Graffiti Prevention Education Program

Facing the consequences: Years 3–4

Teaching and learning activities

Objective
The learning activities in this unit introduce students to facing the consequences of their actions, the concept of vandalism, how the law deals with graffiti offenders and the risks to community.

The activities provide students with knowledge and understanding to develop their:

- awareness of their environment and community
- understanding of proactive and reactive strategies
- actions as good citizens.

Activity description
Students become aware of the consequences of graffiti. They create a consequence diagram or wheel that highlights the multiple impacts of anti-social behaviour and, in this case, graffiti.

Inquiry question

- Is graffiti legal?


Guiding questions

1. How will the study allow students to reflect on their own values, beliefs and opinions on the topic?
2. Are there places where connections can be made to larger social or environmental issues?
3. Are there opportunities for students to enact a solution or action plan about the issue?

This teaching strategy was designed from the 5Es inquiry framework. The following links provide information on how to use the 5Es.

- Enhancing education: The 5Es [enhancinged.wgbh.org/research/eeeee.html](http://enhancinged.wgbh.org/research/eeeee.html)
- Introduction to inquiry based learning by Neil Stephenson [teachinginquiry.com/index/Introduction.html](http://teachinginquiry.com/index/Introduction.html)

cityofgoldcoast.com.au/graffiti
Background information

‘Every action has an equal and opposite reaction.’ In the case of graffiti, there are consequences for the community, the individual and the environment. ‘Doing the right thing’ has positive consequences, while doing the wrong thing has negative consequences. The way we behave and act not only affects us as individuals, but also those around us and the community at large.

Committing an anti-social offence, such as graffiti, shoplifting or vandalism, can have the following results:

- personal — the offence affects the individual and/or the ‘offender’
- social — the offence affects people and/or the community as a whole
- environmental — the offence affects a place or space
- economic — the offence has a monetary cost or expense to the property owner and the community.

Graffiti

What is graffiti?

Graffiti is the unauthorised act of marking other people’s property without their permission. It is illegal, ugly and expensive to remove. Graffiti affects us all: it can lower property values, make people feel unsafe, reduce business patronage and encourage other types of crime.

Graffiti is a crime

Graffiti is illegal in Australia. It is a persistent problem that attracts a variety of penalties. In Queensland, graffiti is a crime under the Queensland Criminal Code Act 1899 s. 469 Wilful damage, which states:

Any person who wilfully and unlawfully destroys or damages any property is guilty of an offence…

If the property in question is in a public place, or is visible from a public place, and the destruction or damage is caused by (a) spraying, writing, drawing, marking or otherwise applying paint or another marking substance; or (b) scratching or etching; the offender commits a crime and is liable to imprisonment for 7 years…

The court may… order the offender to perform community service… including for example, removing graffiti from property; and … may order the offender to pay compensation to any person.

Consequences

Graffiti offences are treated seriously by police, all levels of government and the justice system. Juvenile offenders (aged 12–17 years) may be sentenced to a term in a detention centre, given a...
Graffiti Prevention Education Program

Graffiti removal order or given a period of probation (Note: a person aged 17 or over is tried as an adult). Regardless of the penalty imposed by a court, a graffiti offender may be ordered to remove the graffiti and/or pay compensation to the owner of the property that was vandalised.

Where does graffiti occur?

Most graffiti occurs on exposed walls and fences, and it is usually in the form of messages in letters or images written in spray paint, permanent marker or etched into a surface with a sharp instrument. Graffiti vandals have no respect for private or community property and no regard for the negative impacts of their actions. Their aim is usually to impress their peers and strengthen their reputations by putting their graffiti tags in as many places as possible.

Graffiti removal

Graffiti that is left intact attracts more graffiti. The longer it remains, the greater the gratification for perpetrators. It also suggests that the community does not care or is unable to deal with the problem. Keeping neighbourhoods graffiti free reinforces pride in the city and helps to maintain feelings of safety and wellbeing for everyone in the community. The best way to reduce graffiti is to remove it as quickly as possible. Local governments, businesses, organisations and volunteers commit money and resources to remove graffiti and participate in various graffiti prevention strategies.

