



Youth Leadership Program

AY 2022-2023

*Teacher's Name : Ms. Sreeparna Bose
/Ms.Urooj*

Class & Section: Year 4C

Year Level: Key Stage 2

TOPIC

“ ENGANGERED AQUATIC ANIMALS”

ACTION PLAN:

Action Plan					
<p>Topic: Endangered Aquatic Animals</p> <p>Goal: Learners will be able to know about endangered aquatic animals and take steps to prevent their endangerment. The Youth Leadership Programme theme this year is "Explorers and Investigators." As one of the highlights of the programme, students are encouraged to explore, expand, experiment and investigate about saving the different species of endangered aquatic animals linking to global challenges. Our research will focus in promoting United Nations Sustainability Development Goal No. 14 Life below water</p> <p>Moreover, the topic will help each child to become aware and be responsible citizen. Considering being responsible as one of the main qualities possessed by a leader, students are assigned to different tasks to research and investigate. Rooting from here, students will display facts and current issues and will do research, observations and surveys.</p>					
<p>Key Concept 1: Brainstorming and Information about Topic and SDG</p>					
Tasks	Actions Needed	Timeline	Persons Responsible	Learning Outcome	Status/Comments
<p>1. Brainstorming</p> <p>a) Writing down the topics / Eliminating the topics / Choosing of Topic</p>	<p>The topic that we will choose should reflect on the theme, "Explorers and Investigators" and needs to be connected from the United Nations Sustainability Development Goals.</p>	<p>January Week 1-2</p>	<p>Class Teacher Buddy Teacher Students</p>	<p>Our class chose "Endangered Aquatic Animals" Research,</p>	<p>Completed</p>
<p>b) Reasons why most of them choose the topic.</p> <p>c) Writing of Big Questions</p>	<p>Ask the students to write down the topics that they want to investigate, research and explore.</p> <p>Reasoning: Learners will explain and write why they chose the topics.</p> <p>Interactive Discussion</p> <p>Think-Pair-Share</p> <p>We will make use of mind map to discuss the about the reasons of aquatic animals endangerment.</p>			<p>discussion, thinking, awareness.</p>	<p>Completed</p>
<p>2. Discussion of Big questions</p> <p>Discussion about UNESCO Resources SDG Resources for Educators - Life Below Water (unesco.org)</p>	<p>Students will be asked to discuss and research the big questions:</p> <p>What are the reasons of endangerment? What You can do to prevent endangerment?</p>	<p>January Week 2-3</p>	<p>Class Teacher Buddy Teacher Students</p>	<p>Research, discussion, thinking.</p>	<p>Completed</p>

3. Watching Relevant Videos https://www.marineinsight.com/environment/10-endangered-ocean-species-and-marine-animals/	<p>After going through these websites students will have interactive discussions and will write reflections.</p> <p>By watching the videos, students were able to gather data and to understand more about endangered animals</p>	January Week 3-4	Class Teacher Buddy Teacher Students	Research, discussion, critical thinking, awareness, audio and visual	Completed
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Key Concept 2: Problem Solving and Finding Solutions

Tasks	Actions Needed	Timeline	Persons Responsible	Learning Outcome	Status/Comments
6. Activities a) Poster Making b) Awareness Campaign	<ul style="list-style-type: none"> Brainstorming about the different activities and games relevant to the theme and concept. Poster making activity will be done in class by the learners. Learners will go to 	March Week 1	Class Teacher Buddy Teacher Students	Research, awareness, innovative and presentation skill	Completed

	<p>how to save them.</p> <ul style="list-style-type: none"> Online Survey will be made to raise awareness. 				Completed
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Key Concept 3: Raising Awareness on Campus

Tasks	Actions Needed	Timeline	Persons Responsible	Learning Outcome	Status/Comments
7. Project: Solutions <ul style="list-style-type: none"> Community Involvement Final video	<ul style="list-style-type: none"> Awareness campaign will be raised in school for how to prevent endangerment. Final video will be created by compiling the process and solutions Learners will discuss and speak about their YLP journey so far. A video will be recorded for the same. 	March WEEK 3-4	Class Teacher Buddy Teacher Students	Research, awareness, innovative and presentation skill	Completed On-going

BIG QUESTION & SURVEYS:

- Which aquatic animals are becoming endangered?
- Why are they becoming endangered?
- How can we protect these aquatic animals/what can we do to reverse this?
- How can we avoid endangering animals?

