

# OVERVIEW

## YEAR 5

### LEARNING INTENTIONS

Learning intentions for the Year 5 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. Identify graffiti vandalism in the school grounds.
5. Reflect on personal attitudes towards graffiti vandalism.
6. Explore understanding of and attitudes towards graffiti vandalism.
7. Understand the meaning of a graffiti vandalism hot spot.
8. Develop a plan to cool down a graffiti vandalism hot spot.
9. Know how to report graffiti vandalism in the school grounds and in the community.









### LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

#### Lesson 1: Investigating graffiti

Learning Area	Strand / Sub-Strand	Content Descriptor
Humanities and Social Sciences	<b>Humanities and Social Sciences skills</b> Questioning and researching	Record selected information and/or data using a variety of methods (eg use graphic organisers, paraphrase, summarise) (WAHASS53)

#### Lesson 2: Cooling down hot spots

Humanities and Social Sciences	<b>Humanities and Social Sciences skills</b> Questioning and researching	Record selected information and/or data using a variety of methods (eg use graphic organisers, paraphrase, summarise) (WAHASS53) Identify current understandings, consider possible misconceptions and identify personal views on a topic (eg KWL chart, concept map) (WAHASS50)
Health and Physical Education	<b>Personal, social and community health</b> Being healthy, safe and active	Strategies that promote a safe, healthy lifestyle (ACPPS054)
English	<b>Literacy</b> Interacting with others	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)




Lesson	Topics	General Capabilities	Page	Time
1.	Investigating graffiti <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> <li>• Impacts of graffiti vandalism on the community</li> <li>• Types of graffiti vandalism</li> </ul>	 Literacy  Critical and creative thinking  Numeracy	2	60 mins
2.	Cooling down hot spots <ul style="list-style-type: none"> <li>• Graffiti vandalism hot spots</li> <li>• Cooling down strategies for graffiti vandalism hot spots</li> <li>• Reporting graffiti vandalism</li> </ul>	 Literacy  Critical and creative thinking  Personal and social capability  Ethical understanding  ITC capability	8	60 mins
Assessment Task		Explore. Educate. Eradicate.		

# LESSON 1

## INVESTIGATING GRAFFITI

### YEAR 5

#### Lesson 1: Investigating 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> <li>• Impacts of graffiti vandalism on the community</li> <li>• Types of graffiti vandalism</li> </ul>	
Learning Area	Strand / Sub-Strand	Content Descriptor
Humanities and Social Sciences	Humanities and Social Sciences skills Questioning and researching	Record selected information and/or data using a variety of methods (eg use graphic organisers, paraphrase, summarise) (WAHASS53)
General Capabilities	<ul style="list-style-type: none"> <li> Literacy</li> <li> Critical and creative thinking</li> <li> Numeracy</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. Identify graffiti vandalism in the school grounds.</li> <li>5. Reflect on personal attitudes towards graffiti vandalism.</li> </ol>	

### BACKGROUND TOPIC CONTENT

#### The difference between graffiti 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 vandalism)* 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: INVESTIGATING GRAFFITI

### Introduce

#### BEFORE AND AFTER

This activity encourages students to consider their understanding of, and attitudes towards, graffiti vandalism.

- Hand out to students the *Before and after* activity sheet (page 6).
- Ask students to read through the statements in the centre column and respond to them with an 'agree' or 'disagree' in the first column (column heading 'Before').
- Collect the *Before and after* activity sheets.

### Watch

#### TUNE IN TO 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
  - explores the impact graffiti vandalism can have on the community.
- Show the video *Tune in to graffiti* (2.21 mins).



Some students may or may not have covered graffiti vandalism in previous years. This quick video ensures that all students are introduced to the basic concepts required for the two Year 5 graffiti lessons.

- After viewing this video discuss the following.
  - What is graffiti vandalism? (*Graffiti vandalism is a crime. It is the act of marking or defacing premises or other property without permission*).
  - 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*).



60 MINS



ENVIRONMENT

- Classroom
- School grounds



EQUIPMENT  
& RESOURCES

#### Before and after

- Student activity sheet – *Before and after* (page 6)

#### Tune in to graffiti

- Video – *Tune in to graffiti* – available from the Goodbye Graffiti website
- Computer and screen for viewing

#### Record it!

- Student activity sheet – *Record it!* (page 7)
- Clipboards (one per small group)
- Optional – iPads, tablets



SUPPORT  
RESOURCES

Government of Western Australia  
Department of 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>

- 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 vandalism, 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 behave in a way that supports community values and the laws by which we live).

## Record

### RECORD IT!

This activity requires students to look for and identify different types of graffiti vandalism in their school.

- Explain to students that they will be working in small groups (3-4 students) to look for any graffiti vandalism that may exist in their school.  
In particular they are looking for:
  - tags – the graffiti writer’s personalised signature
  - messages and names written on doors, desks, benches, play equipment etc
  - scratching, etchings or carvings eg on trees, benches etc
  - stickers eg placed on surfaces such as picnic benches, play equipment etc.
- Students should look carefully on walls, trees, furniture, paths, fences, signs etc.
- Divide students into small, workable groups.
- Hand to each group a *Record it!* activity sheet (page 7) and a clipboard. Each group will need a pen to record their findings.
- Work through the activity sheet with students allocating sections of the school that each group will work in and the sort of information that should be recorded.



