Organisers

Southeast Asian Ministers of Education Organization

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

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2024 SEAMEO-Japan ESD Award

Theme: Promoting Lifelong STEM Learning through Community Engagement

SUBMISSION FORM

The submission deadline is 15 August 2024
Full Information: https://link.seameo.org/esd2024

- To participate in the 2024 SEAMEO-Japan ESD Award, please submit the information of your school's programme on "Promoting Lifelong STEM Learning through Community Engagement" by using this template of Submission Form on or before 15 August 2024.
- This **Submission Form** can be downloaded from the SEAMEO website: https://link.seameo.org/esd2024 or request through email: seameojapan.award@seameo.org
- The **guidelines for submission** and the **judging criteria** are detailed in page 8-10 of this document.
- **How to Submit the Entry**: Please send the completed submission form of 2024 SEAMEO-Japan ESD Award and a link of 3-minute video clip together with supporting documents to the following Google Form:

https://link.seameo.org/ESD2024/Submission

- Important 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.
- For more information, please visit: https://link.seameo.org/esd2024 or contact the SEAMEO Secretariat's email: seameojapan.award@seameo.org or Tel. +66-2391-0144.

PART I: DETAILS OF YOUR SCHOOL

1. Name of your school Ban Huai-mi Srisawat School
2. Full address 61 Moo 8, Mueang paeng, Pai, Maehongson
3. Postcode 58130 4. Country Thailand
5. School's telephone number (country code+city code+telephone number) +66 (614749945)
6. School's Email Address https://www.facebook.com/messages/t/492357154256995

7. School website (if available) -

8. Approximate number of teachers participated in this programme 4

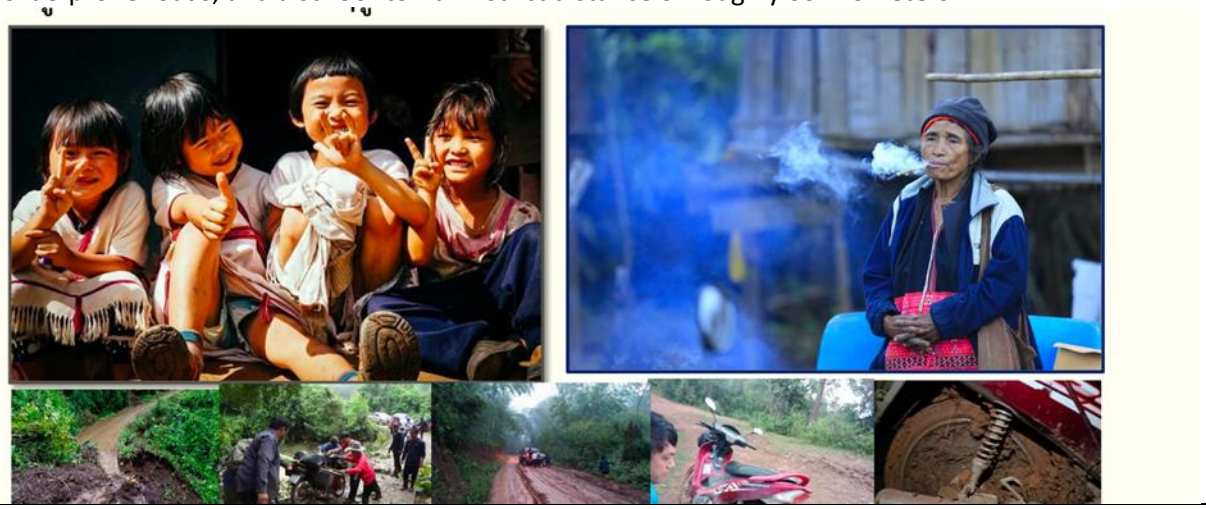
9. Approximate number of students participated in this programme 17

PART II: INFORMATION ABOUT THE SCHOOL'S PROGRAMME

The information of part II from no.1 to 14 should not be over five (5) pages long of A4 in total. The information should be written in **Times New Roman/Calibri font, font size 11**.

