

Display Poster

Level 3, Sample 1

Punching is Physical Violence.

It looks like someone scrunching their hand up and getting ready to punch someone. It looks like it hurts. It feels like a pain in your body.

If someone is punching

someone, I'd walk quickly and get help and get a band-aid.



It was a good decision

because I told someone

that someone was in danger and I didn't just stand there.

Don't just stand there, get help!

A

Choose one example of verbal or physical violence:

punching

What does it look like?

it looks like someone scrunching
their hand up and getting
ready to punch someone,
it looks like it hurts

What does it feel like?

it feels like a pain in your
body that hurts because
someone made contact with you

What does it sound like?

its sounds loud
because of your bones

B

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

I'd walk quickly and get
help and get a bandage



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.

It was a good decision because
I told someone that someone
was in danger and I didn't just
stand there.

Don't just stand there.
Get Help!

Teacher’s Notes

Understanding of Concepts

- The student demonstrates considerable understanding of verbal or physical violence. He or she identifies punching as a form of physical violence, then explains what punching looks like, feels like, and sounds like (e.g., “looks like someone scrunching their hand up”, “feels like a pain in your body”, “sounds loud”).

Active Participation

- The student applies problem-solving strategies for dealing with a violent situation with considerable effectiveness. He or she outlines a multi-step approach for a bystander, who, it is suggested, should quickly seek assistance and find first aid (e.g., “If someone is punching someone, I’d walk quickly and get help and get a band-aid.”). However, no action is suggested for the victim.
- The student explains a safe practice for dealing with violence with considerable effectiveness. He or she recognizes that personal safety depends on the ability to select appropriate strategies, and offers a variety of strategies to help a bystander act assertively and go quickly to get help. However, he or she does not specify who might be approached for help.

Communication of Required Knowledge

- The student uses a slogan/rule and visuals with considerable effectiveness to illustrate the importance of saying no to violence. He or she advises the reader “Don’t Just stand there, get help!”, and gives the rationale for the slogan by stating, “It was a good decision because I told someone that someone was in danger and I didn’t Just stand there.” In the illustration, the student also shows the bystander (the person on the right) moving away to get help, but does not show the act of punching.

Comments

The student identifies punching as a form of physical violence, and describes it. The student shows that he or she is able to decide what are appropriate strategies for dealing with a situation that looks dangerous.

Next Steps

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

- provide a suggestion for the victim;
- state from whom he or she would seek help, and give reasons;
- provide greater detail in the illustration, depicting the act of punching.