



MEXT

MINISTRY OF EDUCATION,
CULTURE, SPORTS,
SCIENCE AND TECHNOLOGY-JAPAN

SEAMEO-Japan ESD Award

Supporting Partner:



PART I: Details of School

1. Name of school : SEKOLAH ALAM LAMPUNG Junior High School
2. Full address : Jalan Airan Raya, Way Huwi, Jati Agung, Lampung Selatan.
3. Postcode : 35365
4. Country : INDONESIA
5. School's telephone number (country code+city code+telephone number) : +62 721 5617000
6. School's fax number : NA
7. School's email Address : smpalamlampung@gmail.com
8. Name of the Head Master : Heppyan Redy
9. Name of the Teacher Coordinator : Julia Purnamasari
10. Email address of the Coordinator : jouleasari@gmail.com
11. School website : sekolahalamlampung.weebly.com
12. Educational level : Junior high school (grade 7 to 9)
13. Total number of teachers in your school : 12 (twelve)
14. Approximately number of teachers participated in this programme: 12 (twelve)
15. Total number of students in your school : 50 (fifty)
16. Approximate number of students participated in this programme : 50 (fifty)

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

SAHABAT BUMI (= earth's best friend)

2. Summary of the programme (one half to 1 page of A4 sheet size)

This activity is a school effort to bring students closer to their environment. The core of this program is to do school learning together with nature. Students are invited to study with nature, not only nature as learning material, but also learn in nature and in line with nature itself. So, the learning activities will follow the nature change, not just nature that is changed to take part in student learning activities.

As an effort to learn together with nature, the school provides a little forest with an area of about 2 acres, which consists of various kinds of plants dominated by teak (*Tectona grandis*) and mahogany (*Swietenia mahagoni*). This little forest is kept natural, so that it can be a place to live for several small animals, such as birds, bees, butterflies, tree snakes, and some other insects. Anyone can enter this forest, but with the obligation to preserve the plants and animals in it.

With the existence of this little forest, students can do a lot of learning activities that they cannot do in conventional classrooms. Thus, the learning activities will be more real, applicable, and fun. The school believes that this program is very good, so it is also necessary to campaign for other societies in various ways, then this kindness spreads to the whole community. Thus, environmental conservation does not only occur in our villages and schools, but spread throughout the country.

As a part of the environmental conservation campaign, we optimize social media, books, articles, and activities on special days with environmental themes. The school also collaborates with various government and non-government institutions to increase the quality of activities.

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

Schools really need this program because there are so many student learning activities that actually really need interaction with the real nature, not the nature that is engineered. Besides learning activity in nature is not only for science subjects, but also for language, mathematics, social, religion, and others. In addition, the activities that carried out outside the classroom generally make children more excited, they do not realize that at that time they were studying, they thought that they were only playing in school. Thus, the learning activities become more proactive and the school will also be a pleasant place.

4. Objectives/goals of the programme

The goals of this program are;

- a. introduce nature as an environment that must be preserved.
- b. create a learning atmosphere which is applicative, proactive, and fun.
- c. using real learning tools and materials, namely the natural surrounding
- d. form an environmental care attitude towards students

5. Brief details about the local wisdom the school aims for within the programme and its values for environmental conservation

5.1 Brief information about the local wisdom that the school has applied in the programme

Before it was built into a school, the land we occupy now was an agriculture land of teak, mahogany, cassava and corn. Indigenous people in the village are used to cultivating their gardens while still leaving large trees which have been there before. They have done this habit from the beginning when they came to this village. Until now, the villagers are no longer dominated by farmers, but many have worked as traders, labours, office employees, and farmers, but they remain

accustomed to letting big trees live. That is one of a good local wisdom which we want to bring to our school as a good habit.

This local wisdom turned out to be very useful to this day for the villagers and our school. With many large and small trees, the village and school environment becomes more beautiful, inhabited by birds and butterflies, has abundant sources of clean water, clean air, and some students who have health problems in the eyes and respiratory tract are gradually becoming more healthy.

