

Tag Free Kiwi

Years 9–10

Focus area 6

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 6: Pride in your community

Contents

Focus area 6: Pride in your community.....	2
Notes for the teacher.....	2
Curriculum links	2
Resources	2
Learning outcomes.....	2
Learning experience 1: Pride in your community	3
Activities.....	3
Assessment	4

Focus area 6: Pride in your community

Notes for the teacher

This session will take an extended period of time to complete.

Do not encourage students to take photos of tagging in the area, as this will spread the ‘fame’ of the offender.

Curriculum links

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

Learning areas: Social sciences; The Arts; Drama; Technology; Health

Resources

Resource person working in the graffiti prevention area

Project materials (paint, masks and so on) provided by local organisations and initiatives

Learning outcomes

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

- take responsibility for improving their community
- express pride in themselves and their community.

Learning experience 1: Pride in your community

Activities

1. Pre-lesson preparation

Students, working in small groups, investigate an area in or near their school to find out:

What are some beautiful things in this area?

What things make this area ugly?

What is one thing you would like to improve?

They prepare a report for the rest of the class.

2. Sorting out solutions

Each group presents their report to the class. Record the following information from each group on a chart, which might look something like the one below.

Location		Suggested improvement
1	Lots of rubbish along the stream	Organise a group to pick up litter
2	Area outside the gym is very unattractive	Arrange tree planting
3	Graffiti on the subway wall	Arrange to have this painted over
4		

Work with the class to decide which of the suggested improvements are practical for them to achieve. This could be one major project for the whole class, or students might like to work in groups, each with their own project.

Students consider these questions:

What is our improvement plan?

What would be the cost?

Who is responsible for this area?

Whose permission would we need?

What resources do we need?

Who might help us with this?

Students carry out their community improvement.

3. How did we do?

Ask students to form a **donut** – that is, an inner and outer circle facing each other, with the same number of students in each circle. Give students one of the conversations below. They carry out this conversation in pairs. Stop them after about 30 seconds. Ask the outer circle to move one place to the left. They then have the conversation with their new partner. Repeat once more, and then give the students a new conversation.

If students are unused to donut type activities, introduce the technique by getting them to talk first to their partner about something familiar such as their favourite music. Alternatively, they could have conversations, seated, in pairs.

The conversations are:

1. A member of the council (inner circle) is talking to the local MP (outer circle) about the excellent job students of this school have done on improving the area.
2. Someone from a community organisation is telling the principal (inner circle) why students in your class should be proud of themselves.
3. A member of the public (outer circle) is asking you, a student in this class (inner circle), how you feel about the improvements you have made to your community.

Assessment

Assess students' performance as they work to improve their community.

Listen to conversations in the donut to see how proud students feel of themselves.