1. Title of the school's programme

Topic: Integrating Traditional Toys into Science Learning Processes
Ban Huai-mi Srisawat School, situated in Mueang Paeng Subdistrict, Pai District, Mae Hong Son Province, Thailand, offers education from kindergarten to 6th grade. The school has three teaching staff, including one contracted teacher, without a school director or administrative personnel. In total, the school has 40 students, including those enrolled in the early childhood center under the Subdistrict Administrative Organization. **The challenges, risks, and difficulties of the responsible area:** The community comprises the Karen hill tribe, reliant on solar-generated electricity and mountain water, with no phone signal, unpaved landslide-prone roads, and a school-to-Pai District distance of roughly 60 kilometers.



2. Summary of the programme (maximum of 300 words)

Principles and Reasons: Due to the school's remote location in a challenging environment, educational resources are limited, and students show less interest in science subjects. However, since the local area provides traditional toys imbued with local wisdom for children to play with within their families or communities, teachers have recognized that these traditional toys can be embedded into the curriculum to connect with science content. This approach not only makes learning science more enjoyable for students but also integrates scientific knowledge with the preservation of traditional play and local cultural wisdom.

3. Objectives/goals of the school's programme

1. The use of STEM EDUCATION innovative science education approaches.
2. Adopting to current teaching skills necessary to enhance students' learning and interest in science.
3. Identifying various entities or organizations that can support inquiry-based science education.
4. Science process skills learning using traditional toys.

4. Period of the time when the programme has been started

The process of managing science process skills learning using traditional toys consists of the following steps:

- Identify various problems such as academic performance in science subjects and national test results.
- Study the curriculum for the Science and Technology domain.
- Review documents and books related to traditional toys and their development of science process skills, aligning them with the learning content for grades 4-6.
- Collect traditional toys from local indigenous knowledge that can be adapted to develop science process skills, using play characteristics and scientific principles as criteria.

The details are as follows:

1) Coconut shell animal 2) Spinning Copter 3) Coconut shell Shoes 4) Sucking Snake
5) Phaya Luem Lang 6) Flying Saucer 7) Flipping Insect 8) Top 9) Cicada and,
10) Wo Top

5. Activities (strategies/activities of implementation, and brief information of each activity)

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- Review documents and books related to traditional toys and their development of science process skills, aligning them with the learning content for grades 4-6.
- Collect traditional toys from local indigenous knowledge that can be adapted to develop science process skills, using play characteristics and scientific principles as criteria.

6. Teaching and learning approaches/strategies that the school has integrated into the programme

The traditional toys that have been studied incorporate activities to develop 5 science process skills suitable for primary school students as follows:

1. Observation
2. Measurement
3. Classification and communication of meaning
4. Drawing conclusions from data
5. Making predictions or forecasting

7. Engagement with the community and sharing of school practices to the community

The community participated by the folk philosopher who knew about making in traditional toys to teach students how to make them at the school.

8. Monitoring and evaluation mechanisms

The teacher raised questions for the students to discuss together, as follows:

- In the competition, why do students think the winning team won?
- Why did the flying saucer of the winning team fly so high?
- Why did the flying saucer of the winning team fly so far?

- Why did the flying saucer of the winning team stay in the air for so long?
- The teacher and students collectively gathered thoughts and discussed the reasons behind these occurrences.

The teacher summarized the scientific principles and reasons behind flying saucers.

Flying saucers are toys that operate on the principles of object rotation and fluid dynamics (the flow of air). When considering the two wings on both sides of the traditional toy, the flying saucer, it has a curved shape similar to a helicopter. When it rotates, it creates unequal air pressure on both sides, with the top side having lower pressure than the bottom side, causing the propeller to rise upwards. This is the same principle used in helicopters and airplanes.

9. Measurable achievement of the school's programme to students, teachers, parents, and wider community

"Local toys to organize the science learning process"

Education cannot be alienated from the local area. Folk toys can be linked to science content. It is a good way to provide science knowledge that is related to wisdom.

10. Plan for future

The results of the science learning activity using traditional toys as media include:

1. Students learn with excitement and enjoyment.
2. Students take pride in traditional toys and local wisdom.
3. Students learn science by integrating it with the play and use of traditional toys.
4. The preservation and continuity of traditional play are promoted.
5. Students show improved academic performance in science.

The teaching results are distributed to teachers throughout Thailand. In the matter of using media that are traditional toys in their own local area. Expand the results to nearby communities and schools.

