

OVERVIEW

YEAR 7

LEARNING INTENTIONS

Learning intentions for the Year 7 Goodbye Graffiti teaching and learning materials include:

1. Define graffiti vandalism.
2. Explain the difference between graffiti vandalism and urban art.
3. Explore the impacts of graffiti vandalism.
4. Describe strategies used to reduce and/or prevent graffiti vandalism.
5. Discuss the roles of different groups in the community of reducing and/or preventing graffiti vandalism.
6. Understand the difference between a 'rule' and a 'law'.
7. Explain the consequences for a young person who is caught committing a graffiti vandalism offence.
8. Explain how members of the community can report graffiti vandalism and why this is a sound strategy in reducing and/or preventing graffiti.
9. Reflect on personal understanding and attitudes towards graffiti vandalism.

LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

Lesson 1: Exploring graffiti vandalism

Learning Area	Strand / Sub-Strand	Content Descriptor
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)

Lesson 2: Graffiti vandalism and the law

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)

Lesson	Topics	General Capabilities	Page	Time
1.	Exploring graffiti vandalism	<ul style="list-style-type: none"> • 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 	Literacy Critical and creative thinking ITC capability	3 75 mins

OVERVIEW cont. YEAR 7




Lesson		Topics	General Capabilities	Page	Time
2.	Graffiti vandalism and the law	<ul style="list-style-type: none"> • Revision – Graffiti vandalism – a definition • Revision – Difference between urban art and graffiti vandalism • Impacts of graffiti vandalism • Difference between a 'rule' and a 'law' • Legal consequences of graffiti vandalism for a young person • Reporting graffiti 	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 🗣️ ITC capability 	11	75 mins
Assessment Task		What do people think?			

LESSON 1

EXPLORING GRAFFITI VANDALISM

YEAR 7

Lesson 1: Exploring graffiti vandalism

TOPICS	<ul style="list-style-type: none"> • 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 	
Learning Area	Strand / Sub-Strand	Content Descriptor
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)
General Capabilities	 Literacy  Critical and creative thinking  ITC capability	
Learning Intentions	<ol style="list-style-type: none"> 1. Define graffiti vandalism. 2. Explain the difference between graffiti vandalism and urban art. 3. Explore the impacts of graffiti vandalism. 4. Describe strategies used to reduce and/or prevent graffiti vandalism. 5. Reflect on personal understanding and attitudes towards graffiti vandalism. 	

BACKGROUND TOPIC CONTENT

Graffiti vandalism – a definition

Graffiti vandalism is writing or drawings that have been scribbled, scratched, or sprayed without permission on a wall or other surface, often in a public place.

Graffiti through history

Graffiti ranges from simple written words to elaborate wall paintings and has existed since ancient times with examples dating back to Ancient Egypt, Ancient Greece and the Roman Empire. Graffiti preserved in ancient Pompeii contains examples of spells, slogans, and even literary quotes. Historians have been able to learn a great deal about life in ancient Pompeii during its final days because of this preserved graffiti. Many other cultures such as the ancient Mayans and Vikings of the Middle Ages also practiced forms of graffiti.

In modern times, paint (particularly spray paint) and marker pens have become the most commonly used graffiti materials. In most countries, marking or painting property

without the property owner's consent is considered defacement and vandalism, which has legal consequences.

Graffiti has long been regarded as a rebellious art form. During both ancient and present times, graffiti has been used to convey political or social opinions.

The difference between graffiti vandalism and urban art

Extracted from State Graffiti Taskforce. Retrieved from <https://www.goodbyegraffiti.wa.gov.au/Schools/Facts-for-Students/What-is-the-difference-between-graffiti-vandalism-and-urban-art>

There are often mixed messages in the media about *graffiti* and *urban art* but essentially the definition between both terms defines one as criminal damage (*graffiti vandalism*) and the other as permission-based artwork (*urban art*).

The WA Police Force Graffiti Team defines graffiti vandalism as the defacing of private and public property without consent from the property owner. Graffiti vandalism can take the form of writing, drawing or scratching onto surfaces using different implements such as paint, markers, stickers, and stencilling. It is illegal under the *Graffiti Vandalism Act 2016*.

Urban Art, unlike graffiti vandalism, is legal artwork where permission to mark the surface has been granted by the owner of the property. Urban Art is often known under many names such as *street art* or *mural art*. Urban Art projects on hotspot areas can be an effective *Designing out Crime Strategy* and recommended by the WA Police Force Graffiti Team as a graffiti prevention strategy.

