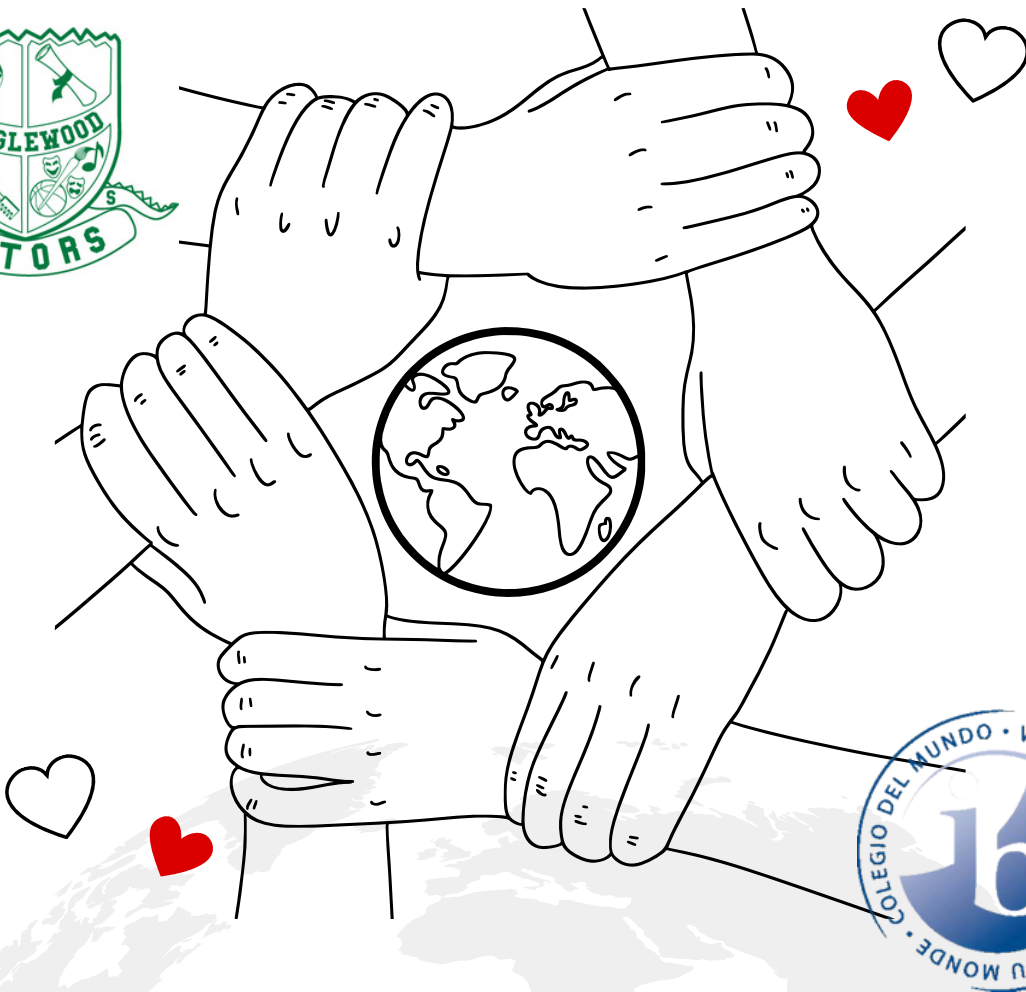


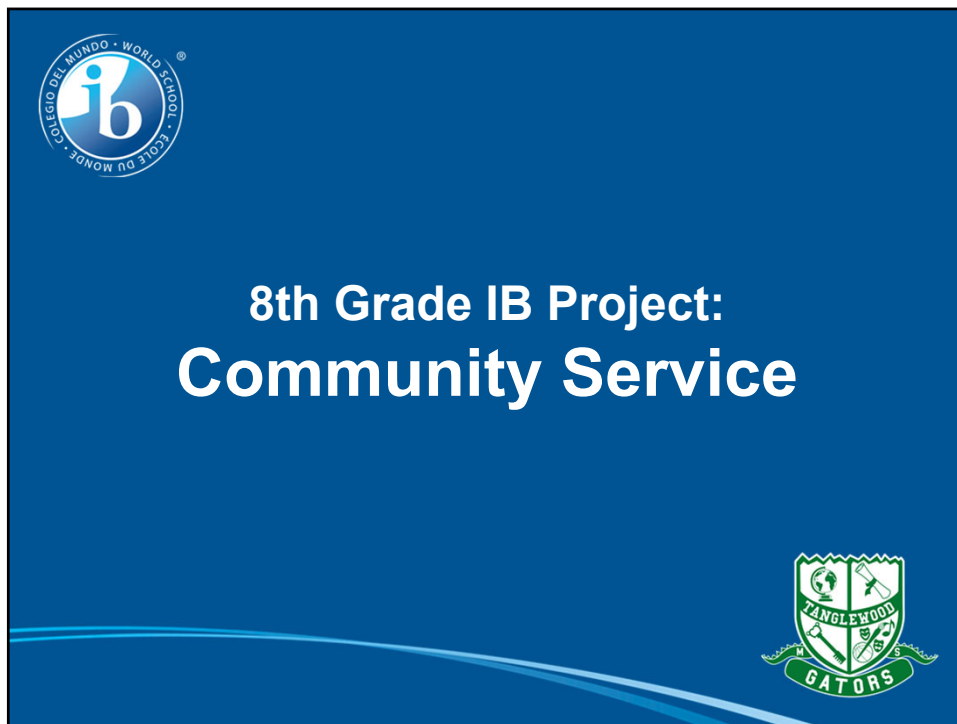
TANGLEWOOD MIDDLE SCHOOL

8TH GRADE IB COMMUNITY PROJECT PACKET



A little kindness goes a long way. Let's
make a difference together!

Required for participation in end of year activities



1



2



How can people change the world?



3



The Power of Service



<http://www.youtube.com/watch?v=vh1NRj8wrgM>



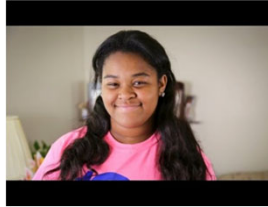
4



Other Student Activists



http://www.youtube.com/watch?v=lgZTChRF1_I



<http://www.youtube.com/watch?v=yh1Kd98B6nQ>



<http://www.youtube.com/watch?v=UKanuyD0QIEA>



<http://www.youtube.com/watch?v=uLKRx5TNYik>



5



You CAN Change the World

- You don't have to do something "big"
– just do something you care about
- Think about things you've learned in class here at Tanglewood
- Think about current events
- Think about things that matter



6



Types of Service as Action

- Direct Service
- Indirect Service
- Advocacy
- Research

*A Project can include multiple types of service as action.



7



Types of Service as Action

Direct Service - Students have interaction that involves people, the environment or animals.

Example: Volunteering at the food bank, visiting a nursing home, cleaning up trash at the park or the beach, tutoring students.



8



Types of Service as Action

Indirect Service - Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.

Examples: Creating a book to teach elementary students about bullying, designing a community website.



9



Types of Service as Action

Advocacy- Students speak on behalf of a cause or concern to promote action on an issue of public interest.

Example: Creating anti-bullying posters, creating a website to promote recycling, writing to city leaders to change a city policy.



