



**Youth Leadership Program  
AY 2022-23**

***Project Title: How to use and produce paper bag and reusable bags  
in sustainable way that will Reverse the Harm that plastic bags  
have inflicted on the Earth***

***Sustainable Development Theme: 12***

<b>Class</b>	<b>3B</b>
<b>Teacher Name</b>	<b>Ms. Summaiya Atif</b>
<b>Co – Teachers Name</b>	<b>Ms. Anu</b>



## Table of Content

<b>Summary of Report .....</b>	<b>2</b>
Link of video .....	2
<b>Youth Leadership Journey for Class 3B .....</b>	<b>3</b>
I. Preparation Phase .....	8
a. Training .....	8
b. Meeting with Deputy Headmistress .....	9
c. Brain storming session with class .....	10
II. Execution Phase .....	11
a. Development of Big Questions.....	12
b. Student Appreciation.....	15
c. Inclusion Qatar Identity.....	17
d. Community Engagement .....	21
e. Classroom Displays.....	26
f. Work of gifted and Talented students.....	27
III. Analysis Phase.....	28
a. Learning Results Analysis .....	29
b. Sample of student YLP report .....	32
V. Reflection Phase .....	35
a. Parent Feedback and Appreciation .....	35
b. Student Reflection .....	36
c. Teachers Reflection .....	38
<b>Way Forward.....</b>	<b>40</b>



## **1. Summary of the Program**

Class 3B was tasked to research on SDG 12: Responsible Consumption and Production through their YLP project titled "How to use and produce paper bag and reusable bags in a sustainable way that will reverse the harm that plastic bags have inflicted on the Earth." To initiate their project, the class was oriented on the topic and formulated objectives for the YLP. They were also encouraged to explore their prior knowledge and write their big questions to guide their research. Some of these big questions include: What are the sustainable alternatives to plastic bags? How can we encourage people to switch to using paper bags and reusable bags? What are the benefits of using paper bags and reusable bags? How can we produce paper bags and reusable bags sustainably? The students were taught about the research process and recommended methods to facilitate their writing skills. They compiled pictures and documentation as proof of their involvement in the project. Through their research, they were able to answer their big questions and present models of their project. Throughout the project, the students exhibited collaboration, teamwork, confidence, responsibility, innovative, and critical thinking skills. If we, as citizens, pledge to take action to support responsible consumption and production by promoting the use of paper bags and reusable bags, we can achieve our nation's ambition of reversing the harm that plastic bags have inflicted on the Earth. We must join together today to make a difference in our environment and ensure a sustainable future for generations to come.

### **Link of Video:**

[https://tngqatar0-my.sharepoint.com/:v/g/personal/9187\\_tngqatar\\_com/ETiYzs\\_Jl\\_dGnpQ9Ew\\_QsF0cBn3rQ-q8BtZnzUdQAY8H9ZQ?e=Mge3Aw](https://tngqatar0-my.sharepoint.com/:v/g/personal/9187_tngqatar_com/ETiYzs_Jl_dGnpQ9Ew_QsF0cBn3rQ-q8BtZnzUdQAY8H9ZQ?e=Mge3Aw)

Some key pictures





















### 3. Youth Leadership Journey for Class 3B

#### I. Planning Phase

##### a. Training

Researching and self-studying about recycling paper bags and reducing the use of plastic bags. The class gained insights on teaching sustainable development goals using Microsoft tools.



Microsoft | Educator Center

## Certificate of course completion



**Summaiya Atif**

Has been awarded the certificate for successfully completing the following course:

**Teaching Sustainable Development Goals**

- ⌚ Estimated duration: 1 hour
- ✓ Completed: 1/20/2022

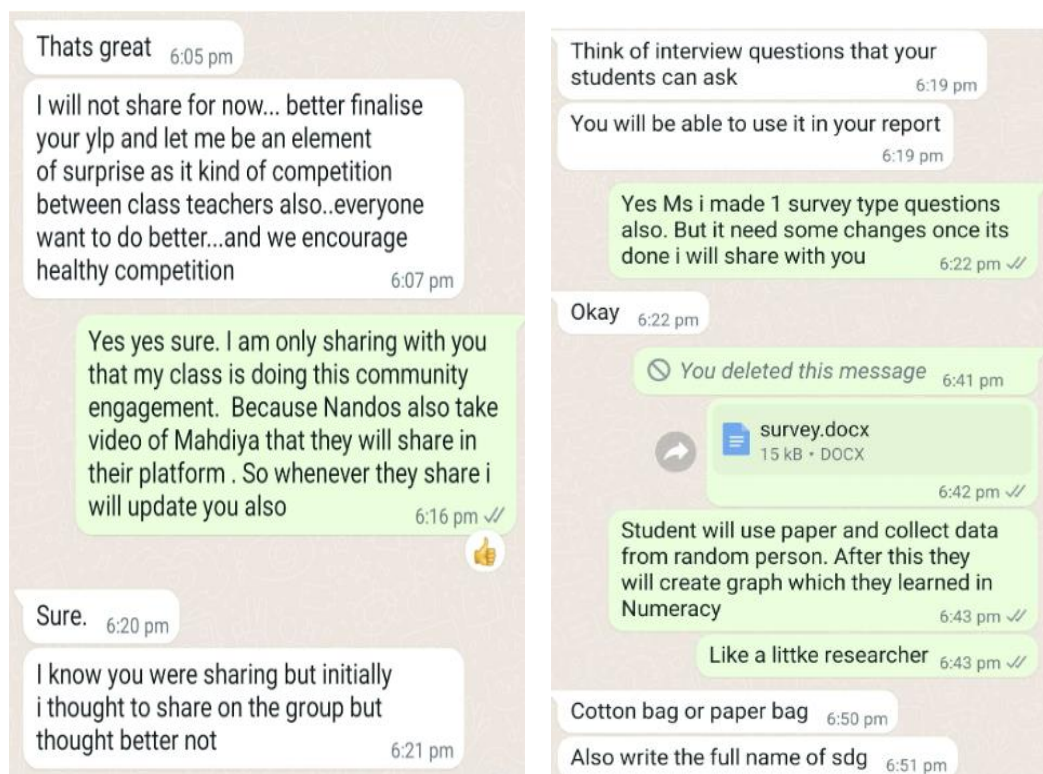
  
Christina Thoresen  
Industry Strategy Director, Worldwide Education

education.microsoft.com

- The focus for this year's YLP will be investigative or research-based learning.
- Make connection with Qatar and make observations and ask critical questions.
- Research and investigative-based learning to find answers to their questions.

