

Tag Free Kiwi

Years 9–10

Focus area 5

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 5: Making a difference

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Focus area 5: Making a difference

Curriculum links

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

Learning areas: Drama; English

Resources

Copysheet: **Role-play Scenarios**

Graffiti information published by your council (for example, the Auckland Regional Council pamphlet *You're a Key Part of Our Graffiti Free Team* http://www.resene.co.nz/pdf/ARC_graffitifree.pdf)

Learning outcomes

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

- explain the importance of positive peer pressure
- know how and when to report tagging.

Learning experience 1: Making a difference

Activities

1. Positive peer pressure

Talk to the class about the way young people exert pressure on each other – peer pressure. Explain how this can be positive or negative.

Either

Put the headings **positive peer pressure** and **negative peer pressure** on the board. Ask the class for examples of these and record on the board as shown below. They may like to share times when friends exerted positive or negative pressure on them.

Positive peer pressure	Negative peer pressure
Encouraging a friend to go for a run	Pressuring someone to have a cigarette
Telling someone why they shouldn't steal something	Encouraging someone to tag in the school toilets

Ask: Which sort of pressure do you think is best, positive or negative? Why?
What could happen if you exerted negative peer pressure on someone?
How could exerting positive peer pressure help a friend?

Or

- Divide the class into groups of four. Give each group one of the scenarios from Copysheet: **Scenarios**. Give the tagging card to a confident group. If it is a big class, several groups will have the same scenario.
- Each group discusses the situation on their card, allocates roles (A, B, and so on), and comes up with a freeze frame (frozen image) to depict what is happening. Ask all the groups to assume the positions of their freeze frame.
- Choose the group who has the tagging card. Ask other students to relax their positions. Tap A, B, C and D on the shoulder in turn. When they are tapped they say one line from the scenario.

Ask them to resume the freeze frame. This time, when each of them is tapped on the shoulder and asked to say one line, it must be a line that will lead to a positive outcome.

Ask: What was different about the second freeze frame?
What sort of pressure was being applied here? (Positive peer pressure)
Do you think this is a good outcome? Why, or why not?

Students return to their original groups and role-play a positive outcome to their situation, using positive peer pressure.

2. Reporting graffiti

- a) Invite a graffiti officer from your local council or Police Station to talk to the class about what members of the public, including school students, should do if they see someone tagging, or if they have information that could lead to the arrest and conviction of graffiti vandals. Students will need assurance that they can report tagging without fear of reprisals.

This talk should cover such things as:

- ringing 111 immediately and asking for Police if someone is seen tagging
 - what information should be given
 - ringing council tagging lines (if any in your area) to provide information about graffiti vandals
 - techniques for removing tags straight away
 - techniques for protecting property from tags.
- b) Using the information from the speaker and from any graffiti information published by your council (for example, the Auckland Regional Council pamphlet *You're a Key Part of Our Graffiti Free Team*), students **either** make an information sheet for parents and caregivers about helping to wipe out graffiti vandalism, **or** make a poster for fellow students to advise them what to do to report tagging.

Homework activity

Students talk to parents or caregivers about helping to wipe out graffiti vandalism.

Assessment

Listen and observe as students complete their role-plays.

Check the information contained in their information sheets or posters.

Copysheet: Scenarios

Scenario 1: Fighting

Two boys (A and B) are fighting just outside the school gates. Two other students (C and D) are watching. One of them is taking photos of the fight on a mobile phone.

Scenario 2: Cyberbullying

One student (A) receives a text on her mobile phone. It is saying unkind and untrue things about her. She looks up and sees a group of 3 girls (B, C, and D) laughing and hears one of them say, "Let's text that to everyone".

Scenario 3: Joining a gang

This person (A) is lonely and has been bullied by other kids. Two boys (B and C) tell him that he can join their gang and it will protect him. He's not sure about this. Another student (D) overhears them.

Scenario 4: Tagging

A girl (A) is about to start spraying paint on a wall, encouraged by her boyfriend (B).

Two of her friends (C and D) are looking on.

Scenario 5: Driving

A group of friends (A, B, C and D) decide they want to go to the mall. One of them says she will drive them there. One person (C) points out that she is on a restricted licence.

Scenario 6: Stealing

Two year 9 students (A and B) are in the dairy. One dares the other to steal some chocolate bars. They notice two people from their class (C and D) watching them.