



8th Grade Civics Action  
Project  
2021-2022

Land, Waste, and Cleanup



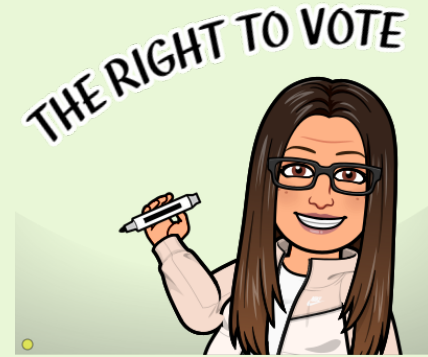
# What is a Civics Action Project and Why are we working on it?

The Enduring Understanding of the Civic Action Project:

What is that overarching understanding that we want this next generation to go off into the world with and transfer it to any situation in their life?

It is that every American citizen has certain **rights** and it is their **responsibility** to protect those rights and challenge laws or policies that no longer meet the needs of a population.

# Example: The Right to Vote



The right to vote for example is a right that all American citizens 18 and over have. It is our responsibility to be knowledgeable about the issues, about what the candidate stands for, and our responsibility to get out there and vote.

It is important for our next generation to know that their vote matters. To know that there is a process such as an initiative, a referendum, and recall that allows citizens to bring forward their concerns, vote on the issues that impact their community, and replace leaders who are not upholding what they were tasked with doing by their constituents.

**BULLSEYE**



# Goals for students

Ultimately for student to develop civic knowledge, skills, and dispositions

**By completing student-led civics projects, students will:**

**DEVELOP CIVIC DISPOSITIONS AND A SENSE OF SELF-EFFICACY**

**DEVELOP AND PRACTICE LITERACY SKILLS, INCLUDING DIGITAL MEDIA LITERACY**

**CONDUCT INQUIRIES AND DETERMINE NEXT STEPS**

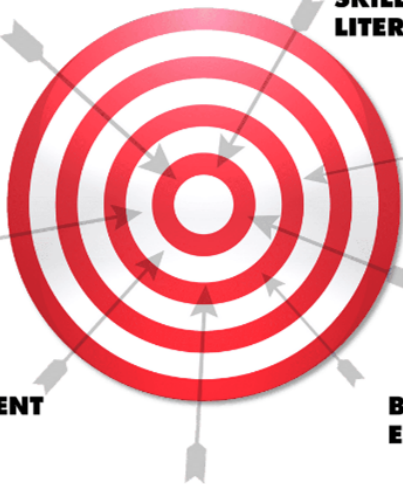
**DEVELOP AND PRACTICE CIVIC SKILLS**

**DEVELOP AND PRACTICE SOCIAL-EMOTIONAL SKILLS**

**BUILD CIVIC CONTENT KNOWLEDGE**

**BECOME MORE ACADEMICALLY ENGAGED**

**DEVELOP CULTURAL COMPETENCE AND SOCIAL POLITICAL AWARENESS**



# THE PLAN



## The Plan at a Glance



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Examining Self and Community

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Identifying the Issue



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Developing an Action Plan

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Research and Investigation



# The Plan at a Glance



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Taking Action

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Reflecting and  
Showcasing





01

# Examining Self and Community



Students first had to learn about issues in their local community. They were tasked with interviewing students, staff, and administrators to find out if the concern they identified was a concern of others as well.

**Skills in action:**

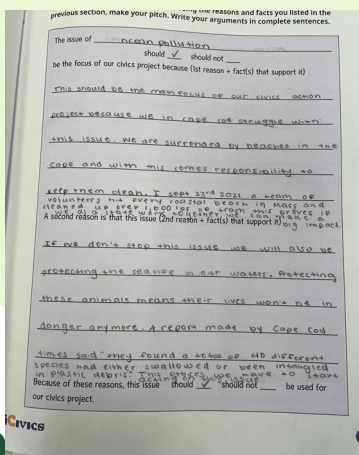
- \*Question development
- \*Interview process
- \*Professionalism
- \*identify community assets

# Step 1 Zoe N.

- The very first step of this project was to examine myself and the community.
- I found that I create more food waste than I would like and people are slightly unaware of how much food waste they produce.
- Created simple interview questions for staff and students in the building.
- Asked a total of eight people including M.Sullivan whether they thought that between homes and schools we create too much food waste.
- An astounding 7 out of 8 people answered yes.

