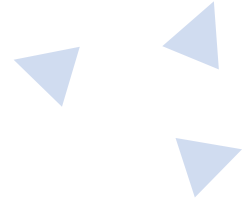


**Burnaby Children's Charter**

**Resources and Book List**

**November – The Right to be heard and express yourself**



Book List:

**Tough Guys Have Feelings Too** by *Keith Negley*

**The Boy & the Bindi** by *Vivek Shraya*

**Quiet Power: The Secret Strengths of Introverted Kids** by *Susan Cain*

**Amal Unbound** by Aisha Saeed

**George** by *Alex Gino*

# 30 Wall-to-wall graffiti

*Right to express your opinions (CRC, articles 2, 12, 13, 14) and the responsibility to respect other people's opinions*

<b>Age</b>	12+
<b>Time</b>	60 minutes
<b>Materials</b>	Large pieces of paper, sheets of paper, pencils, magazines, glue, scissors
<b>Values</b>	Respect for diversity, acceptance
<b>Life skills</b>	Thinking creatively, critical thinking, self-awareness

## About this activity

Group members create a collective graffiti wall. Then, in the group discussion, they think of different ways they express themselves and identify ways to ensure everyone in the group feels comfortable to express their opinions.

## Instructions

1. Tape large pieces of paper to a wall.
2. Ask group members to write down graffiti they have read on bathroom walls, in parks, at school, etc., without censoring anything. Add other graffiti as needed.
3. Lead a discussion about the graffiti by asking a few questions. Get the group to take a critical look at racist, sexist, homophobic, or discriminatory language.
  - How do you feel when you see this graffiti? Do you agree with it? Why?
  - Is graffiti helpful or harmful? In what ways can graffiti be helpful or harmful?
  - Graffiti is sometimes described as “youth art”. Do you agree with this statement? Why do you think some youth do graffiti?
4. Have the group create a graffiti wall that reflects their personalities, interests, and experiences. Give each group member a sheet of paper that will represent 1 brick in the wall. Ask each group members to design a brick that somehow describes them by creating a tag (hip-hop style signature), a drawing or a collage. The brick could, for example, illustrate someone’s most important value, their greatest quality, personal motto, wildest dream, or a cause they feel strongly about.
5. Create the graffiti wall by taping the sheets of paper side by side and ask each group member to explain what their brick represents.
6. Once the graffiti wall is done, move to the group discussion.

## Group discussion



### FEEL

- Did you like creating a graffiti wall? Why or why not?
  - How did it feel to design a brick about yourself?
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### THINK

- Graffiti is one way to express who we are and what we think; what are other ways to express ourselves?
  - Why is it important to express what we think and what we experience?
  - Looking at the different bricks, what does the group have in common? What are our differences?
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### ACT

- What can we do to ensure that everyone feels comfortable to express their opinions in the group?
- What can we do to ensure that young people's opinions are heard and respected in the community?



## Challenge

Invite the group to write a song or poem about an issue that is important to them and organize an event where they can share their work.