



## **Youth Leadership Program**

**AY 2022-23**

**Project Title: What makes smart cities inclusive for children?**  
**Sustainable Development Theme: SDG 11–Sustainable Cities and Communities**

<b>Class</b>	<b>Year 1B</b>
<b>Teacher's Name</b>	<b>Ms. Jinky</b>
<b>Co – Teacher's Name</b>	<b>Ms. Michelle</b>



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## 1. Summary of the Program

The YLP project/theme of all Year 1s was decided by the teachers and students in the beginning of the academic year, and the discussion began as early as during the Science Fair where we had similar topic as of November last year (2022). We had productive mind-mapping, collaborative and craft activities about places where people currently live: namely the country and the city so the children would be able to relate easily to the topic.

We defined these two places, compared and contrasted them, elaborated on their benefits and downsides and came to understand that if their advantages were to be integrated like in an eco-city or smart city, people would be able to live fully and harmoniously for a very long time.

We then included Qatar National Vision in 2030 which aims to inculcate sustainability in the country's growth, together with the wider picture of other nations coming together in the United Nations' Sustainable Development Goals (SDGs) to have a global action plan when the population steadily increases.

We kept on exploring the topic of smart cities with keywords like "smart," "inclusive" and "sustainable." Characteristics that were already the vision and mission of sustainable cities in the world. Children were asked to make their own eco-city crafts using recycled materials. They were also made to understand these keywords and were given opportunities to share, ask away and research about the aspects that interested them the most.

Children became very curious about one particular topic: What makes smart cities like Msheireb Downtown in Qatar inclusive for children? Smart cities promise better homes for the next generation and the research was conducted to find out how they let "everybody in" ensuring "nobody's out" especially the young population.

Children had several activities like tree planting, visiting a paper recycling company, conducting survey questions with older classes like Year 3A and 5A and campaigning the survey results in different classes to sustain their curiosity, knowledge, leadership and public speaking skills. The learners were sorted into four mixed ability groups to be able to work together bringing different

perspectives and skills to the table and showcasing teamwork and confidence in their research and analysis of the project.

## 2. Some key pictures

Year 1B was divided into four groups to answer our big question: What makes smart cities inclusive for children. The class and each group had their own and collective tasks and responsibilities.

During the YLP presentation, the Feel Group discussed what they felt and researched about what's missing in Msheireb Downtown to make it more accessible to children. Imagine Team talked about possible solutions to make it more fun, inclusive and sustainable. The Doers explained about the chosen method by the class to answer our big question which was survey questions. The Sharers showed in pictures to impart the results of the research to the parent and student-teacher visitors from Iqra School.

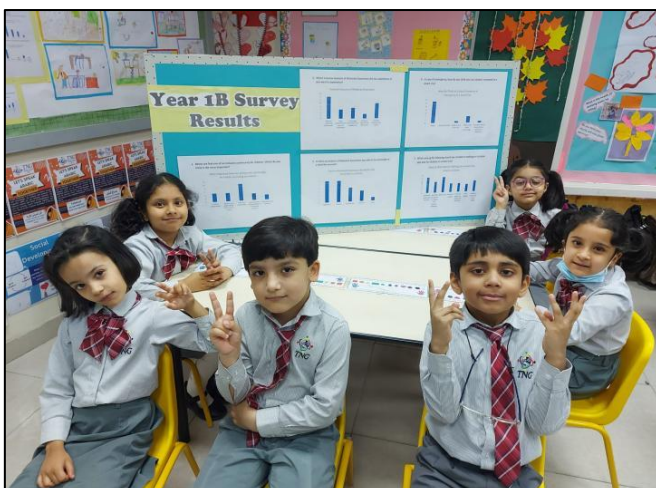
**Feel Group**



**Imagine Team**



**The Doers**



**The Sharers**





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

#### I. Planning Phase

##### a) Self-Training

We enrolled in Microsoft Education Centre and a course in “Teaching Sustainable Development Goals” and obtained our certificates.



##### b) Earthna Summit – Joined the delegates of the school to learn more about building new sustainability pathways for hot and arid environments like Qatar. This is the note from TNG AK Deputy Headmistress, Miss Lally.