10



Types of Service as Action

Research - Students collect information through varied sources, analyse data and report on a topic of importance to influence policy or practice.

Example: Conducting research to educate people about an endangered species.



11



Project Overview

- Starts NOW
- Due no later than February 12, 2026.
- Groups (3 students MAX) permitted.
- Students who choose to work in groups **MUST** be able to get together on their own outside of school.
- Required of ALL 8th graders
- 6th and 7th graders can help you with your project.
- The project must be submitted in order to participate in 8th grade week activities.



12



Project Overview

- Journal – Entries should be completed and provided in a composition book or folder with pockets and brads.
- Items will be checked off by your Math teacher
 - Due October 10 - Academic Honesty Form
 - Due November 6 - Project Plan
 - Due December 5 - Research Form
 - Due January 16 Journal Check
 - Due January 30 Project Reflection
- Completed Projects with all documents must be turned in by February 12.



13



Project Steps - Planning

1. Brainstorm ideas for your project (Google 'service')
 - What are you passionate about?
 - What are you interested in?
 - What can you do that plays to your strengths?
 2. Sign the Academic Honesty form and show it to your math teacher on **October 10**.
 3. Complete the project plan. Even if you are working in a group, each member is responsible for submitting their own copy of the plan to their math teacher on **November 6**.
 - This plan is your roadmap.
 - Should contain a lot of detail.
- KEEP BOTH OF THESE in your folder or composition book.



