



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

PUBLIC OR PRIVATE?

By Stephanie Douglas

Activity Description

Students analyze real-life examples of public and private property and services within the neighborhood of the school and their own residences.

Suggested Grade Level

Upper elementary and above

Estimated Time to Complete

Two class periods—one for a walking trip to collect examples, and one for sharing and discussion. Students can also chart examples from where they live for homework.

Objective

- Students consider examples of property and services and the government’s role in these examples.

Materials Needed

- One-page graphic organizers photocopied front to back (follow; see below)
- Pencils
- Digital cameras (optional)
- Images printed from Internet research (optional)

Activity procedures

1. On a class walk, or at home for homework, students list examples of public and private property and services on a chart. The chart is used in class for discussion when considering the importance of the service and the government’s role in our daily lives. Students might also be asked to share photos or newspaper clippings as examples.
2. In groups, students share their findings and discuss whether the examples are public or private.
3. Afterward, the teacher facilitates discussion and further research necessary for “unknown” findings. These examples are referred to in discussion when choosing a local problem to address in *Project Citizen*.

		<i>Continued on back</i>
Public Services	Private Services	Unknown

PUBLIC VS. PRIVATE CLASSWORK

Name _____

As a group, look at the list of public and private services you observed. Try to categorize these services—for example, transportation is a category—and explain why we need these services or why they are important.

Service	Public	Private	Importance
(example) stoplight	X		Controls traffic and keeps drivers and pedestrians safe.
(example) Starbucks		X	Sells coffee to paying customers.

Continued on back

Service	Public	Private	Importance