It was a delight to see our TNG Ain Khalid delegates during the Earthna Summit 2023 under the theme "Building New Sustainability Pathways for Hot and Arid Environments". The inspiring conversations, meaningful connections, and a shared commitment to sustainability lead by global, regional and local policymakers, thinkers, business and industry leaders will undoubtedly have a lasting impact on our environment and future generations. Looking forward to receiving your primary insights and utilizing them to advance the strategic planning of your class' YLP.

21:44 ✓



#### Day 1

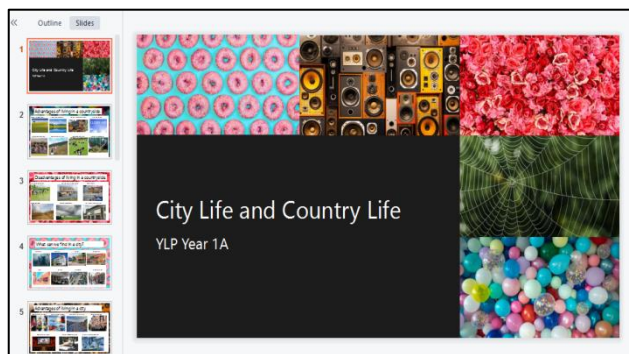
9:00 -	Opening Plenary Session 1 <b>Building New Sustainability Frameworks For Hot and Arid Environments</b>			
10:00 - 10:45	COFFEE BREAK			
10:45 - 11:45	Mandarin Oriental Ballroom Global Challenges to Food Security: Indigenous Knowledge Systems and their Applications	Bin Jelmoood House Technical Discussion (Report): Circular Economics in Hot and Arid Environments		
11:45 - 12:45	LUNCH BREAK			
12:45 - 13:45	Mandarin Oriental Ballroom Climate Change Adaptation: Indigenous Knowledge and Resilience	Bin Jelmoood House Mega Events and Their Legacy	Mohammad Bin Jassim House Global Trends in Energy and Economics	Mandarin Oriental Roundtable The Gathering Storm: Climate Change, Food Security, and Health
13:45 - 14:15	COFFEE BREAK			
14:15 - 15:15	Mandarin Oriental Ballroom Sustainability Frameworks for Hot and Arid Countries	Bin Jelmoood House Sustainable Architecture in the MENA Region	Mohammad Bin Jassim House Sustainability Transitions in Sub-Saharan Africa's Dry and Arid Lands	Mandarin Oriental Roundtable Food Security: Self Sufficiency, Surplus, and Supply
15:15 - 15:45	COFFEE BREAK			
15:45 - 16:45	Plenary Session 2 <b>Biodiversity, Ecosystems and Values</b>			

### c) Meeting with Deputy Headmistress:

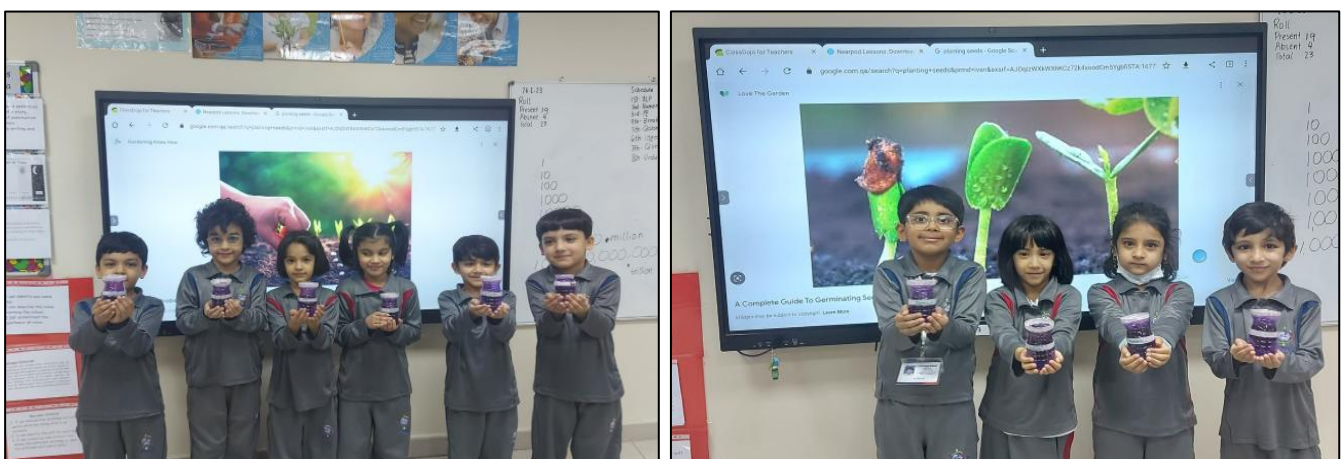
There have been series of meetings with Miss Lally regarding the topic chosen to tailor the research project of Year 1B to ensure it makes a lasting and deeper impression on the learners: from the conceptualization of the topic from Science Fair to making it more specific and engaging to the young minds. The survey questions were also suggested to make the research measurable, relevant and achievable. The YLP presentation was made powerful with the large displays on foam boards of the children's YLP Journey following the advice from the deputy headmistress.

