



COUNTER-ACT TOOLKIT: CURRICULUM

*A Community Education Program from Keep America
Beautiful, Inc. and Safe City Mississauga*



Funded by:



Program Partners:

**KEEP AMERICA
BEAUTIFUL**



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Safe City Mississauga



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PREAMBLE:

EDUCATION AND VANDALISM PREVENTION

Strategies in Eliminating and Reducing Vandalism

1) Rapid Removal

Removing graffiti promptly sends a message that it will not be tolerated.

2) Beautification

Beautification gives the impression that an area is valued and being observed

3) Education

Education is vital to foster in children a respect for the community and the property of others.

Your Role as an Educator

As an educator, you play an important role in developing attributes of respect, responsibility, and ownership – especially in younger students who have not yet become involved in property crime. Students who possess these qualities understand how they, their families, and everyone in the community are affected by graffiti and other forms of vandalism.

The Counter-Act Toolkit takes a developmental approach in addressing the issue at its root. By directing our toolkit's focus to elementary students, we are able to take proactive steps that effectively raise awareness and teach students to be responsible citizens.

Acknowledgements

The interdisciplinary lesson plans, teacher aids, and worksheets in this toolkit were developed by teachers and Safe City Mississauga affiliates in cooperation with Keep America Beautiful, Inc.'s education initiative. They are being used with permission.



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INTRODUCTION

CRIME PREVENTION STRATEGY	DEVELOPMENTAL CRIME PREVENTION
SERVICE DELIVERY	TEACHER-USE: IN-CLASS ENVIRONMENT
TARGET GROUP	ELEMENTARY SCHOOLS, GRADES 1-5
COST	NO-COST PROGRAM

WHAT IS THE COUNTER-ACT TOOLKIT?

The **Counter-Act Toolkit** is a vandalism prevention program designed to supplement the current Elementary curriculum. It has been geared to focus on students in the junior and intermediate grades. With a variety of lessons, class activities, and instructional aids, the program describes the impact of graffiti and vandalism while emphasizing the importance of making positive choices. Using bloom's taxonomy, the easy-to-follow toolkit offers *six lessons* that have been carefully planned to cater to students' multiple intelligences. Created with youth in mind, *Counter-Act* reflects Ontario Curriculum Expectations whilst working towards a crime free Mississauga.

WHY USE THE COUNTER-ACT TOOLKIT?

Though Mississauga remains amongst the safest cities in Canada¹, property offences which include theft, mischief and vandalism make up for the highest incidents of misconduct in the city (Safest City Report 2013, 4)². Based on police-reported data, Canada consistently shows crime rates peaking during late adolescence and early adulthood. In fact, ongoing assessments of youth in court reveal property offences make-up the large majority of these completed cases (Alam, 2015).

Recognizing the important role educators play in developing qualities of **respect, responsibility, and ownership**, Counter-Act takes a developmental approach to addressing the issue at its root. Education is a vital component to foster in children respect, a sense of ownership for the community, and the property of others. By directing our toolkit's focus to elementary students, we are able to take proactive steps that effectively raise awareness about crime prevention and teach students to be responsible citizens.