Survey Link:

<https://forms.microsoft.com/r/5NE3BEuF4C>


Report –Youth Leadership Programme AY 2022-2023	
Topic	“Endangered Aquatic Animals”
Goal	Promoting United Nations Sustainability Development Goal
Focused SDG (S)	SDG No 14 –Life below water SDG No 6 – Clean Water and Sanitation SDG No 13 – Climate Action
Highlights of the Programme	Learners were able to explore and learn about various endangered aquatic animals. They were able to distinguish between extinction and endangerment. Moreover they were able to conduct research and report on any one of the endangered aquatic animal.

Timeline	Jan 2023-March 2023
Year Level & Campus	Yr 4C - Nuaija Campus
Supervisor	Ms. Emine , Ms. Javaria , Ms. Ayesha
Teacher(s)	Ms. Sreeparna Bose, Ms. Urooj Naz
Participants	Students Of Class 4C

Procedures

Key Concept 1 and 2	<p><u>Stage 1& 2: Research</u></p> <ul style="list-style-type: none"> • <u>Research:</u> Conducting research and writing a detailed Proposal that describes the proposed project and its purpose, outcomes, and the steps that will be taken to complete the project. • <u>Group discussions:</u> Goals and objectives. • <u>Agenda:</u> Discussing SDG GOALS & Big Questions and finding answers for the same. • <u>Big Questions:</u> <ul style="list-style-type: none"> • Which aquatic animals are becoming endangered? • Why are they becoming endangered? • How can we protect these aquatic animals/what can we do to reverse this? • How can we avoid endangering animals?
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Key Concept 3	<p style="text-align: center;"><u>Stage 3: Preparation of Handmade Posters & Digital Posters</u></p> <p>The learners researched and explored about endangered aquatic animals. They chose one endangered animal and researched about that animal.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="3" style="text-align: center;">YEAR 4C YLP - ENDANGERED AQUATIC ANIMALS</th> </tr> <tr style="background-color: #ffff00;"> <th colspan="3" style="text-align: center;">YLP Stage 1</th> </tr> <tr> <th style="text-align: left;">Name</th> <th style="text-align: left;">Animal</th> <th></th> </tr> </thead> <tbody> <tr> <td>Abdulhamid</td> <td>Orcas</td> <td></td> </tr> <tr> <td>Adham</td> <td>Axolotl</td> <td></td> </tr> <tr style="background-color: #92d050;"> <td colspan="3" style="text-align: center;">Poster Requirements (A3 or A4 paper)</td> </tr> <tr> <td>Ahmed</td> <td>Blue fin Tuna</td> <td>1. Name of the Animal</td> </tr> <tr> <td>Ali</td> <td>Whale Shark</td> <td>2. Drawing of the Animal</td> </tr> <tr> <td>Dua</td> <td>Irawaddy Dolphin</td> <td>3. Habitat</td> </tr> <tr> <td>Eisa</td> <td>Moko Shark</td> <td>4. Diet</td> </tr> <tr> <td>Hassan</td> <td>Hawksbill Turtle</td> <td>5. Why Its Endangered</td> </tr> <tr> <td>Kawther</td> <td>Humpback Whale</td> <td>Hunting, Pollution, Overfishing, Other Human Activities, Climate Change, Overpredation</td> </tr> <tr> <td>Maira</td> <td>Vaquita</td> <td>6. How many of them are left?