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

4.Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

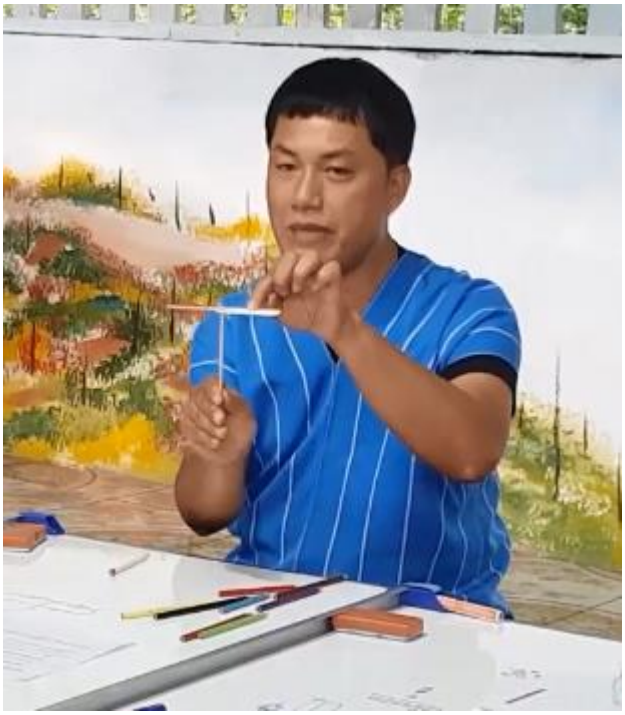
"Providing educational opportunities will help develop our society, country, and world. Because education helps improve the quality of life.

12. Link(s) to the information of school's programme in social media platforms such as facebook, website, youtube

https://youtu.be/gGiywT2JXY0

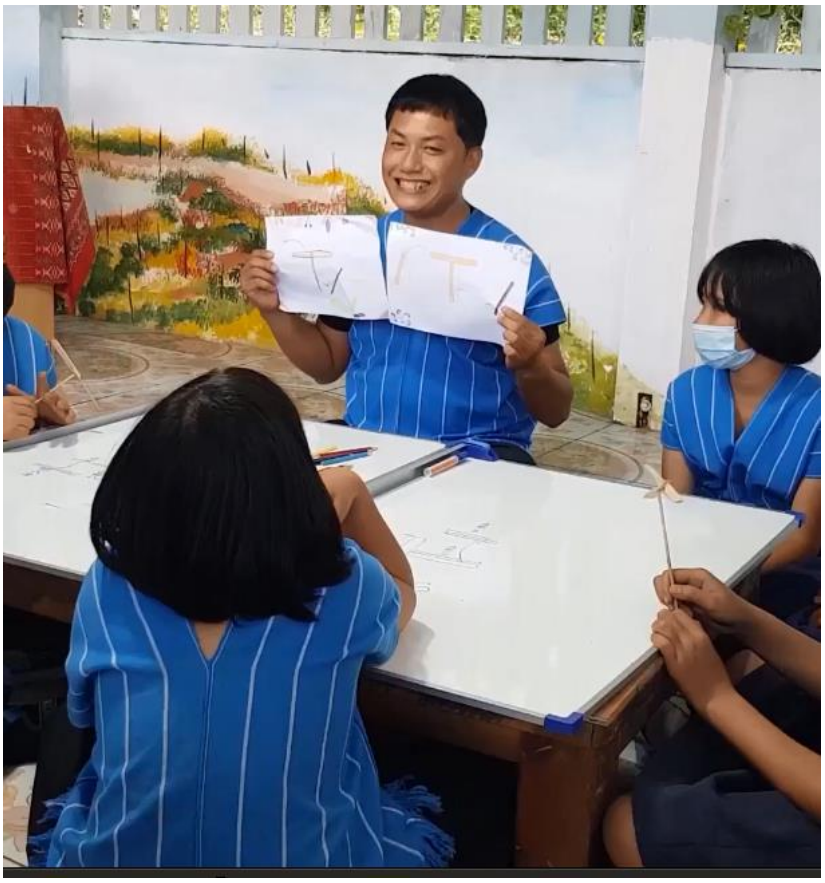
13. Photos related to the activity/programme (Maximum of five (5) photos with captions in English)

