

OVERVIEW

YEAR 8

LEARNING INTENTIONS

Learning intentions for the Year 8 Goodbye Graffiti teaching and learning materials include:

1. Define graffiti vandalism.
2. Explain the difference between graffiti vandalism and urban art.
3. Describe strategies used to reduce and/or prevent graffiti vandalism.
4. Explore how urban art is used as a strategy to 'design out' graffiti vandalism.
5. Explore the impacts of graffiti vandalism.
6. Explain the consequences of committing a graffiti vandalism offence.
7. Explain how members of the community can report graffiti vandalism.
8. Reflect on personal understanding and attitudes towards graffiti vandalism.




LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

Lesson 1: Graffiti vandalism or street art?

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: Actions = Consequences

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)
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: <ul style="list-style-type: none"> • prior experience • norms and expectations • personal beliefs and attitudes (ACPPS075)

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

OVERVIEW cont.

YEAR 8




Lesson		Topics	General Capabilities	Page	Time
2.	Graffiti vandalism and the law	<ul style="list-style-type: none"> • Revision – Define graffiti vandalism, the difference between urban art and graffiti vandalism, graffiti reduction/ prevention strategies and the role urban art plays in 'designing out' graffiti vandalism • Impacts of graffiti vandalism • Legal consequences of graffiti vandalism • Reporting graffiti 	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 🔗 ITC capability ⚖️ Ethical understanding 👥 Personal and social capability 🌐 Intercultural understanding 	10	75 mins
Assessment Task		Graffiti: Art or vandalism?			

LESSON 1

GRAFFITI VANDALISM OR STREET ART?

YEAR 8

Lesson 1: Graffiti vandalism or street art?

TOPICS	<ul style="list-style-type: none"> • 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 	
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. Describe strategies used to reduce and/or prevent graffiti vandalism. 4. Explore how urban art is used as a strategy to 'design out' 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.goodbye graffiti.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.

Strategies for removing and/or preventing graffiti vandalism

Rapid 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: GRAFFITI VANDALISM OR STREET ART?

Introduce

GRAFFITI QUIZ

- Introduce the topic of graffiti vandalism by asking students to complete the *Graffiti Quiz* (page 7).
- After students have completed the quiz, work through the answers with them providing additional information about each of the questions asked.

Quiz answers

1. c) Graffiti is the singular form of the Italian graffiti, meaning 'little scratch'.
2. a) Spray paint
3. b) 'Tagging' is the act of writing a graffiti name with spray paint or markers.
4. a) The Ancient Greeks have been credited with the first documented piece of modern graffiti.
5. c) In the early 80s, the media began to link graffiti with other emerging urban cultures (those of breakdance and rap music produced by youths from the most neglected areas of New York) creating a concept called hip hop.
6. c) The Berlin Wall was constructed in 1961 to separate West Berlin and East Berlin during the Cold War. The West Berlin side of the wall had artwork completely covering the wall, while the East Berlin side was kept blank because people were not permitted to get close enough to the east side of the wall to paint anything.



75 MINS



ENVIRONMENT

- Classroom



EQUIPMENT
& RESOURCES

Graffiti quiz

- Student activity sheet – *Graffiti quiz* (page 7)

What's it all mean?

- Student activity sheet – *What's it all mean?* (page 8)
- Computers, iPads or tablets
- A screen for viewing student presentations

Thought shapes

- Resource sheet – *Thought shapes* (page 9)

7. a) 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 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*).



Ensure that students understand the difference between graffiti vandalism and urban art by the end of the quiz answer explanations.

Watch

- View the following video.

What area do you think will benefit from street art? (3.31 mins)

Today Tonight

<https://www.facebook.com/TodayTonight/videos/what-area-do-you-think-would-benefit-from-street-art/1605321026174014/>

- After watching the video discuss the following.
 - During the video there was evidence of graffiti vandalism and urban art. How did you feel seeing the graffiti vandalism and then the urban art?
 - Urban art is a strategy used to 'design out' graffiti. Do you think it is an effective strategy? What does it aim to do? (*Urban Art can be used as a graffiti prevention strategy, often most effective at hot spot locations or locations with significant or reoccurring graffiti vandalism. Anecdotal evidence of the success of urban art as a graffiti prevention strategy is very strong throughout WA metropolitan local councils, although there is limited data available. Other benefits of undertaking urban art projects may include:*
 - the development of artistic skills in legal settings*
 - enhanced public spaces through exciting and innovative artworks*
 - improved rapport between urban artists and the community.*

Record

WHAT'S IT ALL MEAN?