### d) Brain storming session with class

#### 1. Discussing country and city



#### 2. Planting







### 3. Going to Elite Paper Recycling Company





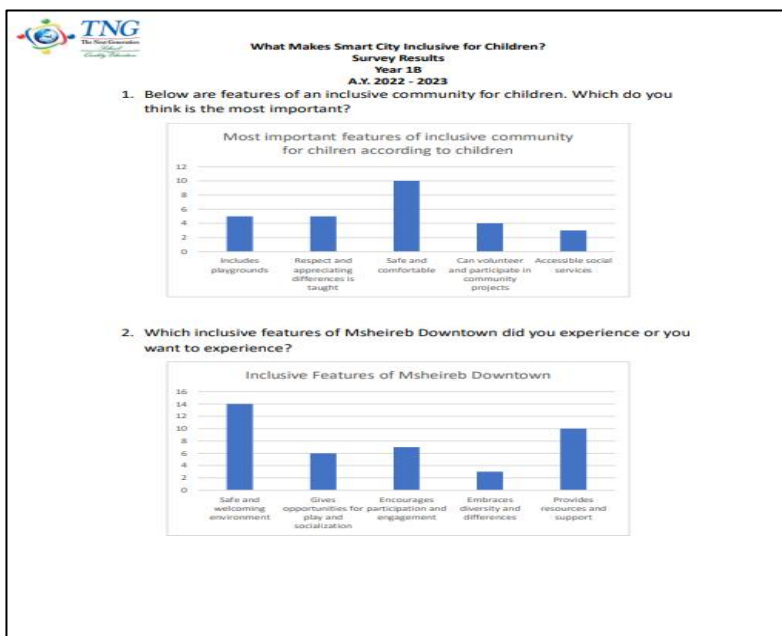


In the photo, the Certificate of Appreciation has been given to Year 1B for visiting a recycling factory in order to learn more about used paper being made into something new and useful.

#### 4. Conducting the Survey in Year 3A and 5A Classes



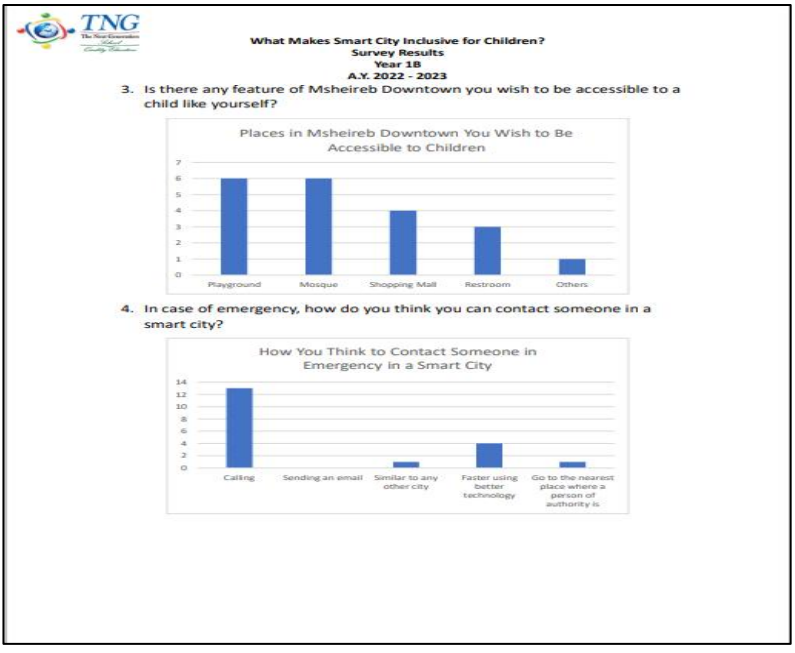
#### Here is a summary of Survey Results:



In the first question of our survey with the same title as our YLP, “What Makes Smart City Inclusive for Children?”, the first question asks what the most important features of an inclusive community for children according to children are. The top three are safe and comfortable; includes playgrounds; and respect and appreciating differences is taught.