Photo1



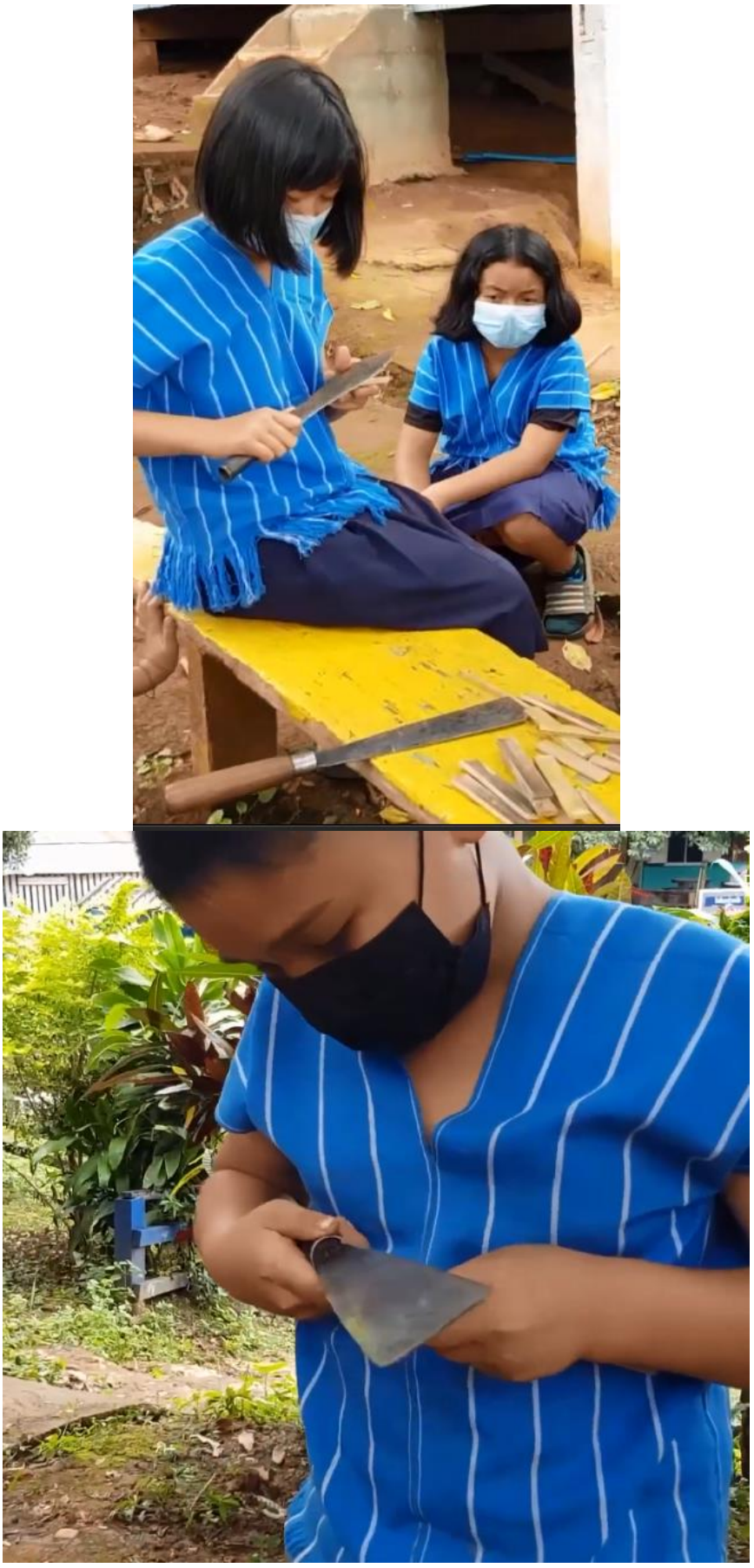
A teacher brings in traditional toys to teach students about science.