## b. Meeting with Deputy Headmistress

- Discussion on the theme and big questions.
- Duration of final video and elements to added.
- Final presentation of our project
- Discussed Community engagement.
- Students involvement and critical thinking.



## c. Brain storming session with class

The purpose of this report is to provide ideas and strategies for incorporating sustainable practices related to the use and production of paper and reusable bags, specifically with regards to reducing the negative impact of plastic bags on the environment. The report includes several strategies that could be implemented in a classroom setting for grade 3 students.



Students can be encouraged to use paper bags instead of plastic bags when shopping. They can even decorate the bags to make them more personalized and fun.

Starting a recycling program within the school or community could also help reduce waste. Students can collect paper and plastic bags, as well as other recyclable materials, and make sure they are disposed of properly.

Another strategy would be to educate others about the harmful effects of plastic bags and the benefits of using paper and reusable bags. Students can create posters, write letters or make presentations to share their message.

Taking students on a field trip to a local grocery store or market to show them how paper and reusable bags are used in place of plastic bags could also be an effective method of teaching.

Creating a campaign to encourage their school or community to switch to paper and reusable bags is another strategy that students can use. This could involve creating posters, writing letters to local businesses or organizing a community event to raise awareness.

Finally, a challenge can be created to encourage students to use only paper and reusable bags for a week or a month. This will help them see how easy it is to make a small change that has a big impact on the environment.

In conclusion, incorporating these sustainable practices can not only teach students about the negative impacts of plastic bags on the environment but also provide them with tools and strategies to create positive change.



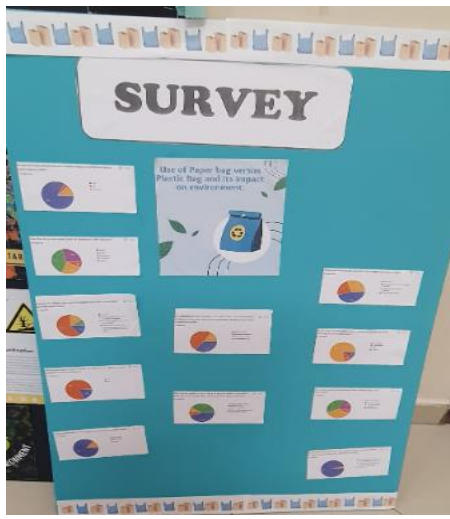
## II. Execution Phase

### a. Development of Big Questions

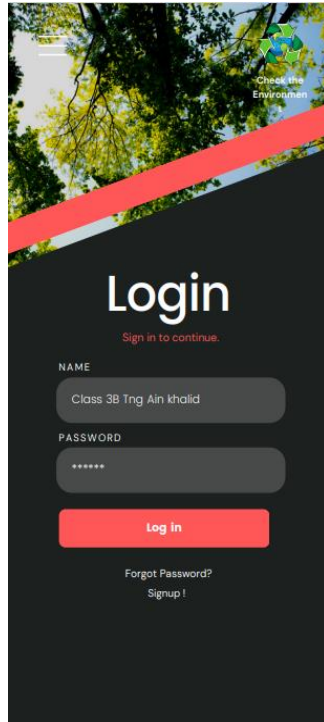
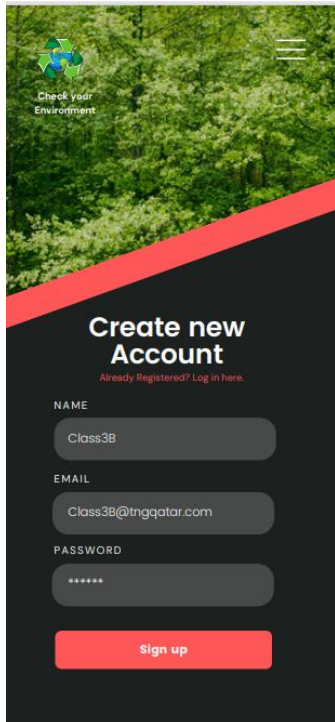
YLP Class list with students' project's details		
Student's Name	YLP Project Title /SDG	Expected Outcomes
Muhammad Hashim, Hooria	Plastic bag or paper bag	The student will be able to do research and discuss about: Which bag is more sustainable and why?
Aizah Fatimah Aziz Muhammad Mueez Manan	Plastic bags harm on Earth	SDG 12 will be discussed and researched by the students. Plastic bags impact on Environment.
Aroosh and Muhammnad Sheeraz	How Paper is beneficial for society as compared to Plastic	The student will be able to do research and discuss about:  Paper bag benefits on Earth
Muhammad Ibrahim Azeem and Shiza and Abdur Rehman	How paper is manufactured	The student will be able to do research and discuss about: <ul style="list-style-type: none"> <li>How paper is manufactured ? what is the process to make paper .</li> </ul>
	Conduct Research	The student will be able to do research and discuss about: <ul style="list-style-type: none"> <li>How to use and produce paper bag to minimize the</li> </ul>

