

OVERVIEW

YEAR 6

LEARNING INTENTIONS

Learning intentions for the Year 6 Goodbye Graffiti teaching and learning materials include:

1. Summarise key information about graffiti vandalism.
2. Explore understanding of and attitudes towards graffiti vandalism.
3. Apply the decision-making process in a graffiti vandalism related scenario.
4. Understand the impacts graffiti vandalism can have on individuals, the school, and the community.
5. Know how to report graffiti vandalism in the community.

LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

Lesson 1: Decisions about graffiti

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)
Health and Physical Education	Personal, social and community health Communicating and interacting for health and wellbeing	Situations in which emotions can influence decision-making (ACPPS056)

Lesson 2: What to do

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)
Health and Physical Education	Personal, social and community health Communicating and interacting for health and wellbeing	Situations in which emotions can influence decision-making (ACPPS056)
English	Literacy Interacting with others	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Lesson	Topics	General Capabilities	Page	Time
1. Decisions about graffiti	<ul style="list-style-type: none"> • Graffiti vandalism definition • Difference between urban art and graffiti vandalism • Consequences of graffiti vandalism for the offender • Impacts of graffiti vandalism • Types of graffiti vandalism • Why people do graffiti vandalism • Decision-making process 	<ul style="list-style-type: none"> 📄 Literacy 🧠 Critical and creative thinking 👥 Personal and social capability 	2	60 mins
2. What to do	<ul style="list-style-type: none"> • Revise graffiti vandalism • Impact of graffiti vandalism • Graffiti vandalism hot spots • Cooling down strategies for graffiti hot spots • How to report graffiti vandalism 	<ul style="list-style-type: none"> 📄 Literacy 🧠 Critical and creative thinking 👥 Personal and social capability ⚖️ Ethical understanding 	11	60 mins
Assessment Task	Slogans get the message across			

LESSON 1

DECISIONS ABOUT GRAFFITI

YEAR 6

Lesson 1: Decisions about graffiti

TOPICS	<ul style="list-style-type: none"> • Graffiti vandalism definition • Difference between urban art and graffiti vandalism • Consequences of graffiti vandalism for the offender • Impacts of graffiti vandalism • Types of graffiti vandalism • Why people do graffiti vandalism • Decision-making process 	
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Health and Physical Education	Personal, social and community health Communicating and interacting for health and wellbeing	Situations in which emotions can influence decision-making (ACPPS056)
General Capabilities	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 🤝 Personal and social capability 	
Learning Intentions	<ol style="list-style-type: none"> 1. Summarise key information about graffiti vandalism. 2. Consider personal attitudes towards graffiti vandalism. 3. Apply the decision-making process in a graffiti vandalism related scenario. 	

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* 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*.

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: DECISIONS ABOUT GRAFFITI

Introduce

- Prepare a set of A4 signs with the opposing responses – Agree/Disagree using the resource sheet *Agree/Disagree* (page 7). Place these at opposite ends of the room.
- Stick a piece of masking tape on the floor between the two signs to indicate the continuum.
- Explain that there are many places along the continuum that may represent each student's opinion about a given statement.
- Model how the activity will work by giving a statement such as *Everyone should wear a helmet when riding their bike* and then placing yourself along the continuum. Tell students why you have placed yourself at that position.
- Select a statement from the statements (below) and read to the group.
- Ask students to move to the point on the continuum that best represents their opinion.
- Students then discuss their reasons for placing themselves on that point of the continuum with other students standing nearby.
- As a class, discuss why there are variations in students' opinions.
- Provide students with the option to pass or reconsider their placement after the discussion and move to another position along the continuum.
- Select another statement and repeat the process.

Statements

- Graffiti is colourful.
- Graffiti is illegal.
- Graffiti makes me feel unsafe when I see it.
- When I see graffiti, I feel angry that someone has wrecked something in my school/community.
- I like urban art or public art that I see at parks and at the beach.
- People should be fined if they do graffiti.
- Graffiti costs the community a lot of money.
- Graffiti is not socially acceptable.

