



## Youth Leadership Program AY 2023-24



**Project Title: Revving Qatar's Youth: Tackling Sedentary Lifestyle for active Well-being**

**Sustainable Development Theme: SDG 3–Good Health and Well-being**

<b>Class</b>	<b>Year 1A</b>
<b>Teacher Name</b>	<b>Ms. Dipika</b>
<b>Co – Teacher Name</b>	<b>Ms. Michelle</b>



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## 1. Summary of the Program

Revvig Qatar's Youth: Tackling Sedentary Lifestyles for Active Well-being" is a comprehensive program designed to combat sedentary lifestyles among Qatar's youth by promoting physical activity, education, community engagement, and sustainable practices. It involves implementing daily physical education in schools, organizing after-school sports clubs, community sports events, and monthly fitness challenges with rewards for participation. Educational campaigns will include workshops for students, parents, and teachers, and the integration of health education into the school curriculum to emphasize the importance of active living.

The program also engages families and communities through youth ambassadors who promote active living, family sports days, and partnerships with local gyms, sports clubs, and health organizations. Sustainable practices are promoted through the development and maintenance of safe, accessible parks, playgrounds, and sports facilities. Regular monitoring and evaluation will track progress and measure the program's impact on youth physical activity levels, health outcomes, and overall well-being, aiming to increase physical activity, improve health metrics, and foster long-term healthy lifestyle habits among Qatar's youth.

As part of our community engagement, Ms. Inab, the School Psychologist, spoke about mental well-being, and Ms. Yasmin Khan, our School PE teacher, also addressed how to stay active or promote activity. Additionally, one of our parents, Ms. Azeema, shared insights on addressing sedentary lifestyles.

Furthermore, students were able to conduct a survey, innovate solutions to tackle sedentary lifestyles, and initiate campaigns to spread awareness about combating sedentary habits.

During the presentation, Mrs. Vibhali, a yoga instructor, interacted with the Year 1A students, sharing insights on tackling sedentary lifestyles.

## 2. Some key pictures

Year 1A was divided into four groups to answer our big questions.

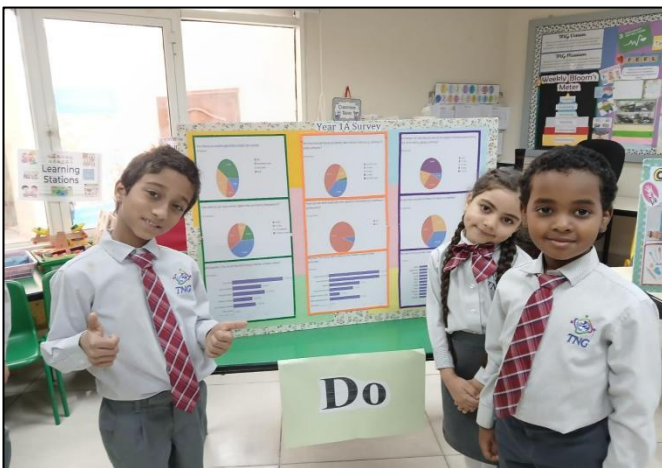
**Feel Group**



**Imagine Group**



**Do Group**



**Do/ Innovation Group**



**Share Group**





### 3. Youth Leadership Journey for Class 1A

#### I. Planning Phase

##### a) Self-Training

We were able to enrol in Microsoft Education Centre and a course in “Teaching Sustainable Development Goals” and obtain our certificates.

