



Goodbye Graffiti Early Childhood Curriculum Materials

Topic: *Consequences*

Introduction:

In this unit, we have explored ideas about considering others, rules and caring for others. In this module, children will explore the consequences for acting inconsiderately, breaking rules and not caring for others.

Children may:

- Define consequences
- Make consequences charts
- Think and talk about actual and perceived consequences
- Write about the consequences of graffiti

Tuning in: What is a consequence?

Ask the children to think and talk about what happens when they:

- act inconsiderately
- break rules
- do not care for each other?

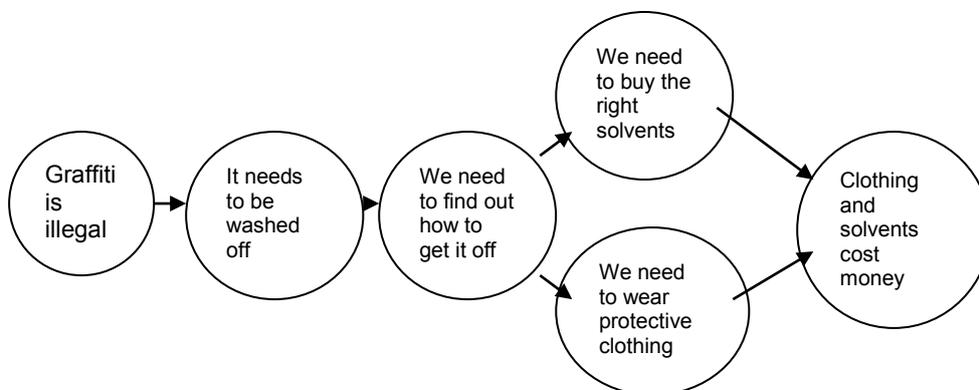
What happens when they

- act considerately
- keep to the rules
- care for each other?

Consequences are the outcomes of our behaviour, considerate and inconsiderate.

Finding out: What are the consequences for breaking rules?

Ask children to think about the consequences of graffiti vandalism on school property. For example:





What other consequences are there of graffiti vandalism? Make other charts for these consequences. (e.g. people doing graffiti climb up high so that their graffiti vandalism won't be washed off which is dangerous, or paint that doesn't come off so harsh solvents need to be used which get into rivers and pollute them, or having to spend a lot of money on removal which can't be spent on other things that might help the community like more playground equipment).

Make charts to show the consequences of breaking other rules.

Sorting out: What we do we think and feel when we see graffiti vandalism?

There are different kinds of consequences. Some of them are 'actual'. Others are things we think and feel. What might be some of these sorts of consequences of graffiti vandalism? (e.g. people don't feel safe, people think this isn't a very nice school).

Role play some perceived consequences of graffiti vandalism.

Going further: What are the consequences of engaging in graffiti vandalism?

People who engage in graffiti vandalism may be breaking many different rules, all of which have their own consequences. Have the children think and talk about the consequences for:

- Going onto someone else's property without permission
- Damaging other people's property
- Writing offensive words
- Having paint that is illegal for young people to carry.

Show the children an Anti-Graffiti DVD. (e.g.



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What are the consequences of graffiti vandalism that are shown on the DVD? Is this real?

How could we tell someone in an engaging way about the consequences of going onto someone else's property without permission or damaging other people's property or the other consequences of graffiti vandalism?

Applying: Who needs to know?

With the children, look at the activities you have undertaken about the consequences of graffiti vandalism. Who do they think needs to know about their learning? How could this information be given? (E.g. the children could write about the consequences of graffiti vandalism for the school newsletter, to the local newspaper or the Police Department).