

# GOODBYE GRAFFITI

## YEAR 6 ASSESSMENT TASK

### TASK DETAILS

TITLE OF TASK	Slogans get the message across
TASK DESCRIPTION	In this task students will create a slogan to promote anti-graffiti awareness in their school.
TYPE OF ASSESSMENT	Summative
EVIDENCE TO BE COLLECTED	1. Slogan (individual task) 2. Reflection (individual task)
SUGGESTED TIME AND ASSESSMENT CONDITIONS	<ul style="list-style-type: none"> <li>One lesson of class time to plan and create the slogan, and complete the reflection</li> </ul>

### TASK PREPARATION

PRIOR LEARNING	Students understand what graffiti vandalism is, why people do it, and the impact it can have on individuals, schools and communities.
RESOURCE	<p><b>Goodbye Graffiti Lesson 1 – Decisions about graffiti</b></p> <ul style="list-style-type: none"> <li>Define graffiti vandalism</li> <li>Consequences of graffiti vandalism</li> <li>Impacts of graffiti vandalism</li> <li>Why people do graffiti vandalism</li> </ul> <p><b>Goodbye Graffiti Lesson 2 – What to do</b></p> <ul style="list-style-type: none"> <li>Reporting graffiti vandalism</li> </ul>
ASSESSMENT DIFFERENTIATION	Teachers should differentiate teaching and assessment to meet the specific learning needs of students. Where appropriate, scaffolding or extensions may be required.

### LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

CONTENT	LEARNING AREA	HEALTH AND PHYSICAL EDUCATION
	Strand	Personal, social and community health
	Sub-strand	Contributing to healthy and active communities
	Content descriptor	Preventive health measures that can promote and maintain community health, safety and wellbeing (ACPPS058)
	LEARNING AREA	HUMANITIES AND SOCIAL SCIENCES
	Strand	Humanities and Social Sciences skills
	Sub-strand	Analysing
	Content descriptor	Translate collected information and/or data to a variety of different formats (eg create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58)

## TEACHER INSTRUCTIONS

1. Prior to commencing the tasks revise the following:
  - definition of graffiti vandalism
  - the difference between graffiti vandalism and urban art
  - legal consequences of graffiti vandalism
  - the impact graffiti vandalism can have on the community
  - why people do graffiti vandalism.
2. Explain that for more than a decade, community groups and governments have been using slogans to share health and safety messages that will benefit the community. Ask students to brainstorm examples of slogans they have seen or heard. Examples could include:
  - Slip. Slop. Slap.
  - Life. Be in it.
  - If you drink and drive, you're a bloody idiot.
  - R U OK?
3. Discuss how these slogans clearly shared their message and what health and safety values they were promoting.
4. Discuss with students the tips below for writing a slogan.

### Tips for writing a slogan

- Be clear what the message is you want to send.
  - Think about who you are sending the message to (eg young people at your school) and what would make them pay attention to your slogan.
  - Keep it short and simple.
  - Consider using rhythm or having your slogan rhyme.
5. Explain to students that they have to create a slogan with an anti-graffiti message. This message could focus on the impacts of graffiti vandalism or the consequences of committing a graffiti vandalism crime.
  6. Students will need to think about how they can attract the attention of their target audience (students at your school) and how they can stimulate instant recall.



Depending on your students, you may choose to share sample anti-graffiti slogans with them. Some examples include 'Only babies scribble on walls', 'Graffiti isn't art', and 'Get the writing off the walls'. Unpack who the audience of the slogan could be, what message they are sending, and why or why not the slogan could appeal to the target audience.

7. Distribute and work through the assessment task with the students. Emphasise the requirements of the task.

## SLOGANS GET THE MESSAGE ACROSS

Student name: \_\_\_\_\_

### TASK

1. Create an anti-graffiti slogan. Use all of the information you have collected about graffiti vandalism to help you to develop your slogan.



Think carefully about your message, the language you choose to use and how you present your information. Remember the tips for writing a slogan.

#### Tips for writing a slogan

- Be clear what the message is you want to send.
  - Think about who you are sending the message to (eg young people your age) and what would make them pay attention to your slogan.
  - Keep it short and simple.
  - Consider using rhythm and having your slogan rhyme.
2. Use the *Slogan Planning Sheet* (page 4) to help you think about your message and your target audience.
  3. Write your slogan in the slogan box and then complete the reflection.
  4. Hand in to your teacher the *Slogan Planning Sheet* (page 4).

<b>SLOGAN PLANNING SHEET</b>	
What is your anti-graffiti message? (eg there are consequences if you are caught doing graffiti, graffiti impacts the community, graffiti vandalism costs the community too much money etc)	Who is your target audience? What do you need to think about to make sure that your slogan will appeal to this audience?
What is the purpose of your slogan?	
YOUR ANTI-GRAFFITI SLOGAN	
REFLECTION Do you think your slogan will achieve its purpose? Why or why not?	

## SAMPLE MARKING KEY

DESCRIPTION	MARKS
<b>Slogan Planning</b>	<b>3 marks</b>
Clear and detailed explanation of the anti-graffiti message, the target audience and the purpose of the slogan	3
Clear explanation of the anti-graffiti message, the target audience and the purpose of the slogan	2
Basic explanation of the anti-graffiti message, the target audience and the purpose of the slogan	1
<b>Slogan</b>	<b>3 marks</b>
Slogan sends a clear anti-graffiti message and is appropriate for the target audience	3
Slogan sends an anti-graffiti message that is generally appropriate for the target audience	2
The slogan's message is not clear; the slogan may not be appropriate for the target audience	1
<b>Reflection</b>	<b>3 marks</b>
Explains and justifies why the slogan will achieve its purpose	3
Uses simple explanations/justifications to explain why the slogan will achieve its purpose	2
Uses confusing or inappropriate justifications to explain why the slogan will achieve its purpose	1
<b>TOTAL</b>	<b>/9 marks</b>