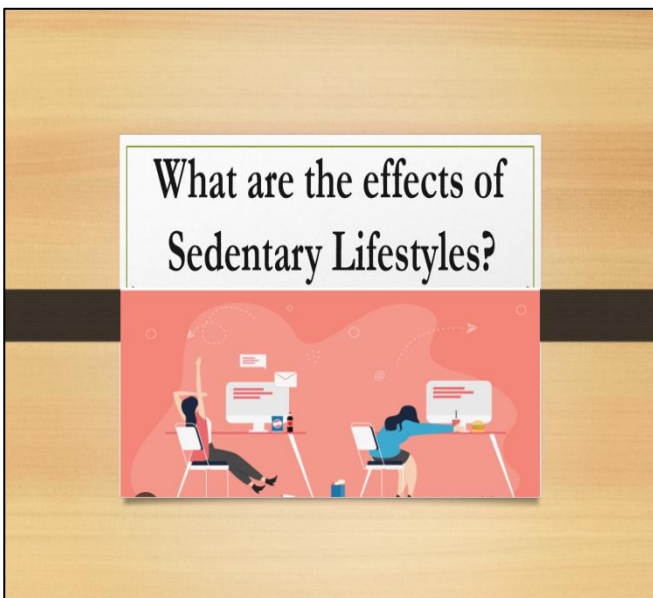


## **b) Meeting with Deputy Headmistress:**

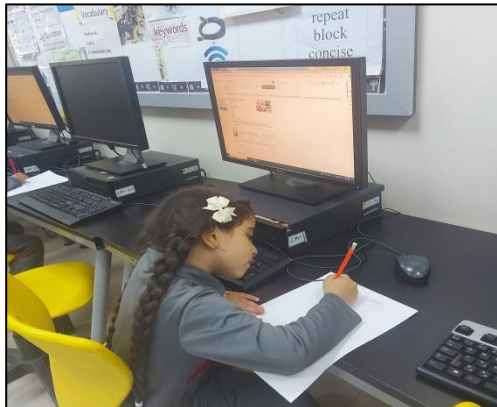
- Professional Developments were conducted every Thursday to understand the details of the YLP project
- Minutes of meetings:
- Proper filling should be done for each student.
- Each child should have a big question about which they will do the research.
- Teachers should guide the students throughout their research.
- Every classroom should have a YLP board.

## **c) Brain storming session with class**

### **1. Discussion of Sedentary Lifestyle**



## 2. Students Conducting Research



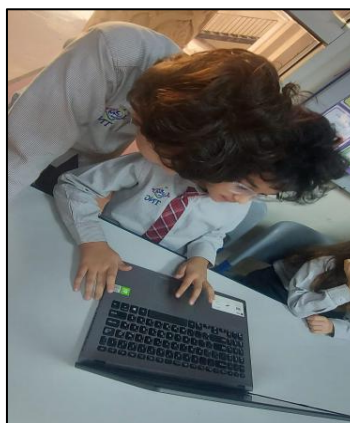
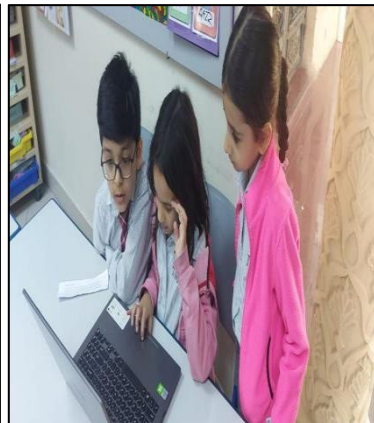
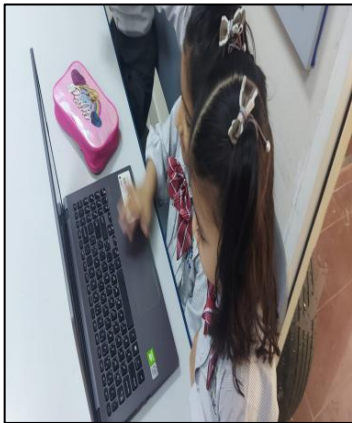
## 3. Students in Action: Writing Their Insights Per Group About the Problems (Feel), Possible Solutions (Imagine), Taking Action (Do), and Spreading Awareness in the Community (Share).



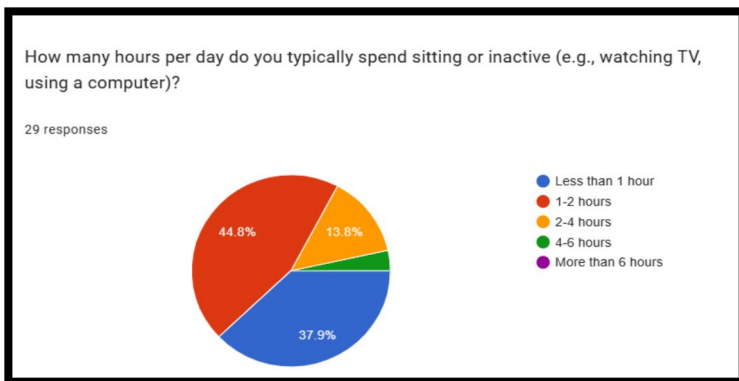




#### 4. Survey



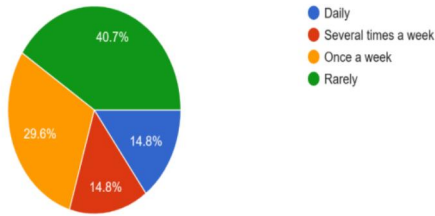
#### Here is the summary of the survey results.