Impacts of graffiti vandalism

Impacts of graffiti vandalism are wide reaching. Some of these impacts include: people can feel less safe in the community; less business in the area; less tourism to the area; council money spent on cleaning up graffiti rather than on community events, activities, resources etc; long term social costs for the offender including restricted overseas travel and inability to apply for some jobs.

Strategies for removing and/or preventing graffiti vandalism

Prompt removal of graffiti is recognised as best practice in graffiti vandalism control because it prevents property from appearing uncared for and reduces the amount of

recognition a graffiti vandal receives. Prompt removal requires state and local governments to work together and for local government to work with businesses.

Other than removing graffiti there are a number of strategies that governments can use to cool down graffiti vandalism hot spots (places where there is reoccurring or significant graffiti vandalism).

1. Buffing or painting over graffiti.
2. Reducing access to sites – fencing, using trees and bushes to reduce access.
3. 'Designing out graffiti' – this is an opportunity reduction strategy which looks to: use materials that are resistant to scratching and marking; improve lighting and adopt better lighting designs to remove vandals' cover; increase security patrols; apply restrictions on the sale of spray paints; increase community, and even electronic, surveillance.
4. 'Adopt a spot/area' – this strategy encourages individuals and groups to be responsible for monitoring graffiti in their adopted area and report any graffiti vandalism.
5. Community action days – Graffiti Action Days in various states of Australia encourage people to volunteer to remove and prevent graffiti. This strategy seeks to build a sense of community.
6. Urban art projects – there have been positive results from urban art projects which demonstrate that a painted mural is less of a target for graffiti vandalism than a blank wall.

LESSON 1: EXPLORING GRAFFITI VANDALISM

Introduce

COUNT IT OUT

This activity encourages students to think about a particular question and then share their responses with others in a small group.

- Place a large sheet of paper (A3 sticky notes, butcher paper) and different coloured marker pens at six different locations in the room.



Depending on the room the large sheets of paper can be placed on a wall, a desk or the floor.

75 MINS

ENVIRONMENT

- Classroom

EQUIPMENT & RESOURCES

Count it out

- A3 sheets of paper/butcher paper
- Marker pens
- Blu-Tack (if required)

War on graffiti

- Computer and screen for viewing

- On each of the large pieces of paper have one of the following questions:
 - What do you think graffiti vandalism is?
 - Where have you seen graffiti vandalism?
 - Who do you think does graffiti vandalism?
 - Why do you think people do graffiti vandalism?
 - How does graffiti vandalism make you feel when you see it in your school or in your community?
 - How can we reduce graffiti vandalism in our school and the community?
- Divide students into six even groups by allocating a number to each student.
- Ask students to move into numbered groups (eg 1, 2, 3, 4, 5 and 6).
- Allocate a question to each group.
- Explain to students that they will be given five minutes to write their collective thoughts down about the question on the paper.



Advise students they 'own' the words/comments/drawings recorded on their sheet and should be ready to explain or clarify information where necessary.

- At the end of the five minutes students need to rank their ideas as a group and choose the top three responses to the question.
- Students then need to choose a presenter who will present the 'top' three responses.
- Discuss the groups' responses. Direct discussion to ensure that students understand the following.
 - Qu 1 – Graffiti vandalism is writing or drawings that have been scribbled, scratched, or sprayed without permission on a wall or other surface, often in a public place.
 - Qu 2 – Graffiti vandalism can be seen on public transport, signs, park benches, walls, public and privately-owned businesses, public art, doorways etc.
 - Qu 3 – People who commit graffiti vandalism are different ages, genders, and from varied social positions, backgrounds and skill/education levels.
 - Qu 4 – There are many reasons people do graffiti vandalism including to be part of a group or 'crew', a sense of control and/or achievement, boredom, frustration, peer pressure, lack of other activities available, recognition from peers, lack of self-esteem, to mark their territory, rebellion, to practice their 'artistic' skill, and social commentary.
 - Qu 5 – Different people will feel different emotions when they see graffiti vandalism such as anger, uncertainty, fear, discomfort, nervous, amazed, overwhelmed, shocked, absorbed, alarmed, interested, curious, pumped etc.
 - Qu 6 – Graffiti vandalism can be reduced and/or prevented through a number of strategies including good design and lighting, making sure there are enough activities in the school/community to keep people interested, removing graffiti vandalism as soon as it is sighted, reporting graffiti vandalism etc.