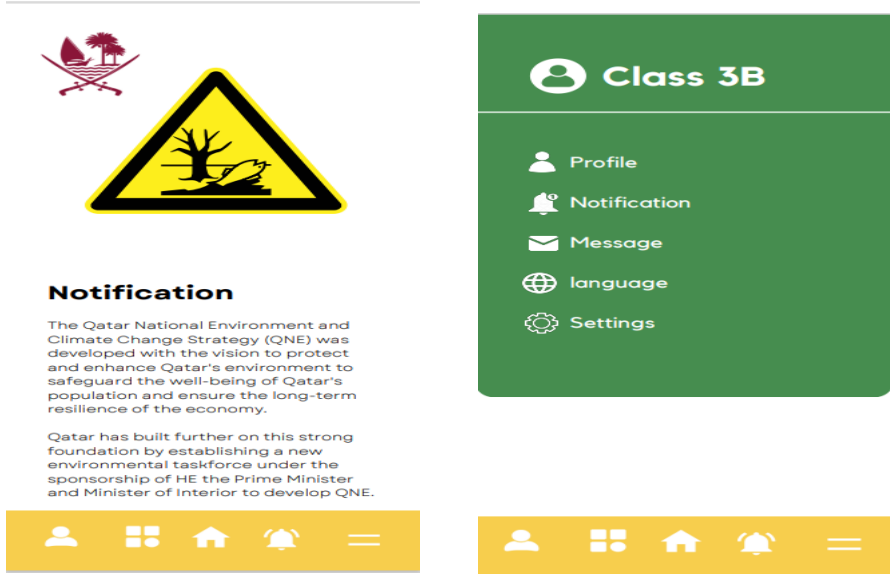


Omar Muhammad, Aminah , Adam and Naade ali		harm that plastic bag inflicted on Earth.
Hasan Baseer , Ali Mohammad Mady, Fajar Nadeem, Sara	Scan trees the Solution for Deforestation	The student will be able to do research and discuss about: <ul style="list-style-type: none"> <li>• What are the solution to stop deforestation or minimize this impact.</li> </ul>
Muhammad arsalan , Warda, Abdul Hadi, Ifra	Apps model	The student will be able to do research and discuss about: <ul style="list-style-type: none"> <li>• How to minimize the deforestation and usage of paper by making an app model?</li> </ul>
Mahdiya	Scratch program	The student will be able to do research and discuss about: <ul style="list-style-type: none"> <li>• How are the steps we should take to stop the impact of deforestation?</li> </ul>
Umainah, Ahmed, Humaira , Hamza	What are the strategies to create positive change?	The student will be able to do research and discuss about: What are the strategies to create positive change? <ul style="list-style-type: none"> <li>• What are the findings?</li> </ul>









**b. Student Appreciation**

Certificates given to student for appreciation  
Weekly Sustainable Certificate.







### c. Inclusion Qatar Identity

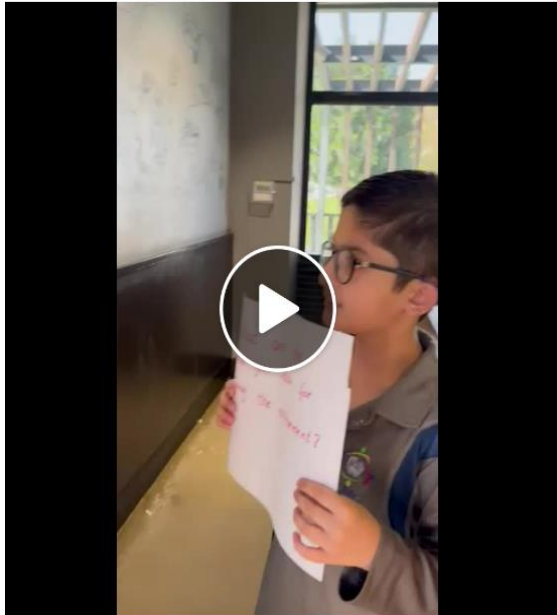
Qatar has made efforts to reduce its plastic waste and promote sustainability. In 2018, Qatar introduced a ban on single-use plastic bags in all supermarkets and shopping centers. This ban also includes plastic bags used for packing fruits and vegetables. As an alternative, shoppers are encouraged to use reusable bags made of cotton or other eco-friendly materials.

In addition to the ban on single-use plastic bags, Qatar has also implemented a number of other initiatives to reduce plastic waste. For example, in 2020, Qatar Airways eliminated single-use plastic from its in-flight service, including plastic cutlery, cups, and packaging. Instead, they have introduced sustainable alternatives such as bamboo cutlery and biodegradable containers.

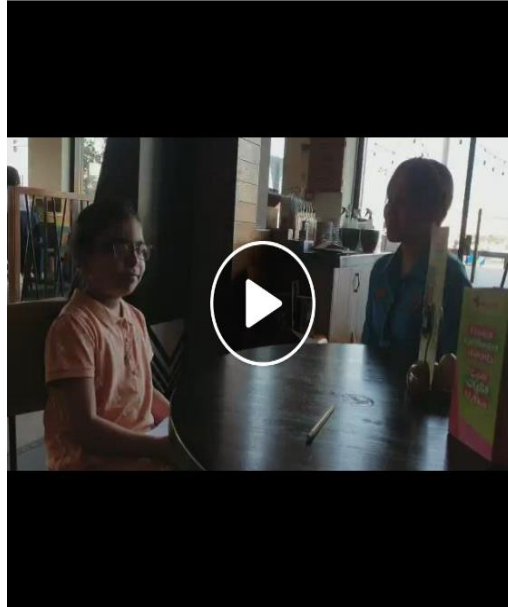
Moreover, Qatar has also launched a recycling campaign to encourage residents to recycle more and reduce the amount of waste that goes to landfills. The campaign includes educating residents about the importance of recycling and providing them with recycling bins for paper, plastic, and other materials.

While Qatar's efforts to promote sustainability are still in the early stages, the country is taking steps in the right direction by promoting the use of reusable bags and reducing plastic waste. By continuing to implement sustainable initiatives, Qatar can help reverse the harm that plastic bags have inflicted on the Earth and move towards a more sustainable future.

