



Youth Leadership Program
AY 2022-23



Project Title: Marvelous Microbes!
Sustainable Development Theme: SDG :15 Life on Land

Class	2A
Teacher Name	Ms. Shireen Fatema
Co – Teacher Name	Ms. Saima S. Ahmad



1. Summary of the Program

Youth leadership program is a program designed to develop its learners into responsible global citizen, developing awareness and reasearch to achieve the SDG goal. Year 2A's research on microorganisms, specifically bacteria, is a fascinating topic to explore. The program started with an introduction to microorganisms, providing the students with a basic understanding of what they are, where they live, how they survive, and how they function. This foundational knowledge likely sparked curiosity among the students and led them to formulate their own "Big Questions" related to the topic.

The students then engaged in extensive research to investigate their Big Questions, delving deeper into the subject matter. This research phase likely involved studying scientific literature, conducting experiments, and exploring different sources of information to gather relevant data and insights.

To further enhance their understanding, the students participated in class discussions and had the opportunity to interact with a microbiologist. These sessions would have provided valuable insights and expert perspectives, enriching their learning experience.

As part of the program, the students also conducted experiments related to microorganisms, possibly studying their growth, behavior, or other characteristics. They likely documented their findings and presented them in the form of posters or visual aids. Furthermore, Year 2A actively shared their learnings with different year groups at school, as well as at home. This could have involved presentations, discussions, or interactive sessions where they communicated their findings, insights, and the significance of their research. Display boards would have served as a visual medium to showcase their work and engage others in learning about microorganisms.

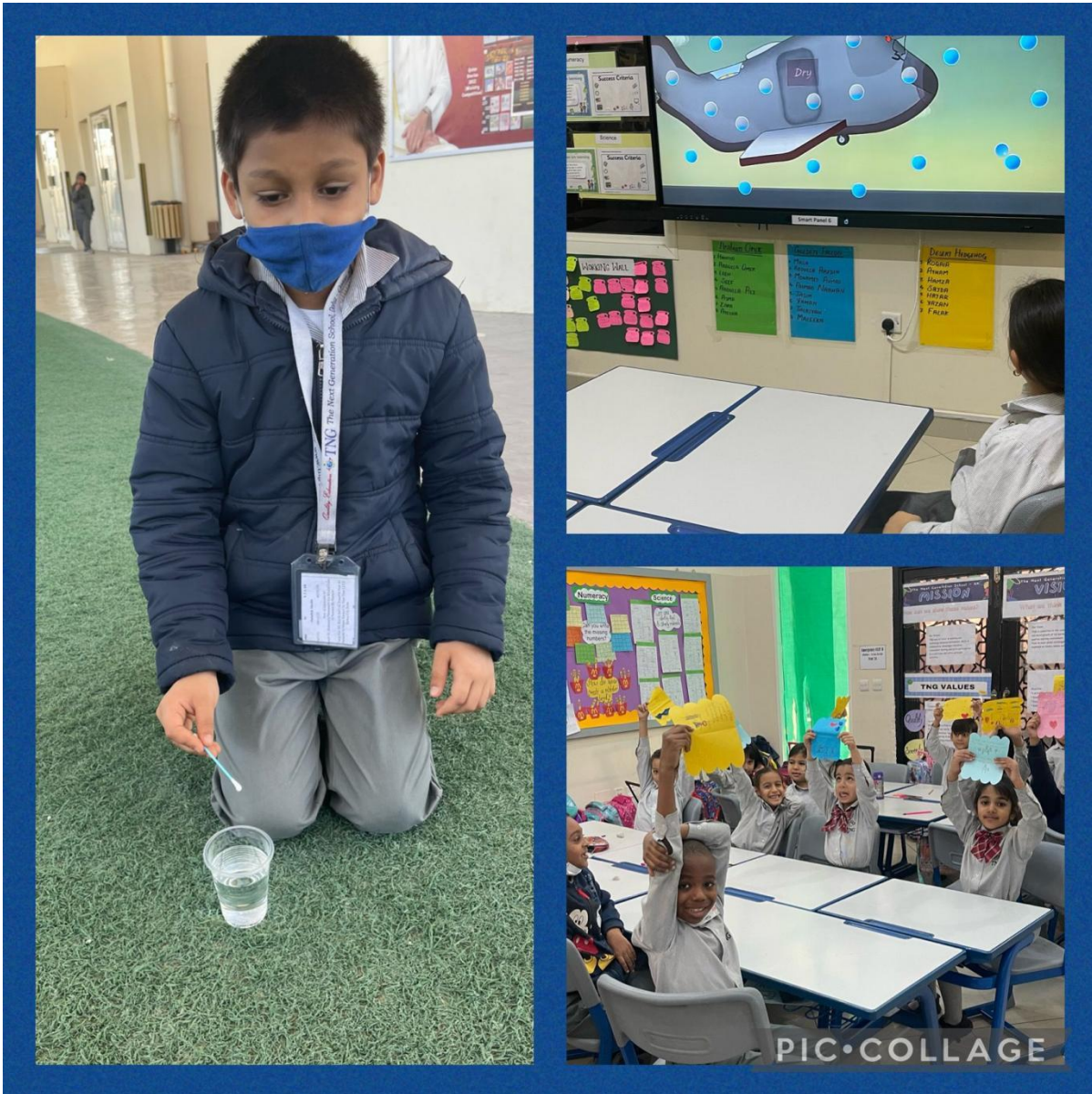
By disseminating their knowledge through various channels, such as class presentations, Year 2A demonstrated their leadership skills and contributed to raising awareness about microorganisms and their importance. This program not only fostered their own personal growth but also had a broader impact on the school community, encouraging others to learn and engage with the topic.

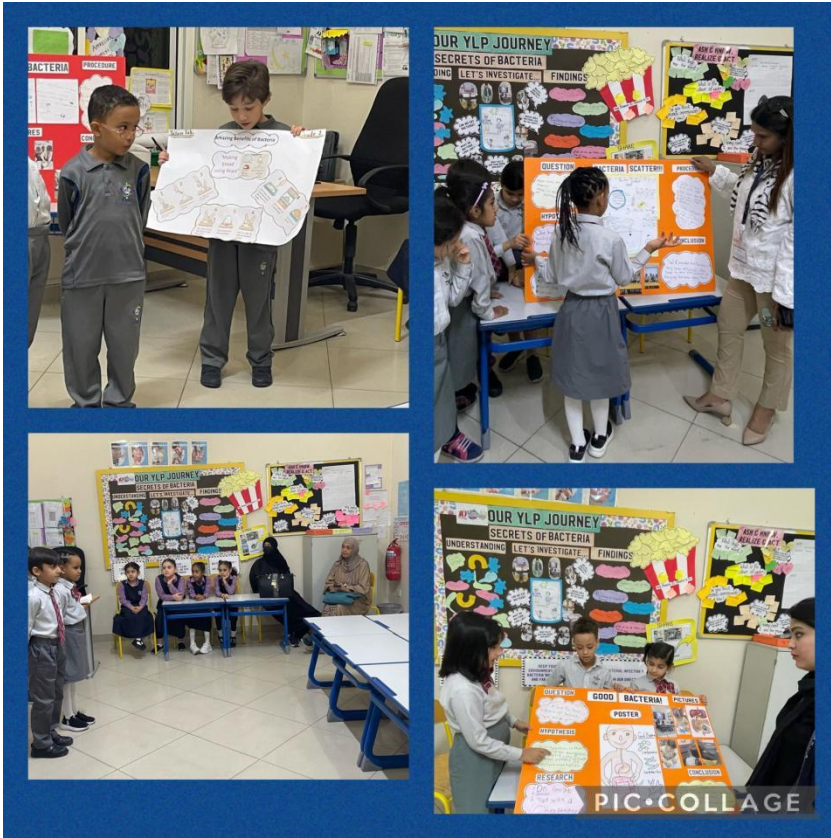
Overall, this youth leadership program provided Year 2A with an opportunity to explore and research microorganisms, develop critical thinking and communication skills, and share their findings with others. It effectively nurtured their curiosity, encouraged scientific inquiry, and promoted a sense of responsibility towards achieving the SDGs.

