



PROGRAMME 22: TAGGING

AIMS

The aims of this topic are for children to know the difference between Graffiti Art and Graffiti-tagging, and to develop knowledge of the consequences that tagging has on society.

LEARNING OBJECTIVES

Children will:

- Know what to do about vandalism and graffiti-tagging
 - Understand how tagging and vandalism affects people
 - Identify places where graffiti art can be expressed legally
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SKILLS

- Communication
 - Sociability and co-operation
 - Problem solving
 - Work and study
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VIRTUES

- Consideration
 - Caring
 - Reliability
 - Self-Discipline
 - Courtesy
 - Justice
 - Respect
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Lesson (adapt for Juniors)

View the DVD **Tagging** after teaching number one. Related programmes are Law and Police.

1. Before showing the DVD on Tagging have children seated on the mat. Get a child's permission to use an old exercise book, or use an out of circulation library book, or old poster. Without saying anything, demonstrate using a black vivid marker an example of tagging. Write your name as a pen name and draw a figure to match all over the front cover. Ask the children:

- what did I just do?
- what did you think of what I did?
- how do you think the owner of the book felt? (pretending that you did not get permission)?

Then explain the situation to the children.

2. Show the class the DVD **Tagging**.
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3. Ask the children a variety of questions

- what is tagging?
- what is graffiti?
- what is graffiti art?
- where do you find tagging?
- where do you find graffiti art in our community?

Emphasise that the main difference between graffiti and graffiti art is getting permission. Tagging is usually names, pen names or symbols in a scribble like fashion and the writers do not usually get permission.

4. Discuss what Vandalism is

- breaking school property with intent
 - scraping cars, windows and walls
 - smashing windows with intent
 - etching
 - anything done intentionally to break, damage or spoil public or private property.
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5. Discuss "What can we do to prevent this from happening again?"

In small groups they can come up with ideas using the programme as a model

- paint over graffiti or tagging as soon as you see it
 - report vandalism to your parents/police/teachers
 - form a community group to help clean up the environment
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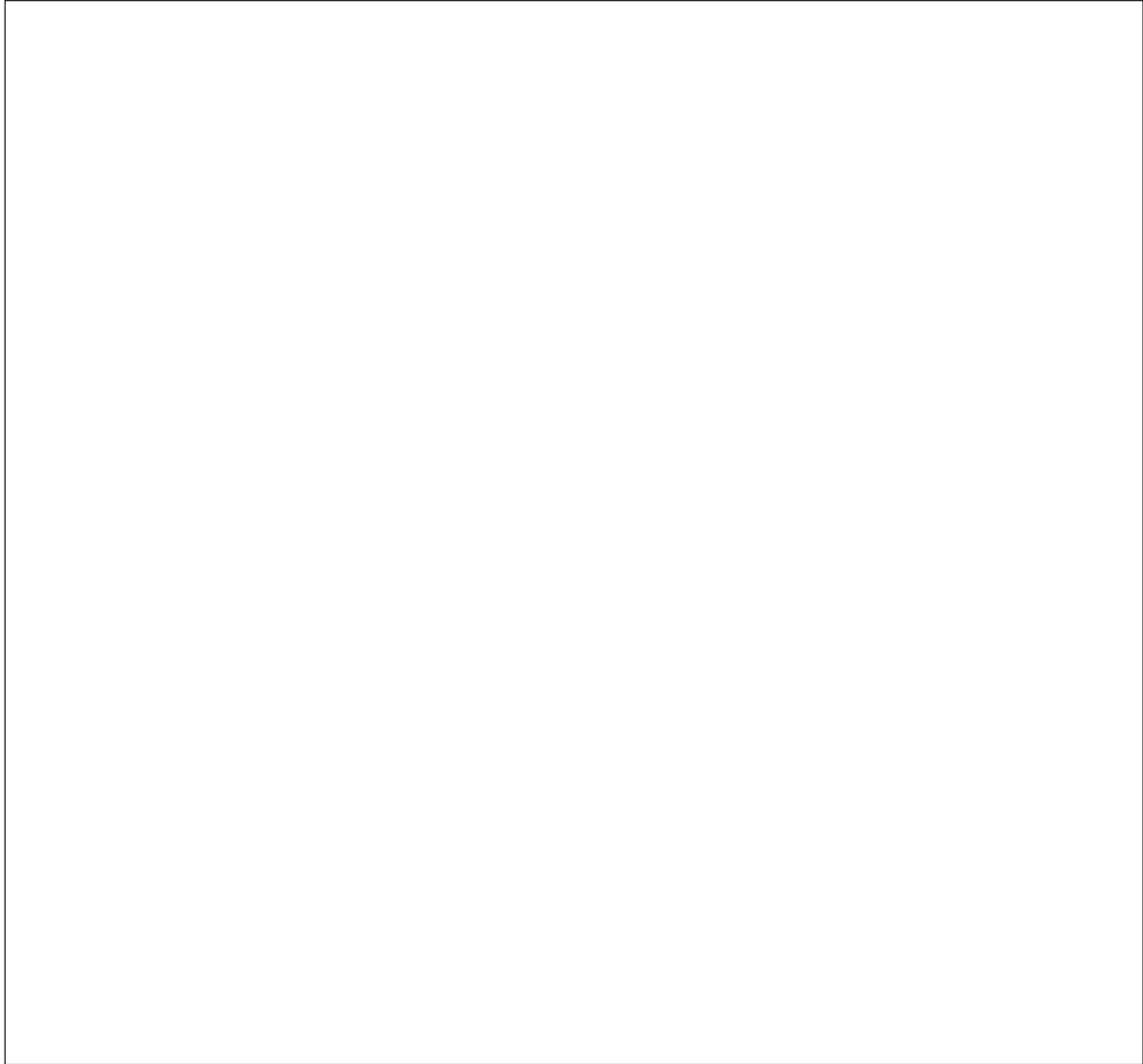


School Mural

Name:

Date:

Draw a picture of a mural you would like to paint on your school wall.



What is the one thing you need to do before you start painting or drawing on a wall?

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Supplementary Activities

Reading/Spelling

Have children find out the meaning from the dictionary of these words
- graffiti, tagging, art, permission, etc

Make up a word find using words from the programme and/or lesson plan.

Topic

Have the class explore the neighbourhood and ask permission to help clean up unsightly tagging in their community. Have the children walk around with bags to clean up litter around their community.

Adopt special areas within the school for your class to look after.

Written Language

Have children recount times when they have seen tagging or graffiti in their area. How did it make them feel about their area as a result?

Write an explanation of the difference between tagging and graffiti art.

Write a persuasive letter to ask for permission to paint a mural at a local shopping centre or school etc.

ICT

Explore websites, businesses and institutions that may specialise in graffiti art. Research what a graphic designer does for a living. Research different artists and their interests in art.

Oral Language

Have a debate on whether some tagging is always considered tagging, or sometimes art? Have both "For" and "Against" answers.

Explain/debate the problems/costs associated with tagging and vandalism. Why do we ALL miss out when somebody tags?

Art/Technology

Draw a variety of artworks that may be accepted for a school wall or community wall.

Design some graffiti art for Bobby's kennel.

Get an artist or art teacher to come to talk about how they get ideas to paint and how they paint and the education they received.
