



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

*IT'S OUR WORLD, TOO!*

By Phillip Hoose

**Project Citizen connections and general writing prompts**

<b>Project Citizen</b>	<b><i>It's Our World, Too!</i></b>
<b>Step 1</b> Identifying Public Policy Problems in Your Community	<ul style="list-style-type: none"><li>• Choose a Project You Really Care About (p. 129)</li><li>• Meet regularly, give everyone a definite job (p. 130)</li><li>• Research Before You Plunge, Develop Your Own Information (pp. 131–133)</li></ul>
<b>Step 2</b> Selecting a Problem for Class Study	<ul style="list-style-type: none"><li>• Write a Vision Statement (p. 131)</li><li>• Research Before You Plunge, Develop Your Own Information (pp. 131–133)</li></ul>
<b>Step 3</b> Gathering Information on the Problem Your Class Will Study	<ul style="list-style-type: none"><li>• Research Before You Plunge (pp. 131–132)</li><li>• Develop Your Own Information, Create a Work Plan (p. 133)</li></ul>
<b>Step 4</b> Developing a Class Portfolio	<ul style="list-style-type: none"><li>• Don't Let Adults Take Over (p. 131)</li><li>• Write letters to targeted audience, newspaper; organize a letter-writing campaign (pp. 135–137)</li><li>• Use a Petition to Build Support (pp. 138–139)</li></ul>
<b>Step 5</b> Presenting Your Portfolio	<ul style="list-style-type: none"><li>• Speak Out, Use the Media (pp. 140–141)</li></ul>

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### **General questions or writing prompts which connect Project Citizen to the individual stories found in *It's Our World, Too!***

After each story, the following questions can be asked, or have students write a response to each. Have students keep a journal of their responses to the questions and at the end create data to chart and graph the responses from all the stories.

1. Is the issue addressed in the story one involving public policy?
  - If so, why is it a public policy?
  - If so, which governing body is primarily responsible?
    - School board
    - City
    - County
    - State
    - Federal
2. If the issue does not involve public policy, who accepts responsibility for addressing and resolving the problem?
3. What resources and/or strategies were used to gather information and gain support to resolve the problem?
4. If your class created a Project Citizen portfolio based on the events in the story, how would you
  - explain the problem, why it is important and which level of government or governmental agency should deal with it;
  - select and explain alternative policies/solutions to the problem;
  - develop and justify a specific public policy/solution to deal with the problem;
  - develop an action plan showing how young citizens can influence their government or people with authority to adopt the policy/solution supported by your class.
5. What do you think the young citizens in this story learned from their experience in making a difference in their world?