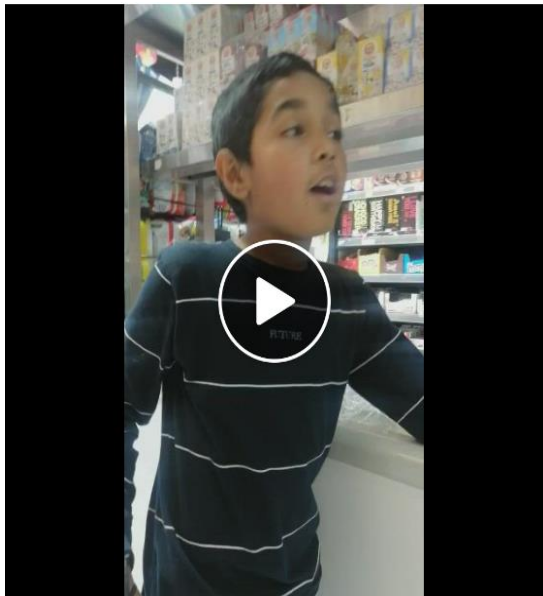




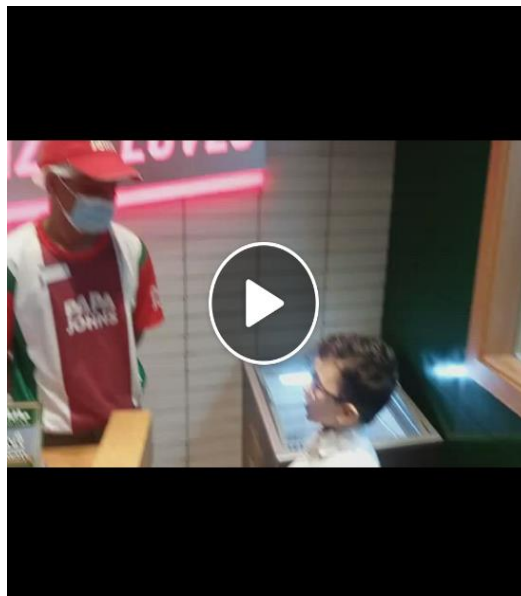
Excellent work by Ibrahim. He went to Starbucks to conduct interview about paper bag. Keep it up Ibrahim.



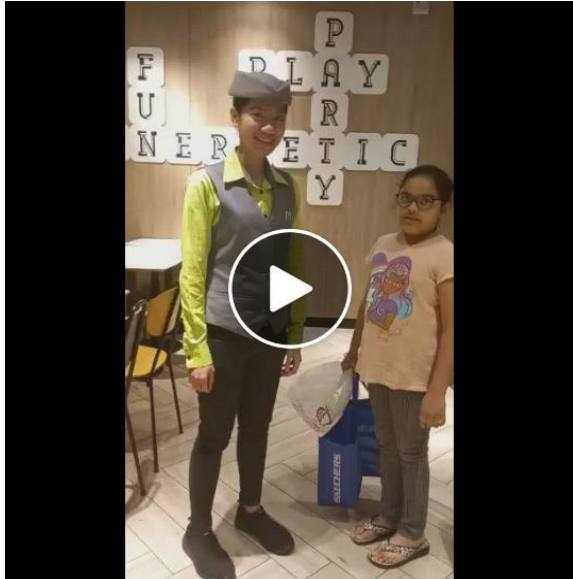
Amazing work Mahdiya. She went to Nandos and conduct an interview about the paper bag usage. What is Nandos strategy. Keep it up Mahdiya



Impressive work by Hasan Baseer for spread awarness to local shop keeper about the affects of plastic bags and how much harmful they are for our Environment. Superb work 🍌



Well done Omar, for conducting an interview with Papa John asking them about the impact and usage of paper. Keep it up Omar



Amazing work done by Shiza . She went to Mcdonald for conduct an Interview about plastic bag and paper bag. Keep it up Shiza.



Muhammad Ibrahim Azeem did community Engagement and take interview at Starbucks. Well done Ibrahim proud of you 🌟



Mahdiya interviewed Nando's to discuss the significance of paper bags compared to plastic bags and how individuals can act as responsible citizens to protect the environment. Great work Mahdiya proud of you :)