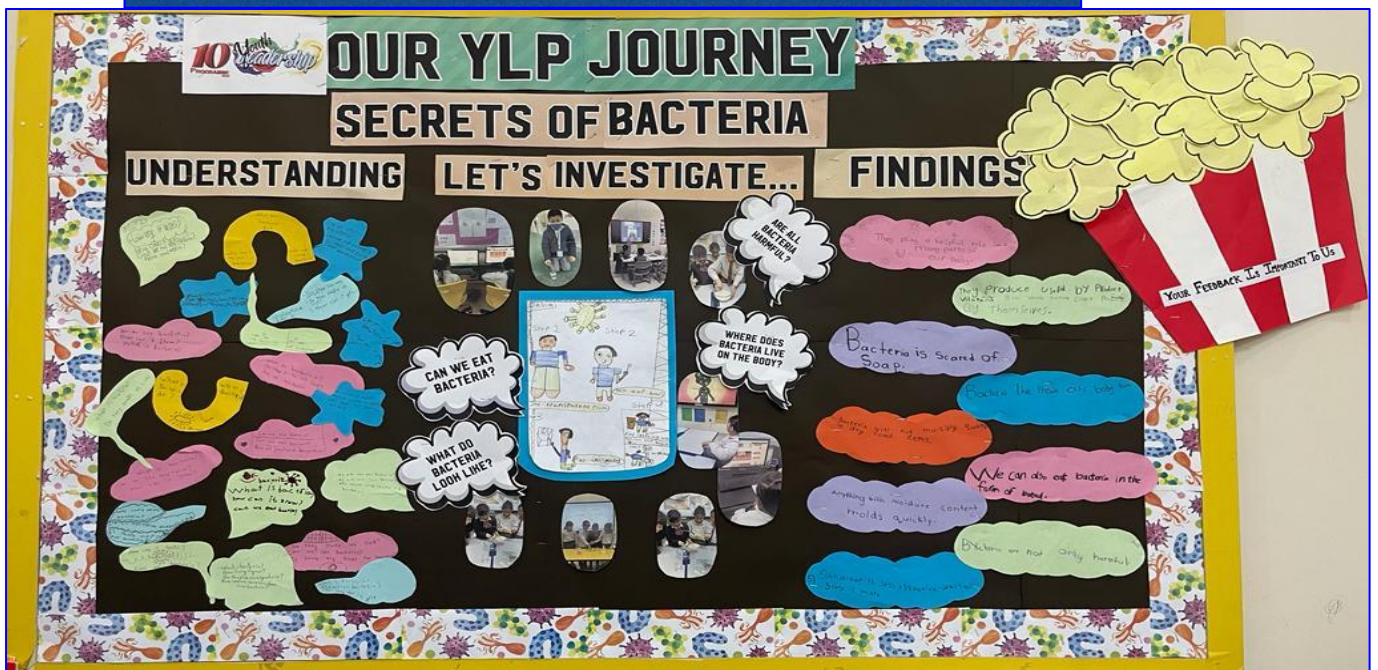
YLP Video link

https://tngqatar0-my.sharepoint.com/:v:/g/personal/9187_tngqatar_com/EcEwDeD-JV1OmHxOPYOAcilBITNJENeFIJEpANSHCqDM-Q?e=HgoFBa

Some key pictures









Youth Leadership Journey for Class 2A

I. Planning Phase

a) Training



Microsoft | Educator Center

Certificate of course completion



Saima Sagheer

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

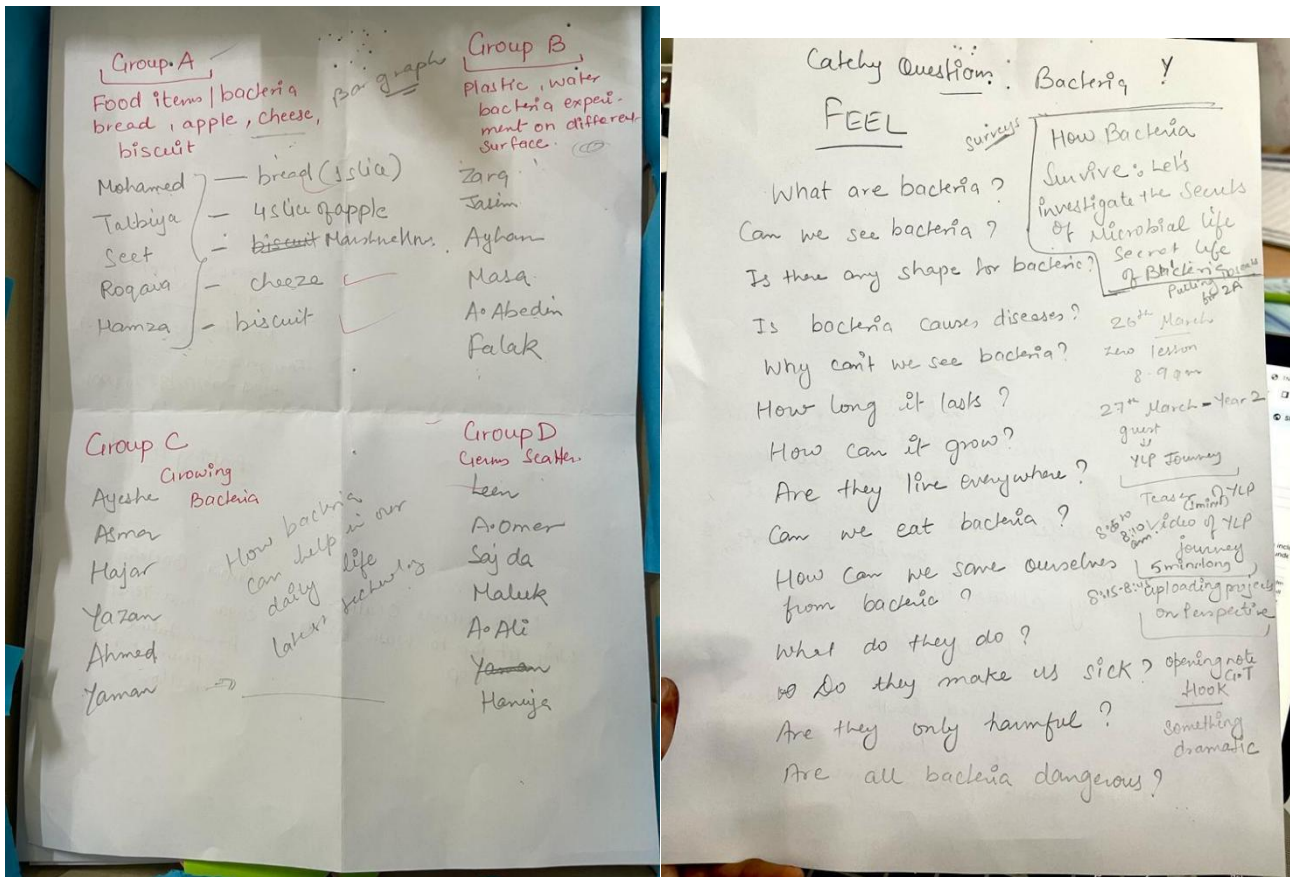
b) Meeting with Deputy Headmistress:

Professional Developments were conducted every Thursday to understand the details of 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.
- *Teacher should guide the students through out their research.
- *Every classroom should have a YLP board.
- ✧ Participation of each and every child.
- *All the activities recorded through videos, pictures for evidence.
- *Evidence for all the activities.

