

Tag Free Kiwi

Years 9–10

Focus area 3

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 the word mean?
3. **Consequences of graffiti vandalism**
4. Is it art?
5. Making a difference
6. Pride in your community
7. Being creative

Focus area 3: Consequences of graffiti vandalism

Contents

Focus area 3: Consequences of graffiti vandalism.....	2
Curriculum links.....	2
Resources.....	2
Learning outcomes.....	2
Learning experience 1: Consequences.....	3
Activities.....	3
Assessment.....	4
Copysheet: Victims.....	5
Copysheet: Offences (a).....	6
Copysheet: Offences (b).....	7
Copysheet: Offences (c).....	8
Copysheet: Offences (d).....	9
Copysheet: Offences (e).....	10
Copysheet: Match the Crime.....	11
Copysheet: Victim Impact Statement POL 392.....	12

Focus area 3: Consequences of graffiti vandalism

Curriculum links

Key Competencies: Thinking; Relating to others; Participating and contributing

Learning areas: Social Sciences

Resources

Copysheet: **Victims**

Copysheet: **Offences** (copy each to A3, colour and laminate)

Copysheet: **Match the Crime**

Copysheet: **Victim Impact Statement**

School Community Officer or Community Constable

Learning outcomes

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

- explain that graffiti vandalism has consequences for all
- match a graffiti-related offence with an associated penalty.

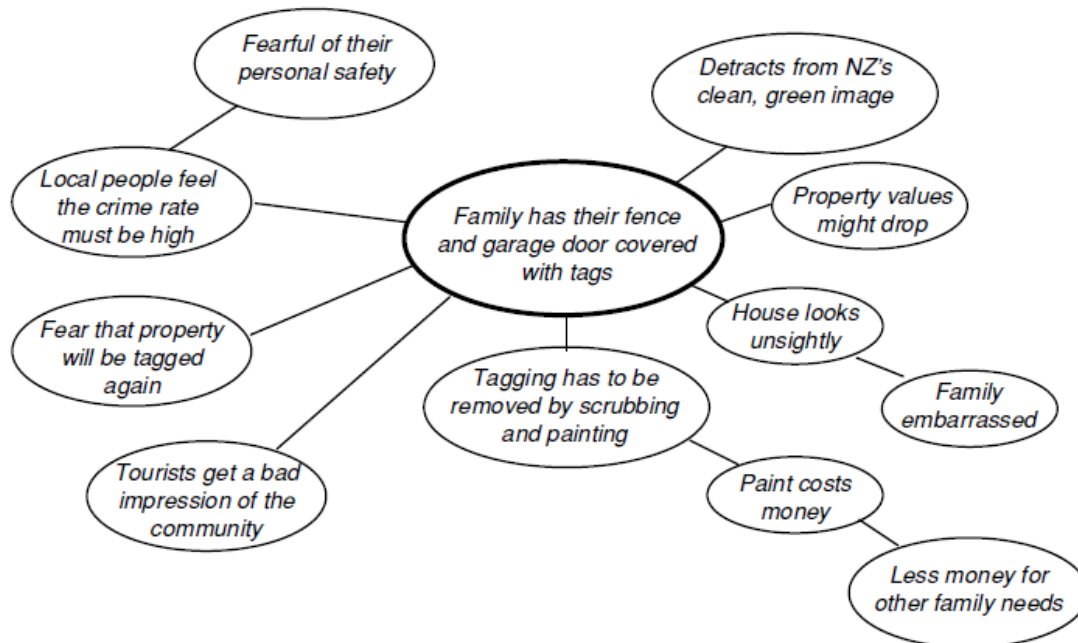
Learning experience 1: Consequences

Activities

1. The victims

Working in pairs or small groups, students write the word “Consequences” on a piece of paper, using their own art style. These are displayed on the wall.

Divide the class into five groups. Allocate one of the victims from Copsheet: **Victims** to each group. The group works together to complete a cause-and-effect diagram like the one below to show some of the consequences of the graffiti vandalism for the victims.



Either display completed diagrams around the “Consequences” display and invite students to skim and scan the other groups’ work **or** ask each group to report back their findings.

2. Offences and penalties

Set up a Bus Stop activity using A3 versions of each of the cartoons from Copsheet: **Offences**. Working individually or in pairs, students go to each bus stop in turn and decide and record in their books what they think the offence is and what the penalty should be.

Give out Copsheet: **Match the Crime** so that students can check the accuracy of their ideas. The Police Officer will be able to answer students’ questions relating to the law.

- Ask:
- Were you surprised that any of these things were offences? Why, or why not?
 - Were your penalties more or less severe than the real penalties?
 - Do you think these penalties would stop someone from tagging? Why, or why not?
 - Would it stop you?

3. Victim impact statement

Show or read the **Victim Impact Statement** to the class. In pairs, students write down four questions they would like to ask each of the following:

- the principal of Taukimo School
- one of the taggers
- the parents of one of the taggers.

Each pair shares their questions with another pair.

Assessment

View the students' completed cause-and-effect diagrams.

Copysheet: Victims

Victim 1: The Joseph Family

The Josephs are a family without much money. There are four children in the family aged from 7 through to 15. Mum works hard at the local supermarket. Dad has been working as a fitter, but is now unable to work because of a back injury. The family is very proud of their house, which they own, and just recently they have all worked together to paint their front fence. It was looking really good. It was difficult to afford the paint, but they managed to scrape together enough to buy it.