</td> </tr> <tr> <td>Maleeha</td> <td>Galapagos Penguins</td> <td>7. Can we do something to get more of them</td> </tr> <tr> <td>Musfirah</td> <td>Green Sea Turtles</td> <td></td> </tr> <tr> <td>Qasim</td> <td>Manatee</td> <td></td> </tr> <tr> <td>Saif</td> <td>Hammer Shark</td> <td></td> </tr> <tr> <td>Saleha</td> <td>Porpoise (Pick a second one)</td> <td></td> </tr> <tr> <td>Taha</td> <td>Coral</td> <td></td> </tr> <tr> <td>Yara</td> <td>Sea Otters</td> <td></td> </tr> <tr> <td>Yassien</td> <td>Sea Lions</td> <td></td> </tr> <tr> <td>Zaroon</td> <td>Sea Horse</td> <td></td> </tr> <tr> <td>Zia</td> <td>Tiger Shark</td> <td></td> </tr> </tbody> </table>	YEAR 4C YLP - ENDANGERED AQUATIC ANIMALS			YLP Stage 1			Name	Animal		Abdulhamid	Orcas		Adham	Axolotl		Poster Requirements (A3 or A4 paper)			Ahmed	Blue fin Tuna	1. Name of the Animal	Ali	Whale Shark	2. Drawing of the Animal	Dua	Irawaddy Dolphin	3. Habitat	Eisa	Moko Shark	4. Diet	Hassan	Hawksbill Turtle	5. Why Its Endangered	Kawther	Humpback Whale	Hunting, Pollution, Overfishing, Other Human Activities, Climate Change, Overpredation	Maira	Vaquita	6. How many of them are left?	Maleeha	Galapagos Penguins	7. Can we do something to get more of them	Musfirah	Green Sea Turtles		Qasim	Manatee		Saif	Hammer Shark		Saleha	Porpoise (Pick a second one)		Taha	Coral		Yara	Sea Otters		Yassien	Sea Lions		Zaroon	Sea Horse		Zia	Tiger Shark	
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	They reflected their views, opinions and thoughts by posters.
Key Concept 4	<p style="text-align: center;"><u>Stage 4: Survey to engage the community for awareness about Endangered Aquatic Animals</u></p> <p>The online survey with the community reflected awareness about these animals, what causes their endangerment, and what you can do to help prevent this?</p>
Key Concept 5	<p style="text-align: center;"><u>Stage 5: Community Engagement</u></p> <p>Year 4C had the opportunity to build community involvement by raising awareness campaign. They made digital flyers in English, Urdu & Arabic with the help of their teachers to be distributed among the students of different classes. They distributed the balloons in which they wrote the ways of what can be done to prevent endangerment of those animals.</p> <p>This community engagement helped our students learn that:</p> <ul style="list-style-type: none"> • Which are the Endangered Aquatic Animals? • What are the reasons for their endangerment? • What they can do to prevent their endangerment? <p style="text-align: center;">Multilingual YLP Flyers</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="359 1249 798 1883" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Year 4C's YLP</p> <div style="display: flex;"> <div style="width: 45%;"> <p>WHAT ARE ENDANGERED AQUATIC ANIMALS?