14



Project Steps - Research

4. Complete Research for your Project

- You need at least 3 sources for your research.
- Complete the Research Form and any journal entries that go with it. Place it in your folder or composition book.
- Include bullet point facts and information from each source.
- Make sure to include your source citation in MLA format (you can use an online citation generator).
- Even if you are working in a group, every student must have their own research.
- Information can be obtained from websites, interviews, surveys, books or magazines.
- **Show to your math teacher on December 5.**



15



Project Steps - Journal Checkpoints

5. Complete Journal Entries

- These can be hand-written or printed out and added to your composition book or folder.
- Entries should include progress notes regarding your steps along the way.
- Entries can include additional conversations, surveys or other notes related to your project.
- You need at least 3 journal entries.
- Make sure the entries include the date you did the work.
- **Due in math class January 16.**



16



Project Steps - Reflection

- Reflection
 - Complete the reflection form and place it in your folder or composition book.
 - Due in math class January 30



17



Project Steps – Completed Project Due

- Presentation
 - Use a poster, PowerPoint, WeVideo, Adobe Express, Kahoot, PearDeck or other visual to create your final presentation.
 - Include your research, action, what you learned, your reflection and your works cited.
 - If you are working in a group, it should be obvious what each member did to participate.
 - Digital files can be emailed to arailsba@houstonisd.org
 - All physical items (folder, composition book, posters, etc) must be turned in to your math teacher by February 12.



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Steps of the Project

All of these steps follow the four assessment criteria

- **Investigating** (Criterion A)
- **Planning** (Criterion B)
- **Taking Action** (Criterion C)
- **Reflecting** (Criterion D)



19



YOU
**CAN Change
the World!**



20



Completing the Project Plan



1



Step 1

Title: Give your project a title. This can be anything simple that describes your project such as “Recycling at Tanglewood” or “Promoting Kindness in Elementary School”.

Project Type- One or more of the following:

Direct Service

Advocacy

Indirect Service

Research



2



Step 2

Global Context: Choose the one which best fits your project:

- Identities and relationships
- Orientation in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalization and sustainability
- Fairness and development



3



The following slides have additional information and examples for each global context.



4



• **Identities and relationships** — Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. Examples of community projects: Laughter therapy campaign in children's hospital or elder care home; tutoring classes providing additional or special instruction to elementary school students; researching the effects of cola drinks on digestion and developing a campaign to promote available healthy choices.



5



• **Orientation in time and space** — Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives. Examples of community projects: joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history; making a plan for wheelchair accessibility; inspired by lack of facilities in the local community, seeing to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions.



6



• **Personal and cultural expression** — Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. Examples of community projects: improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors; performing a theatre play to raise awareness on bullying; promoting intercultural understanding through a graffiti contest.



7



Scientific and technical innovation — Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs. Examples of community projects: helping a local community make an efficient, low-cost use of energy-powered devices; developing a program to promote the use of wind energy for domestic devices; campaigning to reduce paper use and to promote recycling; campaigning to reduce water, electricity, or fuel waste.



8



- **Globalization and sustainability** — Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and environment. Examples of community projects: campaigning to raise awareness and reduce plastic straw waste use; passing a plan to local authorities for tree planting in an area in need of re-greening; creating a school or community garden.



9



- **Fairness and development** — Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. Examples of community projects: campaigning for fair-trade awareness; contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town; addressing the concerns of immigrants and migrant populations.



10



Step 3

Name: Fill in your name and those of any group members.

Date of Project: 2025-2026



11



Step 4

Target the Research: Think about the area of the community that you want to help. What is the main idea of your project? Do you plan to assist the Tanglewood community, your neighborhood community, the city community or the national or global community?



12



Step 5

Research: Think about what you need to research. Write down 5-10 questions that you need answered when conducting your research.



13



Step 6

Process Journal: Here you need to write how you will record the entries for your process journal. This can be done in a composition book or on notebook paper in folder with pockets and brads.



14



Step 7

Action: Think about the specific action that you will take. Think about how you will address a problem in your community.



15



Step 8 - Groups Only

If you are working in a group, page two will need to be completed to designate which portion of the project each member of the group will be responsible for.



16



8th Grade Community Project - Academic Honesty Form, Journal Entries and Research Form



1



Academic Honesty Form

- This will be completed by each student and their project advisor (math teacher).
- Keep all forms and papers in either a folder with pockets and brads or added to a composition book that is used ONLY for this project.



1

2



Academic Honesty Form

- Complete the top portion and sign the bottom portion. Record notes from any meetings you have had so far with your project advisor (you will need 3 total).