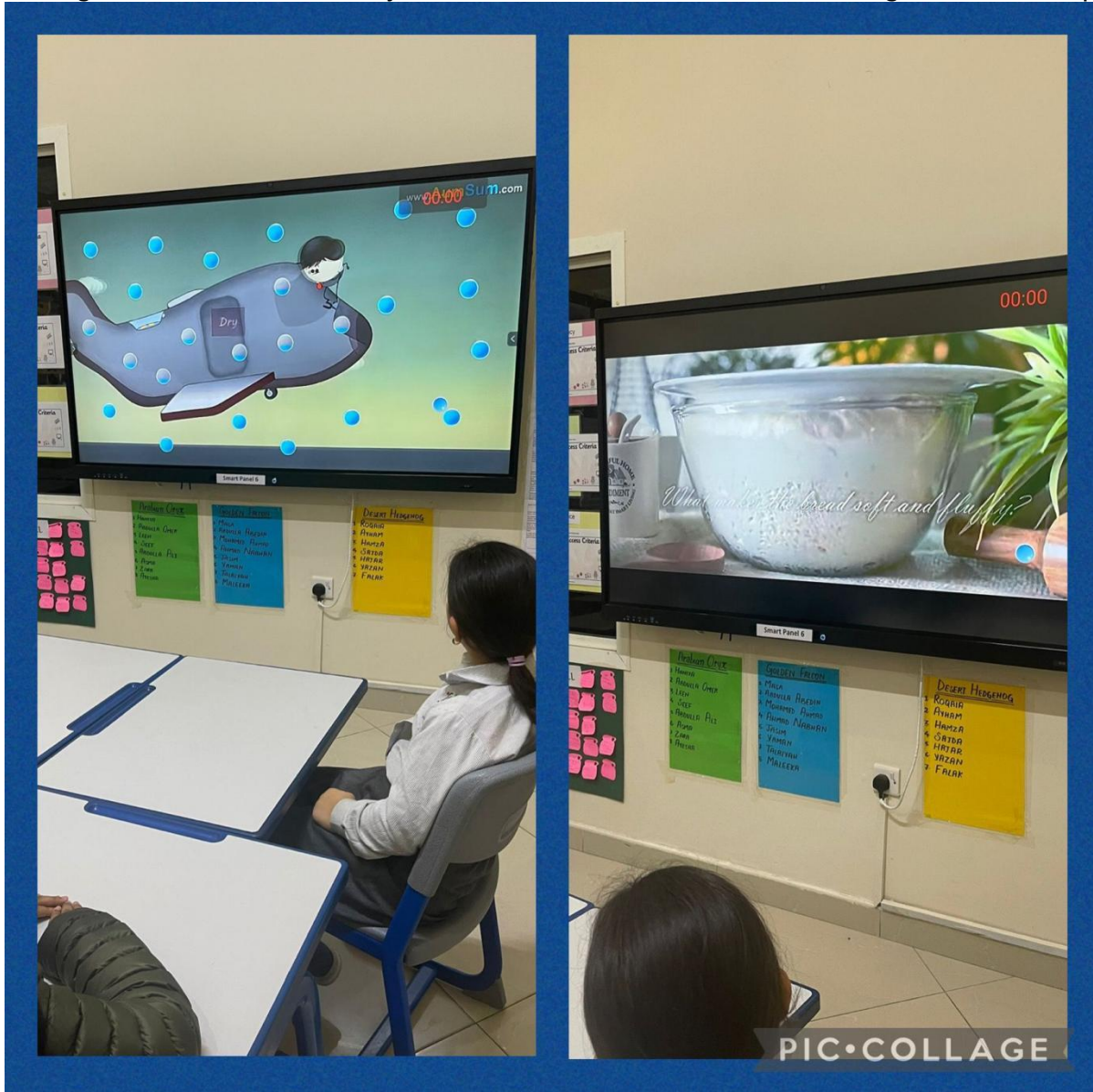
c) Brain storming session with class



During the brainstorming session, we encouraged students to freely share their ideas and build upon each other's suggestions. This collaborative approach fostered creativity and critical thinking among the students, allowing them to explore different aspects of microorganisms and generate a diverse range of topics and questions for further research and discussion

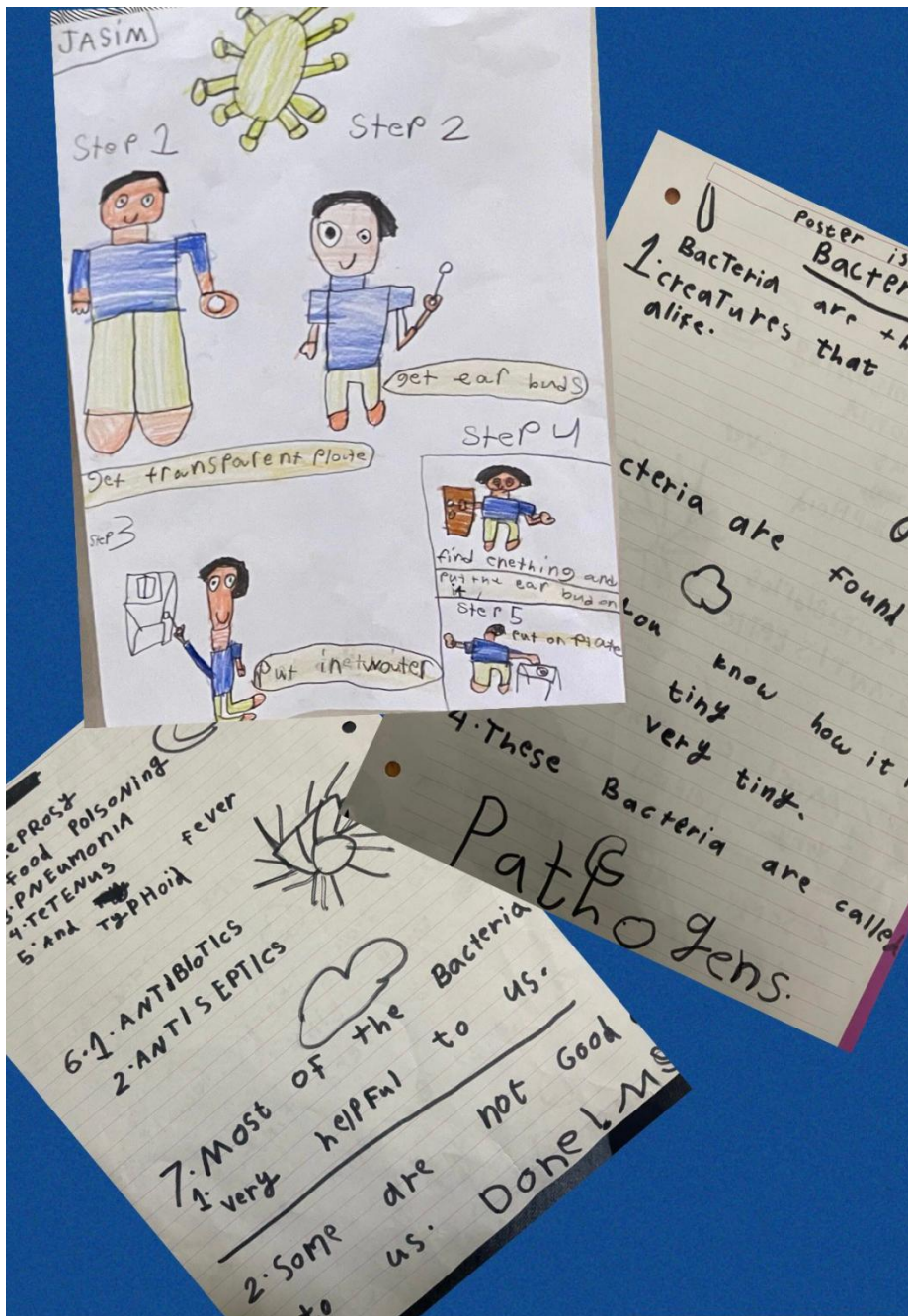
INTRODUCTION TO THE TOPIC

Students were introduced to the topic. They were shown videos and taught about the existence of microbes, their function, size, importance, harmful effects, etc. After they were given a sheet where they can draw and write about their feelings about the topic.



CREATIVE WRITING

Learners were given time to reflect on their understanding by writing or drawing about their topic.



LITERARY CREATION

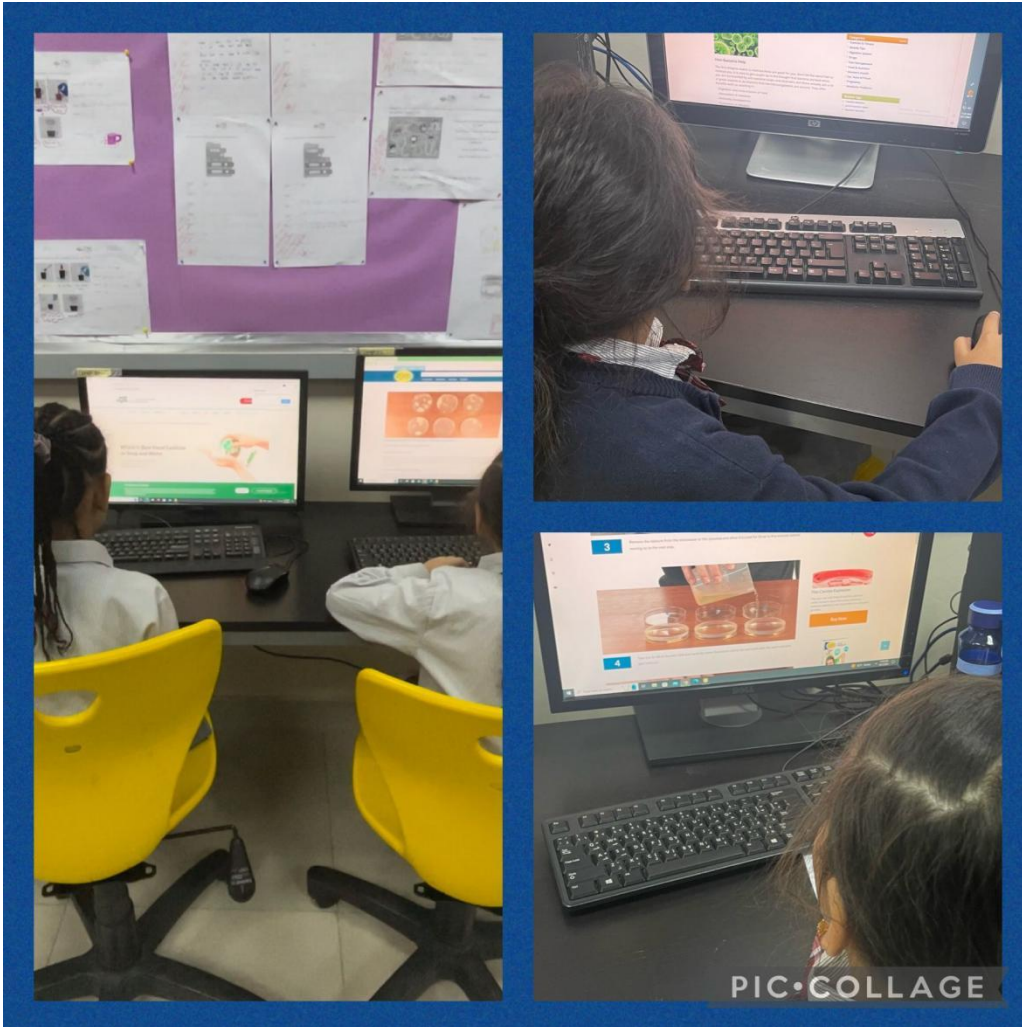
Students made their YLP minibook to express their creativity and demonstrate their knowledge about the topic. It was a fun and engaging activity.