Allocate sections of the school to students as an outside classroom management strategy.

Ensure all students understand the ‘rules’ for working outside of the classroom.

Familiarise yourself with any graffiti vandalism that exists within the school grounds so you can direct students (if required). This information will also be useful when dividing up areas of the school for the activity.

- Set a clear finish time for the activity.
- Encourage students to work together looking for graffiti vandalism in their area of the school recording what they find.



If there is access to iPads or tablets ask students to take a photo of the graffiti vandalism to use in their final report.

- On returning to the class, ask each group to present their findings. Allocate a time limit eg two minutes. The speaker will need to explain the following:
  - the area of the school they investigated
  - what (if any) graffiti vandalism was found (and show an image if iPads or tablets were used)
  - the type(s) of graffiti vandalism.
- After all groups have finished their presentation, ask students the following questions.
  - How did seeing the graffiti vandalism in your school make you feel?
  - Were you surprised by the graffiti vandalism in your school?
  - What can we do in our school to keep it graffiti vandalism free?

## II Reflect

- Complete an unfinished sentences reflection.



An unfinished sentences reflection encourages students to think about what they have learnt and how this knowledge or skill can be applied to their lives.

- Choose one of the unfinished sentences below asking students to think about how they would complete the sentence.
  - *Today I was surprised to learn that...*
  - *I intend to...*
  - *I felt today was...because...*
- Ask for student volunteers to share their unfinished sentences.

# ACTIVITY SHEET

## BEFORE AND AFTER

BEFORE (agree or disagree)	STATEMENTS	AFTER (agree or disagree)
	1. Graffiti is cool.	
	2. Graffiti is against the law.	
	3. Urban art is legal.	
	4. Graffiti makes the area look cool.	
	5. Carving your name into a tree or bench or desk isn't graffiti.	
	6. If you leave graffiti where it is, it will stop other people graffitiing in the same spot.	
	7. Everyone in the community has a responsibility to report graffiti.	
	8. Graffiti impacts everyone in the community.	
	9. A hot spot is where there is no shade or protection from the sun.	
	10. If you commit a graffiti offence and you are caught, you will have to go to court.	

# ACTIVITY SHEET

## RECORD IT!






Date	Group members		
Area of the school			
? Types of graffiti vandalism to look for	Types of graffiti vandalism can include: <ul style="list-style-type: none"> <li>• tags – the graffiti writer’s personalised signature</li> <li>• messages and names</li> <li>• scratching, etchings or carvings eg on trees, benches etc</li> <li>• stickers eg placed on surfaces such as picnic benches, play equipment etc.</li> </ul>		
? Where to look	Look carefully on walls, trees, furniture, paths, fences, signs etc.		
GRAFFITI TYPE AND EXPLANATION	LOCATION OF GRAFFITI	IMAGE TAKEN X or ✓	ADDITIONAL NOTES
eg Two round stickers. Writing on stickers not able to be read.	eg On the picnic bench next to the Year 5 and 6 playground. Stickers are under the table on the left-hand side.	✓	The stickers have been there a while because you can’t read the writing or see the images on them.

# LESSON 2

## COOLING DOWN HOT SPOTS

### YEAR 5

#### Lesson 2: Cooling down hot spots

TOPICS	<ul style="list-style-type: none"> <li>Graffiti vandalism hot spots</li> <li>Cooling down strategies for graffiti vandalism hot spots</li> <li>Reporting graffiti vandalism</li> </ul>	
Learning Area	Strand / Sub-Strand	Content Descriptor
Humanities and Social Sciences	<b>Humanities and Social Sciences skills</b> Questioning and researching	Record selected information and/or data using a variety of methods (eg use graphic organisers, paraphrase, summarise) (WAHASS53)
		Identify current understandings, consider possible misconceptions and identify personal views on a topic (eg KWL chart, concept map) (WAHASS50)
Health and Physical Education	<b>Personal, social and community health</b> Being healthy, safe and active	Strategies that promote a safe, healthy lifestyle (ACPPS054)
English	<b>Literacy</b> Interacting with others	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
General Capabilities	 Literacy  Critical and creative thinking  Personal and social capability  Ethical understanding  ITC capability	
Learning Intentions	<ol style="list-style-type: none"> <li>Explore understanding of and attitudes towards graffiti vandalism.</li> <li>Understand the meaning of a graffiti vandalism hot spot.</li> <li>Develop a plan to cool down a graffiti vandalism hot spot.</li> <li>Know how to report graffiti vandalism in the school grounds and in the community.</li> </ol>	

## BACKGROUND TOPIC CONTENT

### Hot spots

Cooling down hot spots (a place where graffiti vandalism regularly appears) is one of the Western Australian government's Goodbye Graffiti strategies that aims to improve the level and timeliness of graffiti removal. Prompt 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.

