



STATE GRAFFITI TASKFORCE

GOODBYE
GRAFFITI

Middle Childhood
Resource

Goodbye Graffiti: Middle Childhood Resource

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GOODBYE GRAFFITI MIDDLE CHILDHOOD RESOURCE

OVERVIEW

Why talk about graffiti in Middle Childhood?

The Middle Childhood resource is a part of the *Goodbye Graffiti* education curriculum package. This resource has been developed to support teachers in teaching students in Years 4 to 6 to expand their knowledge, understanding, skills and attitudes as they learn about the impact of graffiti on individuals, businesses, schools and communities.

Discussion of graffiti in these years is relevant as students may:

- be noticing graffiti vandalism on family, school and/or community property
- have reported graffiti vandalism or reported knowing someone doing graffiti
- have been visited by the Graffiti Team, local police or someone from Local Government.

Why has the *Goodbye Graffiti* Middle Childhood Resource adopted a strengths-based approach?

A strengths-based approach recognises the abilities, knowledge and capacities of students rather than focusing on what students do not know or cannot do. This approach assumes that students are able to learn, develop and succeed and recognises that students have particular strengths and resources that can be nurtured.

The *Goodbye Graffiti* education curriculum package provides content and learning activities that build on students' knowledge, skills and capacities. The Middle Childhood resource extends content knowledge from year to year recognising that some content, concepts or skills introduced in one year level may need to be revisited, consolidated and further enhanced in later year levels. This strategy supports the principles of a strength-based approach.

Has the *Goodbye Graffiti* Middle Childhood Resource been mapped to the Western Australian Curriculum?

Yes. There are links between the learning activities in this resource and a number of learning areas within the Western Australian (WA) Curriculum including the:

- English syllabus
- Health and Physical Education (HPE) syllabus
- Humanities and Social Sciences (HASS) syllabus.

These links are shown on pages 4-5.

Has the *Goodbye Graffiti* Middle Childhood Resource been mapped to the General Capabilities?

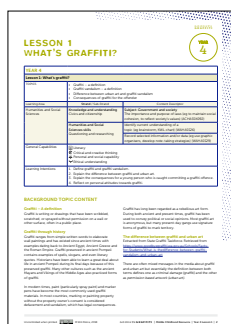
Yes. The following icons have been used to indicate where the seven general capabilities have been embedded in the learning activities in this resource.

Key

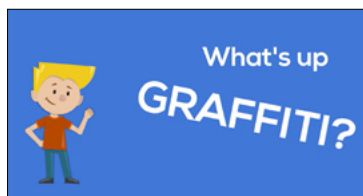
-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

How are the resource materials structured?

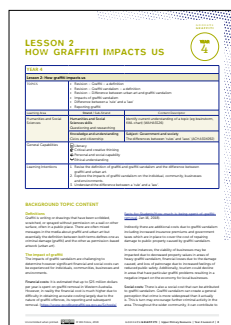
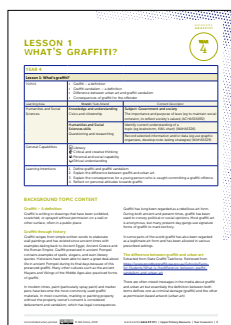
The flexible teaching and learning materials are written to assist teachers to deliver contemporary and age-appropriate graffiti education content. Each year level in the Middle Childhood resource has the following components:



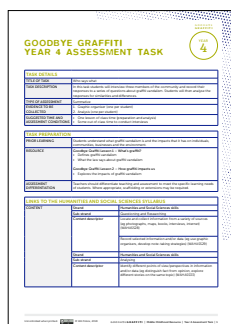
- background content for teachers



- an introductory interactive video



- two lessons plans



- an assessment task.

The activities have been written to support the delivery of the relevant content descriptors within the individual years however teachers may choose to modify or use activities that are more relevant or support their students' needs and the context within which the program is to be delivered. The *Goodbye Graffiti* resources for earlier or later year levels may also be referred to depending on the needs of students.

Each lesson plan includes:

- mapping to the WA curriculum and the general capabilities
- topic content for teachers
- teaching tips to support delivery or extend students' learning
- activity sheets
- resource sheets
- reflection activities
- links to useful websites and other resources.



Teachers are encouraged to teach both lessons in the order that they are presented in.

The *Goodbye Graffiti* Middle Childhood resource draws on other resources that are available through Internet sources. Wherever possible, government and educational web sites have been sourced. All sources were accurate at the point of production.



Be aware that internet searches for 'graffiti vandalism' or 'graffiti' can go to some inappropriate sites, some of which may be blocked by school servers. It is important to remain vigilant during research sessions and, where possible, review all potential sites and resources before using in the classroom for their suitability. Adhering to school and education sector policies with regarding to viewing materials is strongly endorsed.

How can I get the most out of a graffiti education program?

Establish a supportive classroom environment

Teaching graffiti education can involve discussing sensitive issues so it is important to establish a safe and supportive environment where students can explore their own values and understandings. Attitudes and beliefs, as well as exposure to graffiti, may differ across physical locations within WA and also across groups within the community. Being mindful of these differences, listening closely to students' discussions and conversations, and taking note of their theories, ideas and thinking will help to ensure a rich learning experience for students.

Collaborative teaching and learning

The activities in this resource use a range of interactive teaching and learning strategies to:

- promote active involvement of all students
- encourage students to work collaboratively in small and large groups
- work with different students
- use skills such as negotiation, decision-making, active listening and assertive communication, problem-predicting, problem-solving and goal-setting.

