



MEXT

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



SEAMEO-Japan ESD Award

Supporting Partner:



Bangkok Office
Asia and Pacific Regional Bureau
for Education

Submission Form of 2020 SEAMEO-Japan ESD Award Theme: Addressing Plastic Problems for Transforming Communities

The last day for submission of entries: 14 August 2020
www.seameo.org

- To participate in the 2020 SEAMEO-Japan ESD Award, please submit the information of your school's project/programme on "Addressing Plastic Problems for Transforming Communities" by using this template of Submission Form before 14 August 2020.
- The **digital format of this Submission Form** can be downloaded from the following link or requested by sending an email to: seameojapan.award@seameo.org.

link.seameo.org/2020SubmissionFormESDAward

- The **guidelines for submission of entries** and the **judging criteria** are detailed in page 9-12 of this document.
- **How to Submit the Entry:** Schools can submit the completed "Submission Form of 2020 SEAMEO-Japan ESD Award" and maximum of 5 supporting documents/materials to the following SEAMEO Secretariat's email address:

Email: seameojapan.award@seameo.org

- Important Note: To align with the ESD practices and to save the environment and energy, the Committee will not accept the entry in hard copies.
- More information, please visit:

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or contact the SEAMEO Secretariat, Bangkok: Email: seameojapan.award@seameo.org or Tel. +66-2391-0144.

PART I: Details of Your School

1. Name of your school: **SM ST. PATRICK, TAWAU**
2. Full address: P.O Box 124, Tawau, Sabah
3. Postcode: 91007
4. Country: Malaysia
5. School's telephone number (country code+city code+telephone number): +6089712043
6. School's fax number (country code+city code+fax number): +6089714781
7. School's email Address: xfe3044@gmail.com
8. Name of the Principal: Mr. Lee Ken Voon
9. Name of the Teacher Coordinator: Miss Wong Fui Lin
10. Email address of the Coordinator: wfl9691@hotmail.com.my
11. School website (if available): smstpatrick.com
12. Educational level (Such as Kindergarten 1 to Grade/Year 9): Grade 7 to Grade 11
13. Total number of teachers in your school: 74
14. Approximately number of teachers participated in this programme: 74
15. Total number of students in your school: 1383
16. Approximate number of students participated in this programme: 1383

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

Five (5) Greens Programme: Go Green, Live Green, Love Green, Think Green, Be Green – The 'End Plastic Pollution' Campaign

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

Plastic is widely used today in many applications because of its affordability. However, like all products, when disposed irresponsibly, plastic will have an impact on the environment. As we grow bigger and richer, we produce more waste than ever before, and treating waste is something that will leave us still unable to fulfil our desire to have sustainable development. If we as teachers and students in the school didn't take any preventive action to tackle this plastic problems, then this issue is going to be with us for a long time.

Therefore, **SM St. Patrick, Tawau**, had decided to equip the school teachers and students with the right information for dissemination of plastics, proper waste management and what teachers and students can do to play a role to address issues arised from plastic such as global warming and marine life.

In line with this issue, our school students and teachers are working together to make a difference through this **five (5) Greens Programme**. We hope that our 74 teachers and 1383 students as a school ambassador will be able to impact and transform the behavior of people around us such as their parents and school stakeholders in reducing the plastic usage and wastage and improve the ecosystem of the community in Tawau City.

The **'End Plastic Pollution' Campaign** was being implemented in our school in line with these five (5) actions: **Go Green, Live Green, Love Green, Think Green and Be Green**, so that the teachers and students were embedded the proper plastic knowledge, skills, attitudes, values, behaviors and more importantly, connected plastic waste management practices in their daily life and also the entire school community.

In addition, this campaign also draws attention to the harmful effects of plastic in our environment - harming marine and human health, littering beaches and landscapes, clogging waste streams and landfills - and empowers people in the school community to make a difference through this campaign.

To achieve the end goal of this programme, our school had an effective strategy : **Go Green Carnival Project (Please Refer Document 3)**. The aim of this project is to gather all the people in the school community such as students, teachers, non teaching staff, parents, school cleaners, security guards, Parent-Teacher Association (PTA) and School Board of Management committee members to be involved in this Programme's greening activities which had been planned to run together on certain days in school.

There are eight (8) main plastic related activities being planned and carried out throughout the **'End Plastic Pollution' Campaign** period from January 2018 to July 2020 aiming at changing the attitudes, values and behaviors of our school students, teachers, parents, stakeholders and also improve the ecosystems of the school and community as well.

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

A. Rivers of Plastic

One day in 2018, our school principal read and shared this research article about **Rivers of Plastic**: A study by scientists from the Helmholtz Centre for Environmental Research found that 90% of ocean plastic originated from only 10 rivers, eight of which are in Asia. Much of the pollution comes from rivers which carry mismanaged plastic waste to the ocean. Principal said ‘SM St. Patrick, our school needs to take the first step forward to do something to address this plastic issue now.’

