**Youth Leadership Programme2022-23**

**Journal**

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| **Year** | 2 A |
| **Teacher** | Ms. Masarat Firdous |
| **Co-teacher** | Ms. Aisha Riaz |

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| **Project name:** | Pollution |
| **The objective of the project:** | To understand the impact of different types of Pollution on the planet Earth. |

**Description of the project:**

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| The YLP project involved educating young children about the harmful effects of pollution on the environment and ways to prevent it. The program aimed to empower the children to act and make positive changes in their communities by engaging in eco-friendly practices. The children learned about different types of pollution, such as air, water, and plastic pollution, and were encouraged to reduce their waste, recycle, and take care of plants. The program also emphasized the importance of teamwork and collaboration, as the children worked together to develop innovative solutions to tackle pollution and protect the planet. |

**Implementation:**

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| The implementation of the youth leadership program on pollution by grade 2 kids began with a brainstorming session, where the children were encouraged to share their ideas and opinions on the topic. This was followed by a research phase, where the children were introduced to various resources to learn more about pollution and its impact on the environment.  To reinforce their understanding of the topic, the children created posters on the different types of pollution and ways to prevent it. They also participated in role-playing activities to simulate scenarios where they could make a positive impact on the environment.  The program also included group discussions and presentations, where the children were given an opportunity to share their findings and solutions to tackle pollution. These activities helped to develop their leadership skills, communication skills, and team-building abilities.  As a culminating activity, the children went on a field trip to the micro farms in the education city to learn about taking care of plants. They were introduced to various plants and their specific needs, such as water, sunlight, and nutrients. Each student of year 2A was given the opportunity to adopt a plant and take responsibility for its care.  Overall, the youth leadership program on pollution provided an engaging and interactive platform for the grade 2 children to learn about environmental issues and become responsible citizens. |

**What have we achieved from the project?**

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| The youth leadership program on pollution by grade 2 kids was a highly successful project, with several notable achievements:   1. Increased Awareness: The program succeeded in raising awareness among the students about pollution and its harmful effects on the environment. The students learned about different types of pollution, their sources, and the ways to prevent them. 2. Innovative Solutions: Through brainstorming, research, and discussions, the students developed innovative solutions to tackle pollution. They created posters and participated in role plays to convey their ideas and spread awareness. 3. Improved Communication Skills: The project helped the students to develop better communication skills as they had to present their ideas and solutions to their peers and teachers. They learned to articulate their thoughts effectively and confidently. 4. Hands-on Learning: The students went on a field trip to the micro farms in the education city, where they learned about taking care of plants and the importance of agriculture. Each student adopted a plant, learned how to nurture it and gained hands-on experience in plant care. 5. Personal Responsibility: The project instilled a sense of personal responsibility in the students towards protecting the planet. They learned that small actions, adopting and taking care of plants could make a big difference. |

**Way forward (How do we want to expand our project?):**

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| Moving forward, the youth leadership program on pollution by grade 2 kids can continue to build on its achievements and make further progress in the following ways:   1. Long-term Sustainability: The program can emphasize the importance of long-term sustainability by encouraging the students to continue practicing eco-friendly behaviours and making responsible choices in their daily lives. 2. Collaborative Learning: The project can focus on collaborative learning by involving students from other grades and schools, allowing them to share their ideas and solutions to address environmental issues collectively. 3. Community Engagement: The program can extend its reach beyond the school by engaging the local community in environmental awareness and action campaigns, such as clean-up drives, tree planting, and recycling programs. |

**How did we involve the community in our project?**

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| Community involvement was achieved through engaging parents and guardians of the children:   1. Education City Micro Farms Workshop: The program organized a workshop for students at the Education City micro farms. The workshop provided an opportunity for students to learn about the importance of plant care, sustainable agriculture practices, and environmental conservation. 2. Adopt-A-Plant Program: As part of the program, each student adopted a plant and was responsible for taking care of it. Parents and guardians were encouraged to participate in this program by helping their children to nurture their plants at home, providing them with the necessary resources such as water and sunlight, and monitoring their progress. |

**Skills developed during the project:**

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| * Communication Skills: The program helped the students to develop effective communication skills, both verbal and non-verbal, through their participation in discussions, role-plays, and presentations. * Critical Thinking: The program encouraged the students to think critically about environmental issues and develop innovative solutions to tackle pollution. * Collaboration and Teamwork: The program emphasized the importance of collaboration and teamwork, as the students worked together to develop ideas and solutions, create posters, and participate in the role-plays. * Personal Responsibility: The program helped the students to develop a sense of personal responsibility towards environmental conservation and sustainable living. * Environmental Awareness: The program raised the students' awareness of the importance of environmental conservation and the need to protect the planet for future generations. * Hands-On Learning: The program provided the students with an opportunity to learn through hands-on experience, such as adopting and taking care of plants, visiting the micro farms, and participating in replanting activities. |

**Reflections**

Khalid Mohamed**–Class student:**

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| I enjoyed all the different activities, such as creating posters and adopting a plant. It was exciting to take care of my plant and watch it grow. I also learned a lot about the environment and how we can protect it.  The trip to the Education City micro farms was great. I saw how plants grow and how people take care of them. It was exciting to learn about different types of plants and how they help in saving the Earth. |

Haneefah Ademidun **–Class student:**

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| I had a lot of fun and learned a lot of new things. I enjoyed creating posters and presentations about pollution, and I learned about the different ways we can help the environment.  I also liked adopting a plant and taking care of it. It was exciting to watch it grow and learn how to take care of it. I felt proud of myself for taking care of something and making a difference in the environment. |

Mousab Emir ElHassani**–Class student:**

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| I enjoyed working on the different activities, like creating posters and presentations about pollution. It was interesting to learn about the different types of pollution and how they affect our environment. I also liked the role-playing activities, which helped me to understand how we can take action to prevent pollution. Adopting a plant was my favourite part of the project. |

Ms. Masarat Firdous**– Teacher**

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| As the teacher leading this project, I am extremely proud of the achievements of my grade 2 students. The project provided an opportunity for the students to develop their skills in environmental conservation, leadership, and teamwork. I am pleased to see that the students were able to implement the project successfully, from brainstorming and research to poster making, role-plays, discussions, and presentations.  Throughout the project, I observed significant improvements in the students' communication skills, critical thinking, and personal responsibility. The students showed a great deal of enthusiasm and motivation towards the program, which was reflected in their active participation and commitment to their adopted plants.  The involvement of parents and guardians in the program was also a significant success. It was encouraging to see parents and guardians taking an active interest in the project and supporting their children.  Looking forward, I believe that the program can be extended to other grades and schools to promote wider community involvement and environmental awareness. The program can also be enhanced by incorporating more technology-based learning tools and evaluation techniques to improve the program's effectiveness and impact.  Overall, leading this project has been a rewarding and fulfilling experience for me as a teacher. Seeing the positive impact that the program has had on the students and the community has inspired me to continue to explore new and innovative ways of promoting environmental awareness and leadership among young learners. |