Then, this local wisdom is seen by our school as a good that must always be present and transmitted to everyone. So, the school allows existing teaks and mahoganies to remain as a permanent part of the school and will not be converted into buildings. Not only that, our school makes a little forest in the school's land as a natural laboratory which is used in various learning activities. With the existence of this little forest, students can do a lot of learning activities that they cannot do in conventional classrooms. Thus, the learning activities will be more real, applicable, and fun. Here, some examples of the learning activities, which are conducting in the little forest:

- Calculate the population of plants and animals
- Observe the growth of plants and animals
- Observe the symbiosis of living things
- Plant and maintain plants
- Environmentally friendly camp
- Making compost
- Etc

The habit of planting and maintaining trees is delivered on various occasions, not only in class, but also on many special day's celebration with environmental themes, such as Tree Day, Water Day, Earth Day, Ozone Day, Garbage Day, and others. Not only in our school but also by spreading it to the environment outside the village and school through various activities, for example; distributed plant seeds, maked speeches about conservation, published books on environmentally friendly activities, introduced organic plants and cultivation, did reforestation, and others.

5.2 From 5.1, please explain its values for environmental conservation

The habit of residents to let large trees grow, without them knowing it, is a habit that helps environmental sustainability, because it keeps air still cool and reduces air pollution. In addition, the village still has abundant and clean groundwater sources even in drought season. With an ideal environment, animals such as insects and birds can still live and breed, so that the ecosystem is maintained.

6. Period of the time when the programme was/has been started

This program has been carried out since the establishment of the school, on July 2006 to the present.

7. Activities (Actions and strategies of implementation)

This part is important – please clearly explain all related strategies and activities that the school has implemented. Details of each activity can be attached as a part of attachments.

The school carries out several activities to support environmental conservation programs, namely:

- a. Creating a little forest as a learning tool for students.
The school provides 2 acres of land as a forest where various animals and plants live. Thus, it can be used as a science laboratory and a place for student learning activities.
- b. Implement learn with nature systems
Students learn by following what happens to nature, done in nature, with the nature as an

observed object, for example by making "butterfly project subjects" that observe butterflies, how they eat, breed, and their process of metamorphosis. The learning activities begin with making work plans, project implementation, to activity report that is presented in class.

- c. Making activity in school is an environment-themed activity.

Learning activities take the theme of the environment, for example when a student learns mathematics, so what he/she counts is the number of trees or animals, when learn to interview a character in language lessons the interviewee is a practitioner of environmental conservation.

- d. Make a green house.

The school provides a 4 x 8 meter building as a place for students to learn to nursery and vegetable planting with hydroponic and verticulture systems.

- e. Make a garden of medicinal plants, fruit, and vegetable in our school.

The school provide a special land for students as a plantation that student cultivates since land preparation, crop maintenance, harvesting, post-harveting processing, and sales. Activities will be dominated by science, business, and mathematics.

- f. Campaigning environmental preservation on various occasions and media.

Our school utilizes special days filled with various activities that campaign for environmental conservation. For example, on the Tree Day the school planted tree seeds in barren areas, on the Book Day the school published environmental-themed books, on the Ozone Day the school held an eco-friendly shopping bag distribution, on the Trash Day the school held training on making handicrafts made from used goods, and many more. All activities are then published through off-line and on-line social media as an effort to invite all communities in various places to participate in environmental conservation.

- g. Establish cooperation with government and non-government institutions in the effort of environmental conservation.

The School collaborates with government office such as the Tourism Office, Forestry and Environment Office, Way Kambas National Park, and non-government organizations such as Wahana Lingkungan Hidup (Wahli), Mitra Bentala, CIMB Niaga, Lampung University, Itera, and so on, to strengthen environmental conservation campaign.

- h. Publishes books with environmental theme as products of students and teachers.

The school makes the habit of writing articles and books for students and teachers with the theme of environmental education and environmentally friendly activities as a means of literacy and environmental conservation campaigns.

8. Teaching and learning approaches that the school has integrated the local wisdom (as identified in point 5) for environmental conservation.

Some examples of the learning activities, which are conducting in the little forest:

- Calculate the population of plants and animals
- Observe the growth of plants and animals
- Observe the symbiosis of living things
- Plant and maintain plants
- Environmentally friendly camp
- Making compost
- Etc

9. A) Participation with the community (How the school and community work together in planning and implementing the school programme)

The school collaborates with other institutions to help each other in environmental conservation activities. Cooperation can take the form of goods and services, or work together in a committee for

an activity. For example, when the Sumatra Institute of Technology (Itera) will make an arboretum on its campus, our school becomes one of the seed providers, or when the school is going to conduct socialization on mangrove planting, our school is the driving force on site and the Mitra Bentala NGO as the seed provider. Collaboration with other parties continues to be built to expand the influence and campaign of environmental conservation, especially tree planting and maintenance.