Photo 2

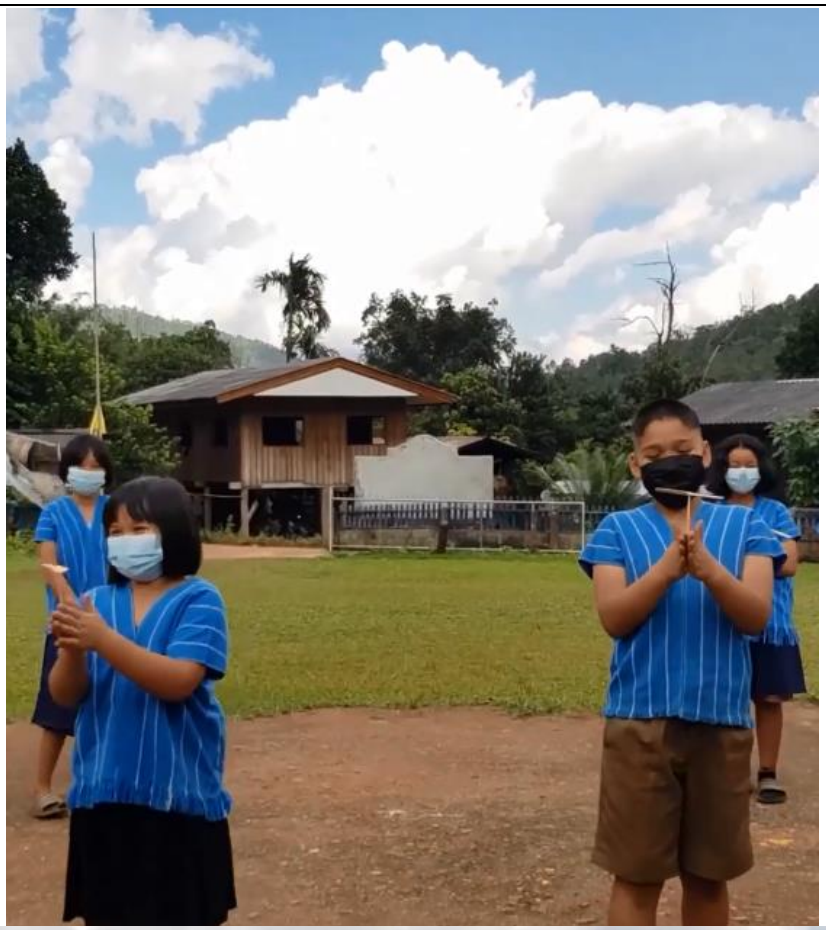


Students discuss scientific principles in traditional toys.

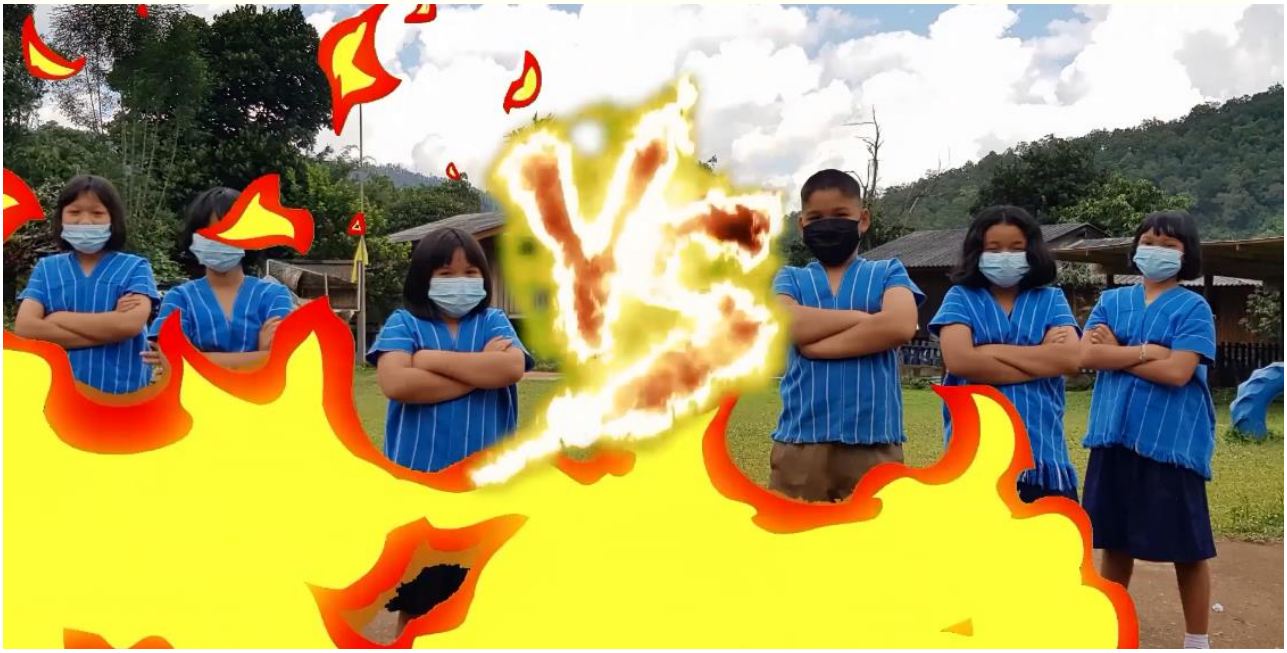
Photo 3



Students work together to create traditional toys.