</p> <p>Aquatic animals are animals that live under the sea.</p> <p>'Endangered' means that the entire species is at risk of dying out.</p> <p>If a species dies out, we won't ever see any more of those animals ever again.</p> <p>Aquatic animals are dying out faster than land animals.</p> </div> <div style="width: 45%;"> <p>SOME ENDANGERED AQUATIC ANIMALS</p> <ul style="list-style-type: none"> • Axolotl • Blue fin Tuna • Coral • Galapagos Penguins • Green Sea Turtles • Hammer Sharks • Hawksbill • Humpback • Whales • Irrawaddy Dolphins • Manatees • Mako Sharks • Orcas • Porpoises • Sea Horses • Sea Lions • Sea Otters • Tiger Shark • Vaquitas • Whale Sharks </div> </div> <p style="text-align: center;">ENDANGERED AQUATIC ANIMALS</p> <div style="display: flex;"> <div style="width: 45%;"> <p>WHY THESE ANIMALS BECOME ENDANGERED</p> <ul style="list-style-type: none"> Climate Change Gill-netting Hunting Over-fishing Over-predation by other animals Pollution and Oil Spills Ship Strikes </div> <div style="width: 45%;"> <p>WHAT YOU CAN DO TO PREVENT ENDANGERMENT</p> <p>Do not throw trash into the ocean.</p> <p>Help keep beach and shore areas clean</p> <p>Spread awareness of these issues in your community</p> <p style="text-align: right; font-size: small;">PLEASE SCAN FOR A SURVEY</p>  </div> </div> </div> <div data-bbox="949 1249 1380 1883" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">بھارت چارم (سی) ڈیغ لیلی</p> <div style="display: flex;"> <div style="width: 45%;"> <p>خطرے سے دوچار کچھ آبی جانور</p> <ul style="list-style-type: none"> • آبی جانور • ڈولفین • مانیٹیس • ماکو شارک • اوریکا • پورپوسس • سیز ہورسز • سیز لیونس • سیز اٹرس • ٹیگر شارک • واکویٹس • ویل شارک </div> <div style="width: 45%;"> <p>خطرے سے دوچار آبی جانور کیا ہیں؟</p> <ul style="list-style-type: none"> • آبی جانور وہ جانور ہیں جو سمندر میں رہتے ہیں۔ • خطرے سے دوچار کا مطلب ہے کہ پوری نسل کے تخم اچھے کاغذ رہیں۔ • اگر کوئی نسل ختم ہو جاتی ہے تو ہم ان جانوروں کو دیکھ نہ سکیں گے۔ • زہنی جانوروں کے نسبت آبی جانور تیزی سے مر رہتے ہیں۔ </div> </div> <p style="text-align: center;">خطرے سے دوچار آبی جانور</p> <div style="display: flex;"> <div style="width: 45%;"> <p>آبی جانوروں کو خطرے سے بچانے کے لیے آپ کیا کر سکتے ہیں؟</p> <ul style="list-style-type: none"> • سمندر میں کوڑا پھینکیں • ساحل سمندر پر آس پاس کے جانوروں کی مکھی کا خیال رکھیں • زہنی جانوروں کی سانس کی دھند سے آگاہی پھیلائیں </div> <div style="width: 45%;"> <p>آبی جانوروں کے خطرے سے دوچار ہونے کی وجوہات</p> <ul style="list-style-type: none"> • موسمیاتی تبدیلی • لچھریوں کا گھیرنا • گنے چال میں پھنسنا • گھنٹوں کا ضرورت سے زیادہ دھار • دوسرے آبی جانوروں کا ڈھکنا • سمندر میں تیل اور آلودگی کا پھیلنا • لچھریوں کا کھری جہازوں سے ٹکرنا </div> </div> </div> </div>