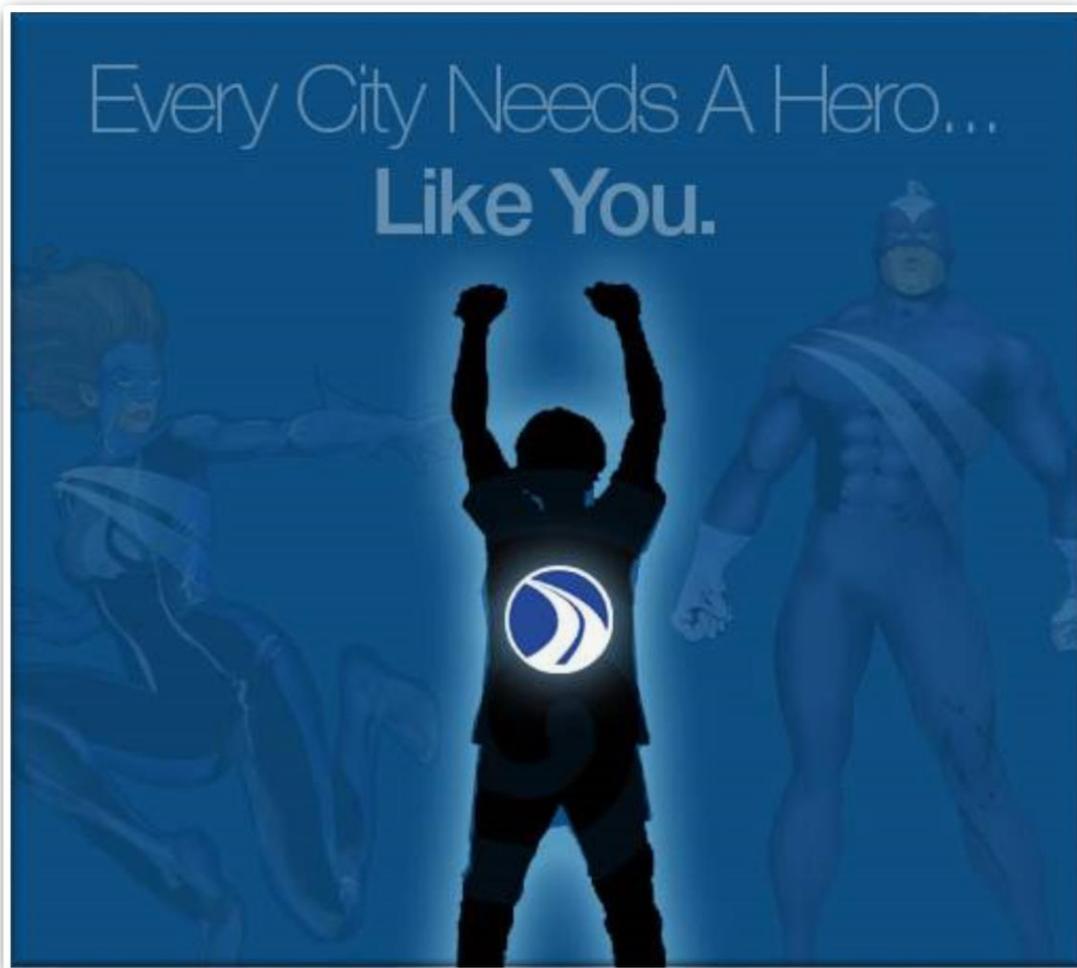
¹ Mississauga's comparatively low rate of crime indicates that it remains one of the safest cities in Canada when compared to other high-density cities of over 100,000 people.

² Property offences represent the majority of reported crime and 68.5% of all Canadian Criminal Code offences in Mississauga.

WHAT IS INCLUDED?

To help teachers learn and integrate the program into your current curriculum with ease, the *Counter-Act Toolkit* offers:

- 6 Lesson plans aligned with Ontario Elementary Curriculum Expectations
- Teacher resources and instructional aids
- Student learning activities
- Neighbourhood Knights Trivia Game
- Fun and interactive material (comic books, bookmarks, colouring sheets, pins, etc).



PROGRAM LOGIC MODEL



PROGRAM GOAL	To educate and raise awareness of graffiti and vandalism, while encouraging students to be active and responsible citizens in the community
TARGET POPULATION	Children – Grades 1-5 (Mississauga elementary schools)
PRACTICE AND BEHAVIOUR CHANGE	<ul style="list-style-type: none"> - Students are less likely to engage in graffiti and vandalism - Students are more likely to report acts of graffiti and vandalism
KNOWLEDGE AND ATTITUDE CHANGE	<p><i>Students gain:</i></p> <ul style="list-style-type: none"> - Knowledge of how graffiti and vandalism affects others - Knowledge of how they can prevent or respond to graffiti and vandalism - Greater respect for the property of others
END RESULTS	Less graffiti and vandalism around participating schools and surrounding communities

TOOLKIT RATIONALE

ONTARIO'S CODE OF CONDUCT: THE EDUCATION ACT & SAFE SCHOOLS

THE PROVINCIAL CODE OF CONDUCT AND SCHOOL BOARD CODES OF CONDUCT (2012) STATES:

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community (2).

ACCORDING TO THE PARENTS' GUIDE FOR THE ONTARIO CODE OF CONDUCT³ THE "FUNDAMENTAL BELIEFS" SECTIONS STATES:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others. Responsible citizenship involves taking part in the civic life of the school.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community (1).

