



A

Choose one example of verbal or physical violence:

I am going to chasing a ver ball it is going to be teasing.

What does it look like?

teasing look's like you are pointing at people.
la figng at you.

What does it feel like?

It feels like you are going to be hrtley going to herten to them.

What does it sound like?

I saw a scilemen + you
and it makes you sad.

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.

I think my decisions was good because; mad a good rule and i will ask them to stop.

Teasing is like hrtng somone and it feels like you are hrtng. It is making somone cry.

Teasing is hrtng somone by words.

C



Take them in the air and say i do not
like that. Go and tall an a dalte.
Wackaway. Go home.

Teacher's Notes

Understanding of Concepts

- The student demonstrates considerable understanding of verbal or physical violence. The student identifies teasing as a form of verbal violence, and describes what teasing looks like, feels like, and sounds like (e.g., “Teasing looks like you are pointing at people.”, “It feels like you are going to be riled up [really mean to] them.”, “Laughing at people.”). The depiction of one child laughing at another demonstrates a clear understanding of the repercussions of teasing: the victim is crying and saying “I feel bad”.

Active Participation

- The student applies problem-solving strategies for dealing with a violent situation with considerable effectiveness. He or she lists various appropriate strategies for a victim of teasing to use (e.g., on the poster: “go and tell someone”, “walk away”, “run away”, “[say] I Do Not like that Stop”; in the poster template: “Look [Look] them in the eye [eye] and say I do not like that.”). However, the student does not clearly indicate on the poster which strategies are actually used by the victim.
- The student explains a safe practice for dealing with violence with considerable effectiveness. On the poster and poster template, he or she provides various ways to deal safely with teasing (e.g., “walk away”, “Go and talk [tell] an adult”, “Go home.”).

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 provides a rule (“Do Not Tease People It hurts them.”) and visuals that support it well, showing someone saying “Ha Ha Ha Ha You are stupid” and the victim crying. However, he or she does not clearly explain what his or her decisions were in relation to the rule (“I think my decision was good because I made a good rule and I will ask them to stop.”).

Comments

The student clearly describes teasing and its impact. He or she presents a sensible rule with supporting visuals, as well as appropriate strategies for acting assertively.

Next Steps

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

- explain more clearly the connection between the violent situation and the strategies to be used in response to it;
- check his or her work to correct misspellings, and add space between words.