

# Graffiti

Year Group 8

Experience **On the train**

24 Alcorn Close, Sutton, SM3 9PX

T: 020 8296 1287, F: 020 8296 1284

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## Setting the scene...

**Two teenage girls get on a train.** One of them takes out a marker pen and looks at her friend as if to say 'do you dare me?' The girl starts to graffiti and she's making a good impression on her mate who is clearly enjoying it and laughing.

This kind of thing however makes a very bad impression on the police who take damage to property very seriously. This is because this type of behaviour can ruin a journey for other passengers and costs a lot of money to put right.

People who mess up public property like this are often caught.

**In fact someone** has spotted the crime and called the police to the scene to apprehend the girl.

**The girl** is arrested and gets off the train with a police officer.

Graffiti is classed as criminal damage. That means anyone over 10 years old can be arrested for it.

### What do you think...

Have you ever witnessed graffiti?  
Would you stop your friends?



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## Graffiti lesson plan

### 1 Review the scenario in small groups and discuss the following questions:

- What do you think are the key messages from this scenario?
- What do you think could be the consequences for the girl who has been arrested?

Feed back to the main group three key points from your discussion.

### 2 Why do you think young people graffiti?

- Divide the class into small groups.
- Each group has a piece of paper with the statement 'why do you think young people graffiti?' written in the centre.

- a. Ask the groups to write around the statement all the reasons why. (5 minutes)
- b. Pass the sheet to the next table, who then read it and add their thoughts. (4 minutes)
- c. Pass the sheet to the next table, who then read it and add on their thoughts. (3 minutes)
- d. Pass the sheet to the next table, who then read it and add on their thoughts. (2 minutes)
- e. Pass the sheet to the next table, who then read it and add their thoughts. (1 minutes)

The whole group then discusses the common strands and ideas.

### 3 Would you risk being caught if you were encouraged to graffiti? How would you say NO if your best mate asked you?

Encourage a small group discussion about peer influence/pressure:

- What is it?
- How do you recognise peer influence/pressure?
- How do you counteract it if you know it is wrong without upsetting anybody and especially if it is your best mate?

Develop a selection of 'one liners' to use in different situations.

### 4 Plenary

Ask each group to feed back the key learning points from the lesson.



approximately 1 hour

# why do you think young people graffiti?

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