STATED UNDER ONTARIO'S EDUCATION ACT, SECTION 306: ACTIVITIES LEADING TO POSSIBLE SUSPENSION:

306. (1) A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate: 5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.

³ Please note that this guide is derived largely from Policy/Program Memorandum Number 128: The Provincial Code of Conduct and School Board Codes of Conduct. The wording in the document is not identical to the wording in the Memorandum and is not intended to replace it.

CONNECTION TO MINISTRY OF EDUCATION & TRAINING: ONTARIO PUBLIC AND CATHOLIC SCHOOLS

CREATING PATHWAYS TO SUCCESS: AN EDUCATION AND CAREER/LIFE PLANNING PROGRAM FOR SCHOOLS – POLICY AND PROGRAM REQUIREMENTS, KINDERGARTEN TO GRADE 12 (2013)

The *Creating Pathways to Success* (2013) policy from the Ontario Ministry of Education provides a comprehensive educational framework for Ontario schools from kindergarten to grade 12. This framework explicates to educators across Ontario that lessons must be designed to help students to “achieve their personal goals and become competent, successful, and contributing members of society” (3).

The *Counter-Act toolkit's* lesson and activity package is linked to both the curriculum and the career/life planning program as is reflected in *Creating Pathways to Success*. With lessons and class activities tailored to meet unique learning styles, students are well equipped to retain information on what it means to be a good citizen according their different intelligences.

THE GOALS OF THE EDUCATION AND CAREER/LIFE PLANNING PROGRAM ARE TO:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom;
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning (8).

AREAS OF KNOWLEDGE & SKILLS

According to the Ministry’s policy document, the above goals have been organized into three areas of knowledge and skills: Student Development, Interpersonal Development, and Career Development (4).

The Counter-Act program focuses on elements of *Interpersonal Development*.

COUNTER-ACT'S CONTRIBUTION: DEVELOPING INTERPERSONAL SKILLS

Interpersonal development refers to the life skills individual's use on a daily basis to communicate and interact with others. The following chart expands on the elements of interpersonal skills (self-management, getting along with others, and social responsibility), and demonstrates how the *Counter-Act Toolkit* contributes to the development of elementary students involved in the program.

Interpersonal Development	Grades 1-5, students will learn to:	Counter-Act participants will meet this by:
Self-Management	Demonstrate their understanding of socially acceptable responses to a variety of situations in school.	Demonstrating their understanding of socially acceptable responses to students (or other children) participating in acts of vandalism/graffiti.
Getting Along with Others	Identify the variety of characteristics, skills, competencies, qualities, and talents of others. Demonstrate their understanding of using skills to build positive relationships at school (example: Cooperating with others).	Developing an understanding of how they, their families, and everyone in the community are hurt by vandalism and graffiti.
Social Responsibility	Demonstrate their understanding of 'being a responsible citizen' in the classroom and the school.	Developing the attributes of respect, responsibility, and ownership. Developing an understanding of each individual's responsibility to contribute to keeping Mississauga a safe place for all. Developing an understanding of the consequences of vandalism and graffiti.

CONNECTIONS TO THE ONTARIO CATHOLIC SCHOOL BOARD

The Interpersonal Development features also coincide with the Catholic Graduate Expectations. This document outlines the qualities a student is expected to have acquired upon graduation from a Catholic school.

The following chart summarizes each lesson and establishes the connection to the *Ontario Catholic Graduate Expectations (OCGE)*. In the left column is a brief rationale for each lesson, which can then be linked to principles in the right column, as stipulated by the OCGE.

The principles of the *Ontario Catholic Graduate Expectations (OCGE)* express that the student graduate is expected to be: [...]