Looking at myself helped me to develop questions that would be relatable to others in the community. Then going into the community to gather information led to the following step of the project which is identify the issue.

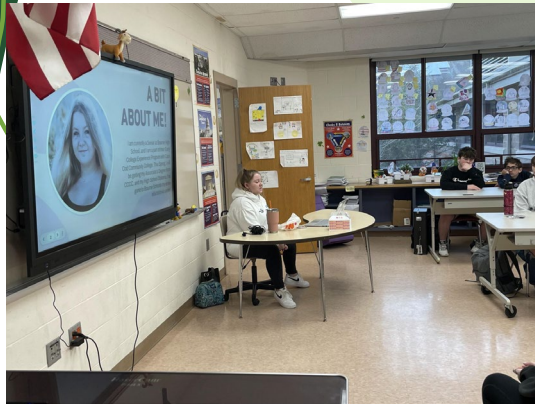




# 2 Identifying the Issue

Students researched using the 5 W's plus H method determining how the issues effects them and the larger community.

**Skills in action:**  
\*Apply 5W+H writing.  
\*Research using credible sources.  
\*Develop persuasive arguments supported by clear evidence.



# 3



# Research and Investigation

Students dug in to their research about the root causes of their issues. They broke into sub-groups of researcher committees, interviewer committees, survey committees, and legislative committees. At this point there were 10 classes with 18 groups working towards making an impact in our community!

## **Skills in action:**

- \*analyze best approach to bring about change.
- \*define and understand local policies.
- \*develop effective survey and interview questions.
- Synthesise information from multiple sources.

# Food Waste Civic Action Project Bella and Rachael

Our issue that we chose to do for our project is food waste. We chose this topic because we are able to see it take place from within our school. In our cafeteria during lunch, you can see majority of students throwing away their lunches or portions of their lunches.

It was very interesting to be able to talk to people who work in our town and have experience with this topic. We were able to communicate with both Select Person Ms. Judith Froman and Town Administrator Ms. Marlene McCollem. We were given the opportunity to learn about different ways things are handled from within our town as well.



# Learning Experiences Bella and Rachael

At times it was very difficult to get into contact with some others, whether they didn't respond or there were technical difficulties. We also found it difficult to receive educated answers on questions that we had for the people in our community. We believe that many people aren't aware of the major problem of food waste in our town and schools.

Participating in this project has made us both understand what being civically engaged means, we were able to notice an issue within our community and try our best to inform others and change what is happening.






# Our project Bella and Rachael


By the end of lunch the entire two trash bins are filled with food that hasn't been eaten and wasted.

Our goal is to both educate students in our school on the severity of the amount of food being wasted by them.

We also want open communication and add student voice between students and with those who have a say in what is provided in our cafeteria. We believe it would lessen the amount of waste greatly if students had a voice in food options and greater choices in our lunch menu.



To get to where we are now, we had to develop a plan and create a plan of action. We have spoken with other students, staff, and those who work in our town to get a better understanding on how much others know and are aware of.



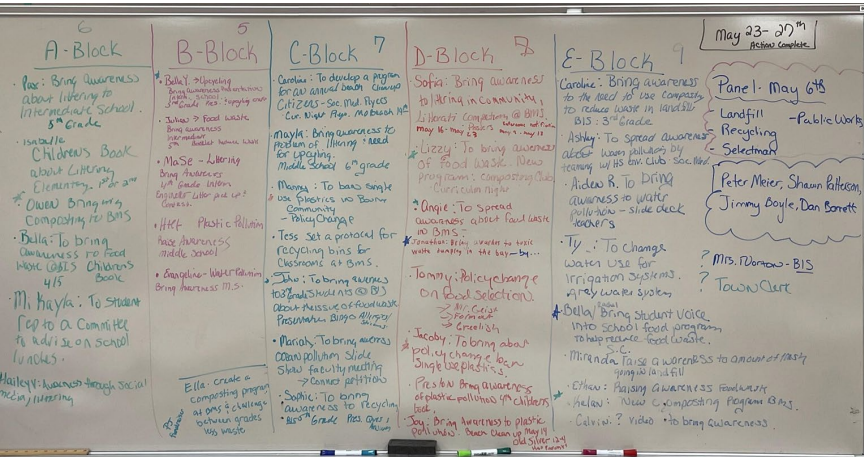
# Developing an Action Plan

10 classes of 18 groups -> 34 groups- 10 different target populations

At this stage students are developing their plan of action. They write a goal which is timely, actionable, measurable, and clearly written.