In the context of our school, the students always throw the plastic rubbish through the classroom windows and eventually accumulated in the drainage on the school buildings and also the drains scattered at school surroundings. When heavy rain, the rain water from the drainage will overflow and damage the ceiling of the building and cause floods when the drains were blocked with plastic rubbish. This is actually happening in our school right now! Our school teachers and students realized these problems after finding out how plastic discards dumped into drains will eventually be washed into the rivers and sea.

B. We Can Use Plastics to Change the World for the Better

SM St. Patrick’s students are inspired by the potential and possibilities to keep non-biodegradable plastic from polluting the environment after attending the environmental talk presented by Environment Department of Tawau officer during the Launching Ceremony of Earth Day on 16 April 2018 and 23 April 2019 in the school hall. Indeed, we can reduce, reuse and recycle the plastic waste to change the world for a better tomorrow.

4. Objectives/goals of the programme

Through this programme, the teachers, students, non teaching staff, school security guards, school canteen workers, school cleaners, parents and school stakeholders of SM St. Patrick are able to:

- (a) **Understand** the impacts of plastic pollution on human and ecosystem health and how every day actions can lessen the problem.
- (b) **Increase** the awareness in reducing the plastic usage and improving the plastic waste management system in school and community.
- (c) **Connect** the ‘**Five (5) Greens**’ practices in their daily life and community.

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

From January 2018 to July 2020.

6. Key knowledge, skills, attitudes/values and behaviors that the school expects to develop from this programme.

Key Knowledge:

Understand the importance of sustainability. Everyone has a role to play in reducing global warming and marine litter which negatively impact environmental sustainability.

Skills, attitudes/values and behaviors:

- (a) Realise that humans cause marine litter by littering and that each one of us has a role to play in reducing marine litter especially plastic waste.
- (b) Practise proper waste disposal behaviours. (How to Manage Plastic Waste)
 - i. When outdoors in the school area and there are no trash cans around, store your trash and dispose of it when convenient.

- ii. For a car trip such as going back home from school, keep a spare garbage bag in our car. Discard the garbage at our destination when we reached home.

(c) Practise **3Rs: Reduce, Reuse and Recycle** to reduce plastic waste to landfills.

(d) Differentiate what can be recycled and what cannot be recycled.

The key to educating the school community and local communities about plastics management and consumption is raising awareness of the direct impact of plastics pollution and the health risks of plastic itself. Therefore, we should learn to:

- (a) Practise the solid waste separation at source.
- (b) Share practical and effective ideas on how we can reduce plastic waste.
- (c) Realise how much plastic waste and the type of plastic waste we throw away every day.

7. Activities (Strategies/activities of implementation)

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

Activity 1: Use of ‘Plastic, Sustainability & You’ Module in Classroom Teaching (Please Refer Document 2 – Action Plan & Yearly Lesson Plan for the Module)

This module contains six (6) chapters which provide the related information about plastic and proper waste management. This module serves to inspire teachers and students to think about the choices and decisions that they can make to care for environment.

For SM St. Patrick, our school is equipping our teachers and students with the right information about plastic through using this module book. This is the first step towards embedding the proper plastic knowledge, skills, attitudes, values, behaviors and daily practices into subject discipline based on this module’s Action Plan.

Our school teachers are using this module: **‘Plastic, Sustainability & You’ Module** to teach the students for the duration of 40 minutes a week starting from January to December 2020 according to this module book’s Yearly Lesson Plan **(Please Refer Photo 1)**.

- (i) 01 January to 17 March: Teaching and Learning at school.
- (ii) 18 March to 14 July: Home Based Learning during Covid-19 period.
- (iii) Starting from 15 July 2020 to December 2020: Teaching and Learning at school.

Beside using this module book as a teaching and learning tool in classroom teaching through physical education period, this project was already started since January 2020 as a resource to help our school in running extra co-curriculum especially for school’s environmental club activities such as Plastic Bottles Making Products Innovation Competition and Plastic Knowledge Environmental Quiz Competition.

Activity 2: Construction of Building ‘Green Corridor’ Project (Please Refer Document 4)

‘Green Corridor’ is a 110m long school walkway whereby the teachers and students pass by every day. The construction of building **‘Green Corridor’** was initiated and sponsored by School Board of Management, Parent-Teacher Association (PTA), School Alumni Association and Non Governmental Organisation (NGOs).

The purpose of this **‘Green Corridor’** is to disseminate environmental education and awareness to the school community and local communities such as parents, school authorities and stakeholders to create a conducive atmosphere by nurturing them to practise sustainable ways of life.

Through this project, the **‘Green Corridor’** is able to spread the messages about the importance of environmental preservation and conservation throughout the school communities especially displaying the various environmental information about plastic usage and waste management system along this **‘Green Corridor’ (Please Refer Photo 2)**. It has become the top priority as plastic pollution is one of the most serious threats to our environments nowadays.

With the efforts from teachers, students and NGOs, the Green Corridor has ten (10) special characteristics and functions to practise **3Rs - Reducing, Reuse and Recycle**. By adopting this **3Rs** method, the teachers and students will be educated gradually on environmentally responsible consumer behaviour. **3Rs** may seem like a small effort in our school. However, every action to reduce, reuse and recycle contributes towards reducing global warming, marine litter and other environmental issues that affect the sustainability of our planet.