Other than removing graffiti there are a number of strategies that governments can use to cool down hot spots.

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.

### Reporting graffiti vandalism

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

Report graffiti vandalism at  
[www.goodbyegraffiti.wa.gov.au/Report-Graffiti](http://www.goodbyegraffiti.wa.gov.au/Report-Graffiti)

## LESSON 2: COOLING DOWN HOT SPOTS

### ◀ Revise

#### CIRCLE TALK

This activity encourages students to reflect on and consolidate content from the previous graffiti vandalism lesson as well as listen and respect others' opinions.

- Place students in two concentric circles (one circle within another). This structure facilitates dialogue.
- Students face each other in the circle.
- Ask one of the questions below.
  - What is graffiti vandalism? (*Graffiti vandalism is a crime. It is the act of marking or defacing premises or other property without permission.*)
  - What are some of the different types of graffiti vandalism? (*Tagging, spraying, etching/scratching, stickers etc.*)
  - What is the difference between graffiti vandalism and urban art? (*Graffiti 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 the community? (*Impacts are wide reaching. 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.*)
  - If someone is caught doing graffiti vandalism, what could happen to them? (*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.*)
- Allow for some thinking time (10-20 seconds) and then nominate one of the circles to respond to the question first. Their partner listens to their response and then shares their thoughts. Allow one to two minutes for the sharing time.
- Have the outside circle rotate one to two places to the left or right. The discussion process is then repeated using a new question.

 **60 MINS**

 **ENVIRONMENT**

- Classroom

 **EQUIPMENT  
& RESOURCES**

**Let's cool down the hot spot!**

- Student activity sheet – *Let's cool down the hot spot* (page 12)
- Student activity sheet – *Before and after* (introduced in Lesson 1) (page 6)

 **SUPPORT  
RESOURCES**

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



If the class is large it may help to run two consecutive circle talks. This will allow the strategy to be varied by swapping the outside circles from each circle talk.

To avoid pairing students who will not talk or work with each other well, manipulate the 'move on' instructions so that these students do not face each other. This intervention will not single out students.

If there are uneven numbers in the group, place two students together in the outside circle to act as one person. This variation works well for students with differentiated needs.



## Introduce

- Introduce the concept of a graffiti vandalism hot spot. A hot spot is a place where graffiti vandalism regularly appears.
- Explain to students the WA government's Goodbye Graffiti strategy for cooling down hot spots. *(Cooling down hot spots is a strategy to try to reduce graffiti vandalism. When graffiti is removed quickly it prevents the space from appearing uncared for. It also reduces the amount of recognition that the graffiti vandal receives. Local and state governments need to work together to remove graffiti promptly. There are also other strategies that are used to cool down hot spots including: buffing and painting over the graffiti, reducing access to sites where graffiti is regularly appearing, 'designing out graffiti', 'adopting a spot campaigns', community action days and creating urban art).*



## Record

### LET'S COOL DOWN THE HOT SPOT!

- Ask students to think back to the previous lesson where they investigated graffiti vandalism in the school.
- Ask students to consider if they think there are any hot spots in the school. Discuss these hot spots asking students to explain why they think they are hot spots.
- Working in small groups, ask students to prepare a plan for cooling down a graffiti vandalism hot spot in the school using the *Let's cool down the hot spot!* activity sheet (page 12). Work through the activity sheet with students to ensure they understand the task requirements.



If there are no graffiti vandalism hot spots in the school, consider suggesting areas within the local community that students are aware of eg bus shelter, corner store walls, laneway etc.

- On completion of the planning time, ask one member of each group to present their plan to the rest of the class.

## Introduce

### REPORTING GRAFFITI



This activity is suitable if students are unsure of how to report graffiti vandalism in the community. Some students may have watched it in Year 4 however it is a short and very informative video and can be used both to introduce and consolidate knowledge.

## 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
    - report the graffiti vandalism 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>

- Ask students what they should do if they see new graffiti vandalism in their school. Discuss this reporting process.

## Reflect

- Hand out to students the *Before and after* activity sheets (page 6) that were introduced in Lesson 1 – Investigating graffiti.
- Ask students to read through the statements in the centre column and respond to them with an 'agree' or 'disagree' in the third column (column heading 'After').
- In pairs, small groups or as a whole class, ask students to reflect on any changes in their understanding or attitudes towards graffiti vandalism. Discuss.

# ACTIVITY SHEET

## LET'S COOL DOWN THE HOT SPOT

Date	Group members			
Identify your hot spot eg where is it located in the school				
Why is it a hot spot? eg explain the graffiti found at the location				
What <b>STEPS</b> will you take in your plan to address the graffiti vandalism problem in the hot spot?				
TASK	WHAT WILL YOU DO? <i>eg remove the graffiti (think about the safety requirements for this process), create a mural over the graffiti, plant bushes/shrubs, clean up the area (remove rubbish), educate the school community etc.</i>	WHO WILL DO THIS TASK?	BY WHEN?	WHO WILL NEED TO APPROVE THIS STEP?
1				
2				
3				
4				
5				
6				

What do you think the benefits will be for your school in cooling down the hot spot?