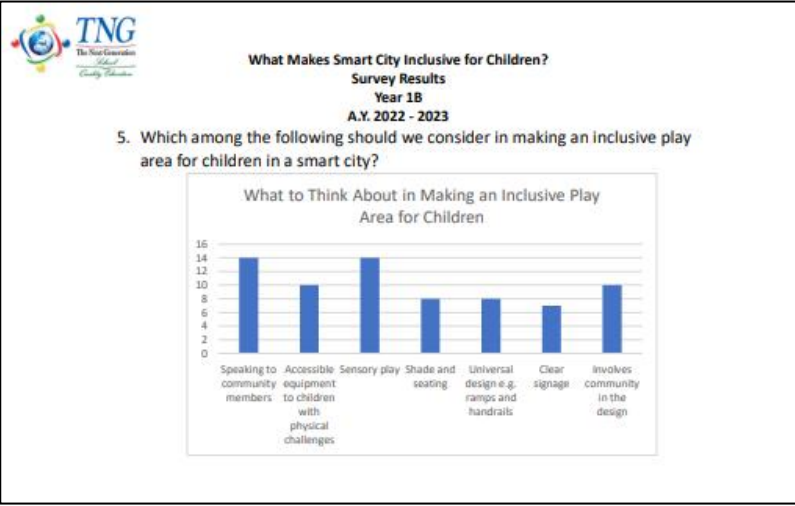
The second question answers which are inclusive features of Msheireb Downtown and they are safe and welcoming environment and provides resources and support among others.





Most respondents answered that playground and mosque should be accessible to children in Msheireb Downtown.

In case of emergency, most believed that calling is the best way to contact someone in a smart city, and some advocated having faster communication with better technology.



In making an inclusive play area for children in a smart city, most participants responded that speaking to community members and having sensory play should be considered.

## 5 Campaigning in three classes in Building 1



## II. Execution Phase

### a) Development of Big Questions

The big question that the children came up with – “what makes smart cities inclusive for children?” was made after a series of deliberations. Naturally, the learners were curious about the place where they live – however it was challenging for them to think of the situation outside the comforts of their home especially when the discussion of inclusivity began. Qatar itself is a rich country and is inclined to provide the best of circumstances for its citizens as well as foreign residents. How mindful is it of its young population in its planning and developing – how does it make one dream come true after another e.g., FIFA 2022 is something that we want the learners to get excited about and participate in – and that is in the sustainable cities – another feat that the country has started to actualize for the current and next generation.

### b) Student Appreciation



In the photo, Abdullah bin Umer Zubairi is recognised as 1B’s gifted and talented student. He is confident and excellent at communicating his thoughts using wide vocabulary that showcase his advanced knowledge of sustainability.

### c) Inclusion of Qatar Identity – Msheireb Downtown





When we discussed about sustainability – we didn’t need to go far because Qatar houses one of the eco-cities, smart cities or sustainable cities in the world called Msheireb Downtown. Children were made aware of this fact, and they were engaged and intrigued as to its green features. It has metro, reusable water, cooler temperatures, state-of-the-art security system and modern facilities. It also has many green plants and trees.

