

# OVERVIEW

## YEAR 4

### LEARNING INTENTIONS

Learning intentions for the Year 4 Goodbye Graffiti teaching and learning materials include:

1. Define graffiti vandalism.
2. Explain the difference between graffiti vandalism and urban art.
3. Explain the consequences for a young person who is caught committing a graffiti vandalism offence.
4. Reflect on personal attitudes towards graffiti vandalism.
5. Explore the impacts of graffiti vandalism
6. Understand the difference between a 'rule' and a 'law'

### LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

#### Lesson 1: What's graffiti?

Learning Area	Strand / Sub-Strand	Content Descriptor
Humanities and Social Sciences	<b>Knowledge and understanding</b> Civics and citizenship	<b>Subject: Government and society</b> The importance and purpose of laws (eg to maintain social cohesion, to reflect society's values) (ACHASSK092)
	<b>Humanities and Social Sciences skills</b> 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)

#### Lesson 2: How graffiti impacts us

Humanities and Social Sciences	<b>Humanities and Social Sciences skills</b> Questioning and researching	Identify current understanding of a topic (eg brainstorm, KWL chart) (WAHASS26)
	<b>Knowledge and understanding</b> Civics and citizenship	<b>Subject: Government and society</b> The differences between 'rules' and 'laws' (ACHASSK092)

Lesson	Topics	General Capabilities	Page	Time
1.	What's graffiti?	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and creative thinking</li> <li>• Personal and social capability</li> <li>• Ethical understanding</li> </ul>	2	60 mins
2.	How graffiti impacts us	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and creative thinking</li> <li>• Personal and social capability</li> <li>• Ethical understanding</li> </ul>	7	60 mins
Assessment Task		Who says what		

# LESSON 1

## WHAT'S GRAFFITI?

### YEAR 4

#### Lesson 1: What's graffiti?

TOPICS	<ul style="list-style-type: none"> <li>• Graffiti vandalism – a definition</li> <li>• Difference between urban art and graffiti vandalism</li> <li>• Consequences of graffiti vandalism for the offender</li> </ul>	
Learning Area	Strand / Sub-Strand	Content Descriptor
Humanities and Social Sciences	Knowledge and understanding Civics and citizenship	<b>Subject: Government and society</b> The importance and purpose of laws (eg to maintain social cohesion, to reflect society's values) (ACHASSK092)
	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)
General Capabilities	<ul style="list-style-type: none"> <li>📖 Literacy</li> <li>🧠 Critical and creative thinking</li> <li>👥 Personal and social capability</li> <li>⚖️ Ethical understanding</li> </ul>	
Learning Intentions	<ol style="list-style-type: none"> <li>1. Define graffiti vandalism.</li> <li>2. Explain the difference between graffiti vandalism and urban art.</li> <li>3. Explain the consequences for a young person who is caught committing a graffiti vandalism offence.</li> <li>4. Reflect on personal attitudes towards graffiti vandalism</li> </ol>	

## BACKGROUND TOPIC CONTENT

### 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 the Goodbye Graffiti website. 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 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 WA Police 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 Graffiti Team as a graffiti prevention strategy.

### Graffiti 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.**

## LESSON 1: WHAT'S GRAFFITI?

### Introduce

#### WHAT AM I?

This activity encourages students to try to guess the topic for the lesson.

- Read the following statements encouraging students to 'guess' the topic for the lesson. As more questions are asked, more is revealed about the topic.
1. I'm not alive but sometimes I can look alive.
  2. Some people have used me to send a political message.
  3. I have been found to be used by the ancient Romans and Greeks.
  4. I'm sometimes very colourful.
  5. I'm found on some walls, buses, signs and roads.
  6. Sometimes, I make the area around me look scary.
  7. I'm against the law.
  8. I am not urban art. I am ... GRAFFITI.

#### GRAFFITI WALK

This activity encourages students to think about a particular question or topic and then share their responses with others.

- Place a large sheet of paper (A3 sticky notes/butcher paper) and different coloured felt pens or markers at four different corners of the room.



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

- On each of the large pieces of paper (graffiti sheets) have one of the following questions:
  - What do you think graffiti is?
  - Where have you seen graffiti?
  - Who do you think does graffiti?
  - How does graffiti make you feel?