In the first question of our survey, regarding how many hours per day they are typically sitting or inactive, our respondents answered as follows: 1-2 hours had the highest response at 44.8%, less than 1 hour at 13.8%, and 2-4 hours at 13.8%.

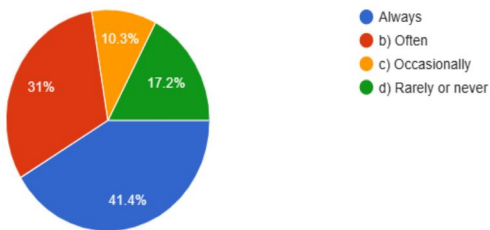


How often do you consume sugary drinks or snacks high in calories?  
27 responses



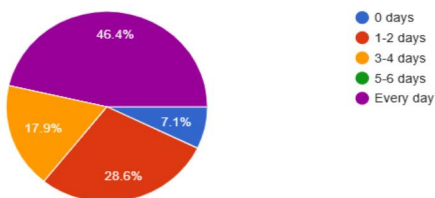
Most of the respondents answered that they consume sugary drinks and high-calorie snacks rarely, at 40.7%. Additionally, 29.6% said they consume them once a week, 14.8% said daily, and 14.8% said several times a week.

How often do you read nutrition labels when purchasing food products?  
29 responses



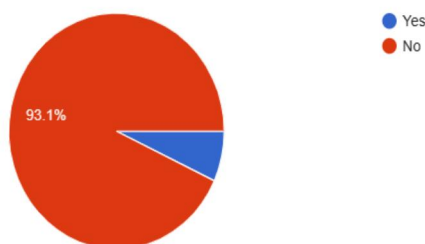
Respondents answered that 41% always read nutrition labels when purchasing food products, 31% read them often, 10.3% read them occasionally, and 17.2% rarely or never read them.

On average, how many days per week do you engage in moderate physical activity (e.g., brisk walking, jogging, swimming)?  
28 responses



On average, regarding the number of days per week respondents engage in physical activity, most answered that 46.4% do it every day, 17.9% do it 3-4 days, 28.6% do it 1-2 days, and 7.1% do not do it at all.

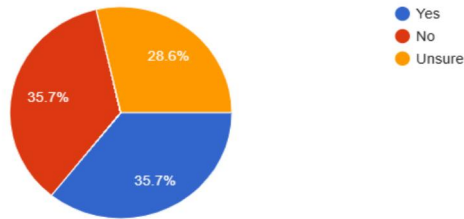
Have you ever been diagnosed with obesity or overweight by a healthcare professional?  
29 responses



In this question, respondents answered that none of them had been diagnosed with obesity or overweight by a healthcare professional.

Do you have any family history of obesity or diabetes?

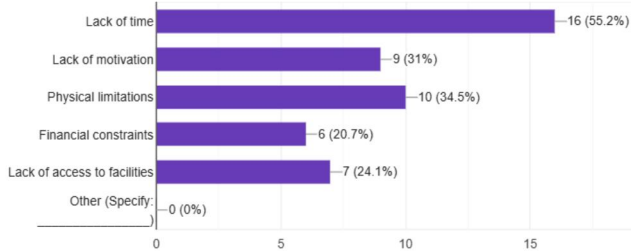
28 responses



In this question, most respondents answered that there was no family history of obesity or diabetes.

What barriers, if any, do you face when trying to maintain a healthy lifestyle?

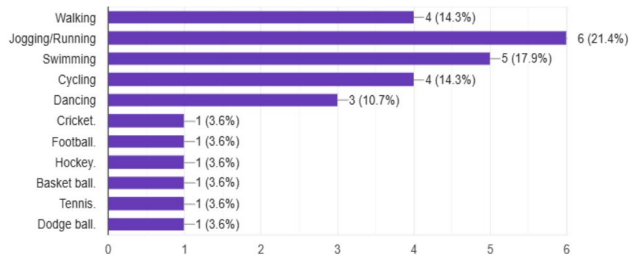
29 responses



The barriers they face when trying to maintain a healthy lifestyle, as most respondents answered, were primarily a lack of time.