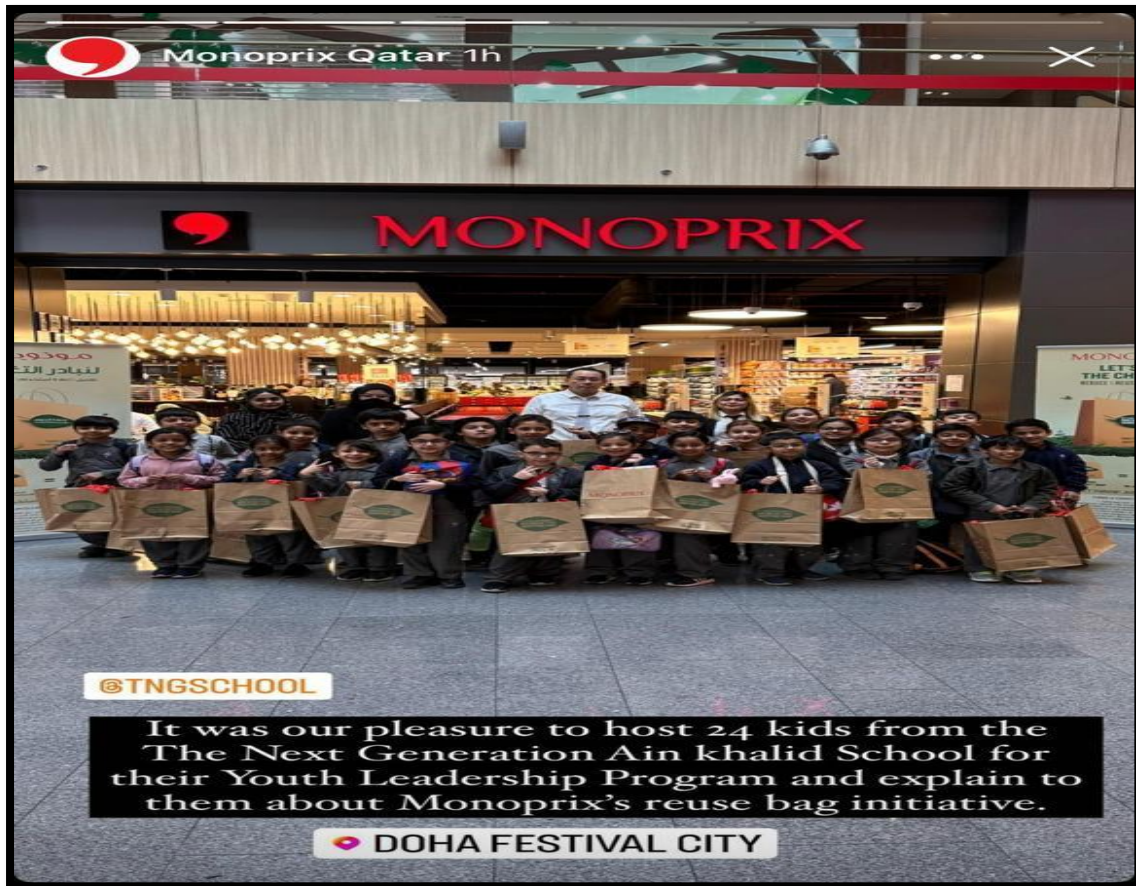




#### **d. Community Engagement**

The parents of 3B students are regularly updated about the progress of the YLP project on a weekly basis. They are encouraged to take an active role in guiding their children in comprehending the essence of SDG 12. Feedback questionnaires and activity sheets completed by the students at school are sent home, along with assigned tasks, and parents are requested to provide suggestions and share their thoughts regarding the project.

As part of the YLP project The Next Generation School, Ain Khalid Campus Students of year 3 B visited Monoprix where they surveyed and researched about sustainable consumption practices and environmental conscious consumer behaviour. The learners have started analyzing the environmental impact of paper bag production and use, and exploring possible alternatives or preventive strategies that could reduce its negative impacts such as deforestation hype while promoting sustainability.



Student also visited different stores for the community engagement about the paper bag usage.

During the Research, Mahdiya, Ibrahim, Omar, Shiza , Abdur rehman, Hasan Baseer and Hashim had the opportunity to engage with members of the community and discuss the importance of reducing plastic waste by promoting the use of paper bags. They shared their knowledge on the harmful effects of plastic bags on the environment and emphasized the need for a shift towards more sustainable options.

They also participated in interactive sessions where they learned about the benefits of using paper bags, such as their biodegradability and recyclability. They shared their thoughts and ideas with the community and encouraged them to take small steps towards reducing their carbon footprint by using paper bags instead of plastic ones.

Overall, the community engagement event at Nandos, McDonalds, Papa John, KFC, Starbucks and local shop was a great platform for year 3B to spread

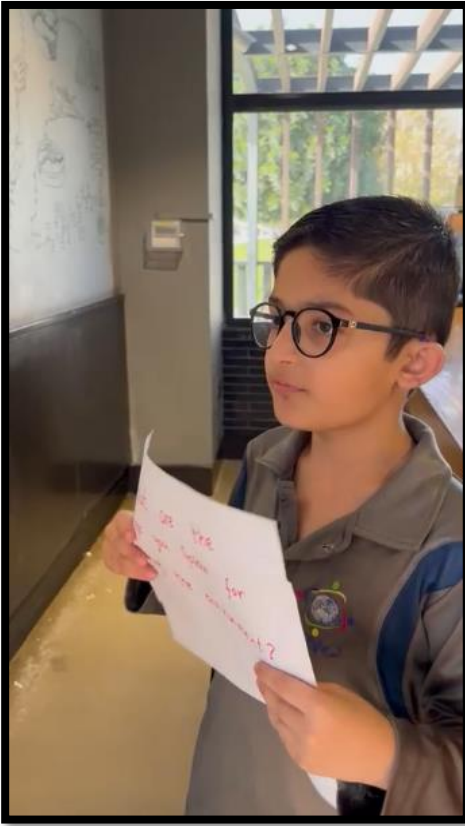


awareness about the importance of using paper bags and encourage others to join the movement towards a more sustainable future.











### g. Classroom Displays



### f. Work of gifted and Talented students

Mahdiya is involved in Scratch programming and community engagement activities related to sustainability. These experiences can help her develop the skills and knowledge needed to contribute to solving complex environmental challenges like reducing plastic waste.