**60 MINS**



**ENVIRONMENT**

- Classroom



**EQUIPMENT  
& RESOURCES**

#### Graffiti walk

- A3 sheets of paper
- Butcher paper
- Textas/markers
- Blu tak

#### What's up graffiti?

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

#### Sandwich chart

- Student activity sheet – *Sandwich Chart* (page 6)

- Divide students into four even groups. Explain that students are going to complete a graffiti walk.



If the class size is large, you may need to divide into smaller groups and run two consecutive graffiti walks eg Graffiti walk 1 = four small groups, four questions. Graffiti walk 2 = four small groups, four questions. Alternatively, you could run the activity as a whole class brainstorm.

- Ask students to move to a designated graffiti sheet and within a designated time, groups 'graffiti' their paper with words, phrases or drawings related to their question, statement or issue. This is a creative way to collect thoughts from all or most of the students in the class in a non-threatening way.



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

Keep the timing of the task short so students stay on-task eg 2-3 minutes.

- At the end of the time, students move in a designated direction to the next graffiti sheet.
- Instruct students to tick or write comments next to the ideas they agree with and to add their own new ideas. The process is repeated until each group is standing before their original graffiti sheet.
- Students need to choose a presenter who will present the 'top' three responses from their graffiti sheet.



The 'top' three responses could be the ones with the most ticks or the ones with the most comments.



## Watch

### WHAT'S UP GRAFFITI?

This activity involves watching a quick video and then discussing concepts introduced in the video.

- Explain to students that they are going to watch a short video that:
  - defines graffiti vandalism
  - explains the difference between urban art and graffiti vandalism
  - states the consequences of graffiti vandalism for someone who commits this offence.
- Show the video *What's up graffiti?* (1.38 mins) available from the Goodbye Graffiti website.
- After viewing this video ask students the following questions and discuss the responses provided.
  - What is graffiti vandalism? (*Graffiti vandalism is a crime. It is the act of marking or defacing premises or other property without permission*).



## SUPPORT RESOURCES

Government of Western Australia  
Department of Justice  
Youth Justice  
<https://www.correctiveservices.wa.gov.au/youth-justice/after-conviction.aspx>

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

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

- 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 can happen to a young person if they commit and are charged with a graffiti vandalism 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.*)
- Why do you 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 vandalism laws let people know what is acceptable behaviour and what the consequences will be if individuals do not behaviour in a way that supports community values and the laws by which we live.*)

## Record

### SANDWICH CHART

This activity consolidates students' knowledge by getting them to write down what they understand about graffiti vandalism from the video and the class discussion.

- Hand out to students a *Sandwich Chart* activity sheet (page 6).
- Explain that students need to work individually to write down in their Sandwich Chart all of the information they can remember about graffiti vandalism from the video.



1. Play the video a second time and allow students to take notes filling in the chart as they work.
2. As an alternative, students could complete a mind map drawing pictures to answer the questions included on the Sandwich Chart.

## Reflect

- Complete a think-pair-share activity.