B) Engagement of partners in community and their roles/contribution (Please provide the name of your partners in this programme and their roles/contributions)

Name of Partners	Roles and Contributions
Forestry and Environment Office	Distribution of free seeds
Tourism office	Oration of environmental conservation in various locations
Way Kambas National Park	Reforestation on damaged forest land
Walhi	Waste Bank socialization
Mitra Bentala	Planting mangroves on coastal areas that experience abrasion
Sumatra Institute of Technology	Making arboretums on the campus environment
CIMB Niaga	Activity assistance for free seed distribution
Other schools	Contests with the theme of environmental conservation

10. Activities that the school has contributed to the community related to the school programme and when

No	Activities	Time
1	Distribution of free seeds	Earth Day and Arbor Day
2	Training in making compost	Bulan Maret setiap tahunnya
3	Camp with other schools	Desember

11. Monitoring and evaluation mechanisms and summary of results

Monitoring and evaluation mechanisms:

Monitoring is carried out from the beginning of planning activities before the first day of school started through teacher work meeting and meetings with institutions outside of school that will work together, then continued when the activity takes place by forming a small team tasked with overseeing the implementation of activities. The evaluation is done after one activity is completed, the evaluation is carried out in a teacher meeting accompanied by an activity report, then at the end of each semester evaluation of all activities is carried out again in the teacher's work meeting. Monitoring and evaluation include preparation, work methods, constraints during activities, effectiveness of each party's role, and finance.

Summary of results:

The results of the activities are written in the Accountability Report and are distributed to the principal, then delivered at the teacher meeting. Usually in every activity there will be problems encountered, then each implementer of the activity must write it in a report with a problem solving step.

12. Resources used for programme implementation

During activities, our school usually uses resources derived from itself and/or donor assistance (institutions and individuals). Natural resources are endeavored to be environmentally friendly, for example by prioritizing organic goods, used goods and non-hazardous / toxic goods.

13. Benefits/Impacts/ positive outcomes of the programme to students, school and the wider community

Program Sahabat Bumi memberikan kebaikan berupa;

- a. The Sahabat Bumi program provides goodness in the form of;
 - a. For student
The availability of environmentally friendly learning facilities with activities that are fun, applicable, and sustainable for their future by forming environmentally caring characters.
 - b. For school
It is an activity that shapes students who care about the environment, cheap activities with resources that are easy to get, keep the school environment beautiful, clean, and comfortable, and give the image of the school as an environmentally friendly and future-oriented school, so many other institutions provide support in various forms, whether money, services, objects, or other facilities.
 - c. For the wider community.
The availability of educational institutions that maintain the nature conservation discourse is still ongoing, the availability of environmental education facilitators so that the formation of the nation with the character of the environment is still ongoing, helping to create a sustainable environment, and become a partner of the community for environmental conservation.

14. Interrelationship of the school programme with other Sustainable Development Goals (SDGs) (Please refer to page 2 in the Information Note or <https://sustainabledevelopment.un.org/sdgs>)

This program is related to Goal 6: Clean Water and Sanitation, where the existence of large trees will become a binding groundwater so that it becomes one of the guarantees of the availability of clean ground water. And Goal 13: Climate Action, which is the existence of large trees that will become carbon binders so they can reduce CO₂ emissions

15. Plan for sustainability and plan for scaling-up/expansion

Plan for sustainability:

To ensure that the program is sustainable, our school incorporates activities related to this program in school curricula that is environment-based and makes the learn with nature system as a part of the school's mission to achieve a school vision that is a school with environmental culture.

Plan for scaling-up/expansion:

To continue to develop this program, our school collaborates with other parties that benefit the school and them, so that they will benefit and be inspired, then participate in spreading the program to others. Today, our school has added partners from foreign parties, so that environmental conservation insights are increasingly spreading.

Our school also approaches the government, so that they incorporate conservation programs into the national education curriculum with a larger portion. This is doing now, among others, by collaborating with the city government to publish inserts book about climate change for grades 4, 5 and 6.

16. Achievements from the school's programme "Applying Local Wisdom for Environmental Conservation"

In 2009, our school received the Adiwiyata Award from the Lampung Provincial Government as an environmental cultured school.