60 MINS

ENVIRONMENT

- Classroom

EQUIPMENT & RESOURCES

Values continuum

- Resource sheet – *Agree/Disagree* (page 7)
- Masking tape

All about graffiti

- Video – *All about graffiti* – available from the Goodbye Graffiti website
- Computer and screen for viewing

Graffiti – A mind map

- Student activity sheet – *Graffiti – A mind map* (page 8)

Making decisions

- Student activity sheet – *Making decisions* (page 9)
- Resource sheet – *Making decisions – Scenarios* (page 10)

Watch

ALL ABOUT 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 *All about graffiti* (1.45 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 6 graffiti lessons.

Record

GRAFFITI – A MIND MAP

This activity has two parts. Firstly, it encourages students to discuss a question with others in a small group clarifying their opinions and listening to others' opinions. After the discussion time students are required to write notes about what they have learnt about graffiti vandalism using a graphic organiser.

- After viewing *All about graffiti*, divide the class into small groups and allocate an inquiry question to each group. More than one group will have the same inquiry question.
 - Is graffiti vandalism a socially accepted activity? Why/Why not?
 - What is the cost of graffiti vandalism to the community?
- Ask each group to discuss the inquiry question and develop a response that they will need to share with the class. Discuss group responses.



A key message for the inquiry question discussion is that graffiti vandalism is not socially acceptable because it is illegal and obstructs the rights of individuals to live in a safe and environmentally sound community.

Another key message is that graffiti vandalism costs the WA community \$25 million a year. This is money that governments could be spending on infrastructure, programs and services.

- At the end of the discussion, hand out to each student the activity sheet *Graffiti – A mind map* (page 8) and ask them to write or illustrate all of the key messages and information from the video and the inquiry question discussion.



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>



If students are unfamiliar with how to create a mind map demonstrate this on a board, large sticky note or piece of butcher paper.

- At the end of the working time, discuss the information on students' mind maps. It may assist some students for a visual representation of the mind map to be created.
- Ensure students add additional content to their mind map through the discussion process.



Record

MAKING DECISIONS

This activity encourages students to: consider their own beliefs about their ability to view situations and events and solve problems; explore a series of steps in making decisions in relation to positive healthy behaviours; share reasons for making a decision with others.

- Explain to students that the emotions that we feel can sometimes impact on the decisions we make. Share an example with students so that they understand exactly what this concept means (eg we do something that we know is not safe because we are dared to do it and we don't want to feel like a loser or get called a loser by our friends if we don't do it).
- Continue the discussion explaining we need to make decisions logically looking at the situation, how we are feeling, the options we can see, and the potential consequences of these options.
- Ask students to think about why people their age may do graffiti vandalism. (*There are many reasons including to be part of a group or 'crew', a sense of control and/or achievement, boredom, frustration, peer pressure, lack of other activities available, recognition from peers, lack of self-esteem, to mark their territory, rebellion, to practice their 'artistic' skill*).
- Explain to students that they will be looking at a number of scenarios where they will have to work out what the problem is, the choices available, and then make a final decision. These scenarios will all be about graffiti.
- Hand out to students two copies of the activity sheet *Making decisions* (page 9).
- Working together, discuss the following scenario using the steps in the *Making decisions* activity sheet (page 9). Ask students to write their responses to the steps on one of the activity sheets as you work through the scenario.

Scenario

Your friend told someone else in your class that you were the one that had tagged the wall on the outside of the bike shed at school. What should you do?



You may need to explain what the term 'tagged' means. It is the graffiti writer's personal signature.

- Ask students to move into small groups (3-4 students).
- Hand out to each group a scenario from the resource sheet *Making decisions – Scenarios* (page 10).
- Explain to students that working in their small groups, they are to work through the scenario defining the problem, identifying the feelings this situation would generate, the options available, and finally to make the best decision possible.
- Set a clear finish time for the activity.
- At the end of the working time, ask each group to share their scenario and their responses to each step in the decision-making process.
- To conclude the activity, ask students the following questions.
 - How hard is it to say no to your friends when they want you to do something you don't want to do? Why?
 - Do you think this decision-making process can be applied to all sorts of decisions you need to make? Why?
 - What can you say to yourself when you are faced with a really hard decision and are feeling pressured into doing something that you don't want to do?
 - Do you think this decision-making process will help you to make good decisions? Why?