### III. Analysis Phase

#### a. Learning Results Analysis

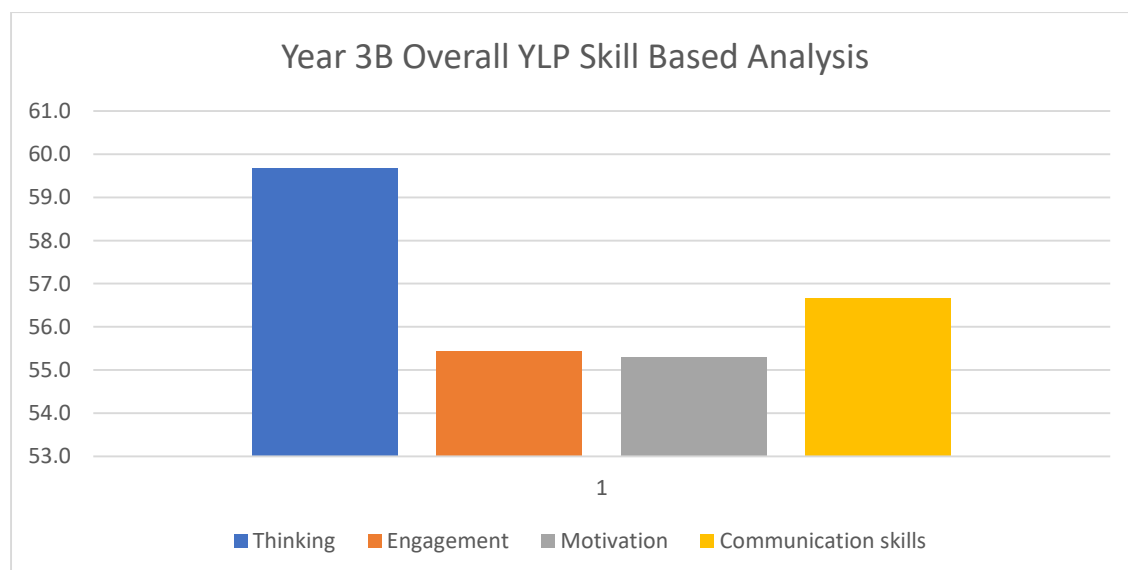
##### Learning Result Analysis

<b>Year Group/Section</b>	<b>Class 3B</b>
<b>Class Teacher</b>	<b>Ms. Summaiya Atif</b>
<b>Assigned Co - Teacher</b>	<b>Ms. Anu</b>
<b>Date</b>	<b>April 2023</b>

##### Overall Class Analysis

##### Class 3B STAGE-WISE COMPARISON - YLP - (Ain -Khalid)

	<b>Thinking</b>	<b>Engagement</b>	<b>Motivation</b>	<b>Communication skills</b>	<b>Total</b>
Stage1	27.1	21.7	21.4	23.2	115.6
Stage2	32.6	33.7	33.9	33.4	131.0
	<b>59.7</b>	<b>55.4</b>	<b>55.3</b>	<b>56.7</b>	<b>246.6</b>





## **Analysis:**

Year 3B demonstrated evident growth and improvement in their critical thinking skills during Stage 1 of the project "How to use and produce paper bag and reusable bags in sustainable way that will Reverse the Harm that plastic bags have inflicted on the Earth." This was observed during the brainstorming activity where students shared their ideas and knowledge before beginning their research.

Critical thinking is at the core of most intellectual activity that involves students learning to recognize or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems related to the sustainability of paper and reusable bags.

- **Analysis** – thinking about the topic or issue of paper and reusable bags objectively and critically. This could start with clarifying the issue, such as the impact of plastic bags on the environment and how paper and reusable bags can be a sustainable alternative.
- **Interpretation/reflection** – by identifying and reflecting on the different arguments relating to the use and production of paper and reusable bags. In our example, this includes identifying and reflecting on the arguments presented by stakeholders on the benefits and challenges of promoting paper and reusable bags in the community.
- **Evaluation** – Critically evaluating how strong and valid are different points of view, including any weaknesses or negative aspects of producing and using paper and reusable bags. For instance, evaluating the cost-benefit analysis of using paper and reusable bags and their impact on the environment, economy, and society.
- **Inference** – considering the implications there might be behind a statement or argument related to the sustainability of paper and reusable bags. For example, inferring how the increased use of paper and reusable bags can reduce plastic waste and mitigate the negative impact of plastic bags on the Earth.





- **Problem solving and decision making** – giving structured reasoning and support for the promotion and implementation of sustainable practices in using and producing paper and reusable bags.

In Stage 2, there was a significant growth in the skills of research and communication among Year 3B students. The major activities that helped improve their learning were giving them small tasks to research on particular topics related to the sustainability of paper and reusable bags. Resources such as links and websites were provided to give students a better understanding of the outcomes they needed to achieve.

To improve their communication skills, the following strategies were used:

- **More teamwork:** Teamwork and group discussions contributed to making the classroom a more comfortable environment for students to share their ideas more easily and improve their communication skills. These activities also gave them a good opportunity to ask questions and receive feedback on their work, leading to effective communication and better understanding of research related to paper and reusable bags.
- **Feedback** – Feedback was also an important component of communication in the classroom. Positive feedback helped build students' confidence, making them more likely to believe that they can succeed and creating a supportive environment to increase academic success in the project
- **Technical skills** – Using up-to-date teaching aids such as computers, videos, and online resources is another way to keep students engaged and reinforce their understanding of the sustainable use and production of paper and reusable bags. It can also increase the effectiveness of communication with students with different learning styles.

**Outcomes:**

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

Youth Leadership program provided a strong framework to the learners to develop their learning results.