Lesson Topic/Description	[...] “A responsible citizen who [...]”
<p>1) What is Vandalism? This lesson allows students to brainstorm their preconceived ideas of vandalism and graffiti, and the effects it has on their community.</p>	<p>7b: accepts accountability for one’s own actions. <i>(Self-management)</i></p>
<p>2) Understanding Graffiti Students will create mind maps to establish their own definition of graffiti, with the help of their peers and educational resources.</p>	<p>7e: witnesses Catholic social teaching by promoting equality, democracy, and solidarity, for a just, peaceful and compassionate society. <i>(Getting Along with Others)</i></p>
<p>3) Paying the Price This lesson consists of a variety of math problems which focuses on the cost of cleaning up graffiti.</p>	<p>7b: accepts accountability for one’s own actions. <i>(Self-management)</i></p>
<p>4) Beautify your Home This lesson introduces the “broken window theory” and teaches students the definition of <i>beautification</i>.</p>	<p>7i: respects the environment and uses resources wisely. <i>(Social Responsibilities)</i></p>
<p>5) The Act of Vandalism Students will have the opportunity to role play a variety of scenarios portraying the act of vandalising, and judging who is liable.</p>	<p>7h: exercises the rights and responsibilities of Canadian citizenship. <i>(Social responsibilities/Getting Along with Others)</i></p>
<p>6) Let’s Say NO to Vandalism Students will create a slogan and poster to promote anti-graffiti awareness.</p>	<p>7j: contributes to the common good. <i>(Social Responsibilities, Getting Along With Others)</i></p>

COUNTER-ACT: TEACHER GUIDE AND INSTRUCTION

FOCUS: Vandalism & Graffiti

COUNTER-ACT TOOLKIT

The Counter-Act Toolkit has been designed for teacher-use in Mississauga elementary schools. With a focus on students' grades 1-5, the Toolkit will provide educators with the resources and information needed to successfully facilitate, educate and engage their students in their own classrooms. The toolkit was created for the lessons to be taught in successions; however the teacher may use their discretion in choosing the lessons that best fit the needs of their students.

Part 1: Curriculum and Lesson Plans

This section has six various graffiti and vandalism lesson plans including blooms taxonomy. Teachers may choose as many lessons as they see fit.

Part 2: Teaching Aids

This section provides teachers with instruction teaching aids to supplement the lesson plan activities. Video links, further instruction, and educational aids are provided in this section.

Part 3: Student Worksheets

This section includes all student worksheets for its associated lesson plan.

Following the completion of the Counter-Act program, participants should be able to demonstrate their understanding of socially acceptable responses to youth participating in acts of vandalism, develop an understanding of how the community is hurt by property damage, and finally demonstrate their understanding of being a responsible citizen in the classroom and in the community.

LESSON TOPIC	DESCRIPTION
What is Vandalism?	This lesson allows students to brainstorm their preconceived ideas of vandalism and graffiti, and the effects it has on their community.
Understanding Graffiti	Students will create mind maps to establish their own definition of graffiti, with the help of their peers and educational and crime resources.
Paying the Price	This lesson consists of a variety of math problems which focuses on the cost of cleaning up graffiti.
Beautify your Home	This lesson introduces the "broken window theory" and teaches students the definition of <i>beautification</i> .
The Act of Vandalism	Students will have the opportunity to role play a variety of scenarios portraying the act of vandalising, and judging who is liable.
Let's Say No to Graffiti	Students will create a slogan and poster to promote anti-graffiti awareness.

LESSON 1: WHAT IS VANDALISM?

Language Arts: Junior (Grade 4, 5) • 2016/2017 School Year

RATIONALE

This lesson allows students to brainstorm their preconceived ideas of vandalism and the effects it has on their community. Recognizing students' preconceived ideas of vandalism, including property damage and graffiti allows teachers to focus on students' misunderstandings, and help increase students' awareness of the spaces which surround them. By the end of this lesson, students will acquire a basic understanding of how vandalism is defined, and how it affects themselves and their surrounding community.

CURRICULAR EXPECTATIONS

1.2 Developing Ideas: generate ideas about a potential topic using a variety of strategies and resources.

2.4 Sentence fluency: use sentences of different lengths and structures.

3.8: Reflecting on Writing Strategies and Skills: produce pieces of published work to meet identified criteria based on the expectations related to content, organization, and use of presentation strategies.

MATERIALS NEEDED

1. "Graffiti and Vandalism" Sentence Prompt Worksheet (Student Worksheet Package, p.3)
2. "What is Vandalism" Teacher Prompt Sheet (Facilitator's Guide, pp. 5 and 6)
3. "Vocabulary Review" (Facilitator's Guide, p.4)
4. Vocabulary Handout (Student Worksheet Package, p.3)
5. Projector and speakers for videos

VOCABULARY

Vandalism, vandal, deface, public property, private property, good citizen

LESSON SEQUENCE (50 MINUTES)

Minds-On (15 min.)