Each student must have an individual role and responsibility, and each group must target a specific population.

Students identified decision makers and are meeting with a panel of experts in Bourne on May 6th including the Town Administrator, Selectmen, Public Works, Recycling, ISWM, and Cape Cod Commission



**Skills in action:**

- \*Create clear and actionable goals.
- \*Evaluate tactics that will be best to address the issue
- \*Collaborate w/team members
- \*Predict challenges

# Coordinating between action groups

Dante and Siena

## Social Media Problem

We had a problem with certain groups posting very similar content on Instagram to the point that it was affecting the project in a negative way. The posts were more for credit than for education. We had to bring this issue to light.

### Our Solution:

Every group will be given access to a single joint account. Individuals will be given credit for their own work but we'll be working cohesively as one team. This account will help us promote composting in our community and beyond.

It will be a way to provide our followers with daily information on composting and on the progress made in our action plan..

One of the toughest things that we did during this project was finding a way to work with other groups while not overlapping topics. We realized that everyone had the same goal, but kept getting in the way of each other due to the different class schedules. We students took the initiative to stay up at lunch in order to organize our priorities and specific duties.

# Main Plan Compost Group

Our overall plan is to make composting a big part of this community and to make it accessible to all.

To do this, 4 separate classes are working on different parts of this project. Our end goal is to not only raise awareness, but also implement a policy change and a new composting program.

\*A Block Composting has been running the social media and doing research on how we can get the bins. Working to plan and draft the overall program at BMS.

\*C Block Composting is getting bins to run a week long competition between the 3 grades at BMS in order to promote our new system program.

\*D Block Composting has been making a composting club which was just approved and is starting May 9th!

\*E Block Composting is also working on a composting by educating younger students about composting and are planning to present at Bourne Intermediate later this month.



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## Taking Action

By the end of May, there will be so many more pictures to show, programs underway, and actions in motion

Making bulletin board about plastic pollution  
\*stop by Curriculum Night May 9th!



New program already starting to help reduce food waste.


Students at this stage are learning to craft speeches and presentations. They are working to best engage their audience through well designed bulletin boards, flyers, and social media. Groups are learning the art of persuasion and how to gauge the impact their actions are making.

**Skills in action:**  
\*Writing a speech that targets a specific audience.  
\*Develop effective talking points.  
\*Meet deadlines of Action Steps.



# Mikayla Taking Action

## Goals

- Our class is split into small groups that are focusing on different courses of action. My group is trying to get a student representative to work with the selection committee that decides what food we get for our school lunch.
  - Our thinking was that if a student voice were to play a part in deciding our school food, more kids would eat it and less would throw it away. Resulting in less food waste.
  - When we were planning we talked to our teachers and realized that we would need a lot of information in order to convince the selection committee to consider changing our food supply.
  - So far we have been conducting a survey, doing research and reaching out to teachers that have helpful knowledge that could benefit us. As of this morning we have had 61 people take our survey which has provided us with valuable statistics and information.
- 

## Setbacks and next steps:

- Despite all of that we recently received an email informing us that the food companies have already been reviewed and the current food supplier that we have has once again been recommended for the contract.
- Considering that we now have to adjust to a new goal. Instead of trying to get a student representative to bring change now, we have to focus on that becoming a more long term goal.
- There is plenty we still need to figure out like when the next time the company will be reviewed for the contract as well as how to determine the student who will be working with the board deciding our food.
- Possibly similar to the way Viveca S. was added to the School Committee as the student representative to provide the student voice.

# 6

# Reflecting and Showcasing



Students will have a chance to reflect on the learning process, individual contributions to the project and evaluate the impact of their ideas. The culminating activity will be visually showcasing projects to display to their peers, staff, and caregivers.



Congratulations on a job well done!

