

Student Leadership Project Guidebook

Name:\_\_\_\_\_\_\_\_\_\_\_

School:\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_



**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 will:

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

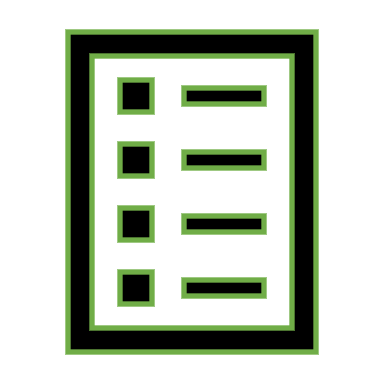
**The Project Framework**

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

[**1. INVESTIGATE**](#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.



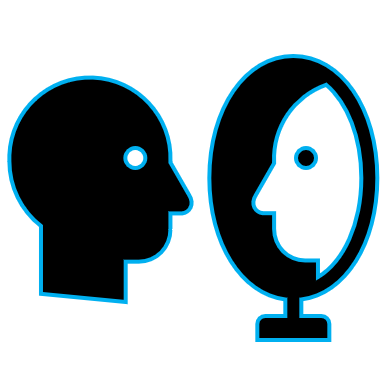
[**2. PLANNING & PREPARATION**](#Plan)

**HOW TO MANIFEST YOUR PROJECT**

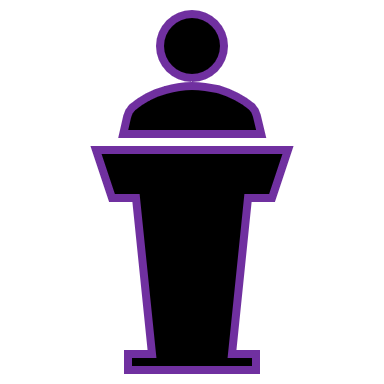
This is a detailed plan of action based on initial investigation. Key questions are When- how? Your club will work together to identify a realistic and meaningful timeline, assign roles, and follow-up. They will then identify the partnerships needed, set SMART goals, and identify a budget. Brainstorm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

**ACTION**

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

 [**3. REFLECT**](#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.DEMONSRATE**](#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 GAIAs if your club is eligible to submit.

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

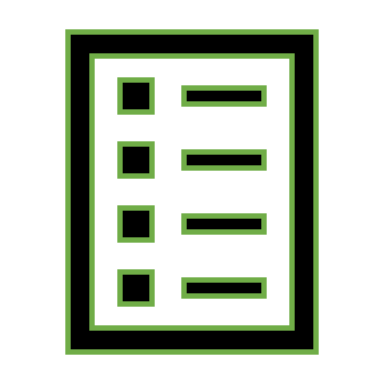
**1.0.** **Below are questions you should aim to address in this stage:**

Who are the most vulnerable groups to this SDG target/ issue?

What are the root causes of the issue?

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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?

*“Example: Supporting the women through designs or through designs and actually commissioning those designs will provide support for a sustainable business for women in poverty and out of work. “*

**Tangible**

Will the results be able to be seen by stakeholders?

*“Example:*

* *Pictures of the women at work on your designs*
* *Sales receipts of your garments*
* *Budget and profit records*
* *Potentially the garments themselves if you extend the project to commission the garments “*

**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?

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

SPECIFIC Answer:

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

MEASURABLE Answer:

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

APPROPRIATE Answer:

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:

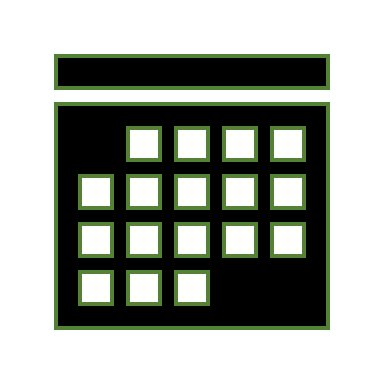
Does your proposed action fit your overall goal?

RELEVANT Answer:

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

RELEVANT Answer:

|  |  |
| --- | --- |
| What resources do you already have for the project? |  |
| What additional resources do you need? |  |
| How can you maximise your existing resources? |  |

**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 |  |  | End of Week 1 |
| Week 2 |  |  | End of Week 2 |
| Week 2 |  |  | End of Week 2 |
| Week 2 |  |  | End of Week 2 |
| Week 2 |  |  | End of Week 2 |
| Weeks 3 |  |  | End of Week 3 |
| Weeks 3-5 |  |  | End of Week 5 |
| Week 3-5 |  |  | End of Week 5 |
| Week 6 | Share and demonstrate your project outcomes or submit it to the GA Service Portfolio. | All leadership teams. | End of Week 6 |
| Week 7 | If you are an MUN club attending THIMUN Qatar, submit your project to the GAIAs | Head of PR | 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**

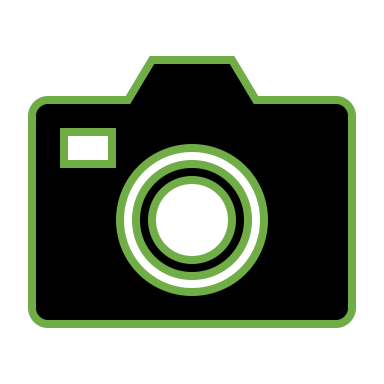
Implement the plan through direct, indirect, or advocacy-based service! Documenting during a service-learning activity provides valuable information both for the project underway and for future projects. By recording what was done in a variety of ways, participants have material to draw from for reports,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

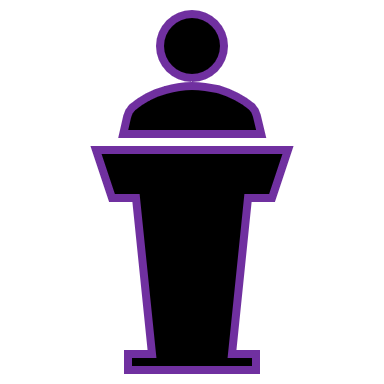
**Multimedia Recording**

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

****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.

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