RESEARCH

Students researched about the topic , particularly about their Big questions. Group discussion and quizzes were also conducted to enhance their learning. A talking session was organized with a Microbiologist, who gave deep insight about the topic.



Students started researching about their research topic.

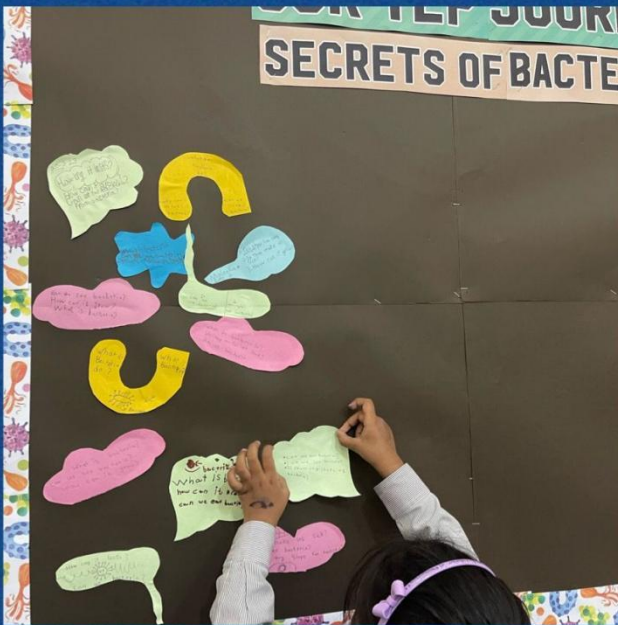
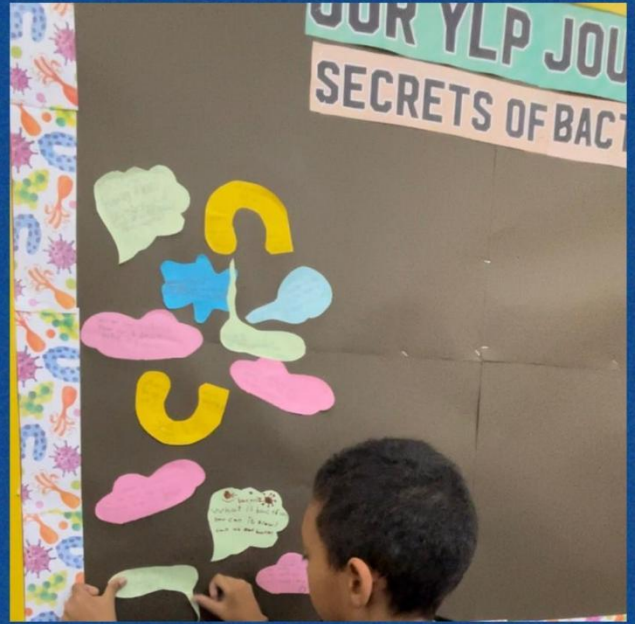


II. Execution Phase

a) Development of Big Questions

It was wonderful to see year 2A taking interest in the World of Microbes! Therefore after understanding the basic about Microbes and bacteria, students came up with their Big Questions. Here are some biq questions that they could explore...

- Can we eat Microbes?
- Are all bacteria harmful?
- Where does bacteria lives in our body?
- What kills bacteria in our body?
- What do bacteria look like?
- How can we see bacteria?
- How can we prevent the spread of harmful bacteria?
- How can we promote the growth of beneficial bacteria?
- How quickly does bacteria contaminate our food?



b) Student Appreciation



Certificate of Participation

Proudly Presented to

ROQAIA MOHAMED ABOELSOU

Y 2 A AK

For demonstrating exceptional critical thinking skills in the research project on
"MARVELOUS MICROBES."

Youth Leadership Programme
April 2023

Quality Education The Next Generation School Doha, Qatar.



Certificate of Participation

Proudly Presented to

HANIYA BASEER

Y 2 A AK

For demonstrating exceptional engagement skills in the research project on
"MARVELOUS MICROBES."

Youth Leadership Programme
April 2023

Quality Education The Next Generation School Doha, Qatar.

c) Inclusion Qatar Identity

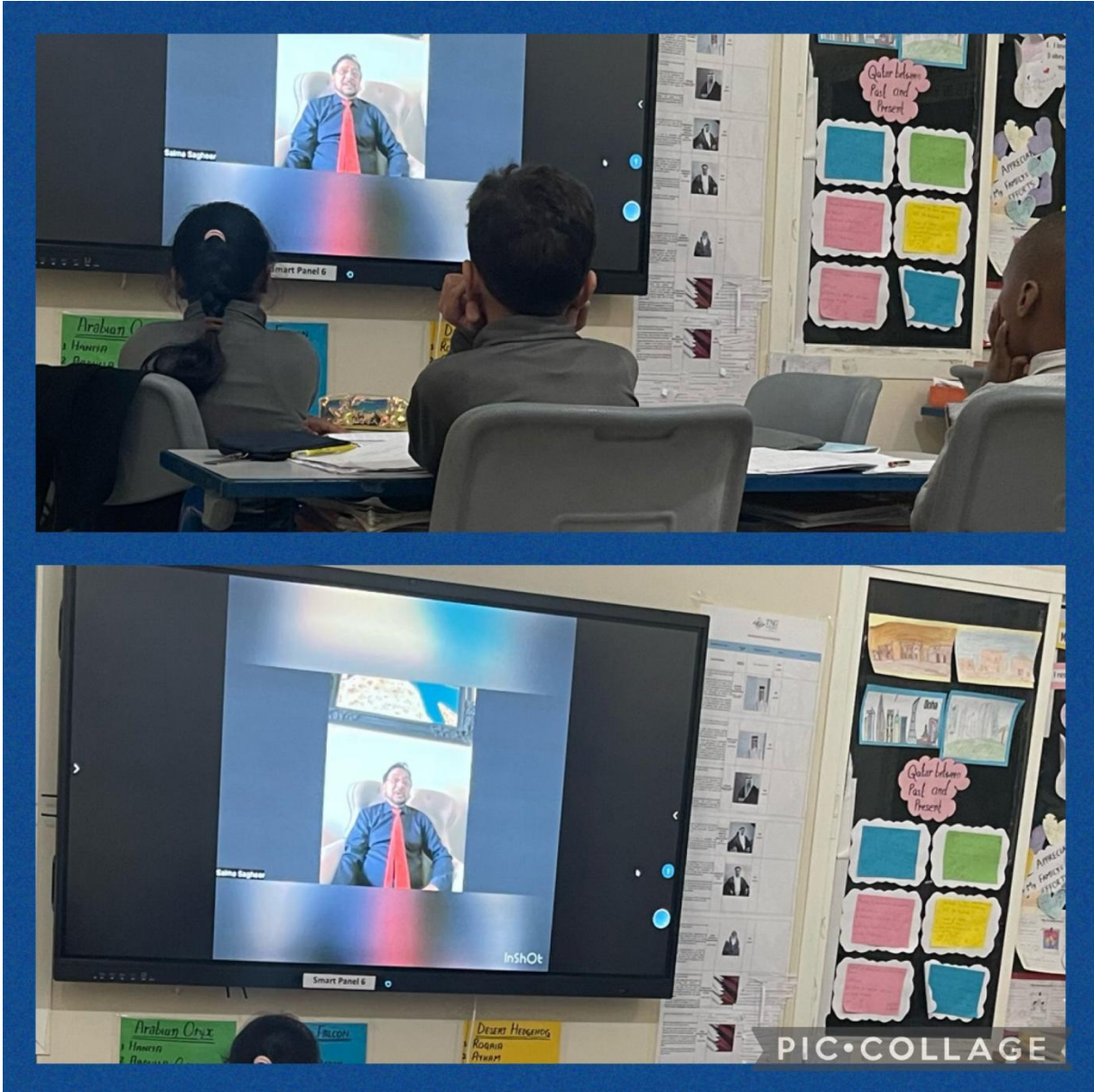
Learners conducted a swab test to check for bacteria in our surrounding environment. The test involves taking a sterile swab and rubbing it on a surface, such as a countertop or doorknob, to collect any bacteria present.



Also students were taught about different researchs which are being done in Qatar about Microbes.