Investigate it

- Student activity sheet – *Investigate it* (page 8-9)
- Access to iPads, tablets or computers and the Internet

My reflection

- Student activity sheet – *My reflection* (page 10)



SUPPORT RESOURCES

State Graffiti Taskforce
What is the difference between graffiti vandalism and urban art?
<https://www.goodbye graffiti.wa.gov.au/Schools/Facts-for-Students/What-is-the-difference-between-graffiti-vandalism-and-urban-art>

State Graffiti Taskforce
Urban Art
<https://www.goodbye graffiti.wa.gov.au/Prevent-Graffiti/Urban-Art>

State Graffiti Taskforce
New innovations
<https://www.goodbye graffiti.wa.gov.au/Prevent-Graffiti/New-Innovations>

State Graffiti Taskforce
Etching
<https://www.goodbye graffiti.wa.gov.au/Etching>

State Graffiti Taskforce
Prevent graffiti
<https://www.goodbye graffiti.wa.gov.au/Prevent-Graffiti>

History of graffiti
<https://archive.is/YqlAZ>

Bradley J. Bartolomeo, (2001)
Cement or Canvas: Aerosol Art & The Changing Face of Graffiti in the 21st Century
<https://www.graffiti.org/faq/graffiti-is-part-of-us.html>

The conversation
Articles on graffiti
<http://theconversation.com/au/topics/graffiti-11850>

Watch

Show students the following video.

WAR ON GRAFFITI (1.35 MINS)

Channel 7 News Melbourne

3 July 2018

<https://www.facebook.com/7NewsMelbourne/videos/war-on-graffiti/10156714584609301/>

- After watching the video ask students to share the key messages from the video and discuss these. Key messages can include:
 - graffiti vandalism is a crime
 - organisations working together to fight graffiti vandalism can achieve better results
 - graffiti vandalism offenders want their crimes to be 'seen' so removing the vandalised trains from the public eye is a strategy to stop this recognition
 - by monitoring serial 'taggers' and cleaning all the graffiti off the trains as soon as it happens graffiti crime is down 25% this year (2018) in Melbourne
 - if you see or know something, say something
 - those who commit a graffiti vandalism crime face prosecution and having to pay the costs of cleaning up the graffiti.

Record

INVESTIGATE IT

This activity encourages students to investigate a graffiti vandalism topic and share their findings with the class.

- Hand out to students an *Investigate it* activity sheet (page 8-9).
- Explain that students need to work in groups of 2-3 to research one of the questions.



To ensure that every question has a group researching it, allocate a question to each small group.

- Explain to students that they will have 15 mins to research their question and then another 5 minutes planning time to prepare their quick 1-minute presentation to the class. In their presentation students will need to respond to the question providing **three** key findings that answer their specific question.



Remind students to visit reputable websites to search for information eg government websites, websites with an .edu in the url etc.

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 and valid, supply a few suggested research sites. Adhering to school and education sector policies with regarding to viewing materials is strongly endorsed.

- In their presentation students can use visual images (using a Smart Board or something similar here would be useful). Remind students to explain where they found their information (eg government website) and their three key findings.
- At the end of the research and planning time, ask each small group to share their one-minute presentation.
- During each presentation, students are to write down the three key findings for each group on their *Investigate it* activity sheet (page 8-9).

II Reflect

- Ask students to complete a reflection on their knowledge and attitudes about and towards graffiti vandalism using the *My reflection* activity sheet (page 10).
- Ask for volunteers to share their reflections with a partner or with the class.

ACTIVITY SHEET

INVESTIGATE IT

QUESTION	NOTES	3 KEY FINDINGS	SOURCE(S)
What is graffiti vandalism?		1. 2. 3.	
What is the difference between graffiti vandalism and urban art?		1. 2. 3.	
When did graffiti begin and by who?		1. 2. 3.	
Has the use of graffiti changed through history?		1. 2. 3.	

ACTIVITY SHEET

INVESTIGATE IT

QUESTION	NOTES	3 KEY FINDINGS	SOURCE(S)
How does graffiti vandalism impact the opinion and actions of people in the community?		1. 2. 3.	
What is the cost of graffiti vandalism to the community in WA?		1. 2. 3.	
What are some strategies used in WA to reduce and/or prevent graffiti vandalism?		1. 2. 3.	
What is a graffiti hot spot?		1. 2. 3.	