Activity 3: Creating Sustainable Corner in 35 Units of Classroom (Please Refer Photo 3)

The form teachers will lead the students to create a “Creative and Innovative Sustainable Corner” in every classroom at our school. One of the solid waste materials that the students used was plastic bottles. The students used the plastic bottles to design various patterns of useful items that can be demonstrated and displayed in the classrooms. This activity will increase awareness of managing plastic waste wisely.

Activity 4: Various Innovations of Plastic Waste Project (Please Refer Photo 4)

- (a) Innovation of Making desk and chairs by students from School Counselling Unit. This innovation used 156 units 1.5L plastic bottles to make a set of desk and chairs.
- (b) Innovation of Making ‘**Musang King Durians**’ using plastic waste.
- (c) Badminton Shuttlecock Statue Making Project (Using Plastic Bottles)
- (d) Repair and Reuse Project: The broken plastic chairs were repaired and reused again.
- (e) Green Technology: Creating ‘**Green Wall**’ using plastic bottles.
- (f) ‘Green Corridor’ Project: ‘**Say No**’ to Plastic Rubbish Bins Along the School ‘Green Corridor’.
- (g) ‘Green Corridor’ Project: ‘**Say No**’ to Plastic Flower Pots Along the School ‘Green Corridor’.

Activity 5: ‘Ecobrick’ Project (Please Refer Photo 5)

The eco-brick initiative was a simple, creative and fun project that helped raise students’ awareness of management of non-biodegradable rubbish such as plastic waste. Eco-bricks are plastic bottles packed tightly with clean and dry, non-biodegradable waste. These bottles can then be used as building materials to create insulated walls and fences or outdoor furniture.

In our school, the students and teachers are taught to collect plastic waste from snack packets, plastic bags and wrappers used at home and stuff and put all these into a 1.5L plastic drink bottle to make the eco-bricks. The eco-bricks will then be used to make borders or fences in our school Herb Garden.

Activity 6: ‘No Plastic Bags’ Campaign at School Canteens (Please Refer Document 5: Page 28 - 29)

Through implementing this campaign at school canteens, we can reduce our plastic usage by reducing our consumption and reusing items. We asked the teachers and students to bring their own food containers to buy food at our four (4) school canteens to reduce foodpackaging. We hung up a banner ‘**No Plastic Bags Campaign**’ to inform and remind the school community that this campaign started from 01 January 2020.

Activity 7: Creating Collecting and Recycling Centre for Plastic Waste at School (Refer Photo 5)

We started our programme to gather all the plastic waste by establishing a plastic collecting and recycling centre with the recycling bins. Besides, a recycle store room was also built to keep all the plastic bottles which is going to be used for various plastic related environmental activities in the school. The good news is that practising waste separation at source in our school will ensure that most plastic do not end up in landfills.

Activity 8: Join ‘A Cleanup’ (Please Refer Document 5: Page 11, 13, 17, 18 & 27)

We are ready to take the first step in protecting our planet. Therefore, we join ‘a cleanup’ every year and work together with our school partners across the globe such as Junior Chamber International Malaysia (JCI

Malaysia) Tawau District, English Access Programme Students under US Embassy of Kuala Lumpur, Boys' Brigade in Malaysia Tawau District and Rotary Club of Tawau to clean the ecosystem of Tawau City community.

At the same time, we are also building 'a cleanup crew' with an active participation and involvement from our school teachers and students in the local community to contribute to a cleaner and healthier community in Tawau City sea beach and coastal area.

8. Teaching and learning approaches/strategies that the school has integrated for this school programme.

A. Use of 'Plastic, Sustainability & You' Module Book in Classroom Teaching

Our school teachers use this module to engage the students with these four (4) interesting videos (**"Plastic and You", "Sustainability and You", "3R and You" & "Be a Judge: Plastics or Humans"**) and deliver the lesson through interactive contents provided in this module book such as class activities, worksheet and questions in which the students can do discussion and share the outcomes in the class.

Teaching and learning approaches/strategies of the module:

Step 1: The students watch the interactive powerpoint presentation of the module contents so as to have a clear understanding of each chapter taught by teachers.

Step 2: The students watch the videos and teachers conduct the sharing session in front of the class. The teachers also shared the videos through Google Meet and Zoom during Covid-19 period.

Step 3: The teachers will ask the students to practise through class activities and games for what they had learned on that day.

Example: After learning Chapter 4 (**Plastic in our daily lives**), the students will carry out :

- (i) **Activity 1** – Teacher gets students to list plastic products that can be found in class and discuss the various uses of plastic for different types of products.
- (ii) **Activity 2** – Teacher takes students to a car and show them the internal and external components of the car. Students are to be instructed to list components made of plastic and discuss the advantages of plastic when compared with other conventional materials (steel, aluminium etc).

Step 4: Monitoring and Evaluation Mechanism of the Module Teaching.

- (i) At the end of each chapter, the students will be given worksheet to answer the plastic related questions (In the form of Quiz).
- (ii) At the end of the module, the students will be evaluated using a set of Final Assessment Questions.