- Reusable water bottles may contain 40,000 times more bacteria than toilet seats
- Microbes living within the sabkhas (salt flats) in Qatar have been discovered to contribute to the formation of minerals significantly, and sedimentary rocks, a Qatar university research has revealed.
- Microbiologists at Sidra Medicine have developed a new blood processing method to quickly identify bacteria and other microbes in blood infections

d) Community Engagement

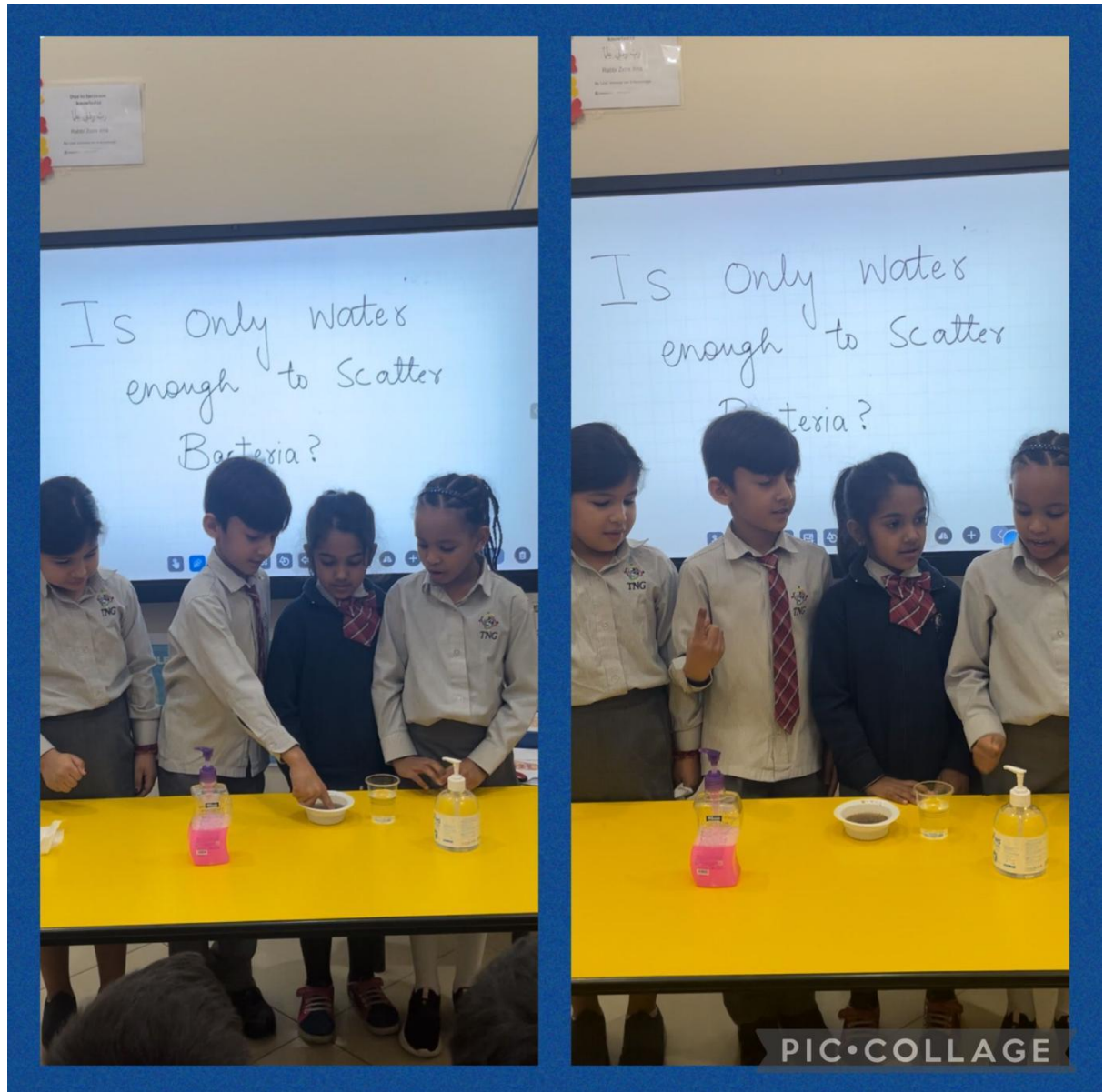


Talking session with Dr. S. Ahmad , Professor of Biology provided the students with a basic understanding of what they are, where they live, how they survive, and how they function.



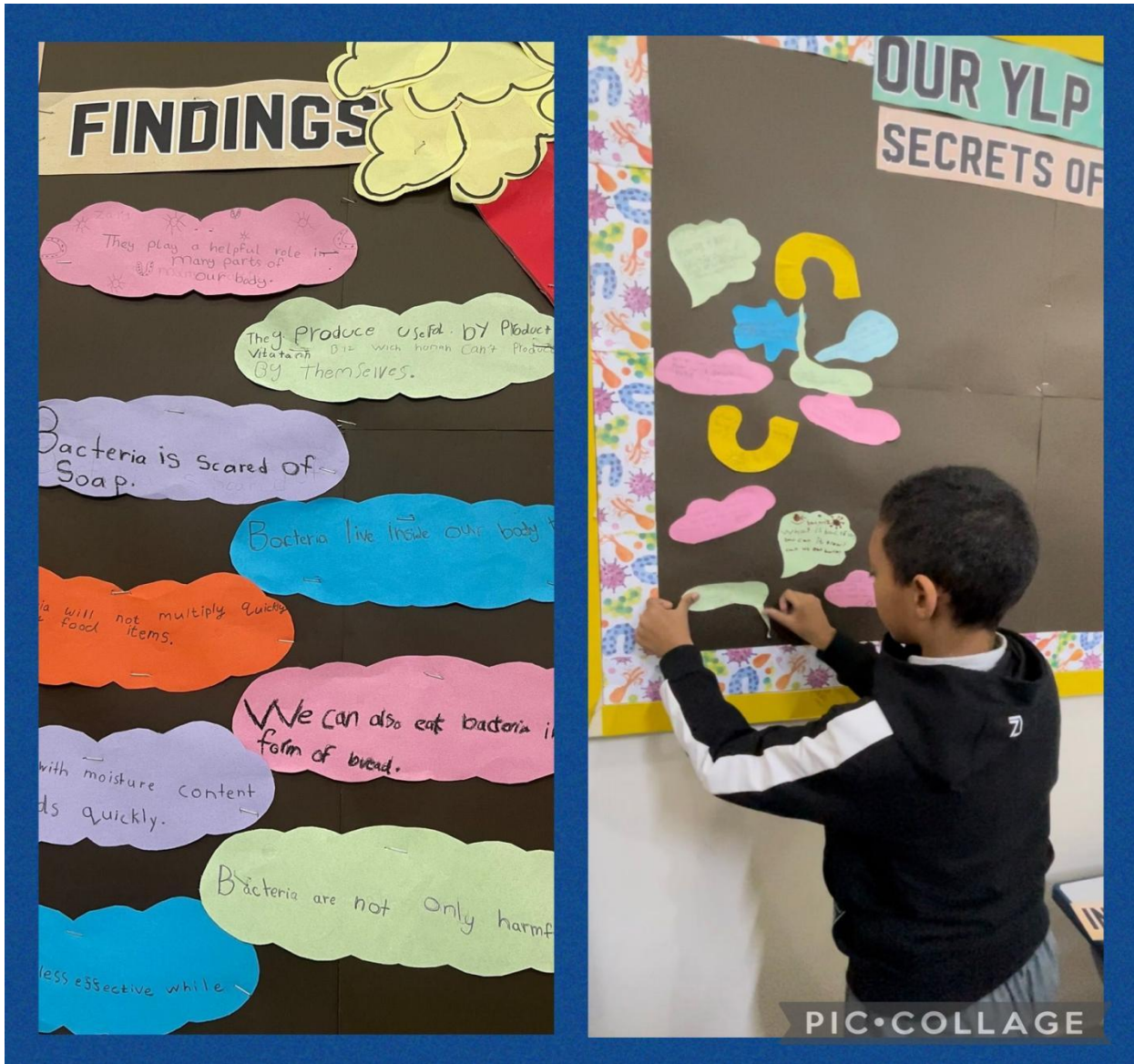
Learning session with the School nurse on 'How can students protect themselves from germs.'

