

OVERVIEW YEAR 7

LEARNING INTENTIONS

Learning intentions for the Year 7 Goodbye Graffiti teaching and learning materials include:

1. Define graffiti vandalism.
2. Explain the difference between graffiti vandalism and urban art.
3. Explore the impacts of graffiti vandalism.
4. Describe strategies used to reduce and/or prevent graffiti vandalism.
5. Discuss the roles of different groups in the community of reducing and/or preventing graffiti vandalism.
6. Understand the difference between a 'rule' and a 'law'.
7. Explain the consequences for a young person who is caught committing a graffiti vandalism offence.
8. Explain how members of the community can report graffiti vandalism and why this is a sound strategy in reducing and/or preventing graffiti.
9. Reflect on personal understanding and attitudes towards graffiti vandalism.

LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

Lesson 1: Exploring graffiti vandalism

Learning Area	Strand / Sub-Strand	Content Descriptor
Humanities and Social Sciences	Humanities and Social Sciences skills Questioning and researching	Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66)
		Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives (WAHASS64)

Lesson 2: Graffiti vandalism and the law

Learning Area	Strand / Sub-Strand	Content Descriptor
Humanities and Social Sciences	Humanities and Social Sciences skills Questioning and researching	Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66)
		Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives (WAHASS64)

Lesson	Topics	General Capabilities	Page	Time	
1.	Exploring graffiti vandalism	<ul style="list-style-type: none"> • Graffiti vandalism – a definition • Difference between urban art and graffiti vandalism • Why people do graffiti vandalism • How people feel when they see graffiti vandalism • How graffiti vandalism can be reduced and/or prevented • Impacts of graffiti vandalism 	<ul style="list-style-type: none"> • Literacy • Critical and creative thinking • ITC capability 	3	75 mins

OVERVIEW cont.

YEAR 7

Lesson		Topics	General Capabilities	Page	Time
2.	Graffiti vandalism and the law	<ul style="list-style-type: none"> • Revision – Graffiti vandalism – a definition • Revision – Difference between urban art and graffiti vandalism • Impacts of graffiti vandalism • Difference between a 'rule' and a 'law' • Legal consequences of graffiti vandalism for a young person • Reporting graffiti 	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 👤 ITC capability 	11	75 mins
Assessment Task		What do people think?			