Step 5: Implementation of extra co-curriculum activities through School's Environmental Club after teaching the module in the classroom. The activities are as follow:

- (i) Plastic Bottles Making Products Innovation Competition.
- (ii) Plastic Knowledge Environmental Quiz Competition.

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

Our school is working together with the school community especially school stakeholders to implement this programme. At the beginning, we included our three (3) chairpersons from Parent-Teacher Association (PTA), School Board of Management and School Alumni Association respectively to be our school advisors in our Sustainable School Committee.

Then, we invite them together with all their respective committee members whereby many of them are also a member of Non Governmental Organisation (NGOs) such as Rotary Club and Junior Chamber International Malaysia (JCI Malaysia) to participate in our programme. Most of them help the school in the form of financial support and technical assistance especially involving in the construction of building our school 'Green Corridor' under The 'End Plastic Pollution' Campaign.

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

| Name of Partners | Roles and Contributions |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Parent-teacher Association (PTA) | Participation of parents in this programme - Green Corridor Project and Financial Assistance. |
| 2. School Board of Management | Participation of Board Members in this programme - Green Corridor Project and Financial Assistance. |
| 3. School Alumni Association | Participation of ex-students in this programme - Green Corridor Project and Financial Assistance. |
| 4. Rotary Club of Tawau | Participation of NGOs in this programme - Green Corridor Project and Financial Assistance. |
| 5. Lions Club of Tawau | Participation of NGOs in this programme - Green Corridor Project and Financial Assistance. |
| 6. JCI Tawau District | Participation of NGOs in this programme - As a co-organiser with the school for Join 'A Cleanup' Project. |
| 7. U.S Embassy of Kuala Lumpur | Participation of NGOs in this programme – 'Eco Bricks' Project. |
| 8. Environment Department of Tawau | Environmental awareness talk to teachers and students during Launching Ceremony of Earth Day every year. |
| 9. Agriculture Department of Tawau | Technical assistance in the form of providing coconut trunks and coconut fiber materials to make non plastic flower pots along the Green Corridor. |
| 10. Forestry Department of Tawau | Technical assistance in the form of providing woods material to make wooden rubbish bins instead of using plastic rubbish bins along the Green Corridor. |
| 11. Department of Wildlife and National Parks | Enhance awareness of school teachers and students on the importance of wildlife protection through environmental talk in school. |
| 12. Environment Protection Department of Sabah | Enhance awareness of school community on the importance of environmental protection and conservation through SERASI environmental Competition. |
| 13. Boys' Brigade of Tawau District | Participation of NGOs in this programme - 'Join A Cleanup' Project. |
| 14. The Malaysian Red Crescent Society of Tawau | Participation of NGOs in this programme - 'Join A Cleanup' & 'Enviro-walk' Project. |

10. Transformation to the community and ecosystem (Brief information of activities that the school, students, and teachers have contributed for the improvement of community/ecosystem.)

A. "School Uses 'Cleanups' Activity to Teach Plastic Pollution"

SM St. Patrick joins a 'Beach Cleanup' project every year together with JCI Malaysia, Tawau District to collect the plastic rubbish on the beach in Tawau City. This event aims to raise awareness about the issue of plastic pollution and create a cleaner world for future generations. The teachers and students collect garbage along the shore and separate plastics and metals to ensure proper recycling of each material.

The number of the participants among teachers and students increased from 60 in 2018 to 202 in 2019 (Please Refer Document 5: Page 11, 17-18). Beside creating mutual beneficial partnership with NGOs,

this increased figure had demonstrated a great impact that deepen more and more teachers and students experience, support student growth and sustain the society as well.

B. ‘Green Corridor’ Project

The School teachers and students had prepared the school ‘Green Corridor’ as a platform to disseminate the messages of the environmental awareness about ‘End Plastic Pollution’ to the community and improve the ecosystem of the community through organising environmental activities along ‘Green Corridor’.

11. Programme for monitoring and evaluation mechanisms and summary of results

Monitoring and Evaluation Mechanisms:

As a mechanism to monitor and evaluate the progress and effectiveness of the implementation of the programme throughout the year, at least ten (10) Sustainable School Committee Meetings had been held from 2018 to 2020 as shown below:

| | |
|--------------------------------------|---------------------------------------|
| 1. Meeting Bil. 1/2018 on 01.02.2018 | 6. Meeting Bil. 2/2019 on 06.04.2019 |
| 2. Meeting Bil. 2/2018 on 28.02.2018 | 7. Meeting Bil. 3/2019 on 22.06.2019 |
| 3. Meeting Bil. 3/2018 on 30.06.2018 | 8. Meeting Bil. 4/2019 on 29.06.2019 |
| 4. Meeting Bil. 4/2018 on 16.11.2018 | 9. Meeting Bil. 1/2020 on 17.01.2020 |
| 5. Meeting Bil. 1/2019 on 09.03.2019 | 10. Meeting Bil. 2/2020 on 07.03.2020 |

Summary of Results:

The outcomes of the implementation of each activity and project planned in this programme were documented in Co-curriculum Achievement Report. **(Please refer Document 5, Table 1, 2, 3 & 4).**

12. Resources used for programme implementation

A. School Authorities: School Board of Management, Parent-Teacher Association and School Alumni Association had contributed to the school programme in term of financial Aid.