Students brought traditional toys to test using scientific principles.



Learning Science through the Use of Traditional Toys, starting from learning about local knowledge regarding making flying saucers, students practiced making flying saucers and competed with each other.

GUIDELINES FOR SUBMISSION OF ENTRIES

1. The sharp deadline of entry submissions is **15 August 2024.** Late submission is not accepted.
2. Each school can submit **only one (1) entry**.
3. The school's entry that has been shortlisted or won the SEAMEO-Japan ESD Award within the past five (5) years (2019-2023) is not considered.
4. Schools must submit the following requirements to the SEAMEO Secretariat:
   A. A completed **submission form of 2024 SEAMEO-Japan ESD Award** which have to be made in .docx or .pdf format, maximum file size is 10 MB. The submission form can be downloaded from the SEAMEO website: https://link.seameo.org/esd2024
   or request through email: seameojapan.award@seameo.org

   B. **A 3-minute video clip** presents the school's programme in English. If it is produced in local language, please add subtitles so that the judging committee can understand it. Please upload your video to YouTube or other video-sharing sites and submit the video link through the google form as detailed in No.9
5. The information about the school's programme (in Part II as follows) **should not be over five (5) pages of A4 in total**. The information should be written in **Times New Roman/Calibri font, font size 11**.
   A. Part I - Information about the school;
      1) School's 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 (maximum of 300 words)
      3) Objectives/goals of the school's programme
      4) Period of time when the programme has been started
      5) Activities (strategies/activities of implementation, and brief information on each activity)
      6) Teaching and learning approaches/strategies that the school has integrated into the programme
      7) Engagement with the community and sharing of school practices to the community.
      8) Monitoring and evaluation mechanisms
      9) Measurable achievement of the school's programme to students, teachers, parents, and wider community
      10) Plan for future
      11) Interrelationship of the school's programme with other Sustainable Development Goals (SDGs)
      12) Link(s) to the information of school's programme in social media platforms such as Facebook, website, and Youtube

6. All submissions should include related photos. A maximum of **five (5) photos** with captions written in English can be attached with the submission form.
7. (Optional) All submissions can be attached with a maximum of **two (2) supporting documents** which can be written in local language. However, a brief translation in English should be provided.
8. Only specific file types of supporting documents are accepted which are .docx, .pdf, .xlsx, and .ppt. If the supporting documents are made in .docx or .pdf, it should be less than or equal to **twenty (20) pages** each.
9. **How to Submit the Entry**: Please send the completed submission form of 2024 SEAMEO-Japan ESD Award and a link of 3-minute video clip together with supporting documents to the following google form:

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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.**

10. After submitting the google form, you will receive a copy of your responses via the responder's email immediately. Your responses can be edited after submitting by clicking the 'Edit response' button in the responder's email where you receive a copy of your responses.

JUDGING CRITERIA

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

1. Strategy/Modality of Implementation

- The school has demonstrated clear school's plans and policies, 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.
- The school has demonstrated the use of participatory processes – involving students, teachers, parents, community stakeholders and partners – in planning and implementing the programme.

2. Teaching and Learning Approaches

- The school has integrated lifelong STEM learning and community engagement into teaching and learning practices and school's programmes to ensure that students are able to connect the practices into their daily life, the local environment, and community.

3. Innovation and Creativity

- The school's programme has demonstrated innovative practice in relation to the theme that can be replicated.
- The school has demonstrated innovative ideas for utilizing available resources.

4. Engagement with Community

- The school has engaged community partners such as neighbouring educational institutions, local government authorities and parent associations to co-implement the school's programme.
- The school's programme has increased public awareness and action to promote lifelong STEM learning through community engagement to create a more sustainable future.
- The school's programme has strengthened student involvement and contribution to improve sustainable development and effectively promote lifelong STEM learning through the engagement of local communities.

5. Impact and Sustainability

- Results of the school's programme have revealed the effectiveness and benefits of the school's programme to students, teachers, parents, and the wider community.
- The school has demonstrated a clear future plan on how to sustain or scale up the initiative.

6. 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

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