- Begin lesson by watching videos (found in the Facilitator's Guide, p.2) that demonstrate what vandalism is and how it affects others (5 min).
- Hand out the "Graffiti and Vandalism" sentence prompt worksheet.
- Allow completion of handout individually or in small groups without further discussion or definition.
- This sentence-completion exercise can be used as a Pre- and Post-Test of student knowledge and attitudes related to graffiti (10 min).

Action (30 min.)

- Conduct a classroom discussion reviewing the "Graffiti and Vandalism" worksheet previously completed. Students are encouraged to share answers, opinions, and ask questions (10-15 min).
- Give each student a copy of the "Vocabulary Handout" to aid their learning for all Counter-Act lessons.
- Ask students to read each term aloud in the order that it appears. Expand on each definition, providing examples and engaging students in discussion. See Facilitator's Guide, pp.5 and 6 for discussion prompts to aid the conversation

Consolidation (5 min.)

After students, have been introduced to vocabulary associated with graffiti; explain the assignment (see assessment and evaluation below). This assignment can be given for homework and reviewed the next day. The teacher may decide to extend this homework activity and use it as an essay topic for the "essay writing" portion of the yearly curriculum.

Post-Lesson Reflections (for teacher use only)

- What worked? What didn't, and why? What to change for next time?

Learning Goals

- Students will be able to identify personal attitudes and demonstrate an understanding of graffiti.
- Students will be able to identify relative vocabulary to graffiti and vandalism.
- Students will demonstrate their understanding of socially acceptable responses to a variety of situations in school and the community.

Success Criteria

- Students will complete sentence prompts to acknowledge their pre-conceived ideas of vandalism and graffiti.
- Students will be able to explain the problem of vandalism, and identify its characteristics.

Assessment & Evaluation

- Students imagine they are a wall defaced with graffiti. Students write a short skit, poem, or essay. What would the wall with graffiti say to the vandals?

Bloom's Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Body/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

LESSON 2: UNDERSTANDING GRAFFITI

Language Arts: Junior (Grade 4, 5) • 2016/2017 School Year

RATIONALE

In this lesson, the topic of graffiti will be expanded. Students will watch a video that demonstrates the effects graffiti has on the community, and learn about ways to report it. In addition, students will create mind maps to establish their own definitions of graffiti with the help of their peers, teacher and lesson resources. By increasing awareness of the impacts of graffiti, students are inspired to be more mindful and empathetic when choosing how to conduct themselves.

CURRICULAR EXPECTATIONS

1.2 Active listening strategies: demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including working in groups.

MATERIALS NEEDED

1. Chart paper to display mind maps
2. Markers
3. Lesson 1: What is Vandalism – Vocabulary Review (Facilitator's Guide, p. 7)
4. Lesson 1: Student Vocabulary Handout (Student Worksheet Package, p. 4)
5. Mind map activity instructions (Facilitator's Guide, p. 11)
6. Lesson 2: Understanding Graffiti (Facilitator's Guide, p. 9)
7. Lesson 2 Understanding Graffiti – Mind Map Activity (Facilitator's Guide, p. 11)

VOCABULARY

Graffiti, tagger, permission

LESSON SEQUENCE (50 MINUTES)

Minds-On (15 min.)

- Introduce lesson and vocabulary as outlined in the Facilitator's Guide, pp. 7 and 8.
- Show the video which explains the problem of graffiti, its impact, and how to report it
- Prompt students to discuss what they learned from the video, and to share their thoughts

Action (35 min.)

- Divide students into groups of 2-4 and discuss the mind mapping activity as outlined in the Facilitator's Guide, p.11. Suggested situations or concepts for the mind map are provided.
- Students will complete the mind mapping activity while the teacher monitors the time. Students may refer to their vocabulary handout.
- Start a class discussion about the completed mind maps. Ask groups to explain their mind maps and gauge class thoughts. Correct any misinformation.