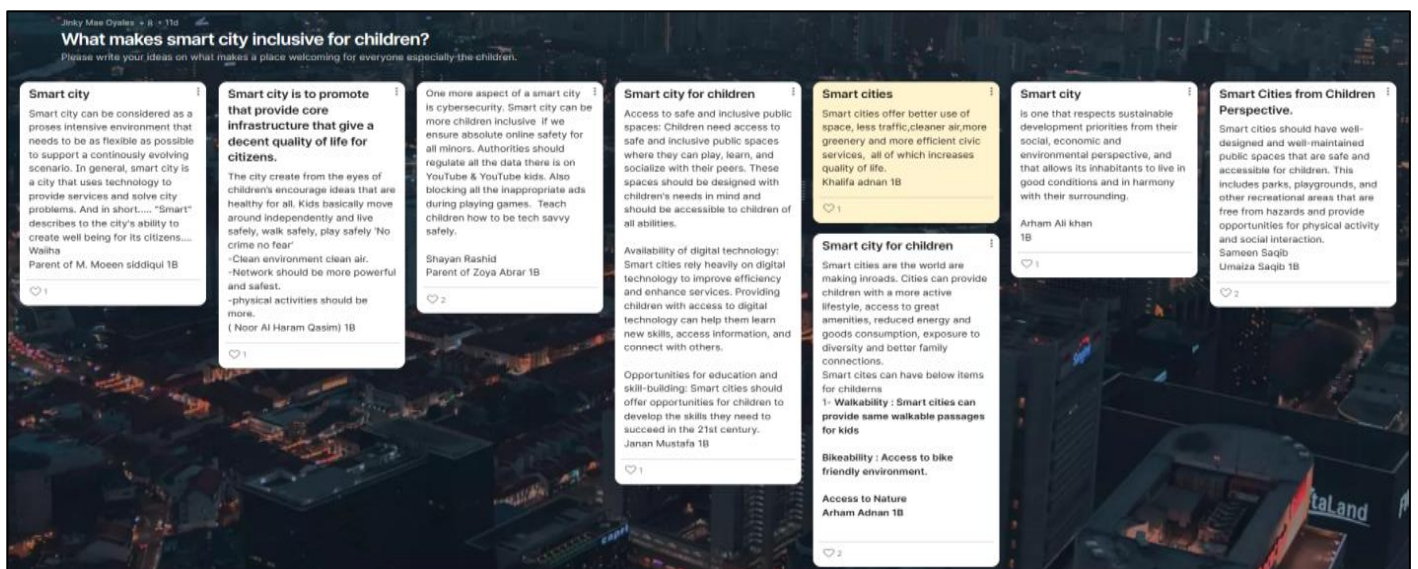
Qatar identity was also evident in the YLP discussions because Qatar 2030 goals are similar to the Sustainable Development Goals of the United Nations. Both aim improvement and sustainability economically, intellectually, culturally and environmentally.

Because Qatar is a rich nation and it can provide comfort and convenience to its citizens and foreign residents, many of the 1B students were not very familiar with dangers of natural and man-made disasters or troubles that eco-cities were made to prepare for.

Also, Qatar welcomes people from different cultures so it was not very easy to understand “inclusive” in the beginning. Children and also adults take for granted the nation being a melting pot, and though it was a point for Qatar being inclusive – it was a challenge for the young minds to understand that outside the country, the world is not so inclusive.

#### d) Community Engagement

In the padlet, we see the contribution of parents’ ideas regarding what makes smart cities inclusive for children.

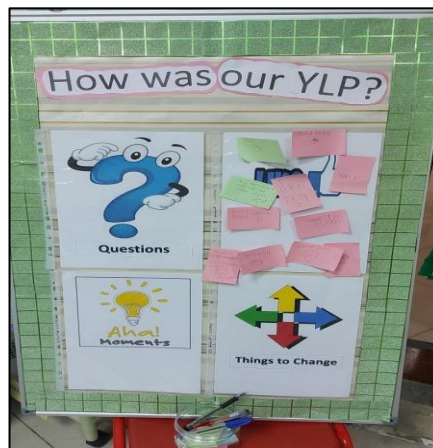
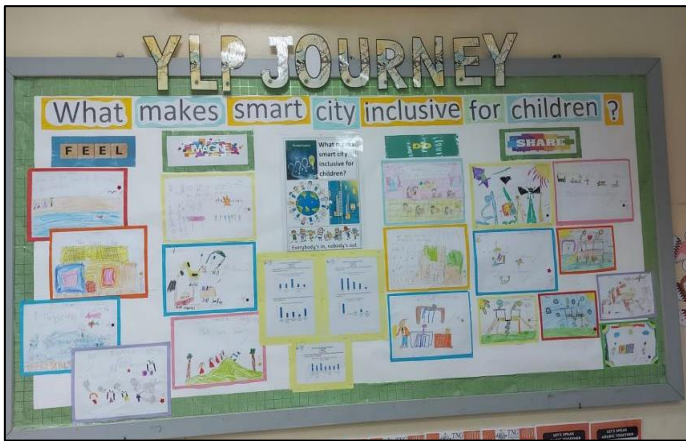




Going to Elite Recycling Factory which is one of the eco-friendly commercial enterprises in the community opened the eyes and minds of the young learners about the need to take part in recycling now.



