



# THIMUN Qatar Global Act with Impact Projects



PROACTIVE SOLUTIONS TO GLOBAL ISSUES- STUDENT LED- STUDENT CENTRED



# What is this Booklet about?

Every day teachers come to work knowing that the children are our future, and increasingly that future is at risk of becoming a worse space for our younger members of this Global Village. Engaging our Youth in community projects that support the 2030 Sustainable Development Goals will:

- Extend learning
- Contribute towards securing a better future
- Empower Youth Voice
- Develop Global Citizens

## What are the Sustainable Development Goals (SDGs)?

The Sustainable Development Goals are 17 Goals that all member states of the United Nations have agreed to work towards achieving by 2030. Since their launch in 2012, the SDGs have reduced the share of the world’s population living in poverty from 16% in 2010 to 8.6%, at present, and a wide range of other successes which can be found here on the [SDG Knowledge Platform](#). Each SDG is broken down into Specific, Measurable, Appropriate, Tangible, Targets, and Indicators. This helps change makers to achieve the SDGs.



The progress of each indicator is tracked using the SDG Tracker- Your team can use this data to research which indicator is making the least progress in each country, which is incredibly useful in deciding which need is greatest in your own region!



Message from the President of the General Assembly, Fatimah Z. Olukade:

In the United Nations, the work does not stop at the debate room; once a resolution has been passed, the world works together to translate the work that has been done into action. In the same spirit, we are holding a competition for all school’ s attending THIMUN Qatar 2021 to showcase how youth are leading service projects to benefit the community.

The General Assembly team wishes you the best of luck as you embark on this journey towards a sustainable future!

# How to plan an SDG 3 Global Act with Impact Project

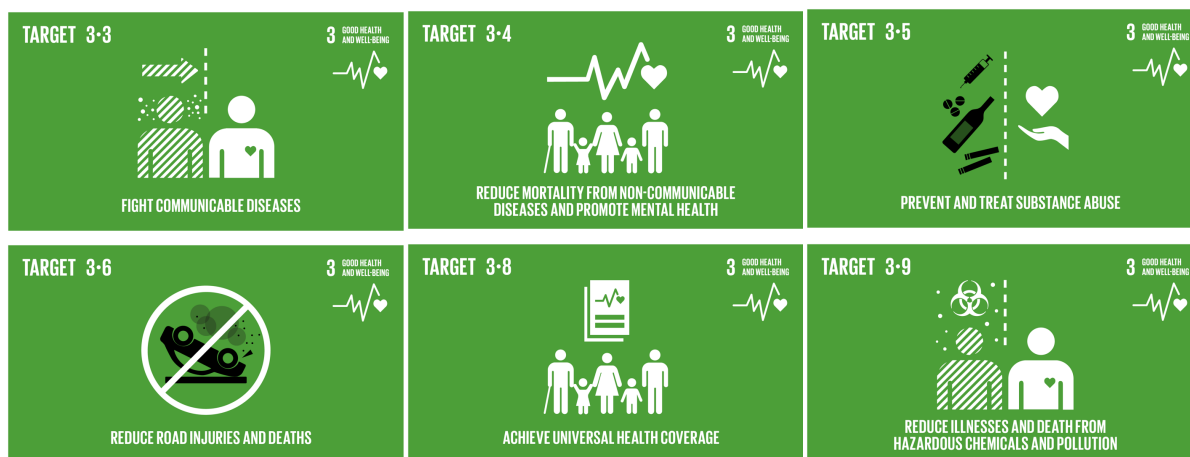
## Rules of the (G.A.I.A.s)

- Project must impact a community size of minimum 20 members.
- Project must run over a minimum of 3 weeks.
- The MUN club from an attending school will target one SDG and create or use the THIMUN Qatar partner in this booklet to engage in a service project aimed to work towards that SDG or its indicators.
- Each club will produce a (max) 5-minute video that documents and showcases their work using this booklet as a supporting document.

## Video criterion for GAIA submissions:

- Introduce the team (0.5 min)
- Introduce the problem/issue and the SDG addressed (1 min)
- photographs/video of the planning stage (0.5 min)
- photographs/video of the project in action (1 min)
- photographs video of the impact/success criterion (1 min)
- potential sustainability of the project- (how could you continue or extend this project?) (1 min)
- The top prizes are QAR 3,000 QAR 2,000 and QAR 1,000 in vouchers
- To compete; apply using the [application form](#), which can also be found on our website <https://qatar.thimun.org/conference/award/global-act-with-impact-awards-g-a-i-a-s/>
- The application is due December 10th, 2020

## SDG 3 Targets



Each of the SDG Targets above can be used to help you navigate the first stage of your project; Investigate. When trying to determine the purpose of your project, try to identify which SDG target you will be addressing.

# The Project Framework

Click on the headings below to go to the required section.

## 1. INVESTIGATE

### PROPOSED PURPOSE OF THIS PROJECT

This is a summary of what the project is and what it aims to do. Key questions are Who- what- where-why? Your club will research to identify the most pressing needs of a Group or Community and isolate the root causes of the problem, and the SDG indicator that is addressed by issue.