17. List of supporting documents such as a copy of the school operational plan or school management plan, action plan, learning/ teaching materials, lesson plans, samples of student worksheet, manuals, etc.

If the supporting documents are in the local language, please provide a brief description in English language.

Document 1) ("outwardbound' Lesson plan for grade 7)

Document 2) ("outwardbound" worksheet for grade 7)

Document 3) ("rubric of outwardbound worksheet)

18. Photos related to the activity/programme (Maximum of 5 photos with captions in English)

Photo1



(students distribute plant seeds in the 2018 Earth Day activities to the people who attend the Car Free Day event in Bandar Lampung City)

Photo 2



(composting training delivered by students to foreign students who come to visit)

Photo 3



(students plant trees in the Way Kambas National Park area - East Lampung, Indonesia)

Photo 4



(students listen to the teacher's explanation shortly before hydroponic activities are carried out)

Photo 5

(students learn to build a bivouac as a emergency residence)

LESSON PLAN

SUBJECT : Outwardbound
 GRADE : 7 (seven)

Meeting : 6th
 Day and date :
 Teacher's name : Jeki Fristony
 Matter : live in the wild
 Goal :

students understand how to make an emergency residence (bivouac) while in the forest.

- Classroom routine**
- a. The teacher asks the students condition and invites students to learn by repeating a glimpse of The matter that was presented earlier and submitting today's learning plan.
 - b. The teacher tells about things related to bivouac (explaining at a glance about the benefits)
 - c. The teacher invites students to analyze or think about bivouacs.

- Activities**
- a. students pay attention to the teacher and answer every teacher's question
 - b. students work on assignments given by the teacher
 - c. students discuss and present the results of discussions related to bivouacs.
 - d. The students were divided into groups of five.
 - e. the students share the task of making bivouac together.
 - f. students draw conclusions about the bivouac matter.

Strategy
 explanation, discussion and practice.

- Procedure**
- a. students prepare stationery and books
 - b. students listen and discuss for division of tasks in groups
 - c. students record matter concept and conclude it
 - d. Students practice making a bivouac together

Teaching Aids
 Worksheets, branches, leaves.

References
 Teacher's book

<p>Proof of asessment</p> <p>Performance :</p> <p>Written / Oral / Visual</p> <ul style="list-style-type: none"> -written -oral -visual 	<p>Test / Quiz / Observation / Other</p> <ul style="list-style-type: none"> -test (answering assignments / questions) -discussion -practice
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<p>Students will and understand</p> <ul style="list-style-type: none"> -how to build a bivouac --use of bivouac. <p>Essential questions that are possible</p> <p>What happens if humans don't have a place to live?</p>	<p>Students will be skilled</p> <ul style="list-style-type: none"> - discussion (skilled communication) - make bivouac in groups (skilled practice) 	<p>Students have character</p> <ul style="list-style-type: none"> - scientific logic - dare and discipline - Responsible for the task - cooperate
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OUTWARDBOUND BIVOUCAC

NAME :
GROUP :

GRADE :
DATE :

Study goal

students understand how to make an emergency residence (bivouac) while in the forest.

A matter glimpse



The bivouac that you can build

Task

- a. Make a group of five with your classmate
- b. Brief a task for each group member to build a bivouac together
- c. Bivouac's materials have to come from the little forest
- d. You have only 30 minutes to finish the task

YOUR CONCLUSION

Student's Comment

.....

Teacher's comment

CHOOSE THE EMOTICON WHICH REPRESENTED YOUR FEELING IN THIS ACTIVITY



**My
Achievement**

Worksheet Rubric

No	Criteria	Skor
1	<ul style="list-style-type: none">a. The group work together with clear job descriptionsb. The group work together without clear job descriptionsc. The group didnot work together although it has clear job descriptionsd. The group didnot work together and it has no clear job descriptions	<ul style="list-style-type: none">a. 50b. 40c. 30d. 20
2	<ul style="list-style-type: none">a. The bivouac has roof, base, and wall closelyb. The bivouac has two of; roof, base, or wall closelyc. The bivouac has one of; roof, base, or wall closelyd. The bivouac has no; roof, base, or wall closely	<ul style="list-style-type: none">a. 50b. 40c. 30d. 20

Maximum score : 100