- Ask students to move into small groups of 2-3.
- Explain to students that they will be conducting some research on graffiti vandalism and urban art.
- Hand out to students the research task sheet *What's it all mean?* (page 8).
- Read through the task sheet with students clarifying any areas of concern.
- At the end of the 30-minute research time ask each group to present their findings to the class.
- Discuss each group's presentations.

II Reflect

THOUGHT SHAPES

This strategy helps students to reflect individually on their learning experiences.

- Make a class set of thought shape cards using the resource sheet *Thought shapes* (page 9).
- Place students in groups of four with one set of thought shape cards.
- Students take turns to select a card and share with the group.
- Encourage students to consider their prior knowledge and attitudes about and towards graffiti vandalism and how this may have changed when completing the reflection activity.
- Ask for volunteers to share their reflections with the class.

ACTIVITY SHEET

GRAFFITI QUIZ

1 The modern word graffiti is from the Italian word 'graffiato' which means:

- a) illegal
- b) wall
- c) scratched

2 Graffiti artists usually use:

- a) spray paint
- b) coloured paint
- c) crayons

3 A graffiti tag is:

- a) a small picture
- b) a signature
- c) a series of paintings

4 Which ancient civilization has evidence of graffiti?

- a) Greek
- b) Egyptian
- c) Aztec

5 Which type of music is related to graffiti?

- a) Grunge
- b) Rock
- c) Hip-hop

6 Which of these walls was graffiti painted from end to end?

- a) The Great wall of China
- b) The wall on Wall street
- c) The Berlin Wall

7 The difference between graffiti vandalism and urban art is:

- a) Consent
- b) Graffiti vandalism is just tags
- c) Urban art is only pictures

ACTIVITY SHEET

WHAT'S IT ALL MEAN?

Group

TASK EXPLANATION

Working in your small group using print, digital, audio and visual sources, research graffiti prevention strategies and the role urban art plays as a graffiti prevention strategy.

Write notes in the spaces below and then be prepared to share your information in a one-minute verbal presentation. You can create a PowerPoint presentation or use visual imagery to support your presentation.

- 1 List and describe three different graffiti prevention strategies.

1.
2.
3.

- 2 Find a piece of urban art in (or near) your community OR just a piece of urban art that you like. Describe the benefits of this piece of urban art as both a graffiti prevention strategy and as a means of enhancing a public space.

- 3 List down your sources below.

FILM OR VIDEO				
TITLE	YEAR	FORMAT	PUBLISHER	PLACE
WORLD WIDE WEB – DOCUMENT				
AUTHOR	YEAR OF LAST UPDATE	TITLE OF THE WEBSITE	DATE RETRIEVED	URL (WEBSITE ADDRESS)
NEWSPAPER ARTICLES				
AUTHOR	YEAR	TITLE OF ARTICLE	TITLE OF NEWSPAPER	DATE/PAGES

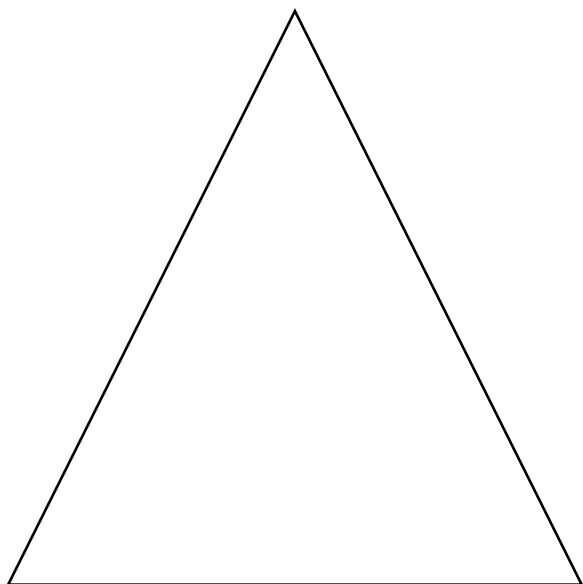
POTENTIAL SOURCES

State Graffiti Taskforce – Urban Art
<https://www.goodbyegraffiti.wa.gov.au/Prevent-Graffiti/Urban-Art>
 State Graffiti Taskforce – Urban Art Gallery
<https://www.goodbyegraffiti.wa.gov.au/Prevent-Graffiti/Urban-Art-Gallery>

