drugs, whip used to punish drug user and pamphlets.

#### **5. Malaysian Fire and Rescue Department**

Resources are brought by the representative from the agency. There are many resources brought and used by the representative. Examples of resources brought are fire extinguisher, fire truck, pamphlets, demonstration, fire proof jacket and first aid kit.

### **12. Benefits/Impacts/ positive outcomes of the programme to students, school and community**

#### **Benefits to students**

1. Students awareness on drug abuse could be increased.
2. Students will have knowledge and skills about healthy lifestyles and ability to practice it.
3. Students will have the materials to practice healthy lifestyle.
4. Students will be expose about the harm of drugs since an early age.
5. Students will be sowed and nurtured on their attitude to hate and stay away from drugs.
6. Students will have a healthy alternative program on understanding drug abuse.

#### **Benefits to school**

1. Schools can reduce the rate of discipline problems.
2. Learning qualities in schools can be enhanced because more students will be much disciplined and have a better level of self-control on negative things.
3. The involvement of pupils in the beneficial activities could give good name to the school.

#### **Benefits to community**

1. Our community will have better youngster that will not involved in any negative activities that could affected the community.
2. Our community will have better youngster that could contribute well to the community.
3. Our community will have youngster that could assure sustainability of the community.

### **13. Plan for sustainability and plan for the future**

#### **Plan for sustainability:**

In order to achieve sustainability, this program will be conducted for the upcoming years with more interesting and fun activities. This is because, different activities could even strengthen student's attitude towards good deed. Besides, post mortem will also be conducted to search for the weakness of the program. This is important so that any weakness occur throughout the program could be fixed. As the

result, the activities can be more effective to the students.

**Plan for the future:**

In the future, this program will be conducted with much involvement of the community. This is because, the involvement of the community will give more impact on the effectiveness of the program to the community as the community itself joining in the program. Other than that, we will also do some research on others country to learn on their program that we can use it as an example. This is because we can use it as an example and implemented into our program with appropriate modification.

14. List of attachments such as a copy of the school operational plan or school management 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) [Atch 1 PPDa Paper Work](#)

Attachment 2) [Atch 2 Quizzes](#)

Attachment 3) [Atch 3 Colouring Contest](#)

Attachment 4) [Atch 4 Invitation Letter to the Closing Ceremony](#)

Attachment 5) [Activities through out the program](#)

Attachment 6) [DRUGS KILLED](#)

Attachment 7)

15. Photos related to the activity/programme (Maximum of 6 photos with captions in English)

Photo1:



Students working as a team in healthy and fun games.

Photo 2:



Students involves well in physical activities.

Photo 3



Students listening to a talk about the danger of drug abuse.

Photo 4



Visits to the orphanage.

Photo 5



Students artwork of creating poster and colouring contest.

Photo 6



Photographing session for video making.