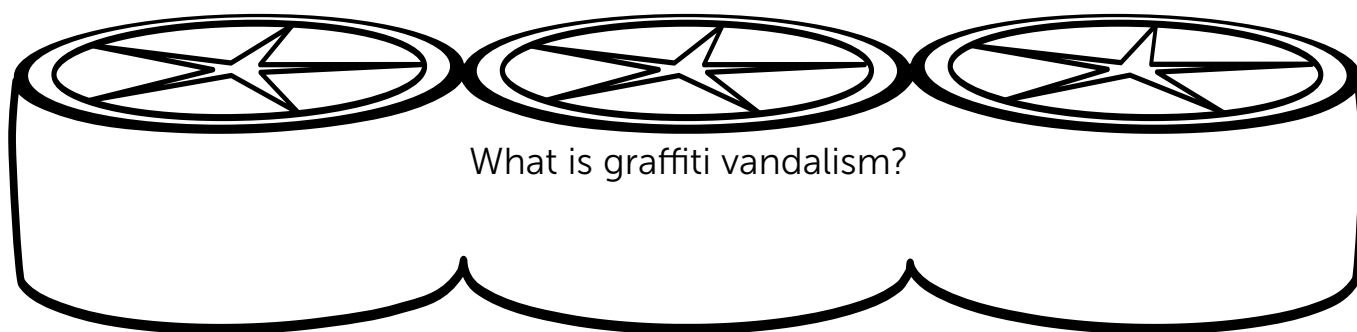
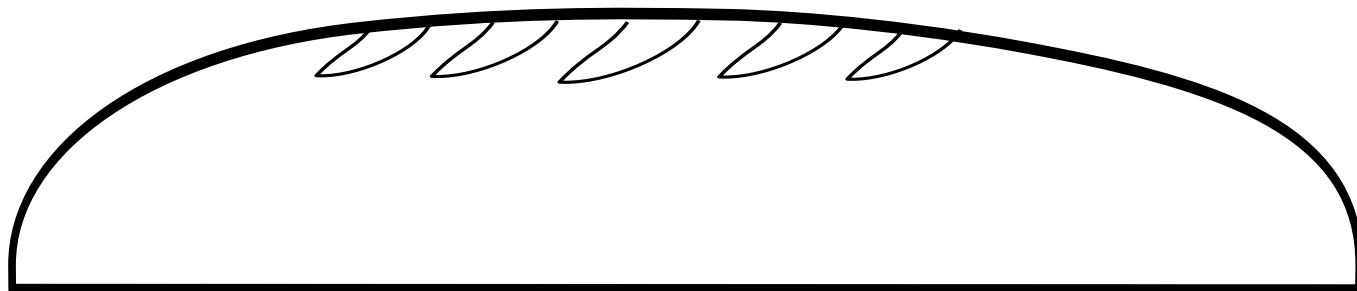
A think-pair-share activity involves thinking about the question asked, finding a partner to work with, and then sharing your thoughts.

- Ask students to reflect on one of the following questions, sharing their response with a partner.
  - *I was surprised that....*
  - *Today I thought....*
  - *I still want to know....*
- Discuss responses with the class.

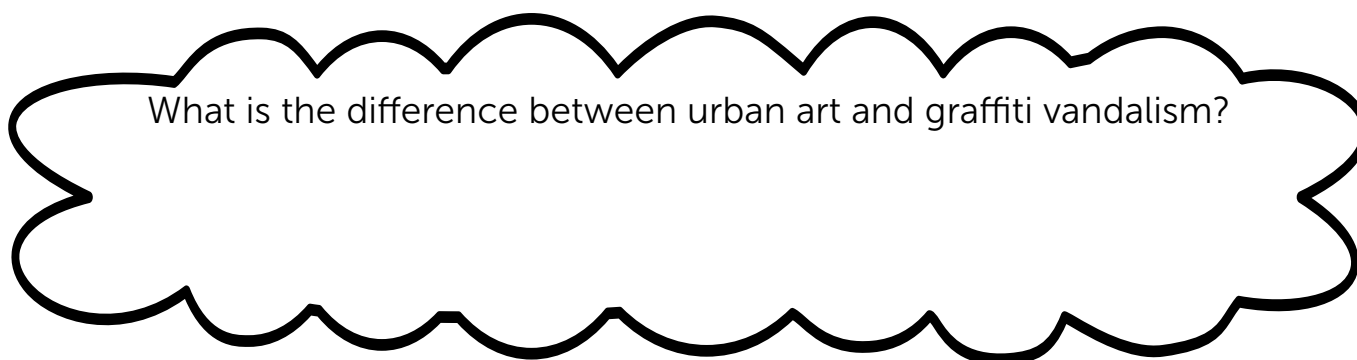
# ACTIVITY SHEET

## GRAFFITI VANDALISM

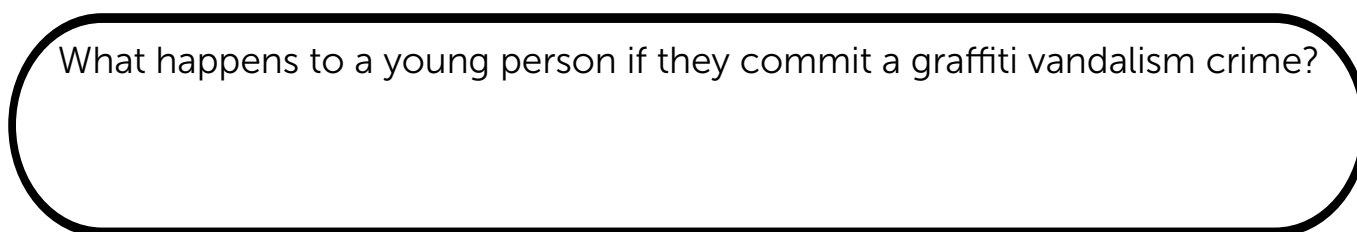
Write your notes about graffiti vandalism using the questions below.