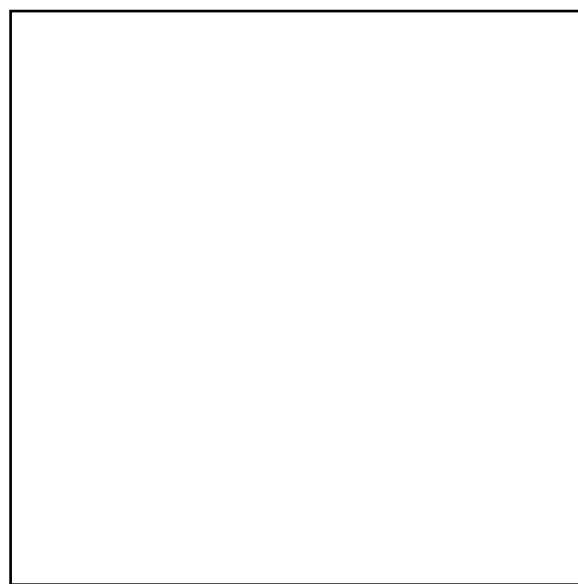
State Graffiti Taskforce – Prevent graffiti
<https://www.goodbyegraffiti.wa.gov.au/Prevent-Graffiti>
 Streets of Perth – Urban explorers
<https://www.streetsofperthwa.com/>

RESOURCE SHEET

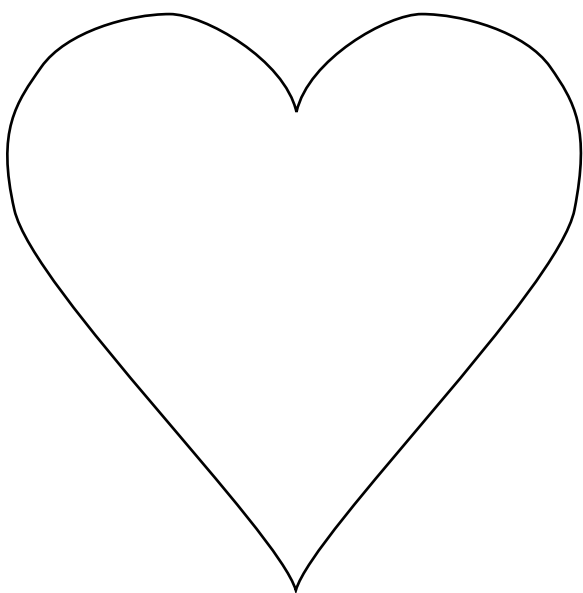
THOUGHT SHAPES



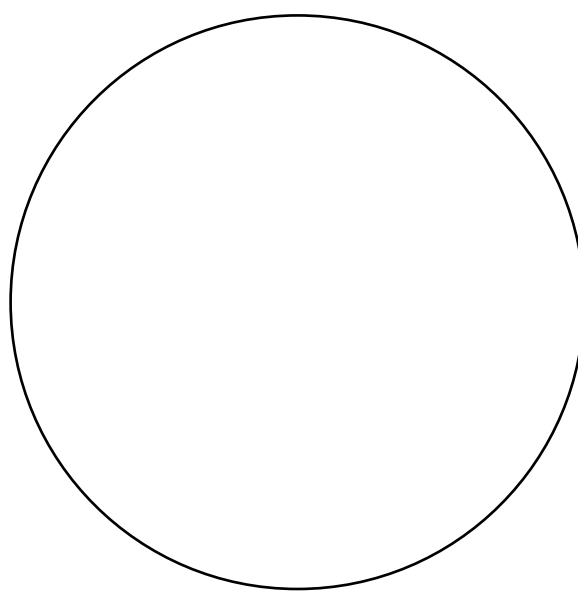
The most important thing I have learnt is...



What I enjoyed most is...



How I feel about using the skills and ideas
I have learnt is...



The thoughts still going around
in my head are...

LESSON 2

ACTIONS = CONSEQUENCES

YEAR 8

Lesson 2: Actions = Consequences

TOPICS	<ul style="list-style-type: none"> • Revision – Define graffiti vandalism, the difference between urban art and graffiti vandalism, graffiti reduction/prevention strategies and the role urban art plays in 'designing out' graffiti vandalism • Impacts of graffiti vandalism • Legal consequences of graffiti vandalism • Reporting graffiti 	
Learning Area	Strand / Sub-Strand	Content Descriptor
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General Capabilities	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 🔗 ITC capability ⚖️ Ethical understanding 👥 Personal and social capability 🌐 Intercultural understanding 	
Learning Intentions	<ol style="list-style-type: none"> 1. Revise the definition of graffiti vandalism and the difference between graffiti vandalism and urban art. 2. Explore the impacts of graffiti vandalism. 3. Explain the consequences of committing a graffiti vandalism offence. 4. Explain how members of the community can report graffiti vandalism. 	