### e) Classroom Displays



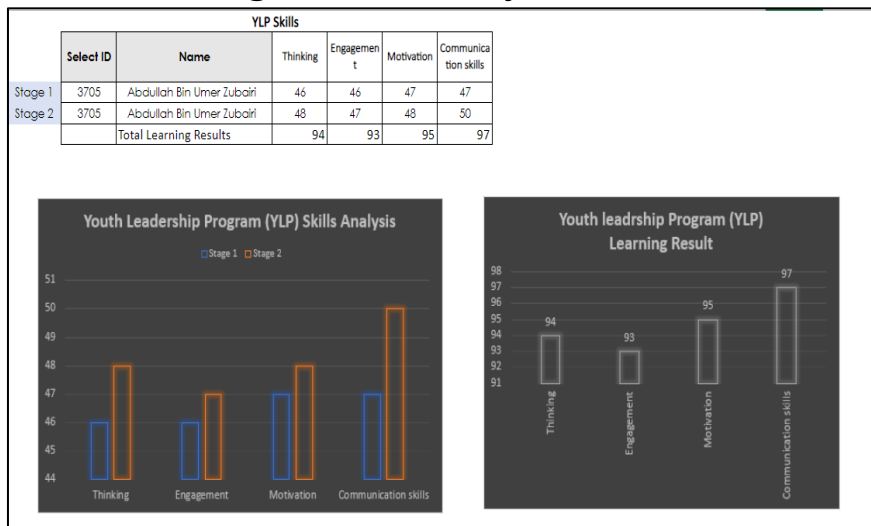
## f) Work of gifted and talented students



Abdullah bin Umer Zubairi has been nominated as 1B's gifted and talented student because of his eloquence and curiosity in scientific findings. He was deeply interested in biodegradable plastic and made research on it and shared with the class. He also introduced the topic in our YLP teaser.

## III. Analysis Phase

### a. Learning Results Analysis



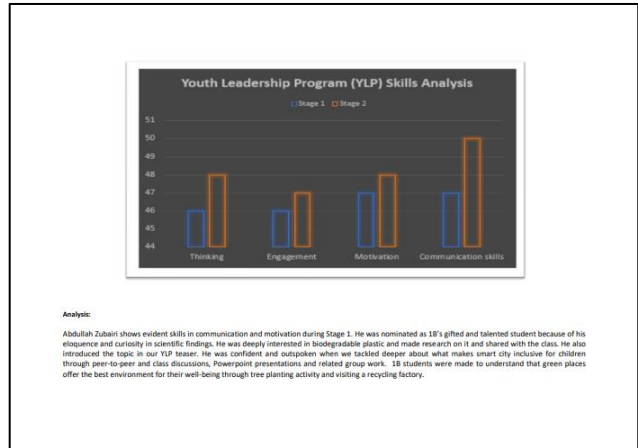


## b. Sample of Student YLP Report

Learning Result Analysis	
Year Group/Section	1B
Name of the Student	Abdullah Bin Umer Zubairi
Class Teacher	Ms. Emily
Assigned Co - Teacher	Ms. Michelle
Date	13 <sup>th</sup> April 2023

Overall Student Analysis						
YLP Skills						
	Select ID	Name	Thinking	Engagement	Motivation	Communication skills
Stage 1	3705	Abdullah Bin Umer Zubairi	46	46	47	47
Stage 2	3705	Abdullah Bin Umer Zubairi	48	47	48	50
		Total Learning Results	94	93	95	97



In stage 2, there is growth in his communication, engagement and thinking skills. The continuous brain-storming, conducting actual surveys in Year 3 and 5 classes and campaigning in different TNG School classes sustained the learner's curiosity, knowledge, leadership and public speaking skills. Year 1B was grouped into four to be able to work together and showcase teamwork in their research and analysis of the YLP project. We also continued exploring the topic of "Inclusive smart cities for children" with keywords like safe and sustainable. Abdullah belonged to the team called "The Feel Group."