## 2. PLANNING & PREPARATION

### HOW TO MANIFEST YOUR PROJECT

This is a detailed plan of action based on initial investigation. Key questions are When- how? Your club will work together to identify a realistic and meaningful timeline, assign roles, and follow-up. They will then identify the partnerships needed, set SMART goals, and identify a budget. Brainstorm ideas and identify a few goals!

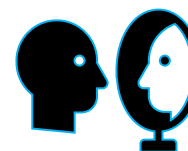


### ACTION

Implement the plan through direct, indirect, or advocacy-based service.

## 3. REFLECT

Throughout the action, your club can collect evidence of their project and impact. They will continuously work to understand the connection between the service project, the SDGs, and the key skills that they are developing. They will reflect upon their project strengths and weaknesses and make recommendations for the potential sustainability and extension of their project.



## 4. DEMONSTRATE

Students can showcase learning and community impact to as many stakeholders and supporters as possible. This can be an assembly in your school, or a presentation in a wider arena, such as submitting your project to THIMUN Qatar GAIA if your club is eligible to submit.



## WEEK 1- INVESTIGATE- PROPOSED PURPOSE OF THIS PROJECT

**1.0. Below are questions you should aim to address in this stage:**

**Based on the SDG Targets, who are the most vulnerable groups to this SDG target/ issue?**



Answer: From 2011 to 2015, anxiety and depression rates in teenagers have rapidly increased. Particularly teenage girls suffer more from depressive episodes, which have increased from 12% to 20% in just 4 years.

**What is the SDG Target and Indicator?**

Answer: Target 3.4.2 – “By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and wellbeing.”

**What are the root causes of the issue?**

Answer: There are a lot of factors which contribute to higher anxiety and depression rates in teenagers, but the most common is stress from unfulfilled goals, and underdeveloped social connection.

## YOUTH VOICE

As THIMUN Qatar Delegates, we encourage you to take action beyond the debate room, by leading service projects on the most pressing global issues. Using the “Youth Voice” Section in the research reports, which can be found on the [TQ Issues page](#), you can investigate how to design a GAIA project revolving around an issue at TQ 2021.



### Youth Issues regarding SDG 3:

#### World Health Assembly

Scaling up agroecology to reduce malnutrition\*

Measures to enhance response to pandemics

Measures to develop and integrate Global Health Education\*\*



## WEEK 2-7 - PLANNING & PREPARATION - HOW TO MANIFEST YOUR PROJECT

**2.0. To begin this stage of the project, your team must set smart goals to achieve your overall aims.**



### **SMART Goals:**

#### **Specific**

Include details about what you will do, who will help you, and how you will do it. It should be clear to anyone reading the statement what you will be doing.

#### **Measurable**

What measures will let you know you have accomplished your goal? What is your timeline for accomplishing the goal?

#### **Appropriate**

Is this something you can actually achieve?

Does everyone involved agree the goal is appropriate?

#### **Relevant**

Does your proposed action fit your overall goal?

Do you have the needed resources, knowledge, and time?

#### **Tangible**

Will the results be able to be seen by stakeholders?

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### **2.1. Below are additional questions you should aim to address in this stage:**

Who are possible partners, either individuals or organisations, that are also working on this issue? How can you collaborate?

SPECIFIC Answer: Collaborate with your school's counselling department, or with **Dr Ali Khalil**, senior psychiatry resident at Mental Health Services of Hamad Medical Corporation (HMC) [akhalil@sidra.org](mailto:akhalil@sidra.org)

Brainstorm ideas for your project- what are the services you and your partners will provide to address the issue?

SPECIFIC Answer: Prepare mental health kits for students around exam time. The kits can include things like stress balls, chocolate, etc- you choose! Create an education campaign for recognising and managing stress in school, with a focus on recognising that each person has



their own strengths and weaknesses. Identify people in our lives who we trust and are grateful for whom we can confide in. The education campaign can include videos on stress management, posters, time set aside in classes to develop mindfulness.

What will success look like? How will you show people this has been a successful project?

MEASURABLE Answer: Delivering 20 mental health kits, an improvement in mental health using the [Satisfaction Index survey for students before and after campaign](#).

What are the short-term goals of your project? What would you like to accomplish right away?

APPROPRIATE Answer: Create a list of the things you will need for the kits, a budget, and brainstorm possible fundraising events or other sources for the funds. Share stress busting behaviours around the school!

What are the long-term goals of your project? What changes would you like to see after your project is over? Can the project be extended?

APPROPRIATE Answer: Students feel supported by each other, which leads to better mental health overall and possible to students continuing to support each other in small ways in the future.

Does your proposed action fit your overall goal?

RELEVANT Answer: Mental health kits are a way for students to know someone is looking out for them and to reduce the pressure felt around exams in small ways. This improves mental health and reduces stress levels associated with serious mental health issues.

Do you have the needed resources, knowledge, and time?