BACKGROUND TOPIC CONTENT

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.goodbyegrffiti.wa.gov.au/Schools/Facts-for-Students/How-much-is-being-spent-on-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.

Reporting graffiti vandalism

An online form is available to community members who wish to report graffiti vandalism. Reports are forwarded to relevant local councils and property owners as notification for removal of graffiti vandalism. Report graffiti vandalism 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.

LESSON 2: ACTIONS = CONSEQUENCES

◀ Revise

- Working as a class, revise the following:
 - what graffiti vandalism is
 - the difference between graffiti vandalism and urban art
 - the strategies used to prevent/reduce graffiti vandalism
 - how urban art is used as a strategy to 'design out' graffiti vandalism.

▶ Introduce

TRIGGERS

- Divide the class into four even groups.
- Allocate to each group a large piece of paper (A3 sticky note, butcher paper etc) and a marker pen.
- Allocate one of the trigger questions below to each group allowing 10 minutes for discussion.
 - Why do people do graffiti vandalism?
 - What are the impacts of graffiti vandalism on the community?
 - What could be some of the impacts of being charged with a graffiti vandalism offence?
 - Why does graffiti vandalism affect people in different ways?



75 MINS



ENVIRONMENT

- Classroom



**EQUIPMENT
& RESOURCES**

Triggers

- Large blank pieces of paper (A3 sticky note, butcher paper)
- Marker pens

My attitude, My actions

- Student activity sheet – *My attitude, My actions* (page 15)

- At the end of the discussion time, ask one member from each group to report back to the class.
- Generate discussion about each group's findings.
- Encourage students through the discussion to think specifically how the question and the responses provided relate to their personal views and values. For example, encourage students to reflect on their personal interaction with graffiti vandalism in their local area and how they feel when they see it eg angry, apprehensive etc.

Record

OPTION 1

MY ATTITUDE, MY ACTIONS

This strategy helps students to understand the factors that influence their attitudes and behaviours.

- Explain to students that their attitudes affect their behaviour. Use an example relevant to students to demonstrate this concept.
- Hand out to each student the activity sheet *My attitude, My actions* (page 15).
- Read the initial information at the top of the page with students and discuss the tasks.
- Direct students to read the three scenarios and think about their own attitudes to graffiti vandalism and how these attitudes could influence their behaviour if they were in this situation.
- Students are to complete the table working individually.
- After the working time, ask students to share one of the scenarios and their thoughts with another student.
- Generate a whole classroom discussion. Encourage students to make connections between their own personal, social and cultural attitudes and beliefs and how these would influence their behaviour in each scenario.

OPTION 2

Modified from the City of Gold Coast – Graffiti Prevention Education Program

IT AFFECTS EVERYONE

This activity encourages students to think about and research how graffiti vandalism effects different people in the community.

- Ask students to move into groups of 3-4.
- Hand out to each group the activity worksheet *It affects everyone* (page 16) and one of the *Character cards* (page 17-18).
- Working in their groups have students consider their character and the impact graffiti vandalism has on them.
- Students should be encouraged to use computers, tablets or an iPad to research their responses to some of the questions.

It affects everyone

- Student activity sheet – *It affects everyone* (page 16)
- Resource sheet – *Character cards* (page 17-18)
- Computer, tablet, iPad and Internet connection

It's a wrap

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

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>



Those allocated a round card have characters such as a school principal, small business owner or librarian and will develop a greater knowledge and understanding of graffiti vandalism and its impacts on people.

Those allocated a rectangle card will develop a greater knowledge and understanding of graffiti vandalism and the justifications used by people who engage in graffiti vandalism.

- At the end of the discussion and research time, ask groups to report back to the group on their findings.
- Remind groups to explain who their character is before they share their findings.
- Process the activity by asking:
 - Did this activity build greater understanding of the wide-reaching impacts of graffiti vandalism on members of the community? How?
 - Did you learn anything new? What was it?
 - Did this activity change any of your attitudes? If so, how?
 - Do you think that personal, social and/or cultural factors may have influenced the way that your character behaved? How?



Watch

- Show students the following video.

REPORT GRAFFITI (1.21 mins)

Western Australia Police Force

<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.



Inform students that 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.

Watch and Reflect

IT'S A WRAP

- 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 *It's a wrap* – (2.08 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.*)

3-2-1 REFLECT

This activity encourages students to internalise and make sense of new or revised information.

- Ask students to reflect on the content from the video *It's a wrap* and share:
 - 3 things they can remember/facts/interesting information
 - 2 things that explain why the information is relevant to them
 - 1 question they still may have.