3



Journal Entries

- You need to keep a journal with notes and progress of your work on this project.
- This journal can be completed in either your composition book or on notebook paper in your folder.
- You will need to submit at least 3 journal entries on January 15/16.



2

4



Journal Entries

- Journal entries are simply progress notes from your project.
- They can include research, survey data, interview questions and answers, planning, notes from meetings with your advisory teacher, presentation outlines or notes, materials lists etc.
- Make sure that all entries include the date.



5



Research Form

- Due December 4/5
- Keep this form with everything else in either your composition book or your folder.



3

6



Research Form

- You need at least 3 different sources for your research. For each source include the citation. You can use a free citation generator to help you cite it correctly.
- For each source take notes on the information that you learn.



7



Citing Your Sources

- It is important to cite your sources so that you don't commit plagiarism.
- What is Plagiarism? If you have not given proper credit to your sources, you have committed plagiarism.
- Any fact or idea that you received from a source needs to be cited.



4

8



Citing Your Sources

- Sources can be cited using different styles. For this project, you will use MLA style citation.
- You will cite your sources on a works cited slide at the end of your presentation.
- You can use a citation generator to create the proper citation for your sources.



9



Citing Your Sources

- To use a citation generator such as <https://www.mybib.com/>, choose the type of source, for example a website.
- Paste the website address into the citation generator and then select MLA 8 or MLA 9.
- The generator will cite the source in the correct format. You will then copy and paste the citation into your research form and later your PowerPoint Presentation.



5

10



If you have any questions
e-mail Mrs. Railsback at
arailsba@houstonisd.org



Communication	
I. Communication Skills	
How can students communicate through interaction?	Exchanging thoughts, messages and information effectively through interaction • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Participate in, and contribute to, digital social media networks • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media
How can students demonstrate communication through language?	Reading, writing and using language to gather and communicate information • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class • Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Find information for disciplinary and interdisciplinary inquiries, using a variety of media • Organize and depict information logically • Structure information in summaries, essays and reports

Social	
II. Collaboration Skills	
How can students collaborate?	Working effectively with others • Use social media networks appropriately to build and develop relationships • Practice empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to contribute • Exercise leadership and take on a variety of roles within groups • Give and receive meaningful feedback • Advocate for one's own rights and needs
Self-management	
III. Organization Skills	
How can students demonstrate organization skills?	Managing time and tasks effectively • Plan short- and long-term assignments; meet deadlines • Create plans to prepare for summative assessments (examinations and performances) • Keep and use a weekly planner for assignments • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) • Select and use technology effectively and productively

IV. Affective Skills	
How can students manage their own state of mind?	Managing state of mind • Mindfulness – Practice focus and concentration – Practice strategies to develop mental focus – Practice strategies to overcome distractions – Practice being aware of body–mind connections • Perseverance – Demonstrate persistence and perseverance – Practice delaying gratification • Emotional management – Practice strategies to overcome impulsiveness and anger – Practice strategies to prevent and eliminate bullying – Practice strategies to reduce stress and anxiety • Self-motivation – Practice analyzing and attributing causes for failure – Practice managing self-talk – Practice positive thinking • Resilience – Practice “bouncing back” after adversity, mistakes and failures – Practice “failing well” – Practice dealing with disappointment and unmet expectations – Practice dealing with change
V. Reflection Skills	
How can students be reflective?	(Re)considering the process of learning; choosing and using ATL skills • Develop new skills, techniques and strategies for effective learning • Identify strengths and weaknesses of personal learning strategies (self-assessment) • Demonstrate flexibility in the selection and use of learning strategies • Try new ATL skills and evaluate their effectiveness • Consider content – What did I learn about today? – What don’t I yet understand? – What questions do I have now? • Consider ATL skills development – What can I already do? – How can I share my skills to help peers who need more practice? – What will I work on next? • Consider personal learning strategies – What can I do to become a more efficient and effective learner? – How can I become more flexible in my choice of learning strategies? – What factors are important for helping me learn well? • Focus on the process of creating by imitating the work of others • Consider ethical, cultural and environmental implications • Keep a journal to record reflections

Research	
VI. Information Literacy Skills	
How can students demonstrate information literacy?	Finding, interpreting, judging and creating information • Collect, record and verify data • Access information to be informed and inform others • Make connections between various sources of information • Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information • Use memory techniques to develop long-term memory • Present information in a variety of formats and platforms • Collect and analyze data to identify solutions and make informed decisions • Process data and report results • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks • Understand and use technology systems • Use critical-literacy skills to analyze and interpret media communications • Understand and implement intellectual property rights • Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions • Identify primary and secondary sources
VII. Media Literacy Skills	
How can students demonstrate media literacy?	Interacting with media to use and create ideas and information • Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation • Seek a range of perspectives from multiple and varied sources • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi)media resources