City of Gold Coast graffiti prevention program

The City of Gold Coast (the City) spends approximately $1.3 million every year on graffiti removal and manages a range of graffiti prevention strategies. Our Graffiti Removal Team responds to an average of 10,000 graffiti removal requests each year, removing graffiti from public assets and some private property. We also provide free graffiti removal kits and support volunteer graffiti removal programs.

The City’s graffiti prevention program includes:

- education within schools about graffiti and its consequences
- identifying graffiti hotspots and installing closed-circuit television (CCTV) cameras to catch graffiti offenders
- encouraging property owners to design and create spaces that are less attractive to graffiti vandals
- working with retailers of paint products
- facilitating public art graffiti prevention projects
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You can report graffiti for removal by using the City of Gold Coast mobile app, calling the Graffiti Hotline on 07 5581 7998 or emailing: graffiti@goldcoast.qld.gov.au.

Reporting graffiti offenders to Crime Stoppers on 1800 333 000 or Policelink on 131 444 is also encouraged.

cityofgoldcoast.com.au/graffiti

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Teaching strategy

Tuning in

1. Consequences in nursery rhymes
   Ask the class to suggest the meaning of the word ‘consequence’. Have students recall as many nursery rhymes and/or fairy tales that illustrate a ‘consequence’, for example, Humpty Dumpty, Little Jack Horner, Incy Wincy Spider and Little Miss Muffet. Each having a turn, ask the students to recite the nursery rhyme and to say what was the ‘cause’ and what was the ‘consequence’ of the action.

2. Consequences for the children
   Have students recall some positive actions they have committed and the consequences of doing these good actions. Have them also list some negative actions and their consequences. Give students a few examples.

Finding out

3. Watch and discuss a PowerPoint presentation
   a. Watch the PowerPoint presentation Graffiti Prevention Education Program — Lower Primary.
   b. Through a classroom discussion, have students share their experiences and knowledge of the impacts of graffiti. Where have you seen graffiti? Have you ever seen someone doing graffiti?
   c. You can also view the video Graffiti — let’s stay on top of it via this link cityofgoldcoast.com.au/graffiti.

Sorting out

4. Consequence diagram
   Divide the class into pairs and ask each pair to complete a consequence diagram on the Student activity worksheet: Facing the consequences (which is provided at the end of this document) associated with a specific graffiti incident.

Examples of action sentences to start a consequence diagram:
   a. The fence outside the local childcare centre was sprayed with graffiti…
   b. A sign advertising a local snack bar is completely covered in graffiti…
   c. Large pieces of graffiti are on the walls of a number of classrooms at a school…
   d. Many of the seats on a bus have been drawn on or scratched into…
   e. A train is covered with graffiti…

Ask students to:
**Graffiti Prevention Education Program**

- THINK by identifying a problem and developing a set of consequences linking directly to the selected action. Ask students to consider what things may affect the consequences (personal, social, economic, environmental). Have students list first-order consequences, and then add second- and third-order consequences.

- PAIR and collaborate with another student to discuss ideas for the consequence diagram and together complete the diagram by suggesting ways that their community could reduce the incidence and impact of graffiti.

- SHARE and explain their consequence diagram with the rest of the class and display the consequence diagrams in the classroom.

**Going further**

5. Research

Have students research the consequences of graffiti by answering the following questions:

- Who is mainly responsible for graffiti?
- Why do these people choose to graffiti public and private property?
- What are the anti-graffiti laws in your state?
- What penalties apply to offenders?

6. Class activity

Develop an understanding with students that prevention is much better than reaction. As a class activity, have each student nominate one preventative action that they consider may be effective in combating graffiti. Write these actions on strips of cardboard and attach them to a wall of the classroom. Ask students to vote on which they feel is the most effective action by nominating a corner of the room that is ‘for’ and ‘against’. The other corners of the room can be the ‘maybe’ and ‘I don’t know’ corners. As you read each preventative measure, each student moves to the corner of the room that they feel best represents their agreement. Order the preventative measures according to how the class votes. This activity reinforces that all students understand and make decisions where graffiti is concerned.