What types of physical activities or exercises do you enjoy, if any?

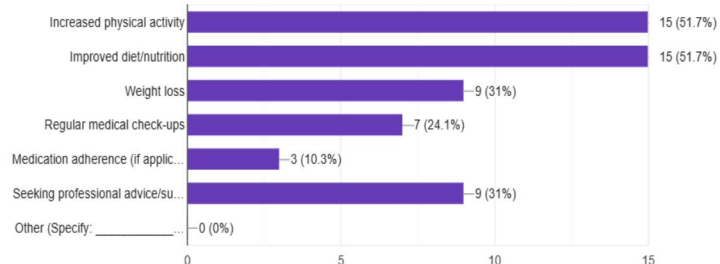
28 responses



Most respondents answered that the types of physical activities or exercises they enjoyed are jogging/running and swimming.

What steps, if any, have you taken to reduce your risk of obesity or diabetes? (Select all that apply)

29 responses



In the ninth question of our survey, most of our respondents indicated that to reduce the risk of obesity or diabetes, it is necessary to increase physical activity.

## 5. Campaign







## II. Execution Phase

### a) Development of Big Questions

Big questions challenge students to think critically and engage in deeper analysis. They encourage us to consider different viewpoints, evaluate evidence, and develop logical reasoning skills. By grappling with these questions, we develop our ability to think independently and make an informed judgment

Students were curious to find the answers to their big questions like:

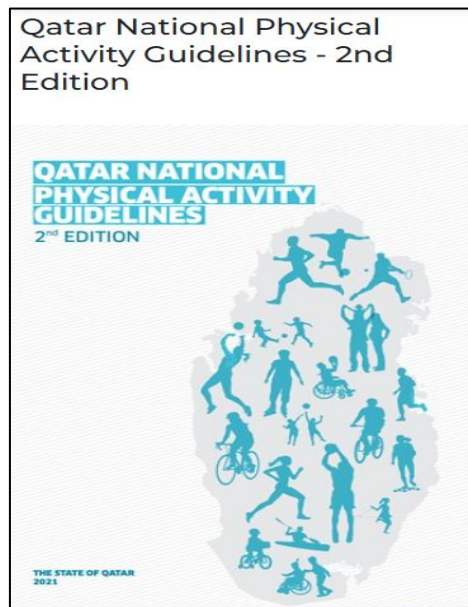
- How does a sedentary lifestyle contribute to obesity?
- How can Qatar implement a comprehensive and culturally sensitive strategy to combat childhood obesity, considering lifestyle factors, dietary habits, physical activity,
- What role does screen time play in sedentary behavior and obesity in children and adults?
- How do workplace environments contribute to sedentary behavior, and what can be done to promote activity during work hours?
- How does a sedentary lifestyle contribute to the development of other health conditions associated with obesity, such as cardiovascular diseases and type 2 diabetes?
- What psychological factors influence the relationship between sedentary behavior and obesity?
- What are the most effective interventions to reduce sedentary behavior and prevent obesity on a population scale?

### b) Student Appreciation

Student appreciation is the recognition and acknowledgment of students' efforts, achievements, and contributions within an educational setting. It is an important aspect of fostering a positive and supportive learning environment. Recognizing and appreciating students' hard work and dedication can have numerous benefits, including increased motivation, improved self-esteem, and a sense of belonging.

### c) Inclusion Qatar Identity

The **Qatar National Physical Activity Guidelines (QNPAAG)** provide scientific-based advice on how physical activity can promote health, reduce the risk of chronic diseases, and avoid sedentarism. Aspetar has released an updated version of these guidelines to raise awareness and make them a standard reference for sports and healthcare providers in Qatar.



### d) Community Engagement

Ms. Inab talked about Mental Health





Ms. Yasmin talk about how stay active



Ms. Azeema, one of our parents, has expressed her insights on addressing sedentary lifestyles.