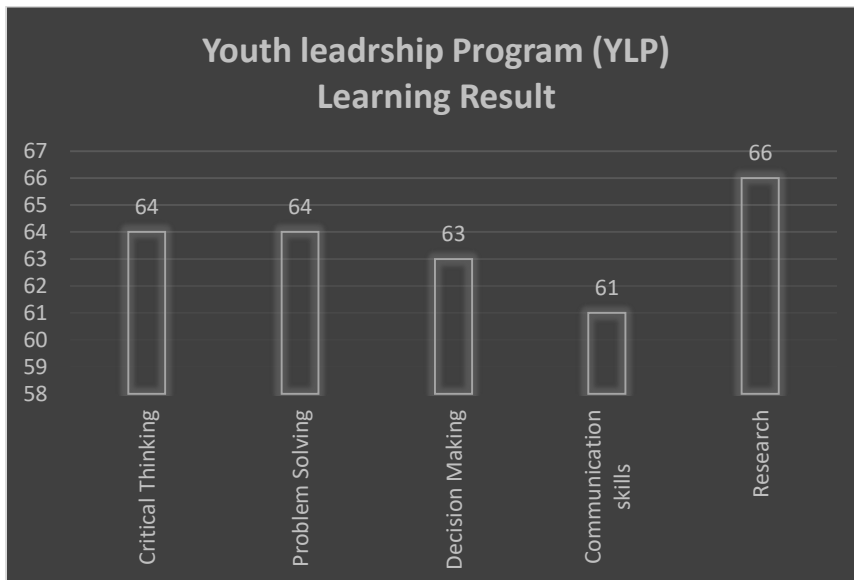
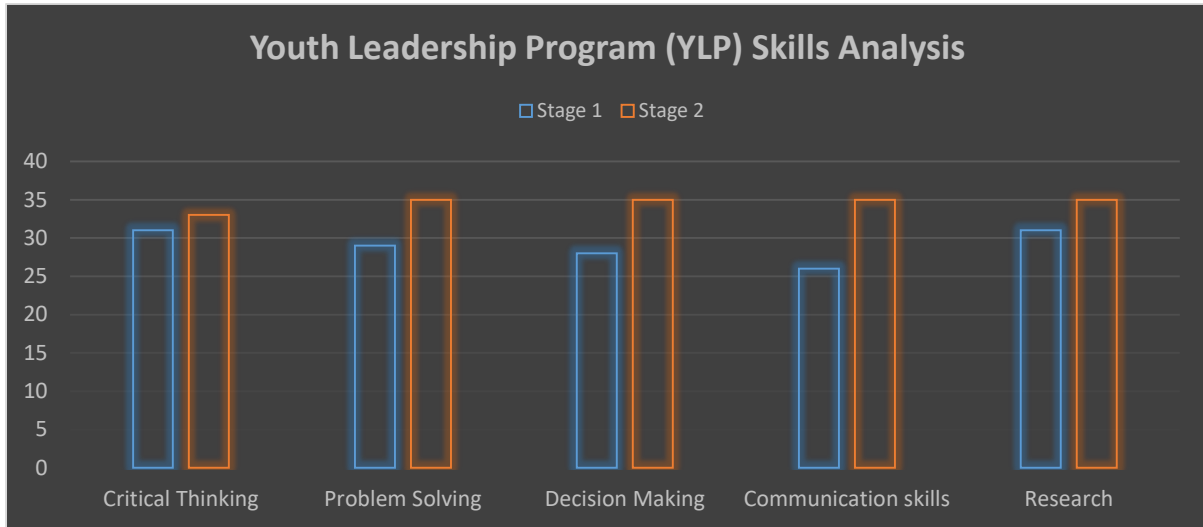
In Year 3B the leading skill which shows improvement Engagement and Communication skills

The learners need to develop their Engagement skills, which are currently the least developed learning skill. One of the primary reasons for the dip in engagement skills is that some students are not considering the complexity of the situation and are limiting themselves to one solution.

**b. Sample of Student YLP Report**

YLP Skills

	Select ID	Name	Critical Thinking	Problem Solving	Decision Making	Communication skills	Research
Stage 1	3753	Mahdiya Bint Muhammad Yaser	31	29	28	26	31
Stage 2	3753	Mahdiya Bint Muhammad Yaser	33	35	35	35	35
		Total Learning Results	64	64	63	61	66



**Analysis:**

Mahdiya demonstrated impressive development in communication and research abilities. Specifically, she was able to connect with the issue at hand and devise strategies for improving the quality of life for people worldwide. Notably, Mahdiya highlighted the challenges we have because of plastic bags which affect the world.

To promote sustainable living and reverse the negative impact of plastic bags on the environment, it is important to learn how to produce and use paper and reusable bags in an eco-friendly way. Through sustainable practices such as using recycled materials and reducing waste, we can mitigate the harm caused



by plastic bags. In order to achieve this, it is essential to understand the proper techniques for producing and using paper and reusable bags.

In Stage 2 of the learning process, significant growth was observed in communication and problem-solving skills. Learners benefited greatly from engaging in research to find solutions to various issues. This process helped them to develop a better understanding of the challenges faced by people in different parts of the world. Collaborating within their groups, learners were able to apply problem-solving skills and communicate their ideas with confidence and conviction.

**Outcomes:**

<b>Area of Strength</b>	Most Developed Learning Skill	Research
	2 <sup>nd</sup> Developed Learning Skill	Problem-solving
<b>Area of Development</b>	3 <sup>rd</sup> Developed Learning Skill	Critical Thinking
	Least Developed Learning Skill	Communication