B. Private Sector: Non Governmental Organisation (NGOs) and Private Agencies such as JCI, Rotary Club and Lions Club sponsored the school projects in the form of financial Aid and technical assistance.

C. Government Sector: The school also partnered with government agencies such as Environment Department of Tawau, Agriculture Department of Tawau, Forestry Department of Tawau and Department of Wildlife and National Parks. These agencies helped the school in the aspect of technical assistance.

Example: Environment Department of Tawau came to school to deliver an environmental awareness talk to our teachers and students during the Launching Ceremony of World Earth Day every year. Department of Wildlife and National Parks held a talk about protection of wildlife from pollution on 18 February 2020 at school hall.

13. Benefits/Impacts/ positive outcomes of the programme to students, teachers, parents and school. Please include evidence of achievements.

(How the school’s programme has transformed the behavior of students, teachers, and parents to improve the school’s environment in reducing plastic usage and wastage.?)

The school, teachers and students had a good partnership with the School Authorities and stakeholders such as School Board of Management, Parent-Teacher Association (PTA) , School Alumni Association and NGOs and also close cooperation with other seven (7) schools in Tawau to work together to contribute for the improvement of school community especially through the launching of School ‘Green Corridor’ **(Please Refer Document 4).**

Through the strategy of organising ‘Go Green Carnival’ twice a year **(Please Refer Document 3)**, the school had strengthened the entire school teachers’ and students’ full involvement and commitment and

also parents' active participation in all our school environmental activities under **The 'End Plastic Pollution' Campaign** especially in the aspect of reducing the plastic usage and improving the waste management system.

With the implementation of various environmental projects and activities, the teachers and students are now familiar with the School Official Environmental Slogan (**Please Refer Document 1: Page 6**): **Go Green Live Green Love Green Think Green Be Green** which had been consistently cultivated and embedded in their daily practices and everyday life.

Besides, the implementation of the programme throughout these 3 years (2018 – 2020) had created a school environment that emphasizes an environmental preservation and conservation in the aspect of reducing plastic waste and usage and waste management system especially through the construction of building 'Green Corridor' as a platform to run plastic related activities along this school corridor. Thus, it had successfully demonstrated the transformation of school community. Therefore, the school was being evaluated and recognized to receive '**Sustainable School Environmental Awards**' as follows (**Please Refer Document 5 for evidence of achievements: Page 2 - 10**):

- A. **State Champion for 'Sustainable School Environmental Award' in 2018.**
(Organised by Department of Environment, Ministry of Natural Resources & Environment of Sabah)
- B. **National Champion for 'Sustainable School Environmental Award' in 2019.**
(Organised by Department of Environment, Ministry of Natural Resources & Environment of Malaysia)
- C. **Recognition Award for the Success of Embedding the Sustainability in School Community by State Government of Sabah in 2020.**
- D. **Recognition & Appreciation Certificates Received by Our School Teachers, Students, Non Teaching Staff and Worker for their Contribution and Commitment in School Environmental Programme in 2019.**
(Awarded by Department of Environment, Ministry of Natural Resources and Environment of Malaysia)

14. Benefits/Impacts/ positive outcomes of the programme to people in community, and ecosystem.
Please include evidence of achievements.
(How the school's programme has transformed the behavior of people in the community in reducing the plastic usage and wastage and improve the ecosystem of the community?)

To overcome the plastic waste problem, cooperation among all parties, including government and the private sector, is required. The most important aspect of the task at hand is to change community behavior from high consumption of single-use plastic bottles to more use of reusable plastic bottles.

Therefore, SM St. Patrick joins 'A Cleanup' project every year together with JCI Malaysia, Tawau District to collect the plastic rubbish on the beach in Tawau City.

Besides, the direct involvement of people in Tawau Community through NGOs such as Rotary Club in the construction of building school 'Green Corridor' had created great impact to transform the behavior of people in the community.

The integration of this greening programme in the aspect of partnership efforts and community participation had been recognized as the school won "**The International Level Environmental Gold and Bronze Awards**" presented by Rotary International District 3310 of Malaysia, Singapura & Brunei in 2018 and 2019 respectively. (**Please Refer Document 5: Page 4 - 5**)

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

Plan for sustainability:

School Environment Management Plan 2016-2020 (Please Refer Document 1) was used to manage and address the school environmental issues especially plastic waste management at school. The school had included this initiative within the school management plan as a short term, middle term and long term planning.

One of the five (5) strategies in this five (5) Years Action Plan is to organise ‘Go Green Carnival’ twice a year. The purpose of this carnival is to gather all the teachers, students, non teaching staff, security guards, cleaning workers and stakeholders such as parents to work together as a teamwork towards achieving a sustainable future for us and generations to come. This event was planned to run every year. It had been held starting last year on 09 April and 29 June 2019. **(Please Refer Document 5: Page 17)**

Plan for scaling-up/expansion:

The school is starting to plan another five (5) years **School Environment Management Plan** as the recent plan will end in December 2020. For the next five (5) years, we aim at enhancing our school curriculum in the aspect of environment education across subjects for a long term teaching strategy. For the purpose of embedding sustainability among the teachers and students, we decided to continue to use this module book: **‘Plastic, Sustainability & You’ Module** every year. Most importantly, This module teaching had been fixed in the school time table commencing this year.