ACTIVITY SHEET

MY REFLECTION

LESSON 1	Exploring graffiti vandalism
Unfinished sentence	Response
I was surprised to learn that graffiti vandalism is/was.....	
Today's lesson challenged my thinking about	
I still want to know...	
LESSON 2	Graffiti vandalism and the law
Unfinished sentence	Response
I was surprised to learn that graffiti vandalism is/was.....	
Today's lesson challenged my thinking about	
I still want to know...	

LESSON 2

GRAFFITI VANDALISM AND THE LAW

YEAR 7

Lesson 2: Graffiti vandalism and the law

TOPICS	<ul style="list-style-type: none"> • Revision – Graffiti vandalism – a definition • Revision – Difference between urban art and graffiti vandalism • Impacts of graffiti vandalism • Difference between a 'rule' and a 'law' • Legal consequences of graffiti vandalism for a young person • Reporting graffiti 	
Learning Area	Strand / Sub-Strand	Content Descriptor
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)
General Capabilities	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 🔗 ITC capability 	
Learning Intentions	<ol style="list-style-type: none"> 1. Explore the impacts of graffiti vandalism. 2. Discuss the roles of different groups in the community of reducing and/or preventing graffiti vandalism. 3. Understand the difference between a 'rule' and a 'law'. 4. Explain the consequences for a young person who is caught committing a graffiti vandalism offence. 5. Explain how members of the community can report graffiti vandalism and why this is a sound strategy in reducing and/or preventing graffiti. 	

BACKGROUND TOPIC CONTENT

Definitions

Graffiti vandalism is writing or drawings that have been scribbled, scratched, or sprayed without permission on a wall or other surface, often in a public place. There are often mixed messages in the media about *graffiti vandalism* and *urban art* but essentially the definition between both terms defines one as criminal damage (*graffiti*) and the other as permission-based artwork (*urban art*).

The impact of graffiti

The impacts of graffiti vandalism are challenging to determine however significant financial and social costs can be experienced for individuals, communities, businesses and environments.

Financial costs: It is estimated that up to \$25 million dollars per year is spent on graffiti removal in Western Australia. However, in reality the financial cost is much higher due to difficulty in obtaining accurate costing largely due to the nature of graffiti offences, its reporting and subsequent removal. <https://www.goodbyegraffiti.wa.gov.au/Schools/Facts-for-Students/How-much-is-being-spent-of-graffiti-removal> , Jan 16, 2018).

Indirectly there are additional costs due to graffiti vandalism including increased insurance premiums and government taxes which are in place to cover the cost of repairing damage to public property caused by graffiti vandalism.

In some instances, the viability of businesses may be impacted due to decreased property values in areas of heavy graffiti vandalism, financial losses due to the damage caused, and loss of patronage due to increased feelings of reduced public safety. Additionally, tourism could decline in areas that have particular graffiti problems resulting in a negative impact on the economy for local businesses.

Social costs: There is also a social cost that can be attributed to graffiti vandalism. Graffiti vandalism can create a general perception that crime is more widespread than it actually is. This in turn may encourage further criminal activity in the area. Throughout the wider community, it can contribute to a general sense of apprehension about levels of crime and, in particular, result in a fear for personal safety. For example, the 2014 National Survey of Community Satisfaction with Policing revealed that when compared to other crimes, people perceived graffiti as a major neighbourhood problem, second only to hooning but considered it a greater problem than illegal drug use.

Graffiti vandalism can also undermine community pride and divert money from being spent on resources and events that would benefit the community.

There are also social costs for offenders of graffiti vandalism. Graffiti is classified as criminal damage. This means offenders who are found guilty by the courts of committing a graffiti crime will have a permanent police record. This can stop them from being accepted for particular jobs and even prevent them from being allowed to leave the country or enter some countries for travel or business purposes.

Graffiti vandalism and the law

The Graffiti Vandalism Act 2016 states that graffiti is any drawing, writing, painting, symbol or mark applied to or marked on property by –

- (a) spraying, writing, drawing, marking or otherwise applying paint or another marking substance; or
- (b) scratching or etching. Graffiti offence (GVA section 5) – Damaging property by graffiti.

A person must not destroy, damage or deface the property of another person by graffiti without that other person's consent.