II 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 impacts graffiti vandalism can have on the community
 - the consequences of committing a graffiti crime
 - the decision-making process.
- 'Check in' with any students that do a 'thumbs down' for any of the above.

RESOURCE SHEET

AGREE/DISAGREE

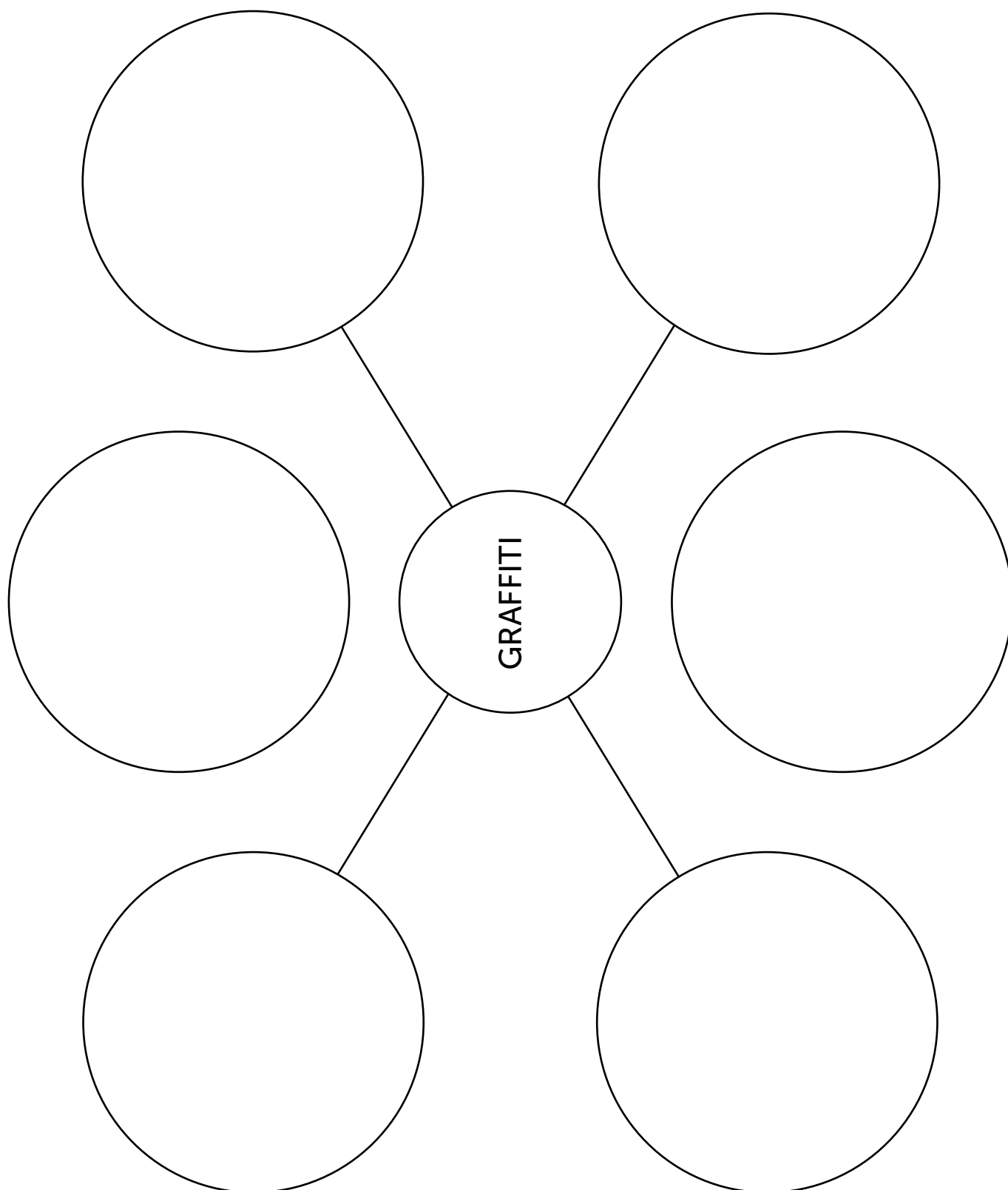
YEAR
6

AGREE

DISAGREE

ACTIVITY SHEET

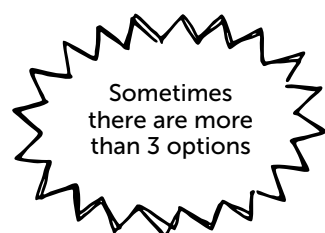
GRAFFITI – A MIND MAP



ACTIVITY SHEET

MAKING DECISIONS

Scenario			
How do you think you would feel in this scenario?			
What could you do?	Option 1	Option 2	Option 3
What could the consequences be if you choose this option?			
Which option are you going to choose?	<input type="radio"/> Option 1 Why? <input type="radio"/> Option 2 <input type="radio"/> Option 3		



Who could help you?
1
2
3

RESOURCE SHEET

MAKING DECISIONS – SCENARIOS



The leader of the cool group tells you you can only hang with them if you do the dare which is to carve your name into the base of the big tree at the end of the school oval. What should you do?

Your friend tells you that they wrote the message about the art teacher on the toilet door. They have asked you not to tell anyone it was them. The principal has spoken to all the Year 5 and 6 students and asked for them to come forward if they know anything about the graffiti. What should you do?

You see two year 5s drawing on the lunch tables near the Year 5 and 6 playground. You know who they are. What should you do?

The windows of the school bus were scratched on the excursion last week. You saw one of your classmates on the bus during the lunchbreak. No one else was around. What should you do?

The school sign was spray painted over the weekend. You saw some boys who were in Year 6 last year skateboarding at the front of the school late Sunday evening. You didn't see them spray paint the sign. What should you do?

The council poured new paths and kerbs in the street next to yours. You have seen that someone has scratched their initials into the wet cement. What should you do?





Your mate says he won't be friends with you anymore and will tell everyone that you are a loser if you don't tag the bus stop on the way home that afternoon. What should you do?

LESSON 2

WHAT TO DO

YEAR 6

Lesson 2: What to do

TOPICS	<ul style="list-style-type: none"> • Revise graffiti vandalism • Impact of graffiti vandalism • Graffiti vandalism hot spots • Cooling down strategies for graffiti vandalism hot spots • How to report graffiti vandalism 	