Besides, we are going to upgrade our ‘Green Corridor’ by focusing on dissemination of plastic waste management information along this corridor. One of the project is to build a ‘Go Green Garden’ beside the Green Corridor **(Please Refer Document 1: Page 14)**. This garden will need the teachers and students to play a role to manage the garden to address the plastic issues such as global warming and marine litter for the next five (5) years environmental strategic planning.

16. 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>)

SM St. Patrick will try its best to achieve the sustainable goals, our school programme will try to achieve some of the United Nation’s Sustainable Development Goals (SDGs), especially in improving the people’s well-being, providing universal access to education as well as caring for the environment.

With the implementation of this programme, the students and teachers will have an awareness of reducing the plastic bottles which is in line with **SDG 14 - Life Below Water**. This will help save marine life. As we know that marine litter is the accumulation of solid waste in the oceans and coastal areas, Things such as plastic waste that we litter are washed into drains and rivers, then get channelled into the sea. When marine animals eat marine litter, they can develop severe problems in their digestive systems. Therefore, marine litter affects sustainability.

The school programme is also addressed to **SDG 12 – Sustainable Consumption and Production (SCP)**. The more we consume, the more our carbon emissions from plastic production and the more plastic waste we generate. Our programme is coincidentally emphasizing on the concept of **3Rs** to reduce, reuse and recycle plastic as they help minimize the volume of plastic waste going to landfills. This approach will help achieve green growth and address environmental sustainability.

Besides, our school is now integrating SCP in the formal education syllabus through using the **‘Plastic, Sustainability & You’ Module book** to inculcate a sustainable lifestyle among students. Nevertheless, this module teaching in classroom has become increasingly important to address plastic problems in our school.

SDG 13 – Climate Action seeks to address the issue of global warming which is caused by Greenhouse Gases (GHGs). The solid waste in landfills decomposes and emits GHGs. Therefore, what can we do to reduce global warming? Through our school programme, we learn to reduce our plastic waste to landfills by reducing our plastic consumption and practise the **3Rs** among the school community.

To address global environmental concerns such as global warming and marine litter will require an understanding of sustainability and waste management practices such as using a recycle bin to avoid littering, separation at source to reduce plastic waste going to landfills and applying the concept of **3Rs**. These practices which had been implemented through the school programme have one common end goal, to recover as much resources as possible through reducing leakages and wastage into environment around us.

In conclusion, the emphasis of our school programme in plastic waste management is critical to achieve the three (3) SDGs above. Therefore, Let us work hand in hand for a brighter environmental future!

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.

Maximum of 5 supporting documents can be submitted with this Submission Form.

- Document 1: **School Environmental Management Plan 2016 - 2020.**
 Document 2: **Action Plan & Yearly Lesson Plan for 'Plastic, Sustainability & You' Module Teaching in Classroom.**
 Document 3: **Report of 'Go Green Carnival' Project.**
 Document 4: **Report of 'Green Corridor' Project.**
 Document 5: **Co-curriculum Achievement Report 2018 - 2020.**

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

Photo 1:

**SECOND SEMESTER 2020
WEEK 30
20/7/2020 – 24/7/2020**

| | | | |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Date/Day | 20/7/2020(Monday) | Form: | 4 BERLIAN |
| Time: | 6.45-9.00 am | Subject: | PJK / NATURAL EDUCATION |
| Learning Area: | SUSTAINABILITY FOR TOMORROW : PLASTIC, SUSTAINABILITY AND YOU | | |
| Learning Standard | 1.0 SUSTAINABILITY : EVERYONE'S RESPONSIBILITY | | |
| Learning Outcomes: | 1.1 What have we done to our world 1.2 Sustainable Development Goals 1.3 Global warming 1.4 Marine Litter | | |
| Specific Learning outcomes: | A student is able to: • Understand the importance of sustainability • Explain the impact of global warming and marine litter on the environment. | | |
| Successful Criteria: | At the end of learning session , a student can: 1. Act as an important role to play in reducing global warming and marine litter which negatively impact environmental sustainability. | | |
| Steps | Induction Set | 1. Teacher show the video of module by petronas : Plastic, Sustainability and you 2. Teacher guide the students to understand the content | |
| | Main Activities | 1. Discussion about the content 2. Students need to sharing the information during discussion by referring the module 3. Sharing session Q&A 4. Evaluation-Exercise –Games in video and module | |
| | Closing | 1. Students need to answer the questions given verbally related to the learning outcomes 2. Students required to write notes | |

Science T&L Activities 21st Century

| | |
|------------------------------------------------------------------------------------------------|--|
| Scientific (SPS +Manipulative skills) | |
| Communication | |
| Collaboration | |
| Thinking creatively | |
| Thinking critically | |
| Scientific attitude and noble values: Appreciating the contribution of science and technology. | |

HOTS

| | |
|------------|--|
| Applying | |
| Analyzing | |
| Evaluating | |
| Creating | |