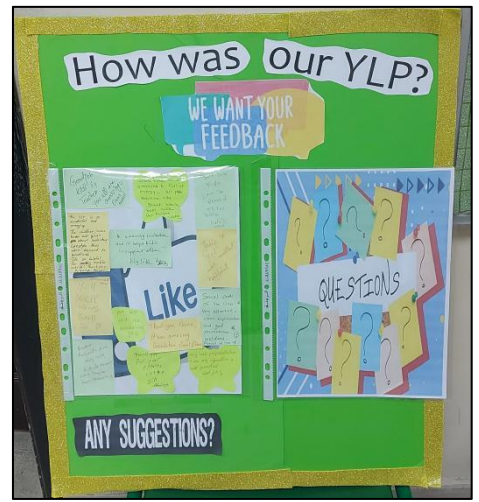
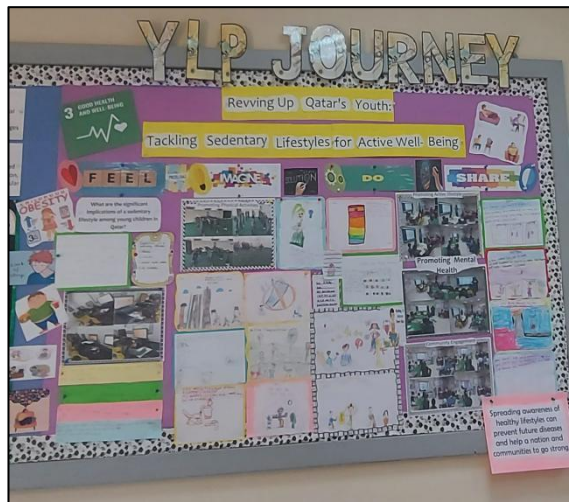
Mrs. Vibhali, a yoga instructor, interacted with students during a Youth Leadership Program (YLP) presentation and discussion, where she shared insights on tackling sedentary lifestyle.







**e. Classroom displays**



### III. Analysis Phase

#### a. Learning Results Analysis



#### b. Sample of Student YLP Report

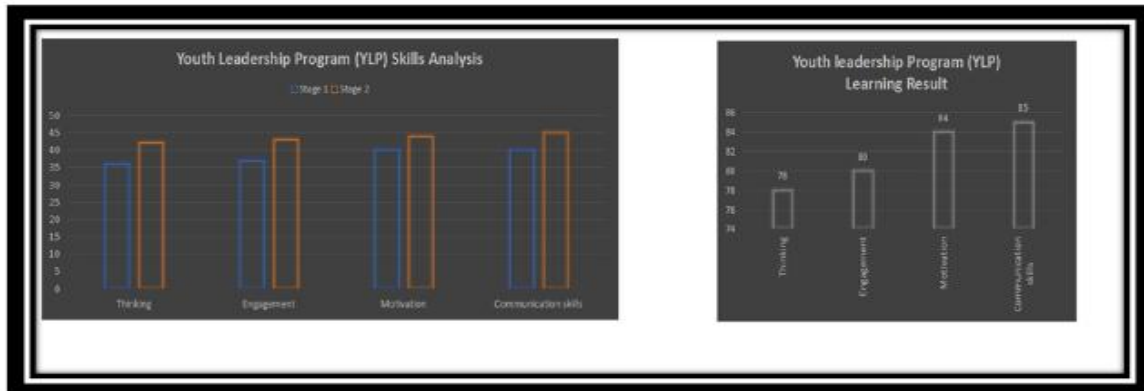
**Learning Result Analysis**

Year Group/Section	1A
Name of the Student	Fadwa Mohamed Abdelrahman
Class Teacher	Ms. Dipika
Assigned Co - Teacher	Ms. Michelle
Date	31 <sup>st</sup> May 2024

**Overall Student Analysis**

YLP Skills						
Select ID	Name	Thinking	Engagement	Motivation	Communication skills	
Stage 1	4240	Fadwa Mohamed Abdelrahman	36	37	40	40
Stage 2	4240	Fadwa Mohamed Abdelrahman	42	43	44	45
	4240	▼)tal Learning Results	78	80	84	85





**Analysis:**

Fadwa shows evident growth and improvement in engagement and motivation skills during Stage 1. The observation was made during an interactive class discussion, and additional insights were gained when she shared her understanding of solutions to the issue of sedentary lifestyles.