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General Capabilities	<ul style="list-style-type: none">  Literacy  Critical and creative thinking  Personal and social capability  Ethical understanding 	
Learning Intentions	<ol style="list-style-type: none"> 1. Explore understanding of and attitudes towards graffiti. 2. Understand the impacts graffiti vandalism can have on individuals, the school, and the community. 3. Know how to report graffiti in the community. 	

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.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 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 of committing a graffiti offence will have a police record. This can stop them from being accepted for particular jobs and even prevent them from being allowed to enter some countries for travel or business purposes.

Report graffiti vandalism at www.goodbyegraffiti.wa.gov.au/Report-Graffiti

LESSON 2: WHAT TO DO

◀ Revise

3 KEY MESSAGES

This activity encourages students to reflect on their knowledge about graffiti vandalism and articulate three key messages.

- Ask students to think back to the first graffiti lesson and choose what they think are the three key messages they remember. Allow two minutes thinking time.
- Ask students to join up with a partner and share their three key messages.
- Working together, the pair now need to choose their top key message.
- Ask for a volunteer from each pair to share their message with the rest of the class. Write these messages on the board. If groups choose the same key message, place a tick next to it.
- After all pairs have shared their key message, see which message was recognised as the most important message. Discuss why opinions were different and why this message resonated so strongly with students.

▶ Introduce

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:
 - *Four classrooms have had the windows, outside walls and doors graffitied over the school holidays.*
- Ask students to move into small groups (3-4 students). Hand out to each group a piece of butcher paper and a marker pen.
- Working in their group, ask students to consider what impact this scenario will have on them as students and the school community.
- Allocate a set working time for the task.
- At the end of the time, ask each group to report back to the whole class on the top three impacts for their group. Discuss these impacts adding to them as necessary.