Consolidation (time to be decided based on the teacher's judgement)

- Teacher will display the completed mind maps and ask each group to explain their work as it relates to graffiti and vandalism.

Post-Lesson Reflections (for teacher use only)

- What worked? What didn't, and why? What to change for next time?

Learning Goals

- Students will be able to visually explain the definition of graffiti.
- Students will demonstrate an understanding of using skills to build positive relationships at school.

Success Criteria

- Students will collaborate and use mind maps to acknowledge the prevalence of graffiti in the community.
- Students will respect their peers while working together to express their thoughts.

Assessment & Evaluation

- Students will construct mind maps which the teacher will display in the classroom. This form of assessment will promote working collaboratively and allow students to respect each other's thoughts.

Bloom's Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Body/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

LESSON 3: PAYING THE PRICE

Mathematics: Junior (Grade 4, 5) • 2016/2017 School Year

RATIONALE

This lesson consists of a variety of math problems, which focus on the cost of cleaning up graffiti in the community. Students will realize the expense governments' need to pay to clean-up graffiti and beautify the community.

CURRICULAR EXPECTATIONS

Number Sense and Numeration

- Read and represent money amounts to \$100
- Use estimation when solving problems involving the addition, subtraction, and multiplication of whole numbers to help judge the reasonableness of a solution.

MATERIALS NEEDED

1. Photocopied Math Problems Worksheets
2. Calculators/Counters
3. Graffiti & Vandalism Worksheet (Facilitator's Guide, pp. 5 and 6).
4. Paying the Price (Facilitator's Guide, p. 12).
5. What is Vandalism Defining Graffiti & Vandalism (Student Worksheet Package, p. 3)
6. Paying the Price –Worksheet #1 (Student Worksheet Package, pp. 5, 6, and 7).
7. Paying the Price- Worksheet #2 (Student Worksheet Package, pp. 8 and 9).

VOCABULARY

Cost

LESSON SEQUENCE (60 MINUTES)

Minds-On (10-15 min.)

- Begin lesson by asking students the following questions:
 - “Think about something you own and value. How would you feel if it was defaced, destroyed or graffitied?”
 - “How much money do you think it would cost to repair or replace the graffitied or damaged item?”
- The teacher will review core concepts of operational sense in the number sense and numeration strand for their grade to ensure an understanding of the activity, and answer any questions students may have.

Action (40 min.)

- Hand out the math problems worksheet to all students (Student Worksheet Package, pp. 5 to 9).
- Hand out worksheet #1 and divide class in groups of 2. Depending on your class level, you may wish to work on answers the math problems together or set a time limit for completion. Students should answer questions in full sentences. (Answers in Facilitator's Guide, p. 12).
- Discuss the answers to the math problems along with the consequences of graffiti: expenses to homeowners and merchants, as well as to taggers in the form of punishment and fines.

- Handout worksheet #2 for students to complete on their own (Student Worksheet Package, pp. 8 and 9).

Consolidation (10 min.)

- Teacher will take up worksheet answers at the end of the period, or the following day (answers in Facilitator's Guide, pp. 8 and 9).

Post-Lesson Reflections (for teacher use only)

- What worked? What didn't, and why? What to change for next time?

Learning Goals

- Students will understand the financial costs and expenses connected with graffiti.
- Students will learn how to solve math problems using addition, subtraction, division and multiplication.
- Students will obtain a greater understanding of why it is important to respect property and to be a 'responsible citizen'.

Success Criteria

- Students will correctly complete the math story problems.
- Students will realize the impact of property crime by completing a series of math problems that require attention to detail.

Assessment & Evaluation

- Students may use worksheet and solutions as practice for an upcoming number sense and numeration test, or as possible test questions.

Bloom's Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Body/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

LESSON 4: BEAUTIFY YOUR HOME

Visual Arts / Language / Geography: Junior (Grade 4, 5) • 2016/2017 School Year

RATIONALE

This lesson introduces the “broken window theory” and teaches students the definition of *beautification*. Students learn how beautifying an area prevents vandalism. Through a study of various beautification strategies, students become aware of how community cleanups, murals, and gardens, contribute to reduced crime and increased feelings of safety in their own neighbourhoods. By the end of this lesson, students are able to identify existing beautified areas, as well as make suggestions for improvement.

