

Display Poster

Level 2, Sample 1



**A**

Choose one example of verbal or physical violence:

physical violence is when  
someone punches someone.

What does it look like?

herting someone  
bad, punching, kicking.

What does it feel like?

stining bad.  
herting

What does it sound like?

a big wake!  
crying, skriming

**B**

Use words or pictures to tell how you would deal with this violent situation.



What good decisions did you make? Explain why you think your strategies were good. Use a slogan or rule to help others remember these good strategies.

yell help some one will help

**Teacher’s Notes****Understanding of Concepts**

- The student demonstrates some understanding of verbal or physical violence. He or she identifies two related forms of physical violence (i.e., “Pouncing ... Kicking ...”), and attempts to link feelings and sounds related to the violent actions (e.g., “It feels like Stinging bad.”, “It sounds like a big wake, cring and skriming [whack, crying and screaming].”).

**Active Participation**

- The student applies problem-solving strategies for dealing with a violent situation with some effectiveness. He or she provides a victim of physical violence with the simple strategy of calling for help (e.g., “you should yell help because that will get some one to help you.”). This strategy is only somewhat appropriate, however, since it does not require the victim to act assertively, but places the burden of action on others. The student does not include any other strategies or techniques that the victim could use to prevent or deal with the violence.
- The student explains a safe practice for dealing with violence with some effectiveness. He or she identifies the safe practice of calling for help, but does not give examples of specific individuals who can help or what they can do.

**Communication of Required Knowledge**

- The student uses a slogan/rule and visuals with some effectiveness to illustrate the importance of saying no to violence. The student uses the rule “Don’t hurt one anothe!”, which focuses on preventing a physically violent situation, but does not address the issue of saying no to violent behaviour when it is occurring. Depicting the victim in the illustration simultaneously smiling and crying while yelling for help detracts from the effectiveness of the message.

**Comments**

The student describes with some clarity what physical violence looks like, sounds like, and feels like, and offers one simple strategy for dealing with physical violence.

**Next Steps**

In order to improve his or her performance, the student needs to:

- follow the task outlined, focusing on one example of physical violence;
- provide other strategies for dealing with physical violence assertively;
- provide more detail in the illustration, strengthening the connection between it and the written component;
- check his or her work to correct misspellings.