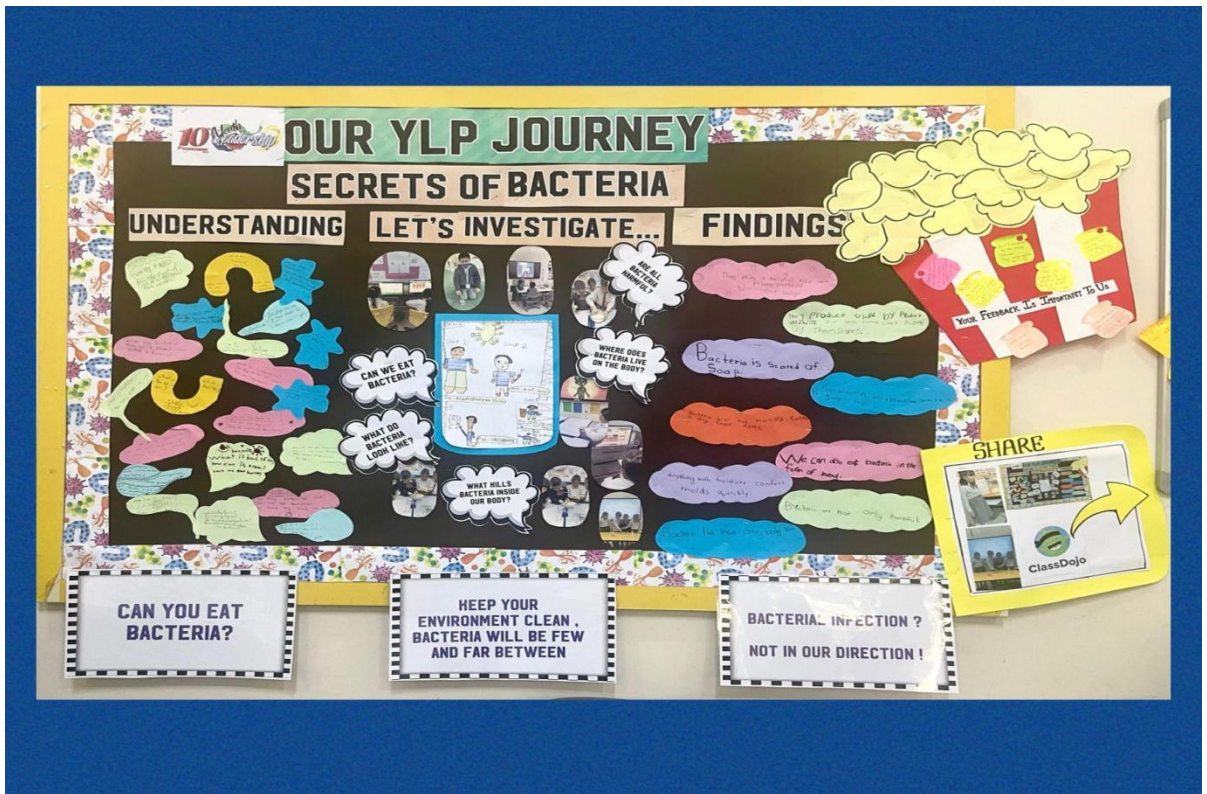
Students conducted an experiment in different classes, demonstrating the importance of washing hands with soap, and how washing hands with soap and water is better than using sanitizer.



e) Classroom Displays

Students found it enjoyable and rewarding to work on classroom display boards because it allows them to showcase their creativity, share their ideas with their peers, and take ownership of their learning.





f) WORK OF GIFTED AND TALENTED STUDENT

Our gifted and talent student Zara Bashir actively participated in Youth Leadership Program. She was engaged from the beginning, did her research very well, made posters, participated in class discussions and also gave an excellent presentation on the final day.



III. Analysis Phase

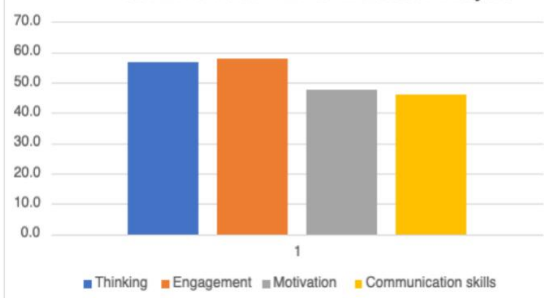
a. Learning Results Analysis

STAGE 1 - PLANNING AND SCOPE DEFINITION													STAGE 1 - PLANNING AND SCOPE DEFINITION												
Week 1: 1st January - 6th January 2023													Week 2: 8th - 12th January 2023												
Student ID	Name	Thinking	Engagement	Motivation	Communication skills	Reflection Log	Thinking	Engagement	Motivation	Communication skills	Reflection Log	Thinking	Engagement	Motivation	Communication skills	Reflection Log	Thinking	Engagement	Motivation	Communication skills	Reflection Log				
2849	Rozita Mohamed Abdufauz	3	4	3	2	not confident, unable to use complete sentences in expressing.	3	4	3	3	able to relate a few facts in research topics.	4	4	3	3	able to will facts about research through needs more research to add more details into topic.	4	5	4	4	have needs more research to				
3137	Ahham Mahabadi Adil	2	3	3	2	not confident, unable to use complete sentences in expressing.	3	3	3	3	able to relate a few facts in research topics.	4	3	3	3	able to will facts about research through needs more research to add more details into topic.	5	4	3	3	have needs more research and able to talk about it				
3252	Haniza Basaar	4	4	4	4	able to remember some facts about research topics.	4	4	4	4	able to talk about some facts learned about co-city.	5	4	4	4	has gained confidence to talk about research topic.	6	5	5	5	has gained confidence to talk about research topic.				
3380	Abdulrah Omar Sami	4	4	3	4	able to remember some facts about research topics.	4	4	4	4	able to talk about some facts learned about co-city.	4	5	5	5	has gained confidence to talk about research topic.	5	4	4	4	has gained confidence to talk about research topic.				
3624	Musa Mohamed Yusub	4	3	4	3	able to remember some facts about research topics.	5	4	4	3	able to relate a few facts in research topics.	5	4	4	4	able to will facts about research through needs more research to add more details into topic.	5	5	4	4	have needs more research to				
3670	Mahaika Samah Abdalla	3	2	2	2	not confident, unable to use complete sentences in expressing.	4	3	3	3	able to relate a few facts in research topics.	4	4	4	4	able to will facts about research through needs more research to add more details into topic.	5	5	5	5	have needs more research and able				

Overall Class Analysis

	Thinking	Engagement	Motivation	Communication skills	Total
Stage1	24.0	23.7	14.4	14.3	76.4
Stage2	32.8	34.3	33.3	32.0	132.4
	56.8	58.0	47.8	46.3	208.8

Year 2A Overall YLP Skill Based Analysis





Analysis:

Year 2A's progress in the program reveals notable growth and improvement in their engagement skills during Stage 1. The program began with ice-breaking activities that involved showing related videos and conducting research, which helped to establish a connection with the topic. Throughout the research process, quizzes, surveys, group discussions, and other activities, the students demonstrated a keen understanding of the given SDG topic.

Year 2A's enthusiasm for the subject matter led them to further explore the world of microorganisms. They took ownership of their learning by selecting their own "big questions" and researching their chosen topics. This self-directed approach allowed them to deepen their understanding of the subject. The students actively participated in group discussions, quizzes, poster-making, and the creation of YLP mini-books, showcasing their growing motivation and thinking skills.

In Stage 2, significant growth was observed in their motivation and thinking skills. Engaging in activities such as poster-making, creating YLP mini-books, group discussions, project-making, and class presentations played a crucial role in enhancing these skills. The students' poster-making activities helped them articulate their findings and communicate their research effectively. By conducting experiments and sharing their findings through presentations in different year groups, classroom displays, and poster-making, they demonstrated their ability to effectively communicate their knowledge to others.

The program's emphasis on hands-on activities and presentations allowed Year 2A to showcase their newfound motivation, critical thinking, and communication skills. The students actively engaged in the research process, documented their findings, and confidently presented their work to various audiences.

Outcomes:

Area of Strength	Most Developed Learning Skill	Engagement
	2 nd Developed Learning Skill	Thinking
Area of Development	3 rd Developed Learning Skill	Motivation
	Least Developed Learning Skill	Communication

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

In Year 2A the leading skill which shows improvement is Engagement.

The learning skill which requires further development is communication. Major reason for the dip in the communication skill is due to hesitation and low confidence.

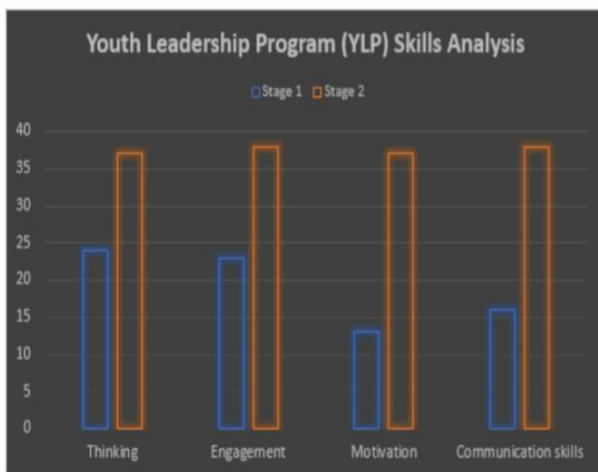
Way Forward:

Forge partnerships with organizations, institutions, or experts in relevant fields. This could involve inviting guest speakers, arranging field trips to research facilities or environmental centers, or collaborating with local community organizations working on sustainable development initiatives. These collaborations will provide students with valuable insights, mentorship, and real-world connections.

