**Proposals and Public Writing Exercise: Alternative Spring Break**

**Overview**: This exercise is designed to let you explore the process of writing a proposal that might actually make something happen in your world. It is taken from an actual request for proposals from Bowdoin College, but it could work here, too.

# Alternative Spring Breaks, according to Bowdoin College, which hosts a lot of them, “provide a unique opportunity for students to participate in an intensive public service experience while increasing their understanding of significant social and environmental problems.  Engaged in direct service relating to these problems, students live and work in communities with which they otherwise may have little contact. Being completely immersed in this environment over an extended period of time allows students to internalize their experience, which can serve as a springboard for a lifelong commitment to social change.”

**Step One: Pick ONE of these** **projects**

1. Help protect baby sea turtles in Veracruz, Mexico (on the Gulf).
2. Conduct a theater and storytelling camp to help Native American children celebrate their culture (on a South Dakota reservation).
3. Work with kids in photography classes run by Kids with Cameras (Canada, Haiti, or US locations)
4. Work with the Fugees Academy, which helps refugee children on their English, Math, or soccer skills near Atlanta, Georgia.
5. Work with Engineers Without Borders to upgrade the water system for a town in Honduras.

**Step Two:** Consider how each the following people/groups might be persuaded to participate and/or support the project.

1. One or more faculty members to lead the project
2. A community sponsor to donate $ and/or supplies
3. Parents of students who want to go to grant permission

**Step Three:** Sketch out a strategy for EACH that would include

* a **bulleted list of the project’s benefits** you’d emphasize to that particular target audience,
* a choice of an appropriate **genre** (letter, email, poster, etc),
* **an opening line** to reel them in,
* and what **visuals** (if any) you’d use.

By the way, SJSU *does* have a version of this, though it looks kind of underdeveloped, compared to Bowdoin’s program. See the URL below for more details.

<http://as.sjsu.edu/cccac/index.jsp?val=cccac_alternativespring>