**Applying**

7. Role play

Play ‘Hot-seat role play’ where one student is nominated as the graffiti offender and the rest of the class pretends to be different members of the community. The class questions the offender about the reasons why they put graffiti on their neighborhood and the offender’s understanding of the consequences. The offender should stay in role and respond with the reasons they committed the offence and if they understand the consequences. This game can be played in small groups or as a whole-class activity.

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### Australian Curriculum

<table>
<thead>
<tr>
<th>Learning areas</th>
<th>Strand</th>
<th>Content descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics and citizenship</td>
<td>Citizenship, diversity and identity</td>
<td><strong>Year 3</strong> Why people participate within communities and how students can actively participate and contribute (ACHCK003)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Year 4</strong> How a person’s identity can be shaped by the different cultural, religious and/or social groups to which they may belong (ACHCK014)</td>
</tr>
<tr>
<td></td>
<td>Laws and citizens</td>
<td><strong>Year 3</strong> How and why people make rules (ACHCK002)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Year 4</strong> The differences between ‘rules’ and ‘laws’ (ACHCK012)</td>
</tr>
</tbody>
</table>

**Cross-curriculum link:** Geography: Knowledge and understanding

### Cross-curriculum priorities

| Sustainability | Futures | OI.9 | Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments. |

### General capabilities

<table>
<thead>
<tr>
<th>General capabilities</th>
<th>Element</th>
<th>Sub-element</th>
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</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Comprehending texts through listening, reading and viewing</td>
<td>Interpret and analyse learning area texts</td>
</tr>
<tr>
<td></td>
<td>Composing texts through speaking, writing and creating</td>
<td>Compose spoken, written, visual and multimodal learning area texts</td>
</tr>
<tr>
<td></td>
<td>Grammar knowledge</td>
<td>Use language to interact with others</td>
</tr>
<tr>
<td></td>
<td>Word knowledge</td>
<td>Express opinion and point of view</td>
</tr>
<tr>
<td>Critical and</td>
<td>Inquiring — identifying, exploring and organising information and ideas</td>
<td>Pose questions</td>
</tr>
<tr>
<td>creative thinking</td>
<td></td>
<td>Identify and clarify information and ideas</td>
</tr>
<tr>
<td>Ethical understanding</td>
<td>Explore values, rights and responsibilities</td>
<td>Examine values</td>
</tr>
<tr>
<td></td>
<td>Understanding ethical concepts and issues</td>
<td>Explore rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider points of view</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore ethical concepts in context</td>
</tr>
</tbody>
</table>

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website in March 2014. CC-BY-SA

cityofgoldcoast.com.au/graffiti
Resources

- Graffiti Prevention Education Program PowerPoint — Lower primary
- Incy Wincy Spider: [youtube.com/watch?v=MBxeKG7_Hq4](https://www.youtube.com/watch?v=MBxeKG7_Hq4)
- Little Miss Muffet: [youtube.com/watch?v=Y5aywHM9KMM](https://www.youtube.com/watch?v=Y5aywHM9KMM)
- Humpty Dumpty: [youtube.com/watch?v=h1fiPIhGXYA](https://www.youtube.com/watch?v=h1fiPIhGXYA)

City of Gold Coast graffiti prevention resources


Community resources


(URLs active as of January 2014)
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Student activity worksheet: Facing the consequences

Seats in a schools bus are tagged or scratched.

- The bus looks ugly and appears unsafe to some passengers.
- Some elderly passengers stop using the bus.
- The cost of repairs and cameras forces bus fares up.

- The seats must be cleaned or replaced.
- The bus is taken off the road for repairs.
- The bus company must hire a new bus that costs money.

- The students who put graffiti on the bus are identified and charged.
- Students are suspended from school.
- Their parents are ashamed and cancel a planned end-of-year trip for them.

- The students are found guilty and must complete 200 hours of community service.
- The graffiti convictions are placed on record.

- The bus driver has to explain how the seats were damaged to his manager.
- Bus driver is stressed and upset over the damage to his bus.
- The bus driver takes time off due to stress.
Graffiti Prevention Education Program

Student activity worksheet: Facing the consequences

[Diagram with interconnected boxes]

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australian Government Initiative

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