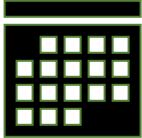
RELEVANT Answer:

<p>What resources do you already have for the project?</p>	<p>Your school's counselling department, any art supplies you may need for things like stress balls (balloons, etc.).</p>
<p>What additional resources do you need?</p>	<p>Funds for other components of the package.</p>

<b>How can you maximise your existing resources?</b>	Try to make as much use of the supplies at school already to make the components of the package rather than buying everything new.
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### 2.2. Project timeline

Provide a description of the activities that will take place during each day of your service-learning project. Activities may include planning meetings, developing materials you will use in your project, marketing or advertising an event or educational information, presenting an event, celebration, etc



Date to Begin	Activity or Task	Person Responsible	Date to Complete
Week 1	Contact school administration for permission.	Head of management	End of Week 1
Week 2	Create list of things which will be included and a budget.	Head of management	End of Week 2
Week 3	Collect/make all the items, Al Rawnak is a good store for this.	Volunteer	End of Week 3
Week 4	Assemble the care packages.	All volunteers	End of Week 4
Week 5	Distribute the packages.	All volunteers	End of week 5
Week 6	Reflect: Review the results from the Satisfaction Index Survey.	Team in charge of selected project	End of Week 6
Week 6	Demonstrate: Present your work to members of your school community or submit it. to the Service Portfolio.	Team in charge of selected project	End of Week 6
Week 7	Submit to THIMUN Qatar.	Team in charge of selected project	End of Week 7



## 2.3. For the final part of this stage, you need to **Implement, Collect and Document** your work!



### Implementing the plan

Implement the plan through direct, indirect, or advocacy-based service! Documenting during a service-learning activity provides valuable information both for the project underway and for future projects. By recording what was done in a variety of ways, participants have material to draw from for reports, news articles, community impact statements, and more.

### Data Collection

Keep track of data relevant to the service-learning project. For example: How many emergency kits were created? How many flyers distributed? How many meals prepared? How much money was spent or saved?

Note: all of these are examples and may vary depending on the chosen projects.

Key deliverable service	Quantity produced/ number of hours of service delivered	Costs incurred/profits made (if needed)

### Multimedia Recording

Take photos to document what your club has contributed or accomplished is a powerful way of remembering and sharing what happened. Photographing people involved, special events, products created, service sites, and more can help students tell the story.



Bring your service activity to life and use it to create a video, sharing what happened with others and helping to extend the learning. If your project involves sensitive subjects or privacy considerations, ensure participants are aware of issues and limitations involving recording names, images, and other information before they begin their service activities. Video Interview partners during the action and record their observations to ensure their perspectives are documented and available for later analysis.



## WEEK 8 - REFLECT – TO BE COMPLETED AFTER THE PROJECT

Reflection questions	Answer
<p><b>Meaningful Service</b></p> <p>What was the most effective part of your project? What are you most proud of?</p> <p>What was the least effective part of your project? What are you disappointed in?</p> <p>What do you now understand about the issue you addressed in your service-learning project? What questions do you still have?</p>	
<p><b>Link to Curriculum</b></p> <p>In what ways can you tell what you have learned over the course of the project?</p> <p>How does what you learned in this project connect to other learning?</p>	
<p><b>Reflection</b></p> <p>How has what you learned changed your thinking?</p>	
<p><b>Diversity</b></p> <p>Think about the people you encountered during your service. What actions or words from them are the most memorable to you?</p>	
<p><b>Partnerships</b></p> <p>What did you learn from the people you worked with? What do you think they learned from you?</p>	
<p><b>Youth Voice</b></p> <p>How did the members of your team work together? What did you learn about each other in the process?</p>	
<p><b>Progress Monitoring</b></p> <p>How have your views on the group/community you were working with changed because of this project?</p>	
<p><b>Duration &amp; Intensity</b></p> <p>What would you do differently next time?</p>	
<p><b>Sustainability: what follow-up work is needed?</b></p>	

## WEEK 9-10 - DEMONSTRATE – TO BE COMPLETED AFTER THE PROJECT

**Below are examples of ways to demonstrate the work you have done:**



School Assemblies

Present your project at a school assembly, sharing your work and your reflections with your school community

Present at an event

Create a presentation that shows your work and submit it as a student workshop at next year's Qatar Leadership Conference

THIMUN Qatar Service Project Portfolio

Write a post entry for the Service Project portfolio, including images and tag the THIMUN Qatar Instagram during SDG Challenges relating to your project.

THIMUN Qatar GAIAs

Create a 5-minute video to showcase your project. The video should identify the members of your team and clearly show the work your team has accomplished. Please refer to the criteria here.



**Application form due December 10th, 2020**

## Congratulations!

You have reached the end of the Service-Learning Action Plan. Through the hard work and dedication of yourself and others, our world is becoming a better place. But do not stop here! Take your project a step further or go back to page one and begin a new project entirely. You can do more, and our world needs leaders like you to continue to serve and engage others in service.

## THERE'S A HERO INSIDE OF YOU...



**SUSTAINABLE  
DEVELOPMENT  
GOALS**