

Tag Free Kiwi

Years 7–8

Focus area 4

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 4: Consequences

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Focus area 4: Consequences

Definitions

Consequences: The effects of a destructive behaviour such as graffiti vandalism on all those concerned.

Tag Out operator: A worker, often a volunteer, from the Tag Out Trust, who has the job of painting out graffiti vandalism in the community.

Curriculum links

Key Competencies: Using language, symbols and texts; Relating to others; Participating and contributing

Learning areas: Drama; Social Sciences; English

Resources

Copysheet: **Consequences** (cut up into individual cards)

Copysheet: **Consequence Headings**

Pamphlet: *You're a Key Part of Our Graffiti Free Team* (Auckland Region Graffiti Free Project, available online at http://www.resene.co.nz/pdf/ARC_graffitifree.pdf)

Success criteria

Students will be able to:

- list three consequences for the person who practises graffiti vandalism
- describe the effects of graffiti vandalism on members of the community.

Learning experience 1: Taggers and victims

Activities

1. Consequences for the tagger

Divide the class into groups of four. Give each group a set of cards made from Copsheet:

Consequences and three headings made from Copsheet: **Consequence Headings**. Explain that these are consequences for the person who practises graffiti vandalism. Ask the group to place each consequence of graffiti vandalism under the heading where they think it best fits – Minor, Quite Serious, or Very Serious. Ask students to justify their placement.

Ask: Which of these consequences would be most likely to stop **you** from tagging? Why?
What do you think your parent or caregiver would say or do if they found that you had been tagging?

2. Consequences for the victim

Divide the classroom into quarters. Ask students to go to one of the quarters.

Read the following scenario to the class.

Overnight there has been serious tagging in the neighbourhood. Places that received the most tagging were the Pacific Island Church, a factory making clothing, and an elderly person's front fence, gate and garage.

Allocate one of the following roles to students in each quarter of the room:

- members of the Pacific Island Church
- the owner of the factory
- the elderly person
- the local graffiti removal operator.

The students in each role discuss how the tagging has affected them.

Either

They choose one person to put forward their view. Seat the four speakers on chairs at the front of the room. Group other students around them. Each seated person, in role, says how this tagging has affected them. Other students, out of role, can question them to find out more.

Or

Each group completes a spider diagram to show how the tagging has affected their person/group. Take reports from each group.

Each student then records in their books the main things they have learnt about how graffiti vandalism affects members of the community.

Note: Tell students that if they see someone tagging they should ring 111 immediately and report it to Police, providing as much information as they can. Refer to the Auckland Region Graffiti Free pamphlet.

Optional learning experience

Invite a resource person (such as the local Community Constable or School Community Officer) to talk about the legal consequences for people who practise graffiti vandalism. The session should cover issues such as keeping a database of all tags in the area, cleaning up graffiti vandalism, the harmful effects of using spray paints, and what to do if you see someone tagging.

Assessment

Look for signs of empathy as students take part in the drama activity, or create the spider diagram.

Hold a class debate on the topic 'Graffiti vandalism hurts everyone'.

Copysheet: Consequences

Cut up into sets.

Getting caught	Reputation
Losing friends	Difficulty of getting a job
Family finding out	Ugly reminder
Stand down or suspension	Curfew
Prosecution	House searched
Bringing shame to the family	Losing privileges
Risk of injury	Police visits
Being fined	Cleaning up in public
Losing trust	Family punishments
Banned from areas	

Copysheet: Consequence Headings

Minor

Quite serious

Very serious