

Keep on saying that [redacted] was a snow ball. This is verbal violence some body teasing you. The person who got hurt was sad.

Walk away from the bully.

You are a snow ball

**A**

Choose one example of verbal or physical violence:

██████ pushes ██████ because she  
said he is a snow ball

What does it look like?

Some daddy that is  
push you.

What does it feel like?

is mad

What does it sound like?

gettel

**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.

so ██████ said you are a  
big fat snow ball,  
said what ever you say  
come back to you.

## Teacher's Notes

### Understanding of Concepts

- The student demonstrates some understanding of verbal or physical violence. The student identifies teasing as a form of verbal violence. He or she states that teasing (“saying that — was a snow ball”) is hurtful to the victim (“The person who got hurt was sad.”).

### Active Participation

- The student applies problem-solving strategies for dealing with a violent situation with some effectiveness. He or she identifies the simple solution of walking away from the bully as a way to deal with teasing in the poster, but does not include a complete sequence of strategies.
- The student explains a safe practice for dealing with violence with some effectiveness. The student gives walking away from someone who is teasing as a solution to the problem, and attempts to explain why this is a good decision by saying that “What ever you say come back to you”.

### Communication of Required Knowledge

- The student uses a slogan/rule and visuals with some effectiveness to illustrate the importance of saying no to violence. He or she gives the rule “Walk away from the bully”, but does not provide a clear illustration of the scene for the poster.

## Comments

The student identifies teasing as verbal violence, and describes what it feels like and sounds like. He or she selects and applies the simple strategy of walking away for dealing with verbal violence.

## Next Steps

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

- develop a complete sequence of strategies for seeking help and saying no to verbal abuse;
- provide more details in the illustration and the explanation to communicate more clearly a safe practice for dealing with teasing.