 **60 MINS**

 **ENVIRONMENT**

- Classroom

 **EQUIPMENT
& RESOURCES**

What are the impacts?

- Butcher paper
- Marker pens

Reporting graffiti

- Report Graffiti (1.21 mins)
Western Australia Police
<https://www.crimestopperswa.com.au/for-schools/graffiti-action-challenge/useful-information/what-do-you-do-if-you-see-graffiti/>
- Computer and screen for viewing

Act it out

- Resource sheet – *Act it out* (page 15)

 **SUPPORT
RESOURCES**

Goodbye Graffiti
Graffiti Management Guide for Schools
<https://www.goodbyegraffiti.wa.gov.au/Schools/Graffiti-Management-Guide-for-Schools>

- 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?
- 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.*)

Introduce

REPORTING GRAFFITI



This activity is suitable if students are unsure how to report graffiti vandalism in the community. Some students may have watched it in Year 4 or 5 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

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

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



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

Students can 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.

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



Act

ACT IT OUT

This activity encourages students to act out various scenarios and consider the roles of the participating characters.

- Ask students to move into pairs nominating to be either person one or two.
- Hand out to each group a role-play scenario from the resource sheet *Act it out* (page 15).
- Have students assume the role of their 'person' and express how they feel about graffiti vandalism.
- At the end of the role-play, discuss the following questions as a class.

Role Play 1

- Do you have an obligation to let the police know about a graffiti vandalism crime that has been committed?
- Is there a difference between graffiti vandalism on public property and graffiti vandalism on private property?
- What is the process for reporting graffiti vandalism?
- What would you do if you were 'Person 1'?
- Why do you think 'Person 2' reacted the way they did?

Role play 2

- Should the principal be angry? Why or why not?
- Should the student tell the principal who did the graffiti? Why or why not?
- What would you do if you were the student? Why?



Reflect

ONE-MINUTE CHALLENGE

This activity challenges students to reflect on their graffiti vandalism knowledge.

- Ask students to form pairs and write down all of the key points that they can remember about graffiti vandalism.
- At the end of the one-minute ask students to count up their key points.
- Check them for accuracy and reward the winning pair.
- At the end of the *One-Minute challenge* ask students to do a quick 'thumbs up (good), down (not so good) or across (unsure, ok)' based on how they feel they participated in the graffiti lessons.
- 'Check in' with any students that do a 'thumbs down'.

RESOURCE SHEET

ACT IT OUT

Role Play 1

Person 1 – 11-year-old

When you arrive at the bus stop after soccer training, you notice that the bus shelter has been spray painted with graffiti, one of the glass windows smashed and swear words and rude pictures carved into the seat. You call a friend on your phone and ask if you should call the police. Your friend says not to bother. They tell you that graffiti isn't really a crime and they'll never find who did it.

Person 2 – 11-year-old friend

Your friend calls you to ask your advice about some graffiti that they have seen at the bus shelter. They seem angry that someone would destroy this public property and want to call the police. You disagree, arguing that the police will never catch them and even if they do they won't be punished.

Role Play 2

Person 1 – 12-year-old

Walking home late one arvo after hanging out with a mate you decide to cut through the laneway next to the school to get home in time for dinner. As you walk down the laneway you notice a group of kids that went to your primary school a few years ago towards the end of the laneway. As you get closer you can see that they are holding some spray cans and there is some recent graffiti on the school library wall that forms one side of the laneway. They call out to you by name. You don't want to stop but you do. They ask you how you are doing and tell you not to tell anyone who you saw in the laneway. The following day the principal speaks to the whole school asking for information on who may have done the graffiti on the library wall. He says if you know something and don't say anything that you are as bad as those that committed the crime.

Person 2 – Primary school principal

When you arrive at school on Monday morning one of the parents informs you that the library wall that forms part of the laneway next to the school has been covered with graffiti. This is not the first time and the damage is estimated at \$1200. You decide to call the whole school together and put pressure on the students to tell you what they know. You are sick of having to use your school budget to clean up graffiti and want the vandals caught and charged.