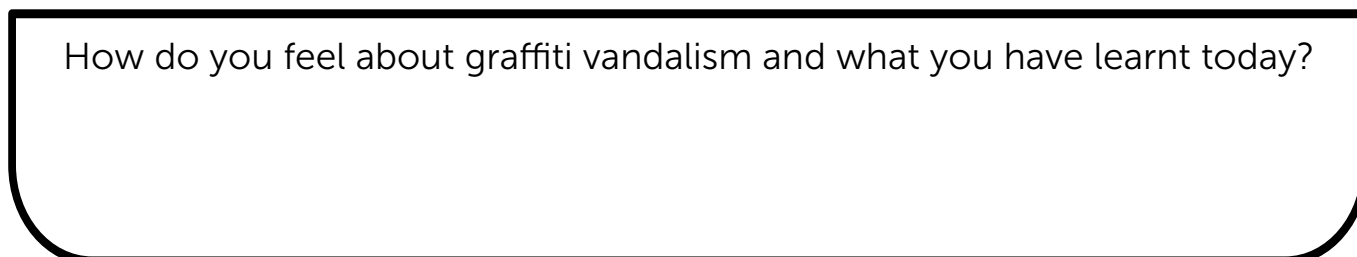
What is graffiti vandalism?



What is the difference between urban art and graffiti vandalism?



What happens to a young person if they commit a graffiti vandalism crime?



How do you feel about graffiti vandalism and what you have learnt today?

# LESSON 2

## HOW GRAFFITI IMPACTS US

### YEAR 4

#### Lesson 2: How graffiti impacts us

TOPICS	<ul style="list-style-type: none"> <li>• Revision – Graffiti vandalism – a definition</li> <li>• Revision – Difference between urban art and graffiti vandalism</li> <li>• Impact of graffiti vandalism</li> <li>• Difference between a 'rule' and a 'law'</li> <li>• Reporting graffiti vandalism</li> </ul>	
Learning Area	Strand / Sub-Strand	Content Descriptor
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General Capabilities	<ul style="list-style-type: none"> <li>📖 Literacy</li> <li>🧠 Critical and creative thinking</li> <li>👥 Personal and social capability</li> <li>⚖️ Ethical understanding</li> </ul>	
Learning Intentions	<ol style="list-style-type: none"> <li>1. Revise the definition of graffiti vandalism and the difference between graffiti vandalism and urban art.</li> <li>2. Explore the impacts of graffiti vandalism.</li> <li>3. Understand the difference between a 'rule' and a 'law'.</li> </ol>	

## 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 vandalism*) 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>

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 vandalism 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 vandalism is classified as criminal damage. This means offenders who are found guilty by the courts of committing a graffiti vandalism 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.

### Reporting graffiti vandalism

An online form is available to community members who wish to report graffiti vandalism. Forms are forwarded to relevant local councils and property owners as notification for removal of graffiti vandalism. Report graffiti vandalism at [www.goodbyegraffiti.wa.gov.au/Report-Graffiti](http://www.goodbyegraffiti.wa.gov.au/Report-Graffiti).

## LESSON 2: HOW GRAFFITI IMPACTS US

### ◀ Revise

#### WHAT DO YOU REMEMBER?

This activity encourages students to reflect on and consolidate content from the previous graffiti lesson.

