


Physical Maltreatment - is any type of injury that is hands-on and hurts a person's body or things.

Looks Like - It looks like a child/adult down on the ground.

Sounds like - It sounds like a smack on the ground or a scream then crying.

Feels like - To the person that's getting bullied it hurts their body, but to the bully, it's power.

(1) Walk away
(2) ignore
(3) Don't look like a victim.




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If you're going to touch someone, do it in a good way.

A

Choose one example of verbal or physical violence: One example is to push another child(ren)/adults down on the ground.

What does it look like? It looks like a bully pushing down a(n) child/adult

What does it feel like? For the person that's not being bullied, it hurts their body. Best to the bully, it's power.

What does it sound like? It sounds like a smack on the ground and a scream then crying.

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.

No Body Contact!!

Teacher's Notes

Understanding of Concepts

- The student demonstrates thorough understanding of verbal or physical violence. The student provides a clear definition of physical violence, and gives the example of pushing a person down. He or she thoroughly describes what pushing looks like, sounds like, and feels like from the point of view of both the victim and the bully (e.g., “It looks like a person pushing a(n) child/adult down on the ground.”, “It sounds like a smack on the ground and a scream then crying.”, “To the person that’s getting bullied it hurts their body, But to the Bully, it’s Power.”).

Active Participation

- The student applies problem-solving strategies for dealing with a violent situation with a high degree of effectiveness. He or she outlines strategies for dealing with a physically violent situation that are sequential and logical (i.e., “(1) Walk away (2) ignore (3) Don’t look like a victim.”). In addition, a suggestion is given to prevent violence from occurring in the first place (“If your going to touch someone, do it in a good way.”).
- The student explains a safe practice for dealing with violence with a high degree of effectiveness. His or her complex multi-step approach to dealing with violence demonstrates the victim’s assertiveness and her ability to use resistance and refusal techniques. In the illustration, the victim takes control of the situation by walking away and ignoring the bully when being laughed at. The victim also uses resistance and refusal techniques by not engaging in any physical or verbal altercation with the bully and choosing to walk away. However, the student does not explicitly say why it is a good decision to use these strategies.

Communication of Required Knowledge

- The student uses a slogan/rule and visuals with a high degree of effectiveness to illustrate the importance of saying no to violence. He or she has written “NO BODY CONTACT!” on building blocks, and has emphasized “NO” by putting a slash through the “O” to make a “no violence” sign. In the illustration, the third picture shows the bully looking confused as the girl walks away with a smile on her face, since she has chosen not to be victimized; it clearly indicates that the bully has not achieved the desired reaction.

Comments

The student describes physical violence thoroughly and insightfully, and clearly depicts in both words and illustrations how to deal with a violent situation.

Next Steps

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

- state explicitly why the strategies suggested are good for dealing with physical violence;
- check his or her work to eliminate spelling errors.