



## Teacher notes Project 10 Session 6: WHAT IS VANDALISM?

### SLIDE 2

In this session we will find out

- what vandalism is
- why young people commit vandalism
- what the consequences are for victims of vandalism
- what the consequences might be for young people who commit vandalism
- how you can avoid getting involved in vandalism

### SLIDE 3

The main ideas of this session are:

Understanding the extent of vandalism: buildings, property, bridges, roads, railways, cars, signs, pavements, etc.

Thinking out why vandalism happens: boredom, thrill seeking, power seeking, a rite of passage for a gang, etc.

Consequences for victims are many: danger from the damage, the cost of repair, loss of time to do what they had planned, feeling hopeless about the environment, feeling unsafe, etc.

Information about the actual penalties that can follow for young people who are over 10 years.

Pressures on young people and ideas for strategies for not getting involved.

### SLIDE 4

The common theme here is vandalism/criminal damage. For each scenario, get your group to identify two or three possible victims of the vandalism. Ideas such as:

- Plants in the flower bed – the volunteers; the towns folk who enjoyed the flowers; the waste of money from tax payers; etc.
- Train which is delayed – the people travelling on the train in front were in danger, there could have been an accident; the cost of repairing the damage to the train; the people delayed on the train that couldn't continue, they may miss appointments, flights, meeting friends; the risk to railway workers having to remove debris; etc.
- Damage to cars in the car park – the owners of seven cars have their cars damaged and will have to pay to have the damage made good; there would have been reports to the Police, which then might take them away from other victims; other car owners may become frightened to use the car park; etc.
- The Play Park equipment is damaged – the play park will have to be closed, so children and families can't use it; the council will have to fund the repairs from money we all pay; if the damage isn't totally cleaned up, when the park reopens a child could be playing and fall on glass in the grass; etc





- The chickens in the primary school are killed – the chickens; the children who were learning to care for the chickens will be upset; someone will need to repair and reinforce the chicken enclosure which will take time and money; people who enjoyed the eggs from the chickens will miss getting them; etc.
- Graffiti on the youth club building – Billy and Naomi are having to work very hard; someone will have to pay for the special cleaning materials to get the paint off; it may be the youth club is closed while the building is cleaned up; if the graffiti is about target groups, people in those groups may be frightened; the people in neighbouring houses may feel it makes the area look bad; etc.
- Broken glass and plastic litter round the bus stop – Mrs Jones is old and may be unsteady, litter could cause her to fall; families with children will worry about the dangers to children; it makes the wait for a bus unpleasant for everyone; someone has to clear it all up; it is likely the council will have to pay for it to be made safe; etc.

## SLIDE 5

Spend some time thinking with the group about the extent of vandalism.  
What have they seen in their area?

## SLIDE 6

Ask the group to look at the pictures for ideas.

### Core Concepts

Take the example of the play park in the centre picture, get the group to answer the questions on the slide about this one example. Can they make up a slogan about vandalism?

### Development ideas

Divide the group into four smaller groups, assign one of the questions to each group, to discuss and come up with their views. Can they use the ideas from their responses to slide 4, that there can be many reasons/victims/effects/feelings?

Who pays for vandalism? Ideas might include: the tax payers (their parents, and them when they are adults); it is a waste of resources; if it causes injury, it is a burden on the health services.

Take feedback on why do people do it – is it because the young people bored? Or angry about stuff? Or lonely? Or showing off?

### Extension activities

What can be done about vandalism? Ideas such as:

- Better security of site, such as railway lines, schools, factories, talk about how possible is it to make railway lines secure?
- Make equipment stronger and harder to damage
- Better lighting at night
- More CCTV to increase checks on what people do and to identify vandals
- More police officers
- More Neighbourhood Watch groups, check the group know what Neighbourhood Watch is
- Tougher penalties for vandals
- Greater involvement of the community





- More education in schools about the effects of vandalism
- Tougher penalties for vandals
- Greater involvement of the community
- More education in schools about the effects of vandalism

## SLIDE 7

Discussion - Vandals rarely do damage by themselves. Peer pressure plays a big part. Maybe they are daring someone else to do it or showing off.

What is peer pressure? What pressures might there be? Ideas such as:

- I will be your friend if you do
- You can't be a part of our group/gang if you don't
- Taunting, such as you are a coward
- Threats such as, we will hurt you if you don't
- Bribes, such as if you do this, you can have money or sweets or alcohol or cigarettes or drugs
- We will hurt you if you tell
- We know you have done something else wrong, we will tell about that
- There is nothing else to do
- Normalising the behaviour, everyone does it

## SLIDE 8 and 9

Read through these two slides – supported by the page in the workbook

## SLIDE 10 and 11

Video is embedded Discuss:

- What happened in the video
- What did they feel about it
- What strategies could help someone resist being involved

## SLIDE 12

Tell a story... "It was the third week of the summer holidays and Jordan was bored..." Use the prompt sheet to tell a story about resisting peer pressure. Use the facts about why young people commit vandalism and what the penalties are, to help you make your story realistic.

Tips:

- Jordan can be a boy or a girl
- Jordan's friends try to make him/her go and commit some vandalism
- Decide whether Jordan goes along with it or whether he/she resists the peer pressure
- You decide what vandalism they do
- You must include how other people are affected by the vandalism
- You decide what happens in the end

Options: 1. Create a sketch in groups. 2. Write a story. 3. Complete a cartoon strip.  
There are story starters on the activity sheet and in the workbook.