In stage 2, there was notable growth in her engagement, motivation, and communication skills. The key activities that contributed to this improvement were researching the topic and engaging in online research and discussions to sustain the learners' curiosity, knowledge, leadership, and public speaking abilities. Year 1A was divided into four groups to facilitate collaboration and demonstrate teamwork in their research and analysis of the YLP project. Fadwa belonged to the "Imagine" group, where she shared her insights about the solutions to our big questions

**Outcomes:**

Area of Strength	Most Developed Learning Skill	Communication, Engagement, Motivation
	2 <sup>nd</sup> Developed Learning Skill	Motivation
Area of Development	3 <sup>rd</sup> Developed Learning Skill	Engagement
	Least Developed Learning Skill	Thinking

**Teacher's Comment and Way Forward:**

Fadwa is a responsible and engaged learner. She contributed to her group by sharing her own ideas about the solution to the topic. She steadily improved her communication, engagement, motivation, and thinking skills through small group discussions, follow-up questions, hands-on activities, and public speaking.

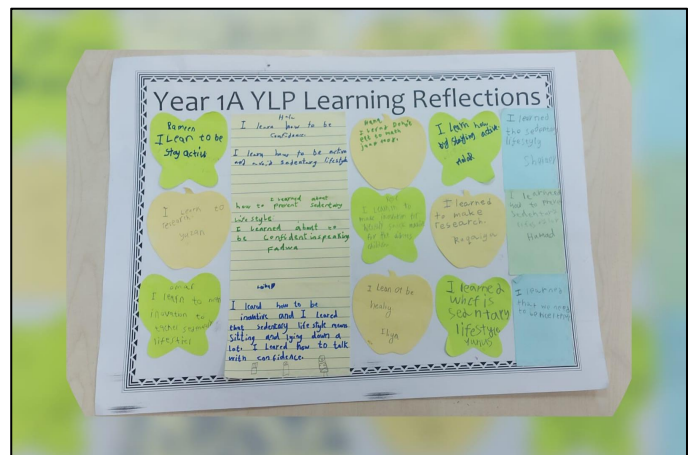
## IV. Analysis and Reflection Phase

### a. Parent Feedback and Appreciation





## b. Student Reflection



## c. Teacher Reflection

Addressing a sedentary lifestyle to promote active well-being in students, we realize the profound impact of prolonged inactivity on their physical and mental health. Recognizing that modern lifestyles involve significant sitting, we integrated active breaks and interactive lessons into the classroom, encouraging students to move and engage through short exercises, stretching, and group activities. Providing options like stand-up desks further supported this initiative. Quality physical education programs were prioritized, ensuring they were engaging and inclusive, offering a variety of activities to cater to different interests and abilities. Additionally, promoting extracurricular sports and collaborating with local sports clubs provided students with more opportunities to be active outside regular school hours.



Education on the benefits of an active lifestyle was also crucial. Integrating health lessons that highlight the dangers of sedentary behavior and ways to stay active, alongside inviting role models such as athletes and fitness experts, helped inspire students. Parental involvement was fostered through workshops and newsletters, encouraging an active lifestyle at home as well.

To evaluate the outcomes, we monitored physical activity levels using tools like activity trackers and surveys, gathering feedback from students to understand their experiences and preferences. Assessing changes in physical health, mental well-being, and academic performance provided insights into the effectiveness of the implemented strategies.

Reflecting on the challenges and successes, we found that continuous adaptation based on student feedback and collaboration with colleagues was essential. This experience underscores the importance of fostering an environment that values and encourages physical activity, ensuring the holistic development and well-being of students.

## V. Way Forward

Year 1A shows evident growth and improvement in thinking skills. Ice breaking was done by showing them related videos and conducting research. The observation was made during research, quizzes, surveys, group discussions, etc. Students were able to understand the given SDG topic. After continuous research, they began to understand the problems faced by our environment. They chose their big questions and started to research their topic.

- Development of engagement activities to enhance their skills.
- Field trips to conduct surveys physically and better understanding of the big question.
- Having more time for reflection to give immediate and appropriate corrective feedback.
- Parents being part of the theme exploration if possible e.g. activities involving parent and child as recommended by the department or school.
- Children could go back to these YLP experiences; get an update for example, after 5 years or so
- Better analysis of problems through group discussions.

More engagement of LA students during the class presentation. Supporting the LA students or those with communication problems with activities that will boost their confidence.