Goodbye Graffiti
Early Adolescence Curriculum Materials

Topic: Graffiti Laws

Introduction
There is much confusion and misinformation about the laws related to graffiti vandalism. Laws are different in different states and territories and in different places around the world. The global community encouraged through web-sites can create confusion about what is actually the law in WA. There is also confusion related to the differences between laws, policies and penalties.

In this topic, students may:
- Identify their theories, ideas and conceptions of the laws in relation to graffiti vandalism
- Investigate laws in relation to graffiti vandalism
- Investigate judiciary processes in relation to graffiti vandalism
- Investigate the execution of the laws in relation to graffiti vandalism
- Investigate groups that influence decision making and the execution of laws.
- Prepare a series of posters explaining the legal process in relation to graffiti vandalism
- Investigate the history of laws in relation to graffiti in WA
- Investigate ways in which laws can be changed
- Investigate legal ways to protest.

Tuning In: What do you think the laws are in relation to graffiti vandalism?

Have students share their ideas and opinions about the laws related to graffiti vandalism in WA. Students might, for example, say:
- No graffiti is allowed
- You can get an on-the-spot fine
- You can be sent to gaol for life
- You can’t be sent to gaol
- You have to pay to get graffiti removed
- You have to clean it up

Prepare a chart with students’ conceptions of the law.

Finding Out: What are the laws relating to graffiti in WA?

You might have all students investigate all aspects of the legal process in relation to graffiti, or you could assign even numbers of students to investigate each of the following.

Have students investigate laws in relation to graffiti:
- WA State government laws – criminal and civil
- Local government laws – these vary from one council to another.

Have these students compare the laws in WA with laws in another state or country.
Have students investigate the judiciary process

- Which courts deal with graffiti offences
- What are the penalties for graffiti vandalism?

Have these students compare the courts and penalties in WA with those in another state or country.

Have students investigate the execution of the laws

- What is the role of the police?
- What is the role of other citizens?
- What is the role of non-government organisations and lobby groups?
- What is the role of the media?

Have students in each of these groups compare the role of these people in the execution of the laws in WA with those in another state or country.

**Sorting Out: What does this mean?**

Have students pool their knowledge and create a series of posters explaining in simple terms the relevance of this information to someone who engages in graffiti vandalism. If small groups of students have researched particular areas, you might form ‘jigsaw’ or ‘rainbow’ groups with one representative from each focus area.

**Going further: How do the laws change?**

Have students investigate one or more of the following:

- How did these laws and penalties come to be? Have students investigate the history of the laws relating to graffiti in WA over the last 20 years. How can this history be communicated to others?
- Are the laws working? If not, how could changes be made to the laws or the enforcement of the laws?
- If people who do graffiti are protesting against something, how could they do so legally? Have students collect graffiti slogans in their community, noting the locations of the slogans. What messages are being conveyed? How could these messages be conveyed legally? Have students develop a poster to give this information to a person who does this kind of graffiti vandalism.

**Applying: What have you learned? Who else needs to know?**

With the students, review the brainstorm from the tuning in activity. Complete the chart by adding the laws that are current in WA. Delete any that are the role of the judiciary or executive.

Review the other activities and products from this topic.

What have they learned?

Who else might benefit from their learning (e.g. people doing graffiti, the community, politicians)? How could this information be shared?