Some activities in the resource require students to move around the room, engage in discussions with a partner or in a small group, or complete activities outside the classroom. This is likely to produce higher levels of noise and energy. Encouraging this level of engagement with the topic and the learning materials needs to be managed appropriately.

Positive interrupting

Some students may have personal experience with the impact of graffiti vandalism. Some of the activities in the lessons encourage students to volunteer information about their own experiences, values and attitudes. Whilst teachers need to establish a safe and supportive environment which encourages communication and connections, they should set ground rules and establish a classroom climate where students agree not to reveal personal information and instead use the third person such as 'I know someone who...' or 'A friend told me...'. If disclosure does occur in the classroom, teachers should tactfully but firmly interrupt the student, acknowledge that they have heard the student and indicate to the student they would like to discuss this with them later.



Students need to understand that graffiti vandalism is a crime and must be reported.




Involving parents

Some activities in the *Goodbye Graffiti* Middle Childhood resource encourage connections between the school and the home.

Mapping overview of the Goodbye Graffiti Middle Childhood Resource

WA SYLLABUS					
Year	Topics	Learning Area	Strand	Sub-Strand	Content Descriptor
4	<ul style="list-style-type: none"> Graffiti vandalism – a definition Difference between urban art and graffiti vandalism Consequences of graffiti vandalism for the offender Impact of graffiti vandalism Difference between a 'rule' and a 'law' Reporting graffiti vandalism 	Humanities and Social Sciences	Knowledge and understanding	Civics and citizenship	Subject: Government and society The importance and purpose of laws (eg to maintain social cohesion, to reflect society's values) (ACHASSK092)
					Subject: Government and society The differences between 'rules' and 'laws' (ACHASSK092)
5	<ul style="list-style-type: none"> Graffiti vandalism – a definition Difference between urban art and graffiti vandalism Consequences of graffiti vandalism for the offender Types of graffiti vandalism Impacts of graffiti vandalism on the community Graffiti vandalism hot spots Cooling down strategies for graffiti vandalism hot spots Reporting graffiti vandalism 	Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and researching	Identify current understanding of a topic (eg brainstorm, KWL chart) (WAHASS26)
					Record selected information and/or data (eg use graphic organisers, develop note-taking strategies) (WAHASS29)
5	<ul style="list-style-type: none"> Graffiti vandalism – a definition Difference between urban art and graffiti vandalism Consequences of graffiti vandalism for the offender Types of graffiti vandalism Impacts of graffiti vandalism on the community Graffiti vandalism hot spots Cooling down strategies for graffiti vandalism hot spots Reporting graffiti vandalism 	Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and researching	Record selected information and/or data using a variety of methods (eg use graphic organisers, paraphrase, summarise) (WAHASS53)
					Identify current understandings, consider possible misconceptions and identify personal views on a topic (eg KWL chart, concept map) (WAHASS50)
					Strategies that promote a safe, healthy lifestyle (ACPPS054)
5	<ul style="list-style-type: none"> Graffiti vandalism – a definition Difference between urban art and graffiti vandalism Consequences of graffiti vandalism for the offender Types of graffiti vandalism Impacts of graffiti vandalism on the community Graffiti vandalism hot spots Cooling down strategies for graffiti vandalism hot spots Reporting graffiti vandalism 	Health and Physical Education	Personal, social and community health	Being healthy, safe and active	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
					Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
5	<ul style="list-style-type: none"> Graffiti vandalism – a definition Difference between urban art and graffiti vandalism Consequences of graffiti vandalism for the offender Types of graffiti vandalism Impacts of graffiti vandalism on the community Graffiti vandalism hot spots Cooling down strategies for graffiti vandalism hot spots Reporting graffiti vandalism 	English	Literacy	Interacting with others	Literacy Numeracy Critical and creative thinking Personal and social capability Ethical understanding Information and communication technology (ITC) capability
					Literacy Numeracy Critical and creative thinking Personal and social capability Ethical understanding Information and communication technology (ITC) capability
5	<ul style="list-style-type: none"> Graffiti vandalism – a definition Difference between urban art and graffiti vandalism Consequences of graffiti vandalism for the offender Types of graffiti vandalism Impacts of graffiti vandalism on the community Graffiti vandalism hot spots Cooling down strategies for graffiti vandalism hot spots Reporting graffiti vandalism 	English	Literacy	Interacting with others	Explore. Educate. Eradicate.
					Explore. Educate. Eradicate.

Mapping overview of the Goodbye Graffiti Middle Childhood Resource (continued)

WA SYLLABUS						Assessment Task
Year	Topics	Learning Area	Strand	Sub-Strand	Content Descriptor	
6	<ul style="list-style-type: none"> Graffiti vandalism definition Difference between urban art and graffiti vandalism Consequences of graffiti vandalism for the offender Impacts of graffiti vandalism Types of graffiti vandalism Why people do graffiti vandalism Decision-making process How to report graffiti vandalism Graffiti vandalism hot spots 	Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and researching	Record selected information and/or data using a variety of methods (eg use graphic organisers, paraphrase, summarise) (WAHASS53)	Literacy  Critical and creative thinking  Personal and social capability  Ethical understanding
		Health and Physical Education	Personal, social and community health	Communicating and interacting for health and wellbeing	Situations in which emotions can influence decision-making (ACPPS056)	
		English	Literacy	Interacting with others	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	