CURRICULAR EXPECTATIONS

Overall Expectations of Social Studies (grade 4, 5)

B1. Assess some key ways in which industrial development and the natural development affect each other in two or more political and/or physical regions of Canada.

MATERIALS NEEDED

1. The teacher will display images on projector or SMARTboard.
2. Photographs/newspaper clippings of “beautiful” places (these images can be found online or in the Facilitator’s Guide, pp. 13 and 14). Photographs/newspaper clippings of places or objects that have experienced vandalism or graffiti (these images can be found online or in the Facilitator’s Guide, pp. 13 and 14).
3. Is This Art or Graffiti (Student Worksheet Package, p. 13)
4. Let’s Say No to Vandalism (Student Worksheet Package, p. 14).
5. Broken Window Theory - Instructional Aid (Facilitator’s Guide, p. 15)
6. Beautify Your Home (Facilitator’s Guide, p.10)
7. Beautify Your Home- Minds on activity (Facilitator’s Guide, p.13)

VOCABULARY

Graffiti, Vandalism, Tag, Beautify, Mural, Broken Window Theory

LESSON SEQUENCE (50 MINUTES)

Minds-On (20 min.)

- Begin the lesson by posting various images of vandalism and ‘beautified’ areas on the projector. Suggestions are provided in the Facilitator’s Guide, pp. 13 and 14.
- Go through the photos with the students and discuss suggested questions outlined in Facilitator’s Guide, p.13.
- Ask students what it means to graffiti. Keep a record of student answers on the chalkboard or overhead projector. See Facilitator’s Guide, p. 13 for discussion questions.

Action (20-25 min.)

- Introduce the “broken window theory” and the term *beautification*.
- Ask students to consider the theory. Do they agree? Discuss the community photographs. Do they support the “broken window theory?”
- Following the definitions, ask students to think of ways to beautify an area within or around their school; stress that their ideas should be practical.

Consolidation (15-20 min.)

- Teacher will explain the photo collage assignment.
- Students will divide into groups of 4-5, and choose images of graffiti and beautification (which are provided by the teacher; these images can be the same as the images displayed around the classroom).
- Teacher will decide whether to continue this activity another day OR assign the task for homework.

Post-Lesson Reflections (for teacher use only)

- What worked? What didn’t, and why? What to change for next time?

Learning Goals

- Students will be able to describe how beautifying an area prevents graffiti.
- Students will be able to develop their own understandings of what it means to be a ‘responsible citizen’ in the classroom and in the community.

Success Criteria

- Students will collect photographs of their community to show graffiti and areas that have been beautified, to understand the difference between both environments.
- Students will answer a variety of questions, which express their attitudes towards creating graffiti.

Assessment & Evaluation

- Students will create a photo collage, which displays areas of vandalism compared to areas of beauty. Students will also explain what makes the area they have chosen “beautiful.”

Bloom’s Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Body/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

LESSON 5: THE ACT OF VANDALISM

Dramatic Arts: Primary / Junior (Grade 1-5) • 2016/2017 School Year

RATIONALE

Students will have the opportunity to role play a variety of scenarios portraying the act of vandalising, and judging who is liable. Through group skits, students will develop an understanding of each individual's responsibility to contribute to keeping Mississauga a safe place for all. Students will also develop a better understanding of their social responsibility and when to report mischief behaviour.

CURRICULAR EXPECTATIONS

Junior Expectations:

B1.1 Engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas and, pivotal moments in their own stories and stories of diverse communities, times, and places.

B2.1 Express personal responses and make connections to characters, themes, and issues presented in their own and other's drama works.

Primary Expectations:

B1.1 Engage in dramatic and role play, with a focus on exploring a variety of sources from diverse communities, times, and places.

B1.2 Demonstrate an understanding of the element of character by adopting thoughts, feelings, and gestures relevant to the role being played.

MATERIALS NEEDED

1. "Scene Prompts (Each group will receive one scenario, found in The Act of Vandalism – Vandalism Role Playing Facilitator's Guide, pp.16 and 17)
2. Props (anything available in the classroom)

LESSON SEQUENCE (60 MINUTES)

Minds-On (5-10 min.)