By considering these aspects and incorporating them into the program's future development, you can ensure its continued success in fostering youth leadership, promoting awareness of global issues, and empowering students to contribute to the achievement of the SDGs.

b. Sample of Student YLP Report

Asma Rislan

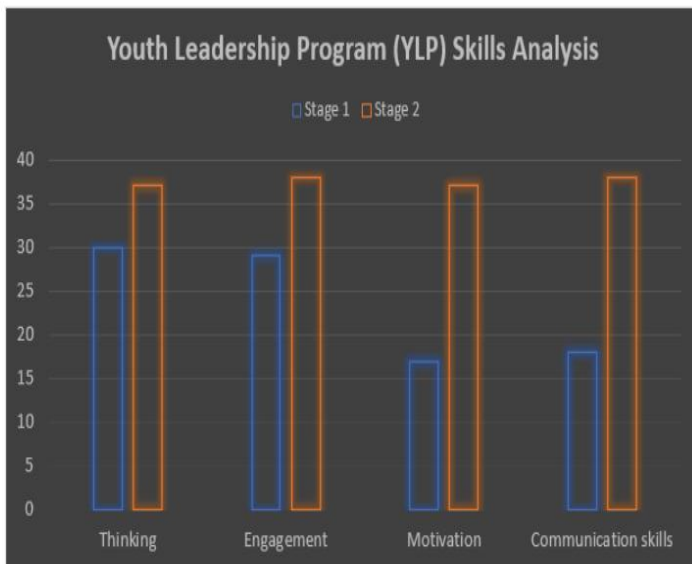


Analysis:

Asma shows evident growth and improvement in her engagement and thinking skills during Stage 1. The observation was made during the activity conducted. Since the start of formulating Big Questions, Asma's engagement has been high since she is already a studious and hardworking learner. She still must be motivated to challenge herself aside from completing the tasks on hand. Her communication skills have been relatively high from Stage 1 since she is already a confident speaker who can get her message across in an organised way. Her thinking skills was low at the beginning because we just started developing their knowledge of the SDG goals and the technical terms hindered the smooth transition of ideas.

In stage 2 there is a significant growth in the engagement and motivation skills. The major activities that helped improve the learners' communication skills were the collaborative discussions highlighting the key terminologies to be used. She has shown consistency in her engagement thus it remained high.

Zara Bashir



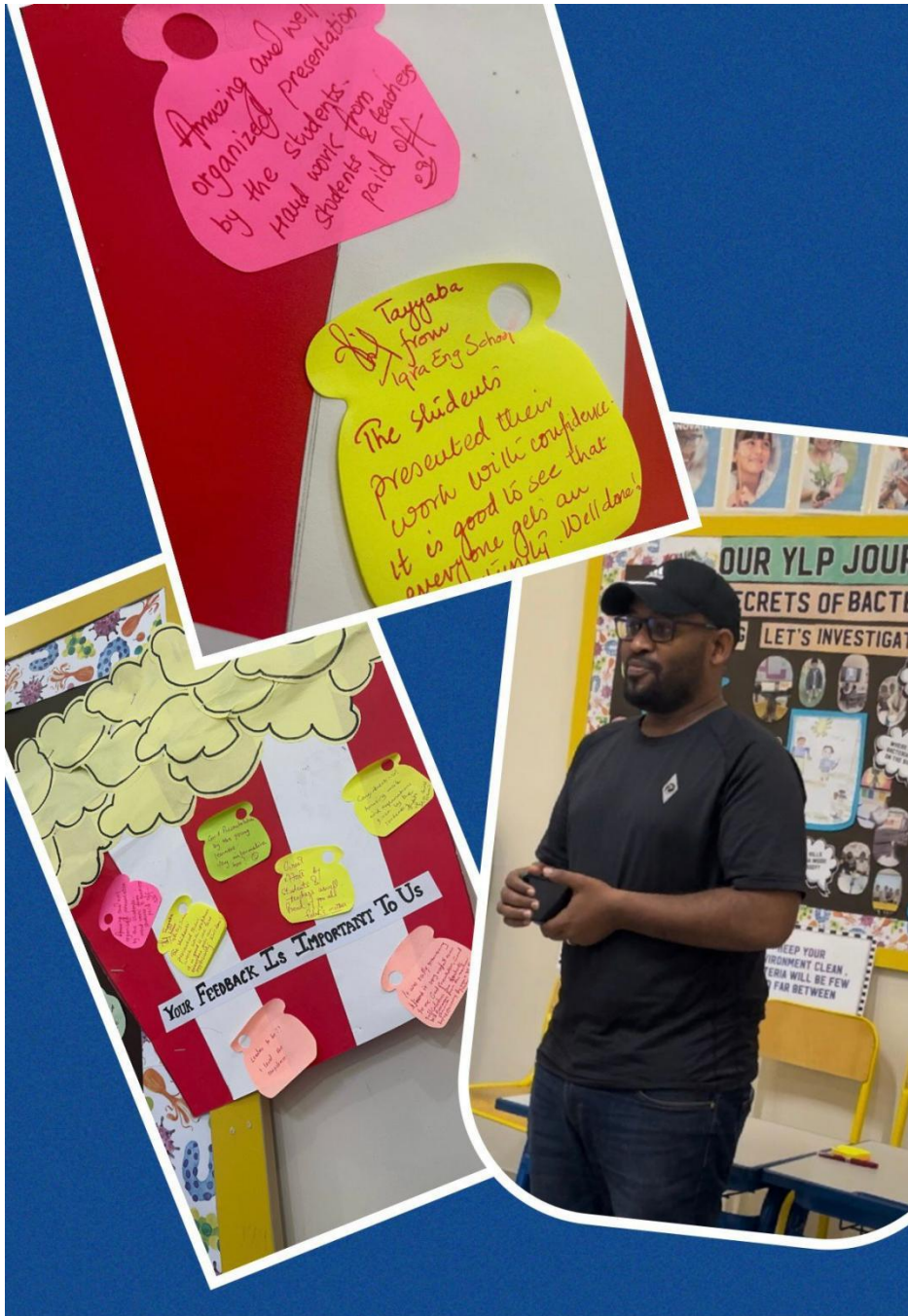
Analysis:

Zara shows evident growth and improvement in her engagement and Thinking skills during Stage 1. The observation was made during the activity conducted. Since the start of formulating Big Questions, Zara's engagement has been high since she is already a studious and hardworking learner. The observation was made during research, discussion, quizzes etc. She actively participated in all the activities.

In stage 2 there is a significant growth in the Communication and motivation skills. The major activities that helped improve the learners' communication skills were the collaborative discussions highlighting the key terminologies to be used. She has shown consistency in her engagement thus it remained high. Zara made a wonderful poster and booklet. She researched about her big question and made a poster where she wrote the key points. Also, she was able to express her findings about the topic

IV. Analysis and Reflection Phase

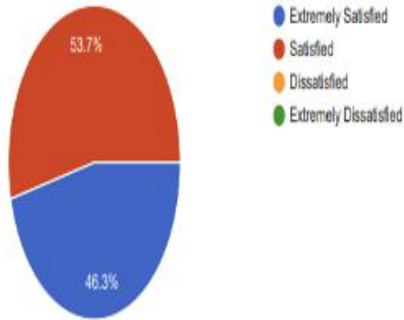
a. Parent Feedback and Appreciation.



How far you are satisfied with the school's Youth Leadership Program conducted during Academic Year 2022-23?

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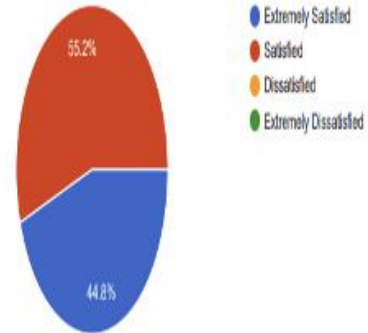
67 responses



Please rate your child's overall learning experience with Youth Leadership Program.

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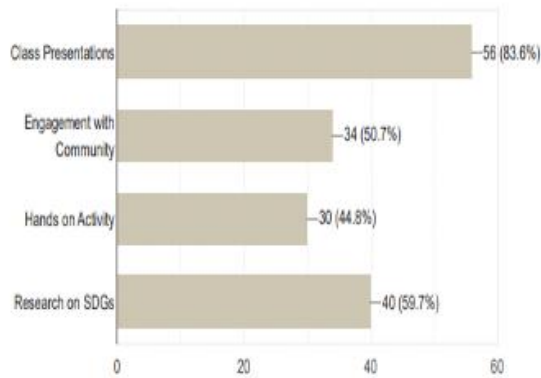
67 responses



Which aspect do you think was most effective for your child/ren's development of Cambridge attributes and skills while working on their YLP project? Select all that applies.

[Copy](#)

67 responses



Did Youth Leadership Program develop an awareness to Global issues, their solutions and overall SDG awareness in your child?