- Write the word 'graffiti vandalism' in the centre of a board, piece of butcher paper or A3 sticky note.
- Ask students the following question:
  - What do you remember from our last lesson on graffiti vandalism?
- Give students two minutes to quickly stop and recall two words or a phrase that they can remember. Explain that each student will need to share their thoughts.
- Ask for a few volunteers to share their words/phrase. Write these down on the board, butcher paper, A3 sticky note around the word 'graffiti vandalism'.
- Continue sharing until the space is full. If students already see their word/phrase on the board/paper put a tick next to it.
- Before moving forward in the lesson, ensure students:
  - can define graffiti vandalism
  - know the difference between graffiti vandalism and urban art
  - are aware of the consequences of graffiti vandalism for the offender.

### ▶ Introduce

- Explain to students that our actions have consequences.
- Have students recall an example of where they committed a positive action and received positive consequences as a result eg helped their mum cook dinner and they were thanked and allowed ice-cream for dessert.
- Have them also recall some negative actions and their consequences eg didn't do their chores so they weren't allowed to play on their iPad, Xbox, PS4 etc.
- Now ask students to consider when others' poor decisions/choices have impacted them. For example, if someone in the class talks after the class has been told not to and the whole class has to stay in for five minutes at the start of lunchtime.



60 MINS



ENVIRONMENT

- Classroom



EQUIPMENT  
& RESOURCES

#### What are the impacts?

- Resource sheet – *Impacts of* (page 11)
- Student activity sheet – *Impacts of* (page 12)
- Resource sheet – *What's happened?* scenario cards (page 13)



SUPPORT  
RESOURCES

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

- Explain that graffiti vandalism can have many consequences and/or impacts for individuals, communities, businesses and the environment. It impacts more than the person who committed the graffiti vandalism crime.
- 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*).
- Use an example to reinforce the difference between the terms.  
For example:
  - School rule – students who ride their bicycles to school must store them in the school bicycle racks.
  - Law – all cyclists must wear a correctly fitted helmet when riding their bicycle on roads, footpaths etc. You can be fined \$50 if you do not abide by this law in WA.
- Remind students that graffiti vandalism is a crime with legal consequences. (*Consequences of offending can include receiving a Youth Community Based Order, having to perform unpaid community service work or undergo a self-development program while under supervision in the community*).

#### WHAT ARE THE IMPACTS?

This activity encourages students to think about the impact of graffiti vandalism.

- Working as a whole class introduce the following scenario:
  - The school sign has been graffitied.
- Use the completed *Impacts of* (page 11) resource sheet to guide discussion around the potential impacts this scenario could have on individuals, the community, businesses and the environment.



It may help to draw the *Impacts of* chart on a board and fill it in as you work through the impacts or display it on a SmartBoard during the discussion. The completed copy of the *Impacts of* resource sheet (page 11) could also be handed out to students.

- Ask students to move into small groups of 3-4 students.
- Hand out to each group a blank *Impacts of* activity sheet (page 12) and a *What's happened* scenario card (page 13).
- Working in their small group, students are to talk about the scenario they have been given and work out all of the potential impacts writing these down on the activity sheet.



'Tagging' is when the person who did the graffiti vandalism writes their graffiti name.

- After the working time, ask one student from each group to read out their scenario and the potential impacts that were written down. Discuss and add to each group's impacts as needed.

- To conclude this activity, ask students the following questions.
  - How do you feel about graffiti vandalism?
  - What is the biggest impact of graffiti vandalism on you? Your family? Your school? The suburb you live in?

## 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](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 vandalism 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 vandalism do the following:
    - take a note of what it says, where you saw it and, if possible, take a photo of the graffiti vandalism
    - report the graffiti via the Goodbye Graffiti online reporting form.



