



Center for Civic Education

Project Citizen



The **Project Citizen** curriculum provides a practical, first-hand approach to learning our complex system of government and how to monitor and influence public policy.

Project Citizen has two texts: Level 1 is for upper elementary-middle school students, and Level 2 is for secondary-young adult learners.

Evidence-Based Student Results

Years of independent research have found that students who took part in the Project Citizen program:

- Gained significantly more content knowledge about government and the public policy process than students in control groups
- Increased civic knowledge, especially Black, Latinx, Asian American and Pacific Islander (AAPI), and multiracial students
- Significantly increased their civic skills, which encompasses a range of SEL competencies
- Became significantly more attentive to public policy issues
- Showed an increased tolerance and support for rule of law and fundamental rights; less authoritarian attitudes
- Demonstrated improved civil discourse
- Participated in the political process more frequently

"The authenticity of this project is one of its strongest points. The benefit went beyond Project Citizen to student government and bettering the school environment." –*Project Citizen Teacher*

Qualitative evaluations indicate that students found the program to be valuable for learning public policy, teaching skills that enhance civic engagement, and making students realize they can make a difference in their community.

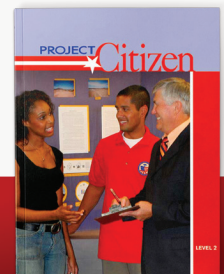
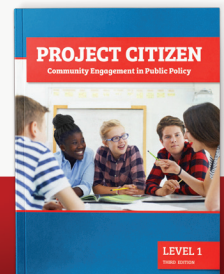
See more at civiced.org/research/pc-research

Educator Benefits

- Nation-wide network of educators and state coordinators to support your implementation
- Free digital tools and worksheets available online
- Opportunity to participate in a national showcase
- Trainings and professional learning opportunities

The Process at a Glance

1. **Identifying a problem.** Students research problems they see in their community and explore connections and roles for public policy.
2. **Selecting a problem.** Students use the research they have collected to select a problem to focus on.
3. **Gathering information.** Students use print and digital resources to research their selected problem.
4. **Developing a portfolio.** Students create a physical or digital four-part portfolio that explains their project.
5. **Presenting a portfolio.** Students present in a simulated public hearing.
6. **Reflecting on the experience.** Students engage in individual and group activities to reflect on what they have learned.



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