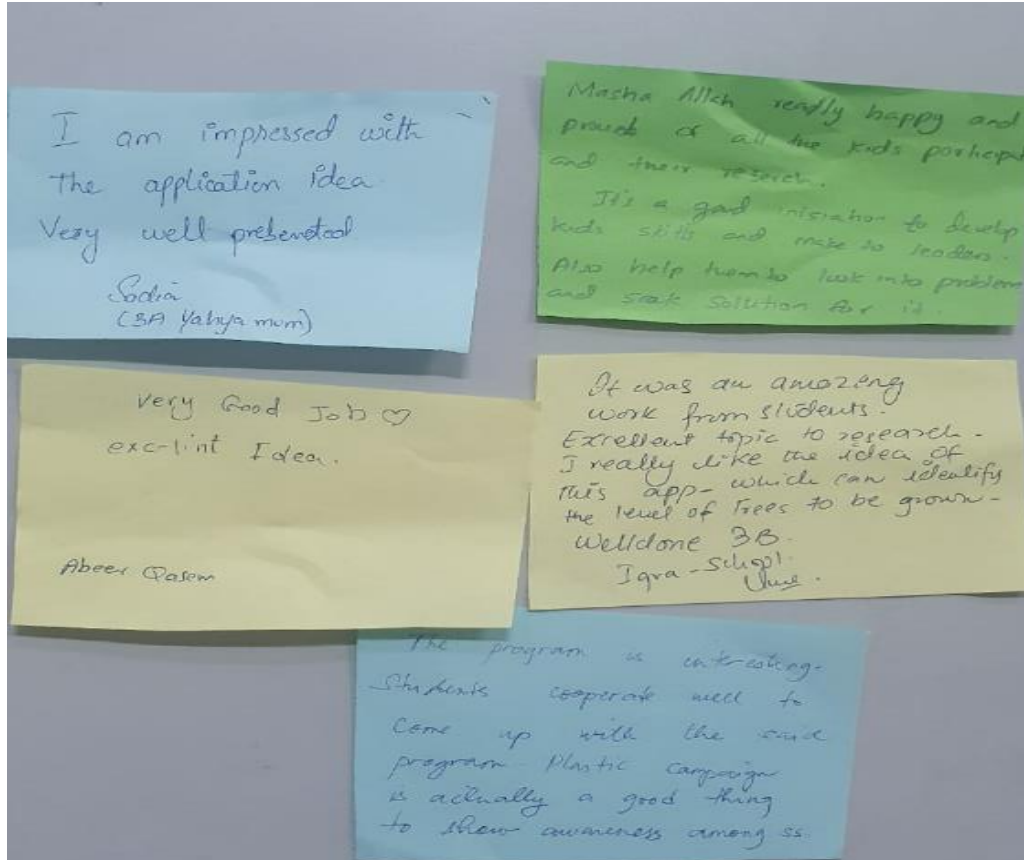
**Teacher Comment and Way Forward:**

Mahdiya has demonstrated remarkable confidence in her ability to learn and communicate effectively. Throughout the Young Leaders Program, she actively engaged with the material and enthusiastically participated in all activities. One notable example of her commitment to the program was her community engagement at Nandos . She took interview with Nandos staff about the sustainability and use of paper bags.

Moving forward, there is potential for Mahdiya to further develop her research skills by regularly engaging with new topics and seeking out opportunities to expand her knowledge base. With her evident passion for learning and ability to articulate complex information, Mahdiya has the potential to continue growing as a confident and effective communicator.

## IV. Analysis and Reflection Phase

### a. Parent Feedback and Appreciation



### b. Student Reflection

Student Survey Youth Leadership Program 2022-23 - The Next Generation - Ain Khalid Campus

Hi, Summaiya. When you submit this form, the owner will see your name and email address.

\* Required

1. Student's Name \*

Aminah

2. Class \*

Year 3B

3. SDG Goal \*

12



5. What were the challenges that you faced during your YLP journey? \*

- Collaboration with Peers
- Finding appropriate digital resources about the research topic
- Conduction of Survey
- Analysis of the Survey
- Finding practical solutions for the students to adapt to combat the global issues
- Presenting the research findings
- Collaboration with community
- Time management
- Parental Support
- Any other (Please specify)
- Other

6. How have you portrayed Qatar Identity through your YLP research? \*

- Research on Qatar's Initiative on global issues
- Field trips related to Qatar Identity
- Integrating National Values during YLP preparation and presentation



7. How far are you able to apply the learnings from the YLP research to your daily life? \* 

- No changes
- Applying sustainable practices in daily life
- Sharing best practices with peers and family
- Adapting different practices to secure environment around us
- Appreciating Qatar's support and initiatives
- Any other (please specify)
- Other

8. Which resources you have used to do your research? \* 


- School Library Resources
- External Books
- Internet
- Surveys
- Interviews

9. How helpful was the peer collaboration in your YLP research journey? \* 

- Very helpful
- Helpful
- Not helpful

10. Rate the duration of the YLP research journey from October to March? \* 

- Needs more time for research
- Duration was enough to complete the research
- Duration can be shortened

11. Which aspects have enhanced your learning throughout the YLP research journey? \* 

- Research about global challenges
- Collaboration with Parents
- Collaborations with Peers
- Awareness on the practical solutions



- Presenting research to the external guests
- Conducting survey
- Making models about our research
- Planning an initiative for the School and community


12. How effective was your parental support during the YLP Journey? \*

- Very effective
- Effective
- Not effective
- Extremely not effective

13. How have your parents supported you during the YLP journey? \*

- Support in research
- Contribution through Survey/Interview
- Provision of resources
- Participated in YLP journey video
- Support with presentation

- Creativity
- Confidence
- Critical Thinking
- Collaboration
- Leadership
- Innovation
- Research
- Communication
- Reflective
- Presentation
- Digital Skills

15. How can you apply the learnings of YLP to your school and integrate them into your daily life? \* 

by not using the plastic bag and use paper bags

16. Recommendations for Academic Year 2023-2024 \* 

## Students' Pledge







### c. Teacher Reflection

## V. Way Forward

- Establish a regular schedule for research and experimentation related to the project. This could involve setting up a dedicated workspace in the school or community center, where students can work on designing and producing sustainable bags.
- Provide resources like smartboards, magazines, books, and online research materials to support students' learning and exploration of sustainable materials, design, and production techniques.
- Organize educational field trips to local recycling and waste management facilities to provide students with a better understanding of the impact of plastic bags on the environment and the importance of sustainable alternatives.
- Improve planning and task allocation to optimize students' time and effort on the project. This could involve providing guidance on research processes, setting achievable goals, and identifying clear roles and responsibilities for each student.
- Provide students with step-by-step guides and tutorials on how to produce sustainable bags using materials like recycled paper, organic



cotton, and jute. This could include instruction on techniques like stitching, printing, and embellishment.

- Encourage students to document their work through photos, videos, and written reflections. This can provide valuable insights and feedback on the effectiveness of different design and production techniques.
- Share documentaries and social media posts featuring students' work on the project to promote awareness and engagement with sustainable materials and bag production.
- Introduce a SDG course that focuses on Goal 12: Responsible Consumption and Production, to help students connect their work on the project to global sustainability goals and practices.
- Share Scratch programs related to sustainable bag production and consumption with all students in the school to promote awareness and understanding of sustainable practices.

\*\*\*\*\*