They come out one morning to discover that the fence and the letter box are covered in tags.

Victim 2: City Council

The council is proud of this community and has spent a lot of money on facilities and beautification. It works closely with a local Beautification Trust and tries to remove graffiti vandalism as soon as it appears. This is a losing battle and is costing the council about \$1.4 million a year.

The council gets a report that taggers have broken into the local swimming pool overnight and bombed everywhere.

Victim 3: Mrs Sa'anga

Mrs Sa'anga lives in a retirement flat. She is 75 years old and her husband died 10 years ago. She lives on her own. Her health is not good, especially her heart, and she is very frightened by reports of violence and petty crime in the area. Her family is very supportive, but they have recently moved out of the area. She is on a pension.

She is dismayed to find tags across her front door and on the outside walls of her flat. The vandals must have come right on to her property.

Victim 4: Mrs Haumaha

Mrs Haumaha is principal of a large primary school. The school is not particularly well off, but uses its funds wisely and maintains the school property well. There has been tagging at the school, but the property manager keeps it under control and removes it as quickly as possible. Mrs Haumaha thinks that it is kids from the nearby secondary school who do most of the damage.

She is very concerned when she comes to school over the weekend and finds that there is etching over lots of the windows. This is expensive damage. Worse still, she finds etching equipment stashed under one of the prefabs. This makes her wonder if the offenders are students from her school.

Victim 5: Mr and Mrs Patel

The Patels own their own grocery shop and work long hours to keep the shop open as much as possible. They are very proud of their immaculate premises and are well known and liked in the community. They send money home to the family in Fiji. They have two small children, aged 4 and 6.

They come out of the shop in the afternoon and find that taggers have been busy. The shop window and the outside display stand have been tagged and some of the produce has paint splatter as well. They had not seen it happening.

Copysheet: Offences (a)



Copysheet: Offences (b)



Copysheet: Offences (c)



Copysheet: Offences (d)



Copysheet: Offences (e)



Copysheet: Match the Crime

Offence	Penalty
Scenario 1 Selling a spray can to a person under the age of 18	Summary Offences Act, section 14A (though there are some defences) Penalty: Fine not exceeding \$1,500
Scenario 2 In possession of graffiti implements without a reasonable excuse	Summary Offences Act, section 11B Penalty: Community work or a fine not exceeding \$500 or both
Scenario 3 Young person spraying a tag on a wall	Summary Offences Act, section 11A Penalty: a community based sentence or a fine up to \$2000 or both
Scenario 4 Group of 15-year-olds tags the whole school	Crimes Act, section 269 – intentional damage Penalty: 7 years in jail or Summary Offences Act, section 11A Penalty: a community based sentence or a fine up to \$2000 or both
Scenario 5 Young person damaging a letter box by kicking it	Summary Offences Act, section 11 – wilful damage. Penalty: Imprisonment for a term not exceeding three months or a fine not exceeding \$2,000

Copysheet: Victim Impact Statement

VICTIM IMPACT STATEMENT

Name: FRANK TODD

The victim must be informed:

- that the information is being ascertained for submission to the judicial officer sentencing the offender if the accused is found guilty or pleads guilty;
- that the information must be true;
- that the information must be recorded and may be verified in the manner set out at the bottom of this form; and
- about who may properly see or make or keep copies of the information ascertained, and about the orders, directions, and conditions, relating to disclosure and distribution of it, that may be made.

Statement to take narrative form and to cover the following:

Victims details if appropriate
- eg, age, occupation, gender, living arrangements/marital status, relationship to offender (if any), ethnic origin.

Physical injuries
- include type and extent of injuries, long/short term effects, whether treatment/absence from work/hospitalisation reqd, medical/dental reports.

Financial costs
- include costs of treatment, replacement/repair costs, loss of wages/income, incidental costs.

Emotional harm
- include changes in behaviour, lifestyle, personal reaction. Include details of treatment, counselling as appropriate. Attach any relevant reports.

Any other effects

My name is Frank Todd. I am the principal of Taukimo School.

The damage these boys have done to the school is unbelievable. I've never seen so much vandalism done to the school buildings.

The tags are all over the windows and are clear to see during class time. This is having a very negative effect on the kids, especially the younger pupils.

Both the staff and the pupils are very upset about this.

Everyone is asking why has this happened to our School?

What is so hard to understand is that both these boys are ex-pupils of Taukimo School.

No-one seems to have any idea why the boys did this.

It's going to cost a fortune to fix. We've been advised by glazier's that all 55 windows that have been tagged, will have to be replaced at an approximate cost of \$4,000. This is shocking!

I can only hope the court system will deal with these boys in an appropriate fashionthey both need to be sent a clear message.

I have given the information in this Victim Impact Statement knowing that it is for submission to the judicial officer sentencing the offender, and know that the information must be true. The information is true to the best of my knowledge and belief.

Signature: _____ (victim)

Date: _____

OR (if it is not practicable for the victim to sign)

I have advised the victim that the information in this Victim Impact Statement is for submission to the judicial officer sentencing the offender, and that the information must be true. I have read it to the victim and am satisfied that the victim approves of it.

Signature: _____ Name: _____

Designation: _____ Date: _____