Thinking	
VIII. Critical-thinking Skills	
How can students think critically?	Analyzing and evaluating issues and ideas • Practice observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Interpret data • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence • Evaluate and manage risk • Formulate factual, topical, conceptual and debatable questions • Consider ideas from multiple perspectives • Develop contrary or opposing arguments • Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding • Propose and evaluate a variety of solutions • Identify obstacles and challenges • Use models and simulations to explore complex systems and issues • Identify trends and forecast possibilities • Troubleshoot systems and applications
IX. Creative-thinking Skills	
How can students be creative?	Generating novel ideas and considering new perspectives • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Design improvements to existing machines, media and technologies • Design new machines, media and technologies • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practice visible thinking strategies and techniques • Generate metaphors and analogies

X. Transfer Skills

How can students transfer skills and knowledge across disciplines and subject groups?

Using skills and knowledge in multiple contexts

- Use effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives

ACADEMIC HONESTY FORM

Student name			
Student number			
School name			
Project Advisor name			
Student: This document records your progress and the nature of your discussions with your supervisor. You should meet with your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted. Project Advisor: You are asked to have at least three supervision sessions with students, one at the start of the process. an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.			
	Date	Main points discussed	Signature/initials
Meeting 1			Student: Project Advisor:
Meeting 2			Student: Project Advisor:

Meeting 3			Student: Project Advisor:
Project Advisor comment			
Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copyand/or electronic materials).			
Project Advisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature		Date	
Project Advisor's signature		Date	

Community Project Plan

Project Title:	Project Type:
Global Context:	
Student/s:	Date of Project:

Identify a **goal** to address a **need** in the **community**, based on your personal interests.

Target the Research: Which (segment of the) community will you focus your inquiry and research on?

Research: What do you have to research? What questions do you need answered? Be specific and list how you will collect all the information you need. Think about what sources you want to use (media, surveys, interviews, observations, and experiences).

Process Journal: How will you record the significant findings from beginning to end to show the development of your community project? (A google doc, word doc, PowerPoint, physical notebook).

Action: What action will you take? How will you contribute towards addressing the problem in the community that you have stated in your goal? (This action may change, based on the information you discover in your research).

Project Steps: Define the steps you will take to complete your project. Include due dates for yourself. (Think about following a recipe or the Scientific Method steps from science class).

Community Project Group Project Plan - Group Projects ONLY

Define the specific tasks and roles for each member of your group.

Group Member Name:

Project Advisor:

Topic(s) to Research:

Materials/Artifacts to Provide:

Specific Group Member Actions/Tasks:

Group Member Name:

Project Advisor:

Topic(s) to Research:

Materials/Artifacts to Provide:

Specific Group Member Actions/Tasks:

Group Member Name:

Project Advisor:

Topic(s) to Research:

Materials/Artifacts to Provide:

Specific Group Member Actions/Tasks:

Name:
Project Advisor:
Project Topic:

Directions: Download this form and complete it with research related to your project. You need at least 3 sources for your research. Make sure that you are including the citation for each source. You can use a citation generator such as <https://www.mybib.com/> to properly cite your sources.

Source 1:
Title:
Citation:

Research Notes

Source 2:
Title:
Citation:

Research Notes

Source 3:
Title:
Citation:

Research Notes

You may use more than 3 sources if you like. Additional space is provided below:

Source 4:
Title:
Citation:

Research Notes

Source 5:
Title:
Citation:

Research Notes

Source 6:

Title:

Citation:

Research Notes

Name:

Topic:

Group Members (if applicable):

Reflection Questions

1. How effective was your project in completing the original goal?
2. What went well when completing your project?
3. What challenges did you face when completing your project?
4. What did you learn from completing your project?
5. How has this project extended your knowledge and understanding of service learning?
6. The following chart lists the ATL skill categories and clusters. Using the chart below, which of the following skills do you think you developed by completing this project?

ATL Skill Category	MYP ATL Skill Cluster
Communication	I. Communication II. Collaboration
Social	III. Organization IV. Affective V. Reflection
Research	VI. Information Literacy VII. Media Literacy
Thinking	VIII. Critical Thinking IX. Creative Thinking X. Transfer