Outcome:		
Area of Strength	Most Developed Learning Skill	Communication
	2 <sup>nd</sup> Developed Learning Skill	Motivation
Area of Development	2 <sup>nd</sup> Developed Learning Skill	Thinking
	Least Developed Learning Skill	Engagement

**Teacher's Comment and Way Forward:**  
Abdullah is a confident and reflective learner. He was able to contribute to his group by sharing his own ideas of what he felt could still be improved in smart cities. He was able to steadily improve his communication and motivation skills with small group discussions, follow-up questions, hands-on activities and public speaking.

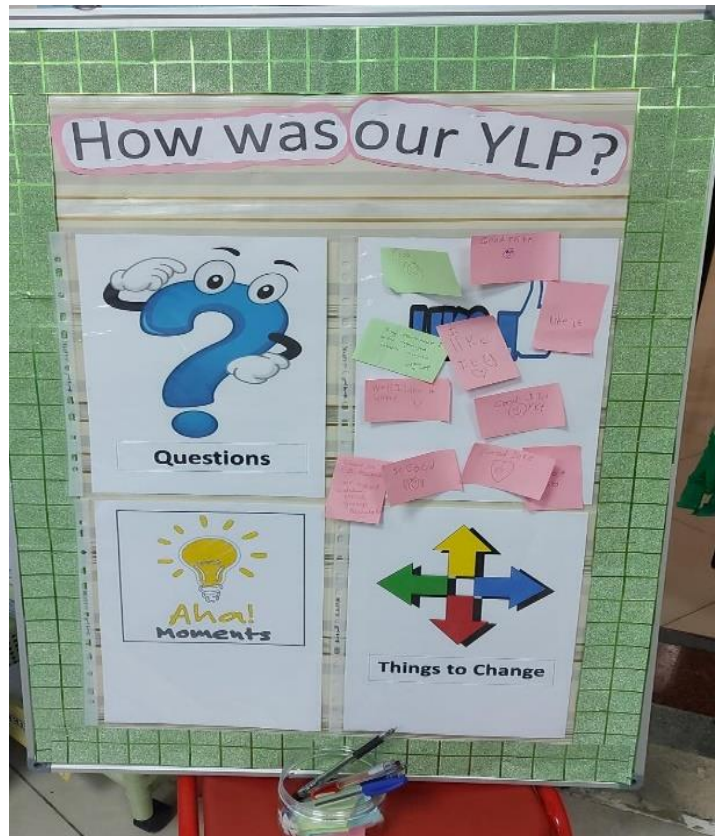
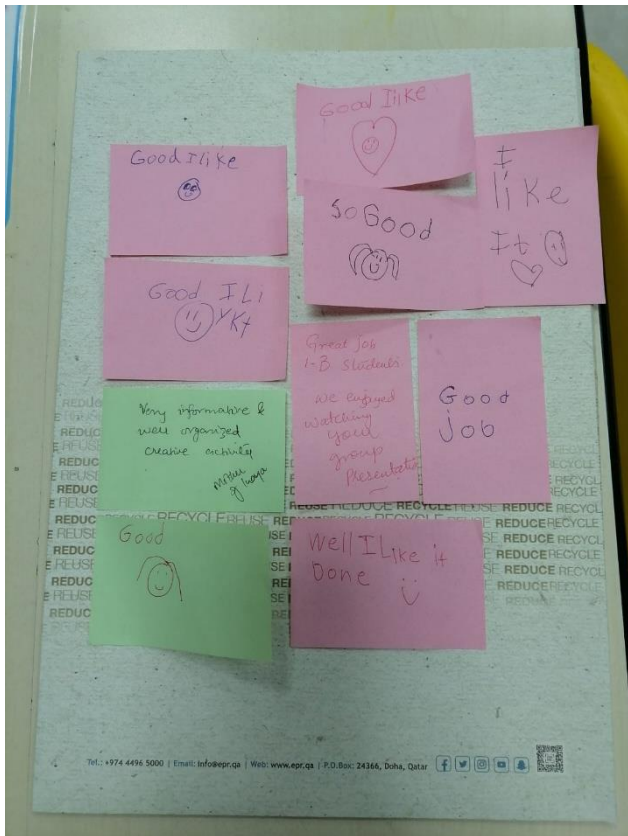
## IV. Analysis and Reflection Phase

### a. Parent Feedback and Appreciation

During the actual YLP presentation, 1B parents Mrs Sadia (Inaya Imran's mother) and Mrs Maham (Abdullah bin Umer Zubairi's - our Gifted and Talented student's mother) remarked of how "very informative, well-organized and creative project" the YLP was.