The Goodbye Graffiti online form can be found at

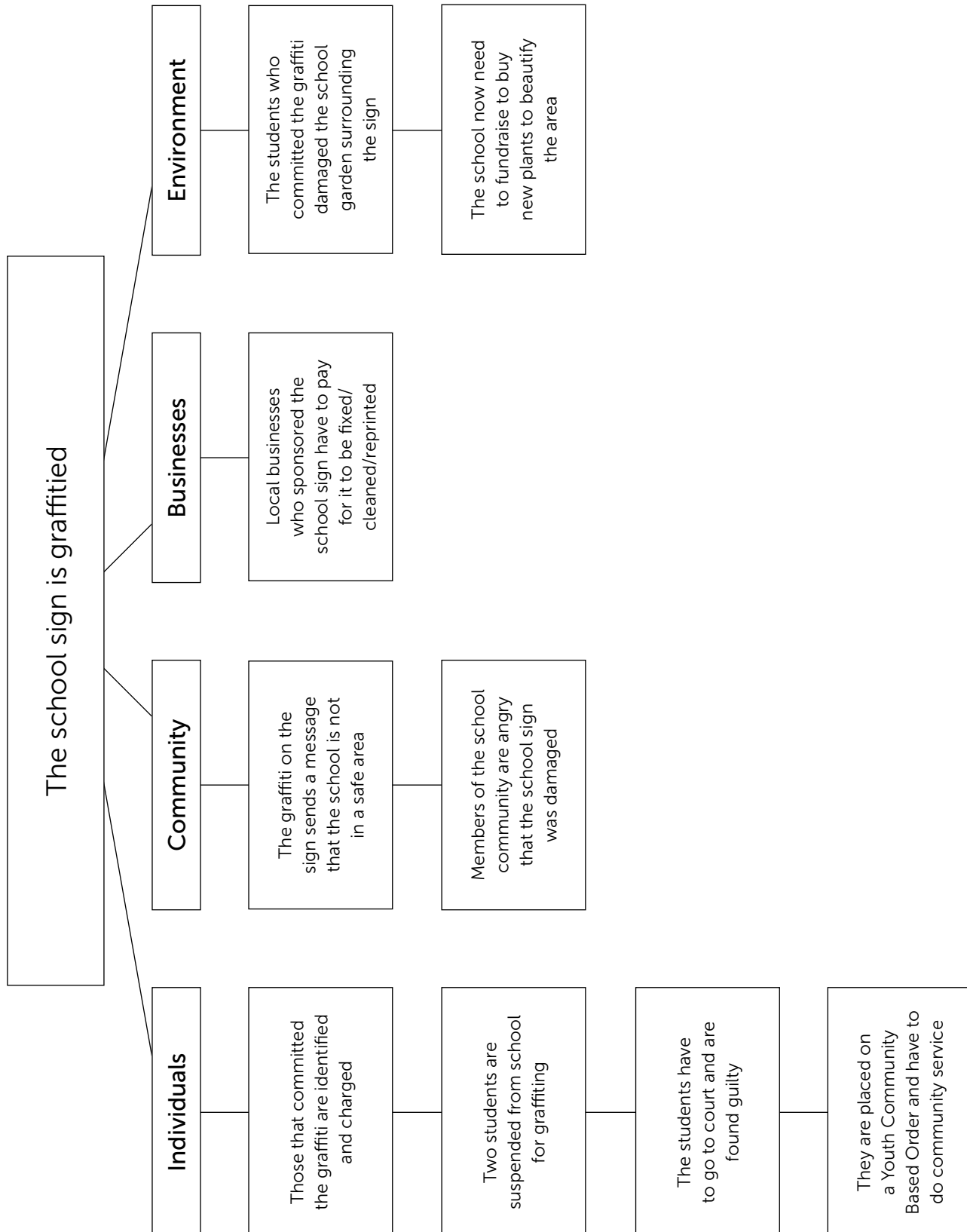
<https://www.goodbyegraffiti.wa.gov.au/Report-Graffiti>

## Reflect

- At the end of the lesson ask students to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' on their understanding of:
  - graffiti vandalism
  - the impact graffiti vandalism can have on individuals, communities, businesses and the environment
  - how to report graffiti vandalism.
- 'Check in' with any students that do a 'thumbs down' for any of the above.

# RESOURCE SHEET

## IMPACTS OF



# ACTIVITY SHEET

## IMPACTS OF

	Environment				
	Businesses				
	Community				
	Individuals				

# RESOURCE SHEET

## WHAT'S HAPPENED



The fence surrounding the school's Kindergarten centre is sprayed with graffiti

The bus shelter outside the school is graffitied

Classroom doors and outside walls are tagged over a long weekend

The last three rows of the school bus seats are drawn on

Tags are carved into two student desks in the private study area of the school library

The play equipment in the school is tagged

The electronic sign advertising what is on in the school at the kiss 'n' ride is sprayed with graffiti

The school canteen has had the window smashed and graffiti sprayed on the walls