

# Tag Free Kiwi

## Years 7–8

## Focus area 1

This section of the **Tag Free Kiwi** programme contains one of the following focus areas for students at years 7–8 (ages 11–12):

1. **Our community**
2. Graffiti – what does it mean?
3. Rock art
4. Consequences
5. Solving the problem
6. Proud to be me

**Note:** Research suggests that an effective programme should include learning experiences from each of the focus areas.

## Focus area 1: Our community

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## Focus area 1: Our community

### Notes for the teacher

Do not encourage students to take photos of graffiti vandalism in their community. This can increase the fame of the tagger.

### Definitions

**Community:** The people, places and things that make up the area where we live, go to school, work and play.

**Landmark:** A prominent or well known object or feature of a particular community or area.

### Curriculum links

**Key Competencies:** Thinking; Using language, symbols, and texts; Participating and contributing

**Learning areas:** Social Sciences; Mathematics & Statistics; Technology; Art

### Resources

Questions on large sheets of paper for Post Box activity

Post-it notes

Maps of the local community

Cameras

Newspaper articles brought by teacher and students

Dictionaries

Local burglary statistics

### Success criteria

Students will be able to:

- identify their community and their place in it
- suggest ways to improve their community.

# Learning experience 1: Graffiti in our community

## Activities

### 1. Post box

Introduce the term **community** to the class. Work with students to identify the borders of their local community. Write each of the questions below on to a separate large sheet of paper and place them at intervals around the room. Working either individually or in pairs, students go to each question and write their responses to the question on Post-it notes and place them on the paper. The questions can be done in any order.

Post Box questions could include:

- What are three important landmarks in your community?
- Who are some well known people in your community?
- What are the different cultures in your community?
- Which three things you like best about your community?
- Which three things that you like least about your community?
- What is one thing you would like to change in your community?
- What do you contribute to your community?

Divide the class into seven groups. Give each group the responses to one of the post box questions. They must read all the responses and present them in some way on the large sheet of paper. For example this could be a graph, a spider diagram or a list. Stress that it is important that all responses are included and that it is clear how many people gave that response. These will be displayed on the classroom wall.

Take reports from each group.

Ask: How big a problem do you think graffiti vandalism is in your community?  
What would you like to see done about this?  
What can you do about this problem?  
Do you think there is enough for young people to do in our community? Why, or why not?

### 2. Out in the community

Do one or more of the following with your class:

- Take a walk around the community. Work with students to take photos of things they are proud of and to make a note of things they would like to change. Arrange photos in a display in the classroom, each linked by a string to their position on a map of the community. Discuss the things students would like to change.
- Take students on a train or bus trip through their own and other communities. Ask them to document the level of graffiti along the route and to list specific things they saw that beautified the community.

- Students use Google Earth to research and identify landmarks in their community.

## **Optional learning experiences**

Students work in groups to design a welcome sign for their community. Designs could be displayed in the school newsletter or website.

Divide the students into groups of about four. Ask each group to design an ideal activity for young people to do in their community. One third of the groups designs a no-cost activity, one third designs a low-cost activity, and one third designs a high-cost activity. The design could be presented in various ways – for example, as a 3D model, architect's plans, or an online or PowerPoint presentation. The groups present their designs to the class and to invited guests such as the town planner, principal, School Community Officer or Community Constable. Students could grade each presentation on a scale of 1–5 (5 being best) for practicality, creativity and originality.

## **Assessment**

Ask students to place themselves along a continuum line for each of the following statements. One end of the line is Strongly Agree and the other is Strongly Disagree. Ask some students for the reason for their position on the line.

### **Statements**

We should all take pride in our community.

We can all do things to improve our community.

Graffiti vandalism damages a community.