ACTIVITY SHEET

MY ATTITUDE, MY ACTIONS

An attitude is a settled way of thinking or feeling about something. Our attitudes influence how we act or behave. For example: *I'm scared of spiders (attitude) so I will avoid them and scream if I see one (behaviour)* OR *I don't like fantasy books (attitude) so I'm not going to read them (behaviour)*.

Can you think of an attitude you have developed and how this influences your behaviour?

THE RELATIONSHIP BETWEEN ATTITUDES AND BEHAVIOUR



- 1 **Situation 1**
You and your mates are out on a Friday night. It's a hot night and you have been throwing water balloons at each other. Someone has brought balloons with dye in them. One of your mates starts a competition to throw the balloons at the big advertising sign. When they land on the sign they splatter and stain. Are you going to join in?
- 2 **Situation 2**
Your mate likes to paint and draw. He designs t-shirts and decks for skateboards using his own brand. Recently you noticed your mate's brand as a tag on a wall near the school. You asked him about it. He said he did it. What are you going to do?
- 3 **Situation 3**
You've got this new boyfriend/girlfriend who you're really into. They want you to carve your name around a love heart into the tree at the park. Everyone does it. What are you going to do?

What I think and feel ATTITUDE	If and when I become involved in this situation, I will... INTENTION TO BEHAVE	In this situation I would... BEHAVIOUR
Situation 1		
Situation 2		
Situation 3		

Influences

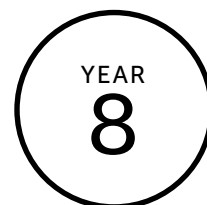
Who and what has influenced my thoughts and feelings? (experience, personality, family, media)

Influences

Who and what has influenced my behaviour? (peers and family, skills, mood, enforcement, time, environment, convenience)

ACTIVITY SHEET

IT AFFECTS EVERYONE



Use the character card you have been given to respond to the questions below.

● ● ● ● ● ● ● ● ● ROUND CHARACTER CARDS ● ● ● ● ● ● ● ● ●

After reading your character card, answer the following questions.	
How do you think your character would be feeling? Describe this.	
What are the consequences for your character if the graffiti vandalism continues?	
Research the following.	
What are some of the economic impacts of graffiti vandalism?	
How can graffiti vandalism impact the community?	
How might people feel if they live in a graffiti vandalism hot spot? (area of frequent or sustained graffiti vandalism)	

■ ■ ■ ■ ■ RECTANGLE CHARACTER CARDS ■ ■ ■ ■ ■

After reading your character card, answer the following questions.	
What do you think motivates your character to commit graffiti vandalism crimes?	
What impact do you think your character's graffiti vandalism is going to have on the community?	
Research the following.	
What consequences could your character face if charged with a graffiti vandalism crime in WA?	

RESOURCE SHEET

CHARACTER CARDS

Fillipo is 84 and lives alone. He has a large limestone wall that surrounds his house. Previously there was some graffiti on the small wall that borders the park but now the graffiti is all over his side and front walls. It's costly to remove.

Last week Jan found that a whole row of books in the crime fiction section of the library had been tagged both on the covers and inside. The books have had to be removed from circulation.

The Year 8 toilets in the school have been vandalised again with tags, rude images and words. As principal of the school Mrs Pierout has decided to lock the toilets until the offenders are found and the toilets are repainted.

Mohammad and Sara have been the proud owners of a small coffee shop for 18 months. They have worked really hard to build up their business. The local train line nearby provides a good number of customers buying coffee and breakfast items on the way to work. However, over the last few months their shop front has been the target of graffiti vandalism on four separate occasions.

Jess cleans six classrooms at the local high school Monday to Friday when school finishes. Over the last few months she has noticed an increase in graffiti vandalism on the school desks especially in the private study areas of the shared classroom space. Removing the graffiti every day is taking so much of her allocated cleaning time.

RESOURCE SHEET

CHARACTER CARDS



Kyle, aged 27, spray paints walls and bus shelters in inner Perth with his political and social messages. He does not have permission to do this.



Star, 16 years, couch surfs since leaving home last year when her parents split up. She has a crew and they regularly tag walls, street signs and other public and private property in and around the city.



Tristan, 24 years, is a 'bomber'.
He sprays his tag on an industrial scale on warehouse walls.



Axel, 11 years, loves to draw.
His suburb recently had new paths and kerbs. Using a stick he scraped his tag and some images into the wet cement.



Kiann, 36 years, has always loved to draw as a way of expressing himself. In school he would sit in lessons drawing his name instead of listening to the teachers. Now he works at the bank during the day and graffiti's trains at night.