ELEMENTS ACROSS THE CURRICULUM

| | |
|----------------------------------------|--|
| Language | |
| Environmental Sustainability Awareness | |
| Noble Values | |
| Science and Technology | |
| Patriotism | |
| Creativity and Innovation | |
| Entrepreneurship | |
| ICT | |

RANCANGAN PENGAJARAN HARIAN

| | | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| MINGGU | MINGGU 30 | |
| TARIKH/TAHUN | 20 JULAI 2020 (ISNIN) | |
| MASA | 06.45-08.15 | |
| TINGKATAN | 5 BELIAN | |
| MATA PELAJARAN | KESELATAN ALAM SEKITAR | |
| BIDANG | KESELATAN ALAM SEKITAR | |
| PENBELAJARAN/ TEMATIK | MAKUD KESELATAN ALAM SEKITAR | |
| STANDAR KANDUNGAN/ HASIL PENBELAJARAN UTAMA | MAKUD ALAM SEKITAR | |
| STANDAR KANDUNGAN/ HASIL PENBELAJARAN KHUSUS | KEPENTINGAN KESELATAN ALAM SEKITAR | |
| OBJEKTIF PENBELAJARAN | Pada akhir pembelajaran, murid dapat : | |
| | 1. MENYAHKAN MAKUD KESELATAN, FUNGSI DAN PERANAN | |
| | 2. PUNCA PENCEMARAN ALAM | |
| | 3. KESAN PENCEMARAN ALAM | |
| KRITERIA KERTAMUK | Pada akhir pembelajaran, murid dapat : MENAHAMI TUJUAN UTAMA KESELATAN ALAM SEKITAR DI BERNI PENDEKATAN DI ALAM PERSEKUTUAN | |
| LANGKAH | SET | |
| | 1. pengenalan kekeluargaan | |
| | 2. tayangan video alam sekitar | |
| | 3. berfikir pelajar tentang alam sekitar | |
| | AKTIVITI UTAMA | |
| | 1. makud kekeluargaan alam sekitar | |
| | 2. peranan kekeluargaan | |
| | 3. punca pencemaran alam | |
| | PENUTUP | |
| | 1. tanya pelajar tentang kekeluargaan dan punca pencemaran alam | |
| ARAH / BERNI / BERNI / TARIKH / SUMBER | BURU KULUKAN KESELATAN ALAM SEKITAR, INTENET | |
| REFLEKSI & TINDAKAN | 29/12 pelajar 5 Belian dapat memahami makud kekeluargaan alam sekitar, peranan dan fungsi kekeluargaan bagi menjaga kebersihan alam sekitar dari pencemaran | |

**LESSON PLAN (20 July 2020)
For The Teaching of the Module: Plastic, Sustainability & You
Class: Grade 11
Teacher Ismaliza**

**LESSON PLAN (20 July 2020)
For The Teaching of the Module: Plastic, Sustainability & You
Class: Grade 10
Teacher Almasiah**

Teachers' Lesson Plan for Teaching 'Plastic, Sustainability & You' Module in the Classroom

Photo 2:



Integration of 'Plastic Usage & Waste Management System' Messages in 'Green Corridor' Project

Photo 3:



**Creating Sustainable Corners Using Plastic Waste
in Each Classroom for the Year 2018 & 2019**

Photo 4:



3Rs: Various Innovations of Using Plastic Waste

Photo 5:



School's Plastic Bottles Collection and Recycling Centre

Guidelines for Submission of Entries

1. Schools can submit information about the school's programme/project/activity related to the theme "**Addressing Plastic Problems for Transforming Communities**" from **10 April to 14 August 2020**.
2. The deadline of entry submissions is **Friday 14 August 2020**. (Late submission will not be accepted.)
3. Each school can submit only one entry.
4. The submission of the school's programme must be done through the template "**Submission Form of 2020 SEAMEO-Japan ESD Award**".

The Submission Form can be downloaded from the SEAMEO website:

link.seameo.org/2020SubmissionFormESDAward

The school can request the Submission Form from email: seameojapan.award@seameo.org.

5. Regarding the submission of entry, each school must adhere to the following format, as specified in the Submission Form:
 - a) Part I - Information about the school;
 - 1) School name and contact details
 - 2) Brief information about the school such as number of teachers and students and educational level
 - 3) Contact details of the coordinator
 - b) Part II - Information about the school's programme;
 - 1) Title of the school's programme
 - 2) Summary of the programme (one half-page of A4 sheet size)
 - 3) Background information or reasons why the school created the programme
 - 4) Objectives/goals of the programme
 - 5) Period of time when the programme was/has been started
 - 6) Key knowledge, skills, attitudes/values, and behaviors that the school expects to develop from this programme
 - 7) Activities (Strategies/activities of implementation, and brief information of each activity)
 - 8) Teaching and learning approaches/strategies that the school has integrated for this school programme
 - 9) Participation with the community/roles of community
 - 10) Transformation to the community and ecosystem (Brief information of activities that the school, students, and teachers have contributed for the improvement of community/ecosystem.)
 - 11) Programme for monitoring and evaluation mechanisms and summary of results
 - 12) Resources used for programme implementation
 - 13) Benefits/impacts/positive outcomes of the programme to **students, teachers, parents and school. Please include evidence of achievements** (How the school's programme has transformed the behavior of students, teachers and parents to improve the school's environment in reducing the plastic usage and wastage?)
 - 14) Benefits/impacts/positive outcomes of the programme to **people in community, and ecosystem. Please include evidence of achievements** (How the school's programme has transformed the behavior of people in the community in reducing the plastic usage and wastage and improve the ecosystem of the community?)
 - 15) Plan for sustainability and plan for scaling-up/expansion
 - 16) Interrelationship of the school's programme with other Sustainable Development Goals (SDGs)

