

Tag Free Kiwi

Years 9–10

Focus area 2

This section of the **Tag Free Kiwi** programme contains one of the following focus areas for students at years 9–10 (ages 13–14):

1. A history of expression
2. **Graffiti – what does it mean?**
3. Consequences of graffiti vandalism
4. Is it art?
5. Making a difference
6. Pride in your community
7. Being creative

Focus area 2: Graffiti – what does the word mean?

Contents

Focus area 2: Graffiti – what does the word mean?	2
Notes for the teacher	2
Definition	3
Curriculum links	3
Resources	3
Learning outcomes	3
Learning experience 1: Graffiti vandalism	4
Activities	4
Homework activity	5
Assessment	5

Focus area 2: Graffiti – what does the word mean?

Notes for the teacher

It is important that students come to recognise that graffiti vandalism is not art and that it is destructive.

If you're using images of graffiti vandalism in public forums or education resources, alter (eg, reverse, blur or warp) the image in some way so that the mark, tag or picture is not readily identifiable.

Including unaltered images of graffiti vandalism only serves to give the graffiti vandalism offenders wider public recognition.

Ministry of Justice (2008). *Stop Tagging Our Place: A Strategy for Change 2008-2011*, page 18.

Captions have not been provided for the photos in the **Graffiti Vandalism** photopack, to reduce the likelihood of recognition of the offenders. Tagging has been blurred or reversed.

Types of graffiti (for information of teachers)	
Tag	A tag is the writer's signature done with curves and letter deformation. Tags are not confined to spray paint; they can also be done with substances such as shoe polish and marker pens.
Throw-ups	A throw-up is written with solid or bubble type lettering. It is similar to a tag in that it showcases a signature.
Pieces	This is short for 'masterpiece'. They are large scale and multi coloured, and can include characters, background and letters.
Bombing	This is the term for tags, throw-ups and pieces done in a spree. This means as much graffiti vandalism as possible, as quickly as possible.
Etching	There are two types of etching – Acid and Dutch (scratching onto a surface)
Monikers	These are gang members' street names or nicknames, and they are often the only name by which a youth is known in the gang.
Stencilling	Paint is applied across a stencil to form an image on the surface below. Sometimes multiple layers of stencils are used.
Slash	A line put through, or graffiti over, someone else's graffiti.
Crew	A group of graffiti vandals, or urban artists.

Definition

Graffiti vandalism: The defacing, damaging or destroying of private or public property (including buildings, structures, roads, trees, property or other thing) by writing, drawing, painting, spraying or etching on it, or otherwise marking it, without permission of the owners.

Curriculum links

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

Learning areas: Social Sciences; Drama

Resources

Photopack: **Graffiti Vandalism** (available from your School community Officer)

School Community Officer or Community Constable for the hot seat activity

Learning outcomes

At the end of this learning experience students will be able to:

- define graffiti vandalism
- describe the effects of graffiti vandalism on themselves, schools, police and the community.

Learning experience 1: Graffiti vandalism

Activities

1. Defining graffiti vandalism

Either

Show students the photopack **Graffiti Vandalism**. At the end:

- Ask:
- Do you think that graffiti vandalism makes the area look better or worse?
 - Why do you think people tag?
 - Whose property do they tag on? Do you think they get permission? Why, or why not?
 - Do you think these tags will last as long as a traditional piece of art? Why, or why not?
 - What could happen to these taggers?
 - What are the different types of graffiti vandalism in your community?

Or

Divide students into groups. Circulate the **Graffiti Vandalism** photos around the groups. For each photo ask the group to decide on the following questions:

- Do you think these taggers got permission before they tagged? Why, or why not?
- Does this graffiti make the area look better or worse? Give a reason for your answer.
- How do you think the graffiti makes people who live, work or play in the area feel?

Students discuss in pairs what they think graffiti vandalism means and then each student writes a definition of graffiti vandalism in their books.

2. People's views on graffiti vandalism

Explain to the class that they are going to explore some community attitudes to graffiti vandalism by using a **hot seat**. Place the hot seat at the front of the class. Group students closely around it. The police officer takes the hot seat and the teacher facilitates the session. Students ask questions to find out how the officer feels about graffiti vandalism and what the police are doing about it.

They might ask questions such as:

- Is there a lot of tagging in this area?
- Do the public let you know when they find some tagging?
- What should people do if they see someone tagging?
- Is it true that police keep a database of tags?
- How does tagging make you feel?
- What happens to people who are caught tagging?

Repeat this with other roles, such as the principal, the local mayor, a member of the community, and a student from the school. Confident students could have a turn in the hot seat.

Homework activity

Each student interviews a member of the community to find out how they feel about graffiti vandalism. This is written up in their books.

Each student writes a paragraph explaining how **they** feel about graffiti vandalism.

Assessment

Read the definitions of graffiti vandalism that students have written.

Observe the questioning and reactions of students during the hot seat activity.