Penalty: a fine of \$24,000 and imprisonment for 2 years, but the minimum penalty:

- (a) for an adult offender is a community based order
- (b) for a child offender is a youth community based order.



Consent is the difference between graffiti vandalism and urban art.

Rapid removal of graffiti

Rapid removal of graffiti is recognised as best practice in graffiti control because it prevents property from appearing uncared for and reduces the amount of recognition a graffiti vandal receives. Prompt removal requires state and local governments to work together and for local government to work with businesses.

Reporting graffiti vandalism

An online form is available to community members who wish to report graffiti vandalism. Reports are forwarded to relevant Local Governments and property owners as notification for removal of graffiti vandalism. Report graffiti vandalism at <https://www.goodbyegrffiti.wa.gov.au/Report-Graffiti>

Students can also report information about a graffiti offender to Crime Stoppers on 1800 333 000 or at www.crimestopperswa.com.au. They can remain anonymous if they wish.

LESSON 2: GRAFFITI VANDALISM AND THE LAW

Watch

INTRODUCING GRAFFITI VANDALISM

- Explain to students that they are going to watch a short video that revises the following.
 - Definition of graffiti vandalism.
 - The difference between urban art and graffiti vandalism.
 - The impacts of graffiti vandalism on the community.
 - What strategies are used to reduce graffiti vandalism in WA.
- Show the video *Introducing graffiti vandalism* – (2.36 sec) available from the Goodbye Graffiti website.
- After viewing this video ask students the following questions.
 - What is graffiti vandalism? (*Graffiti vandalism is writing or drawings that have been scribbled, scratched, or sprayed without permission on a wall or other surface, often in a public place. It is a crime.*)
 - What is the difference between urban art and graffiti vandalism? (*Graffiti vandalism is the defacing of private and public property without consent from the property owner and urban art is where permission (consent) to mark the surface has been given.*)
 - What are some of the impacts of graffiti vandalism on individuals and the community? (*Graffiti vandalism has many impacts for individuals and the community eg financial costs for the community such directing money into preventing graffiti rather than other community projects; a perception that crime is more widespread in an area than it is creating a feeling that the area is not safe; businesses losing customers due to people being afraid to come to the area or financial loss having to repair damage caused by graffiti vandals; social costs for offenders including a permanent police record which can impact travel and job prospects.*)
 - What are some of the strategies used to prevent and reduce graffiti? (*Using good design elements such as good lighting and plants and fencing, cleaning up graffiti vandalism as soon as it is detected, providing other community activities, educating the community about graffiti vandalism etc.*)

Introduce

- Ask students what governs how we behave in society. (*Our values and culture as well as the laws under which we all have to live.*)
- Introduce the activity *Yes, No or Maybe*.

YES, NO OR MAYBE

This activity encourages students to form an opinion on a question being able to justify their response.

- Hand out to each student a set of *Yes, No, or Maybe* cards (page 17).
- Explain to students that a series of questions will be asked about graffiti vandalism and the law. They will have to think about the statement and provide their answer.
- To show their answer, they are to hold up a 'Yes' or 'No' card. If they are unsure, they can hold up the 'Maybe' card.

 75 MINS

 ENVIRONMENT

- Classroom

 EQUIPMENT
& RESOURCES

Introducing graffiti vandalism

- Video – available from the Goodbye Graffiti website
- Computer and screen for viewing

Yes, No or Maybe

- Resource sheet – *Yes, No or Maybe* (page 17)

Roles

- A3 sheets of paper/butcher paper
- paper
- Marker pens
- Access to iPads, tablets or computers and the Internet

My reflection

- Student activity sheet – *My reflection* (page 10)

 SUPPORT
RESOURCES

Government of Western Australia
Department of Justice
Youth Community Based Order
https://www.correctiveservices.wa.gov.au/_files/youth-justice/ycbo-fact-sheet.pdf

State Graffiti Taskforce
Graffiti and the Law
<https://www.goodbyegraffiti.wa.gov.au/Police/Graffiti-and-the-Law>

Australian Institute of Criminology
Key issues in graffiti
<https://aic.gov.au/publications/rip/rip06>

Statements

- 'Tagging' a bus stop is committing a graffiti vandalism crime. (Yes)
- Putting a sticker on the underside of a school bus seat is graffiti vandalism. (Yes)
- Drawing a picture in a school library book is graffiti vandalism. (Yes)
- Carving your name into a tree at the park is graffiti vandalism. (Yes)
- Scratching the glass on a train is graffiti vandalism. (Yes)
- Painting a mural on a school wall with the permission of the principal is ok. (Yes)
- Writing your name in wet cement on a kerb is graffiti vandalism. (Yes)



The Yes, No or Maybe activity can be done on a continuum. Set up signs in a line with Yes at one end, No at the other and Maybe in the middle. Ask students to move to a spot on the continuum after the statement is read out.

