Tag Free Kiwi

Years 7–8   Focus area 5

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 5: Solving the problem

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Focus area 5: Solving the problem

Notes for the teacher

This learning experience will need to be carried out over a period of time.

Definitions

SARA Model: A four stage model used by Police and others to identify and solve community problems. The four stages are:

- Scanning - to identify the problem
- Analysis - to find out the underlying causes of the problem
- Response - to find ways of solving the problem
- Assessment - to find out how successful the solution has been.

Curriculum links

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

Learning areas: Social Studies; Health; English; Art

Resources

Copysheet: **The SARA Model**

Map of the school (or immediate area around the school, if that option has been chosen)

Local organisations and initiatives

Success criteria

Students will be able to:

- use a problem-solving model to address the problem of graffiti vandalism.

Learning experience 1: SARA

Activities

Problem solving

Introduce the SARA Model to the class, using Copysheet: **The SARA Model**. Explain that they are going to use this Police model to solve the problem of graffiti vandalism in their school. If the school is relatively graffiti-free, use the community around the school.

Stage 1: Scanning

Divide students into groups. Each group walks around the school and its grounds and marks the spots where graffiti vandalism has occurred on a map of the school/community, to answer the following questions:

> What surfaces is most tagging on?
>
> What buildings/places are most often tagged?
>
> What sorts of places are free from tagging?
>
> What is the tagging done with?

Students report back on their findings. Maps are displayed on the classroom wall.

> Ask: Do you think graffiti vandalism is a major problem in our school/community? Justify your answer.
> What sort of places receive the most attention from the taggers?
> Did you find any examples of urban art?

Stage 2: Analysis

Students carry out observations, interviews and surveys to answer the following questions:

> When does most tagging take place?
>
> Why do taggers tag?
>
> What is the cost of tagging for the school/community?

This information is added to the wall display.

Stage 3: Response

Divide students into groups. Each group discusses the following:

> Which area of the school/community would we like to get graffiti free? (Example: Toilets)
>
> How could we achieve this? (Example: Install cameras)
>
> Who should be involved? (Example: BOT and principal)

Each group reports back and responses are recorded on the board. After considering all the group reports, the class decides:

- the area of the school/community they want to improve
- which solution is the best one to use

- how they will carry out this solution

- how they will know if the solution is successful.

If the class decides that they would like to Adopt a Spot, set up school paint-out days or undertake a beautification project, there is sometimes help available for them to do this. Refer to your local council. The class could invite representatives from these groups to talk to them.

Stage 4: Evaluation

Ask the class to decide how they will know if their intervention has been successful:

- Has tagging decreased?

- Has this new lower level of tagging been maintained?

This evaluation will need to take place sometime after Step 3.

Assessment

Observe how successful the class's solutions to tagging have been.

Copysheet: The SARA Model

Scanning - Deciding what the problem is that needs fixing

Analysis - Working out who, what, when, where, how and why the problem was caused

Response - Deciding the best way of sorting out the problem

Assessment - Seeing how well the problem has been solved