- 17) List of attachments such as a copy of the school operational plan, action plan, learning/teaching materials, lesson plans, samples of student worksheet, manuals, etc. (Maximum of **five files** to be attached with the Submission Form)
- 18) Photographs related to the school programme (Maximum of **five photographs** with captions written in English)
6. Information about the programme (Part II as above) **should not be over nine (9) pages of A4 in total**. The information should be written in **Times New Roma/Calibri font, 11-12 point size**. (A half-to-one page A4 sheet size about the project overview should be included.)
7. Information about the programme and the photo captions must be in English. The teaching and learning materials can be in local languages, however a brief translation in English should be provided.
8. All submissions should include related photos. A maximum of **five (5)** photographs with captions written in English can be attached in the Submission Form.
9. All submissions can be attached with a maximum of **five (5)** supporting documents (Optional).
- 10. How to Submit the Entry:** Schools can submit the completed "Submission Form of 2020 SEAMEO-Japan ESD Award" and a maximum of 5 supporting documents/materials to the following SEAMEO Secretariat's email:

Email: seameojapan.award@seameo.org

Note: To align with the ESD practices and to save the environment and energy, the Committee will NOT accept the entry in hard/printed copies.

11. All entries submitted to the SEAMEO Secretariat will be acknowledged. If the school has not received any acknowledgement of the receipt from the SEAMEO Secretariat within one week after the submission, please contact the SEAMEO Secretariat (Email: seameojapan.award@seameo.org).

Judging Criteria

The judging committee will consider the following criteria in selecting the winning schools:

1. Transformation of Community and Impacts to Community/Ecosystem

- The school's programme has demonstrated the transformation of community in reducing the plastic usage and improving the waste management system and ecosystem of the community.
- Results, during/after implementation, have revealed the effectiveness and benefits of the school's programme to students, teachers, parents, communities and ecosystems.
- The school's programme has demonstrated the change of attitudes, values, and behaviors at an individual level, including students, teachers, parents and people at community.
- Information, data, and models have been effectively compiled, documented, and shared within the schools, among schools in one community, and at the broader provincial or national level.

2. Integration of Strategies/ Modalities for Implementation

- Implementation of the school's programme is emphasized and incorporated into school policies, management plans, and teaching and learning strategies within the school.
- The school has demonstrated clear effective strategies, and programme components/activities on how to implement the school's programme.
- Appropriate and effective methods and resources are used to implement the programme.
- Monitoring and evaluation mechanisms or processes are identified to ensure the immediate and long-term outcomes.

3. Innovation and Creativity

- The school's programme has demonstrated innovative practice in reducing plastic usage and wastage in the school, community and ecosystem.
- The school has demonstrated innovative ideas for utilising available resources.

4. Teaching and Learning Approaches

- The school has demonstrated effective and innovative teaching and learning approaches that have been applied to reduce the plastic usage and improve the waste management system in its school and community environment.
- The school has embedded the proper knowledge, skills, attitudes, values, behaviors and daily practices into subject disciplines and incorporated ESD principles and pedagogical methods to ensure that students are able to connect the practices in their daily life, and community.
- The teaching and learning approaches have demonstrated the change or transformation of attitudes, values, and behaviors of teachers and student in the school.

5. Participatory Approach and Engagement of Community

- The school has demonstrated the use of participatory processes – involving students, teachers, parents, communities' stakeholders and partners – in planning and implementing the programme.
- The school has engaged community-level partners such as community stakeholders, experts, local governors, practitioners and parents in the programme.
- The school's programme has strengthened students' involvement in the local community.

6. Sustainability

- The school has included the initiative/waste management practice within the school management plan and teaching and learning activities across subjects for a long-term action strategy.
- The school has demonstrated a clear future plan on how to sustain or scale up the programme.

7. Interrelationship with other Sustainable Development Goals (SDGs)

- The school has demonstrated that the school's programme has integrated the improvement of other SDGs, not the individual pursuit of each SDG, but has interrelation with other SDGs. Therefore, the school should make a clear statement in its application on how the school's programme connects to other SDGs.

Contact Information

For enquiry, please contact:

SEAMEO-Japan ESD Award
SEAMEO Secretariat
920 Sukhumvit Road
Klongtoey, Bangkok 10110
THAILAND

Email: seameojapan.award@seameo.org; secretariat@seameo.org

Website: www.seameo.org or link.seameo.org/2020SEAMEOJapanESDAward

Tel: +66-2391-0144

Fax: +66-2381-2587