Key Concepts 6

Stage 6: 3D Projects

Group 1: The learners made 3D projects on cardboard by pasting the pictures of the **Endangered Aquatic Animals** with their names.

Group 2: The learners made 3D projects on cardboard by pasting the pictures of the Endangered Aquatic Animals with the **reasons of their endangerment**.

Group 3: The learners prepared the project on cardboard by pasting the ways of **what we can do to prevent endangerment?**

Learning Outcome

Learners explored and learned about various endangered aquatic animals. They distinguished between extinction and endangerment. Moreover conducted research and report on any one of the endangered aquatic animal.

Best Clicks and Links




Research Work



Handmade Poster Making



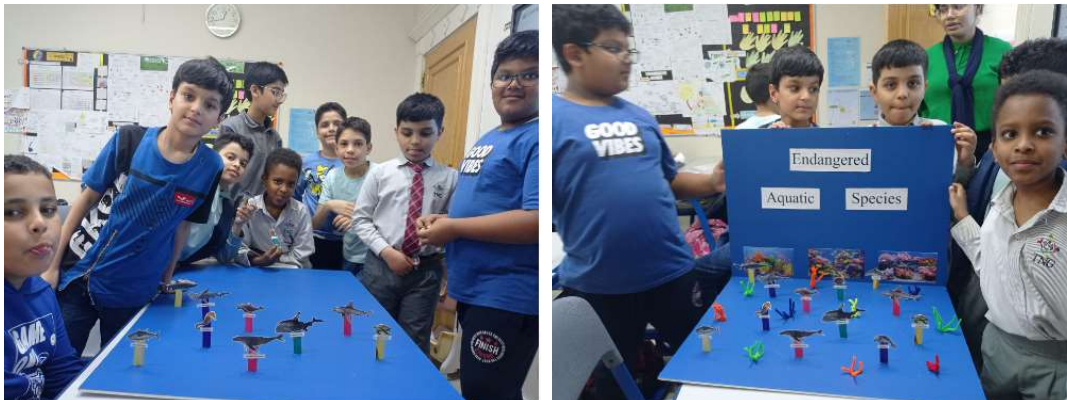
Digital Posters

<p><u>HAMMERHEAD SHARK</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The hammerhead shark is a fish that lives in the ocean but is endangered. <input type="checkbox"/> It eats fish, other sharks, squid, octopus. <input type="checkbox"/> It is endangered because of overfishing and fining. <input type="checkbox"/> 200 Are left in the ocean by the last week <input type="checkbox"/> We could stop hunting them and stop fining  	<p>Green Sea Turtles</p>  <p>Habitat: Green sea turtles can be found world wide but mostly in Atlantic ,Pacific and Indian oceans in tropical and subtropical waters</p> <p>Weight:160kg (adult)</p> <p>Length: 1.5 meters (Adult) 3-5 feet long</p> <p>Fact: Are endangered and decreasing in number.</p>
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Multilingual Posters Making



Project Making



Community Engagement





Final Video Links

Flip grid Link-

SUPPORT DOCUMENTS:

1) PICTURES DURING PROCESS

Research Work:

YLP Stage 1		YEAR 4C YLP - ENDANGERED AQUATIC ANIMALS	
Name	Animal		
Abdulhamid	Orcas		
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Taha	Coral		
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Poster Requirements (A3 or A4 paper)

1. Name of the Animal
2. Drawing of the Animal
3. Habitat
4. Diet
5. Why Its Endangered
6. How many of them are left?
7. Can we do something to get more of them

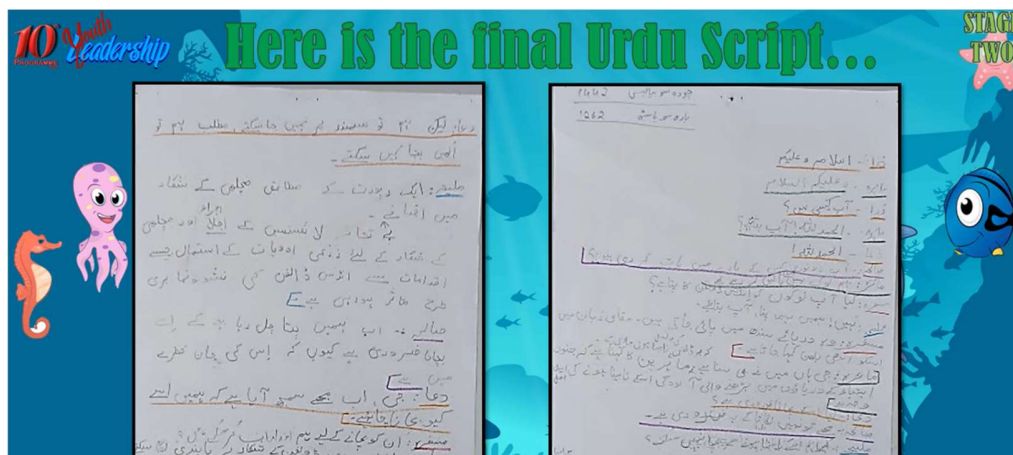
Hunting, Pollution, Overfishing, Other Human Activities, Climate Change, Overpredation

