STATE GRAFFITI
TASKFORCE

GOODBYE GRAFFITI

Early Adolescence Resource

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GOODBYE GRAFFITI EARLY ADOLESCENCE RESOURCE

OVERVIEW

Why talk about graffiti in Early Adolescence?

The Early Adolescence resource is a part of the *Goodbye Graffiti* education curriculum package. This resource has been developed to support teachers in teaching students in Years 7 to 8 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 .

The learning experiences in the Early Adolescence resource are designed to engage students in thinking about graffiti vandalism, the motivations and purposes of graffiti vandals, the impacts and consequences of graffiti vandalism, and positive ways in which young people can contribute to their communities.

Why has the *Goodbye Graffiti* Early Adolescence 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 Early Adolescence 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* Early Adolescence 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:

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

These links are shown on page 4.

Has the *Goodbye Graffiti* Early Adolescence 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

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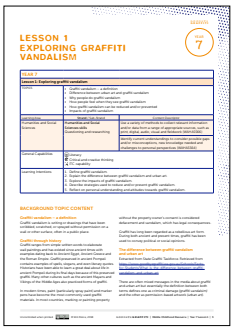
How are the resource materials structured?

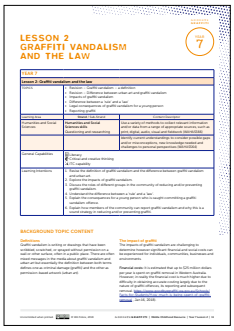
The flexible teaching and learning materials are written to assist teachers to deliver contemporary and age-appropriate graffiti education content. Each year level in the Early Adolescence resource has the following components:


LESSON 1
EXPLORING GRAFFITI VANDALISM

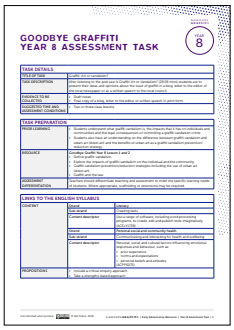
- background content for teachers

- an introductory interactive video

LESSON 1
EXPLORING GRAFFITI VANDALISM


LESSON 2
GRAFFITI VANDALISM AND THE LAW

- two lessons plans


GOODBYE GRAFFITI
YEAR 8 ASSESSMENT TASK

- 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* Early Adolescence 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.

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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. Whist 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* Early Adolescence resource encourage connections between the school and the home.

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Mapping overview of the *Goodbye Graffiti* Early Adolescence Resource

		WA SYLLABUS					
Year	Topics	Learning Area	Strand	Sub-Strand	Content Descriptor	General Capabilities	Assessment Task
7	• Graffiti vandalism – a definition • Difference between urban art and graffiti vandalism • Why people do graffiti vandalism • How people feel when they see graffiti vandalism • How graffiti vandalism can be reduced and/or prevented • Impacts of graffiti vandalism • Difference between a 'rule' and a 'law' • Legal consequences of graffiti vandalism for a young person • Reporting graffiti	Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and researching	Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66) Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives (WAHASS64)	Literacy Critical and creative thinking Information and communication technology (ITC) capability	What do people think?
8	• Graffiti vandalism – a definition • Difference between urban art and graffiti vandalism • How graffiti vandalism can be reduced and/or prevented • How urban art is used to 'design out' graffiti vandalism • Impacts of graffiti vandalism • Legal consequences of graffiti vandalism • Reporting graffiti	Humanities and Social Sciences	Humanities and Social Sciences skills	Questioning and Researching	Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66) Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives (WAHASS64)	Literacy Critical and creative thinking Information and communication technology (ITC) capability Ethical understanding Personal and social capability Intercultural understanding	Graffiti: Art or vandalism?
		Health and Physical Education	Personal, social and community health	Communicating and interacting for health and well being	Personal, social and cultural factors influencing emotional responses and behaviour, such as: • prior experience • norms and expectations • personal beliefs and attitudes (ACPPS075)		