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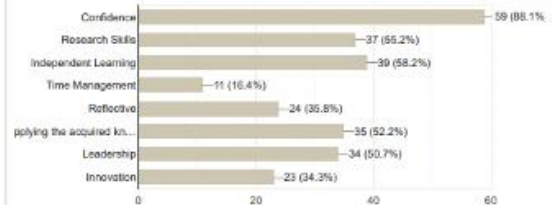
67 responses

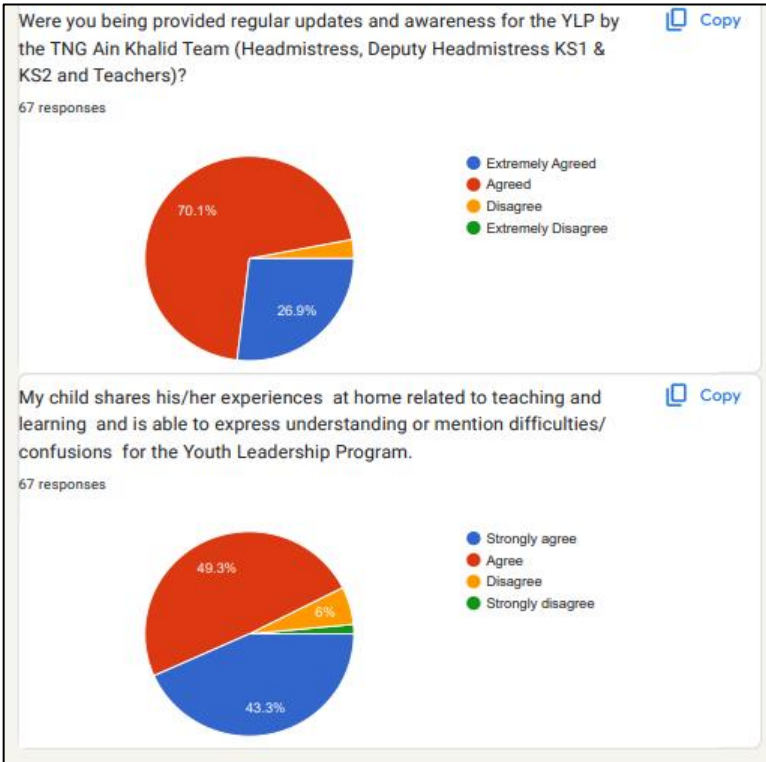


Which skills do you feel your child/ren has/have developed the most during Youth Leadership Program?


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67 responses





b. Student Reflection



YLP Learning Reflection

Name Lean Class 2A

My Big Question:
Is Bacteria harmful?

Tick the boxes that apply.

1. Which aspects have enhanced your learning throughout the YLP research journey?

<input type="checkbox"/> Research about global challenges	<input checked="" type="checkbox"/> Presenting research to the external guests
<input type="checkbox"/> Collaboration with Parents	<input type="checkbox"/> Conducting survey
<input type="checkbox"/> Collaborations with Peers	<input type="checkbox"/> Making models about our research
<input type="checkbox"/> Awareness on the practical solutions	<input type="checkbox"/> Planning an initiative for the School and community
<input checked="" type="checkbox"/> Learning Community Engagements	
<input type="checkbox"/> Field trips	

2. How have you portrayed Qatar Identity through your YLP research?

<input checked="" type="checkbox"/> Research on Qatar's Initiative on global issues	<input type="checkbox"/> Integrating National Values during YLP preparation and presentation
<input type="checkbox"/> Field trips related to Qatar Identity	<input checked="" type="checkbox"/> Community Engagement
	<input type="checkbox"/> Any other (please specify)

3. When did you feel confident during your YLP journey?

<input type="checkbox"/> Research Phase	<input type="checkbox"/> Community Engagement Phase
<input type="checkbox"/> Collaboration Phase	<input checked="" type="checkbox"/> Presentation Phase

4. Which the values have you applied during YLP?

<input checked="" type="checkbox"/> Quality	<input checked="" type="checkbox"/> Respect
<input checked="" type="checkbox"/> Sincerity	<input type="checkbox"/> Appreciation
<input checked="" type="checkbox"/> Team work	<input type="checkbox"/> Pride and Belonging
<input type="checkbox"/> Ambition	<input type="checkbox"/> Responsibility

5. Who will you share your YLP learning with?

<input checked="" type="checkbox"/> School Peers	<input type="checkbox"/> Relatives
<input type="checkbox"/> Family	<input checked="" type="checkbox"/> Community Friends

Colour and icons and answer the questions.

6. How effective was your parental support during the YLP Journey?

😊 😐 ☹️

7. Are you more confident after the YLP Journey?

😊 😐 ☹️

8. Were you able to learn new things during the YLP?

😊 😐 ☹️

9. Name one (1) new thing you learnt in your YLP journey.
That bacteria that they are not only harmful.

10. What would you like to learn more about your SDG?
different species about bacteria.

11. How can you apply the learnings of YLP to your school and integrate them into your daily life?
That soap is more effective as Soap.

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YLP Learning Reflection

Name Asma Class 2A

My Big Question:
Can we eat microbes?

Tick the boxes that apply.

1. Which aspects have enhanced your learning throughout the YLP research journey?

<input checked="" type="checkbox"/> Research about global challenges	<input type="checkbox"/> Presenting research to the external guests
<input type="checkbox"/> Collaboration with Parents	<input checked="" type="checkbox"/> Conducting survey
<input type="checkbox"/> Collaborations with Peers	<input checked="" type="checkbox"/> Making models about our research
<input checked="" type="checkbox"/> Awareness on the practical solutions	<input type="checkbox"/> Planning an initiative for the School and community
<input checked="" type="checkbox"/> Learning Community Engagements	
<input type="checkbox"/> Field trips	

2. How have you portrayed Qatar Identity through your YLP research?

<input type="checkbox"/> Research on Qatar's Initiative on global issues	<input checked="" type="checkbox"/> Integrating National Values during YLP preparation and presentation
<input type="checkbox"/> Field trips related to Qatar Identity	<input checked="" type="checkbox"/> Community Engagement
	<input type="checkbox"/> Any other (please specify) _____

3. When did you feel confident during your YLP journey?

<input type="checkbox"/> Research Phase	<input type="checkbox"/> Community Engagement Phase
<input type="checkbox"/> Collaboration Phase	<input checked="" type="checkbox"/> Presentation Phase

4. Which the values have you applied during YLP?

<input type="checkbox"/> Quality	<input checked="" type="checkbox"/> Respect
<input type="checkbox"/> Sincerity	<input checked="" type="checkbox"/> Appreciation
<input checked="" type="checkbox"/> Team work	<input type="checkbox"/> Pride and Belonging
<input type="checkbox"/> Ambition	<input type="checkbox"/> Responsibility

Asma Rishan

TNG
The Next Generation School

5. Who will you share your YLP learning with?

<input checked="" type="checkbox"/> School Peers	<input checked="" type="checkbox"/> Relatives
<input type="checkbox"/> Family	<input checked="" type="checkbox"/> Community Friends

Colour and icons and answer the questions.

6. How effective was your parental support during the YLP Journey?

7. Are you more confident after the YLP Journey?

8. Were you able to learn new things during the YLP?

9. Name one (1) new thing you learnt in your YLP journey.

Bacteria is not only harmful.

10. What would you like to learn more about your SDG?

How much colours of bacteria are in this world?

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

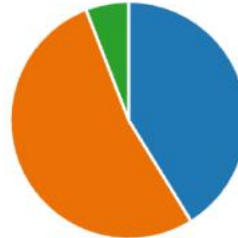
We can wash our hands with soap then sanitizer.

Teacher Reflection

The Youth Leadership Programme offers students a valuable chance to examine global issues from a comprehensive viewpoint. In addition to identifying important problems and their root causes, students delve into these topics, deepening their understanding and exploring potential solutions. This program nurtures critical thinking skills, research abilities, and a broader awareness of the challenges faced by our world. The active involvement of students in finding solutions demonstrates their dedication to making a positive impact. Empowered by the Youth Leadership Programme, students are equipped to become well-informed and proactive global citizens capable of addressing complex issues with a holistic approach.

5. How far you have been able to achieve the outcomes of the Mission and Vision through your YLP journey?

● Very successfully achieved	7
● Successfully achieved	9
● Somehow achieved	1
● Not achieved	0



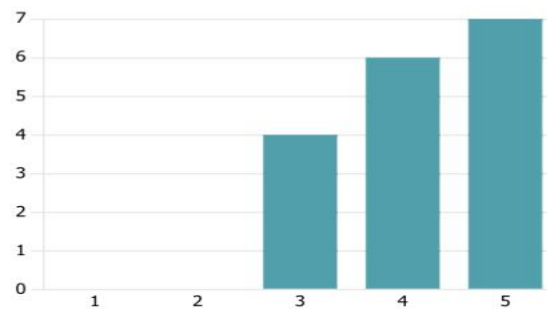
6. Rate the duration of the YLP research journey from January to March?

● Needs more time for research	3
● Duration was enough to comple...	11
● Duration can be shortened	3



7. To what extent have your students incorporated Qatar Identity in your YLP project?

4.18
Average Rating



8. How have you portrayed Qatar Identity through your YLP research?

● Research on Qatar's Initiative on...	12
● Field trips related to Qatar Ident...	4
● Integrating National Values duri...	10
● Community Engagement	10
● Any other (Please specify)	0





V. Way Forward

Forge partnerships with organizations, institutions, or experts in relevant fields. This could involve inviting guest speakers, arranging field trips to research facilities or environmental centers, or collaborating with local community organizations working on sustainable development initiatives. These collaborations will provide students with valuable insights, mentorship, and real-world connections. By considering these aspects and incorporating them into the program's future development, you can ensure its continued success in fostering youth leadership, promoting awareness of global issues, and empowering students to contribute to the achievement of the SDGs.