- Teacher will choose various scenes from the "Scene Prompt" handout (found in The Act of Vandalism – Vandalism Role Playing, pp. 16 and 17), and assign small groups of students to each of the scenes.
- Distribute the "Scene Prompt" Handout to each group of students.
- Explain to students that they are to write a script, and then roleplay their graffiti vandalism scenario to the class.

Action (50 min.)

- Students will review their scenario and write a script (20min).
- After the script-writing, students will perform their scenarios in front of the class (20-30min). Should extra time be required, presentations may continue the following day.

Consolidation (5 min.)

- After the presentations, teacher will facilitate a classroom discussion deciphering what occurred, how it affected the people involved, and how certain situations could be avoided in the future.

Post-Lesson Reflections (for teacher use only)

- What worked? What didn't, and why? What to change for next time?

Learning Goals

- Students will act out various scenarios and consider the roles of the participating characters.
- Students will be able to strategize what actions to take when vandalism is taking place.

Success Criteria

- By performing in front of their peers, students will come to a consensus about each scenario and discuss the duties a responsible citizen is obligated to uphold.
- Students will collaborate to devise a plan of action when faced with witnessing vandalism taking place.

Assessment & Evaluation

- Students will perform skits in front of their classmates demonstrating acts of vandalism, and the individuals involved. (Teacher can decide whether to account this activity towards presentation marks).

Bloom's Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Body/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

LESSON 6: LET'S SAY "NO" TO VANDALISM

Visual Arts: Primary / Junior (Grade 1-5) • 2016/2017 School Year

RATIONALE

In this lesson, students will focus on anti-graffiti awareness, along with what a safe community looks and feels like. Students will brainstorm ideas on where they feel safe within the community, and how they would like their safe community to look.

CURRICULAR EXPECTATIONS

Junior Expectations:

D1.1 Create two and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.

Primary Expectations:

D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.

D1.4 Use a variety of materials, tools, and techniques to respond to design challenges.

MATERIALS NEEDED

1. Lined paper; for rough copy of poster design
2. Chart Paper; for good copy of poster
3. Art materials; pencils, pencil crayons, markers, paint, etc. (*Teacher has the option of including any materials that are available in the classroom.*)
4. Let's Say No to Vandalism (Facilitator's Guide, p.18 and 19)

LESSON SEQUENCE (50 MINUTES)

Minds-On (10-15 min.)

- The teacher will start the class by reviewing the concepts learned throughout the week, by having students participate in the Neighbourhood Knights Trivia Game.
- The teacher will lead a class discussion asking students; why it is important that we do not see vandalism in our community?

Action (20-25 min.)

- The teacher will divide students into groups of 3-4.
- The rest of the period is dedicated to completing posters, where each group will create a slogan or design representing their understanding of anti-graffiti awareness and creating a safe community.

Consolidation (15-20 min.)

- Students will discuss their own and peer posters, and will decide where to display posters in their school.

Primary Lesson

To make this lesson applicable to primary students, allow the whole class to create a classroom poster and slogan. Teacher will brainstorm ideas with students by making a chart on the board of words and attributes of vandalism, and how it makes everyone feel as a community.

Post-Lesson Reflections (for teacher use only)

- What worked? What didn't, and why? What to change for next time?

Learning Goals

- Students will identify the variety of characteristics, skills, competencies, qualities, and talents of others.
- Students will express their own definitions of how a safe community should look and feel.

Success Criteria

- Students will work collaboratively and create a poster that represents their own, and their peers' definition and passion for anti-graffiti awareness, and how it affects the community.

Assessment & Evaluation

- Students will create a poster and slogan representing anti-graffiti awareness in our communities; teachers can assess posters by following the principles and elements of design unit, outlined in the Ontario "The Arts" Curriculum.

Bloom's Taxonomy

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Body/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

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FEEDBACK

To Whom This May Concern,

Thank you for agreeing to provide Safe City Mississauga with feedback regarding the Counter Act Toolkit.

Your feedback will help us ensure the toolkit is useful, practical, and easy for teachers to use. Please use this [link](#) to provide your feedback.

It should only take you 5 to 10 minutes.

If you have any questions, please contact crossroads@safecitymississauga.on.ca.

We appreciate your time and feedback, as it is only by working with the community that we can prevent crime in Mississauga.

Thank you,

Sheena Moya Chen
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