- Process the activity by asking the following questions.
 - Did any of the statements and their correct response surprise you? Why?
 - Did you learn anything new?
- Remind students that graffiti vandalism is writing or drawings that have been scribbled, scratched, or sprayed without permission on a wall or other surface, often in a public place.
- Introduce to students the difference between 'rules' and 'law'. (*Rules are standards of behaviour that must be followed in certain environments or situations such as at school or on a sporting field. Most rules have consequences. Laws are created by governments and publicly enforced by police and court systems. Laws are voted on and have legal implications when they are broken.*)
- Working with students come up with a 'rule' and a 'law' to emphasise the difference between the two.
- Emphasise that graffiti vandalism is a crime and explain what can happen to a young person if they commit and are charged with a graffiti crime? (*The minimum fine for a child offender is a Youth Community Based Order. A Youth Community Based Order is a court order that requires a juvenile offender to be supervised in the community by youth justice officers. This means they must report regularly to their youth justice officer, must not break the law, and must not change their address without notifying their youth justice officer. They may also be required to perform unpaid community service work or undergo a self-development program while under supervision in the community.*)
- Ask students why they think we need to have laws around graffiti vandalism? (*Everyone in the community has the right to feel safe and protected. Sometimes when there is graffiti, people do not feel safe. Graffiti laws let people know what acceptable behaviour is and what the consequences will be if individuals do not behave in a way that supports community values and the laws by which we live.*)

Record

ROLES

This activity encourages students to consider and research the roles different groups in the community have in preventing and/or reducing graffiti vandalism.

- Divide students into even groups.
- Hand out to each group a large sheet of paper (A3 sticky note, butcher paper etc) and a marker pen.
- Allocate a role to each group.

Roles

- The police
 - Local government
 - General members of the community
 - Media
 - Politicians
 - Judges and lawyers
 - Schools and teachers
 - Local community groups eg Scouts, Lions, sporting groups etc.
- Ask students to write the following question on their paper inserting their allocated role into the statement.

Question

What is the role of (the) _____ in preventing and or reducing graffiti vandalism in the community?

- Give students fifteen minutes to research their group's response to the question using iPads, tablets or computers.



Remind students to visit reputable websites to search for information eg government websites, websites with an .edu in the url etc.

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 and valid, supply a few suggested research sites. Adhering to school and education sector policies with regarding to viewing materials is strongly endorsed.

- Ask each group to report back to the whole class. Discuss.

Watch

- Show students the following video.

REPORT GRAFFITI (1.21 mins)

Western Australia Police

<https://www.crimestopperswa.com.au/for-schools/graffiti-action-challenge/useful-information/what-do-you-do-if-you-see-graffiti/>
https://www.youtube.com/watch?time_continue=77&v=oBPOiEkfuac

- After watching the video ask students to share with you all of the key messages from the short video such as:
 - look out for graffiti in your community
 - graffiti vandalism is illegal
 - graffiti vandalism costs WA \$25 million dollars per year in clean-up and repair
 - offenders can be fined or even jailed
 - graffiti vandalism includes tagging public or private property and scratching (etching) windows of buses or trains etc.
 - if you see some graffiti do the following:
 - take a note of what it says, where you saw it and, if possible, take a photo of the graffiti
 - report the graffiti via the Goodbye Graffiti online form. It is anonymous.



The Goodbye Graffiti online form can be found at <https://www.goodbyegraffiti.wa.gov.au/Report-Graffiti>

Students can also report information about a graffiti offender to Crime Stoppers on 1800 333 000 or at www.crimestopperswa.com.au. They can remain anonymous if they wish.

II Reflect

- Ask students to complete a reflection on their knowledge and attitudes about and towards graffiti vandalism using the *My reflection* worksheet (page 10).
- Ask students to share their reflections with a partner or with the class.

RESOURCE SHEET

ACT IT OUT

YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE
YES 😊	NO ☹️	MAYBE