**b. Student Reflection – This is from Year 1B’s point of view after the YLP:**

We did this awesome project about what makes smart city inclusive for children - where everybody's in and nobody's out. We talked about sustainable means like saving energy, recycling, and taking care of the environment. It's important to keep our planet healthy and clean especially in where we live in or in YLP's smart city subject - Msheireb Downtown.

We learned that working together is super important. We were a great team and we listened to each other's ideas. When we worked together, we came up with the coolest solutions to make the smart city even smarter! Teamwork truly does make the dream work.

We also learned that everyone in our community can help. We talked and listened to our friends, families, and even local businesses like Elite Recycling Factory about being eco-friendly. We shared tips on how to save energy and reduce waste. It's cool to see everyone working together for a greener city.



The project helped us become leaders too. We learned how to organize tasks, be responsible, and cheer on our team. It feels great to lead and inspire others to make a difference. We can all be leaders and make Qatar awesome!

We had so much fun doing this project. It made us realize how important it is to take care of our planet and work together. We're excited to keep making a difference and create a sustainable city for everyone especially young people like us to enjoy. Let's go green!

### **c. Teacher's Reflection**

Throughout the project, I observed remarkable growth in the students' understanding of sustainability and their ability to think critically about environmental issues. They displayed a genuine passion for making a positive impact on their community and showed great enthusiasm in exploring solutions to create a sustainable city for children.

One of the highlights was witnessing the development of their teamwork and collaboration skills. Initially, they struggled with effective communication and coordination, but as the project progressed, they learned to value and respect each other's opinions. They discovered the power of combining their strengths and working towards a shared goal. Seeing them support and encourage one another was truly heart-warming.

I was particularly impressed by the students' initiative in engaging the wider community. They were very excited to be leading awareness campaigns and presentations to involve their schoolmates in TNG. Their ability to communicate complex concepts in an accessible manner was exceptional, and it was inspiring to see their passion resonate with others.

As a teacher, I also had the privilege of guiding and mentoring these young leaders. It was fulfilling to observe their growth in leadership skills, such as problem-solving and taking turns. Through YLP, they developed confidence in their abilities to lead and learned valuable lessons about responsibility and accountability.



Overall, the Youth Leadership Program on discovering whether smart cities were inclusive for children was an invaluable experience for both the students and myself. It showcased their capacity for innovation, collaboration, and leadership. I am incredibly proud of their achievements and look forward to witnessing the positive impact they will continue to make as they carry these lessons forward into the future.

## V. Way Forward

Moving forward with Youth Leadership Project focusing on an inclusive smart city for children involves several important steps:

1. **Research and Assessment:** Year 1 children can conduct a comprehensive assessment of the needs and preferences of other children in the community. This can be done through surveys, interviews, and focus groups to gather insights and understand their specific requirements.
2. **Collaboration and Stakeholder Engagement:** Year 1 children can engage with various stakeholders, including peers, parents, educators, local authorities, and community organizations. They can collaborate with them to gather diverse perspectives, expertise, and support for the project.
3. **Education and Awareness:** It is hoped that educational programs to raise awareness among children, parents, and the community about the benefits of an inclusive smart city are implemented. We should be able to promote digital literacy and inclusivity, empowering children to make the most of the available resources and actively participate in shaping their city.
4. **Continuous Evaluation and Improvement:** We can regularly evaluate the project's progress and impact on children's lives. We can also seek feedback from stakeholders and make necessary adjustments to enhance inclusivity and address any challenges that arise.

By following these steps and empowering the Year 1 students throughout the learning and creating process, our project can contribute to truly making a vibrant, inclusive, and smart city that prioritizes the needs and well-being of children.