YLP Stage 2 - Causes of Endangerment	
Group 1 - Hunting	Poster Addresses
Maira	How it causes endangerment
Maleeha	Animals affected by this issue
Musfirah	Solutions
Group 2 - Over-fishing	Poster Addresses
Yassien	How it causes endangerment
Zaroon	Animals affected by this issue
Qasim	Solutions
Zia	
Group 3 - Diseases	Poster Addresses
Adham	How it causes endangerment
Eisa	Animals affected by this issue
Yara	Solutions
Kawther	
Group 4 - Gill-netting	Poster Addresses
Saleha	How it causes endangerment
Dua	Animals affected by this issue
Saifeldin	Solutions
Ahmed	
Group 5 - Pollution	Poster Addresses
Ali	How it causes endangerment
Abdul Hamid	Animals affected by this issue
Taha	Solutions
Hassan	

2) PICTURES OF COMMUNITY ENGAGEMENT



3) SNAPSHOTS OF FINAL VIDEO:



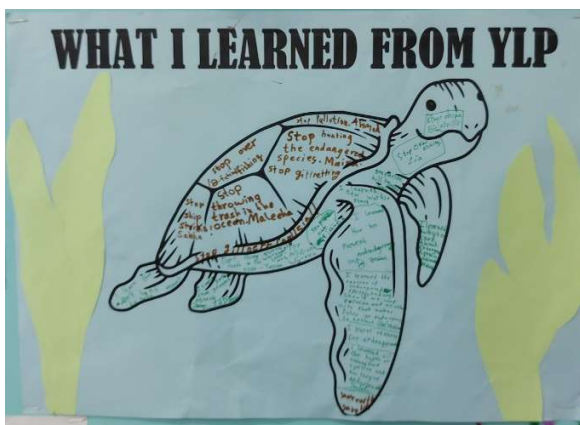
FEEDBACKS / APPRECIATION FROM PARENTS:

Parents reflections and analysis –

Not Received.

Student reflections and analysis –

Students enjoyed the YLP Project.



Allowing students to engage in critical and reflective thinking help them to better process their experience and outcomes.

1 The event was well organized :
 4. Excellent 3. Very good 2. Good 1. Needs improvement

2 Did you enjoy and why?
 Yes/No
 I learnt many things

3 Do you think the planned activity/activities were age appropriate, offer challenge and enable you to gain knowledge and skills?
 Yes/ No
 If no, please state how the event can be improved for the next time:

4 Out of scale of 1-3 what would you overall rate this event?
 1. Excellent 2. Good 3. Satisfactory

Allowing students to engage in critical and reflective thinking help them to better process their experience and outcomes.

1 The event was well organized :
 4. Excellent 3. Very good 2. Good 1. Needs improvement

2 Did you enjoy and why?
 Yes/No
 Because, we researched, discussed and communicated with each other

3 Do you think the planned activity/activities were age appropriate, offer challenge and enable you to gain knowledge and skills?
 Yes/ No
 If no, please state how the event can be improved for the next time:

4 Out of scale of 1-3 what would you overall rate this event?
 1. Excellent 2. Good 3. Satisfactory

Allowing students to engage in critical and reflective thinking help them to better process their experience and outcomes.

1 The event was well organized :
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2 Did you enjoy and why?
 Yes/No
 Parents visited and it was fun

3 Do you think the planned activity/activities were age appropriate, offer challenge and enable you to gain knowledge and skills?
 Yes/ No
 If no, please state how the event can be improved for the next time:

4 Out of scale of 1-3 what would you overall rate this event?
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