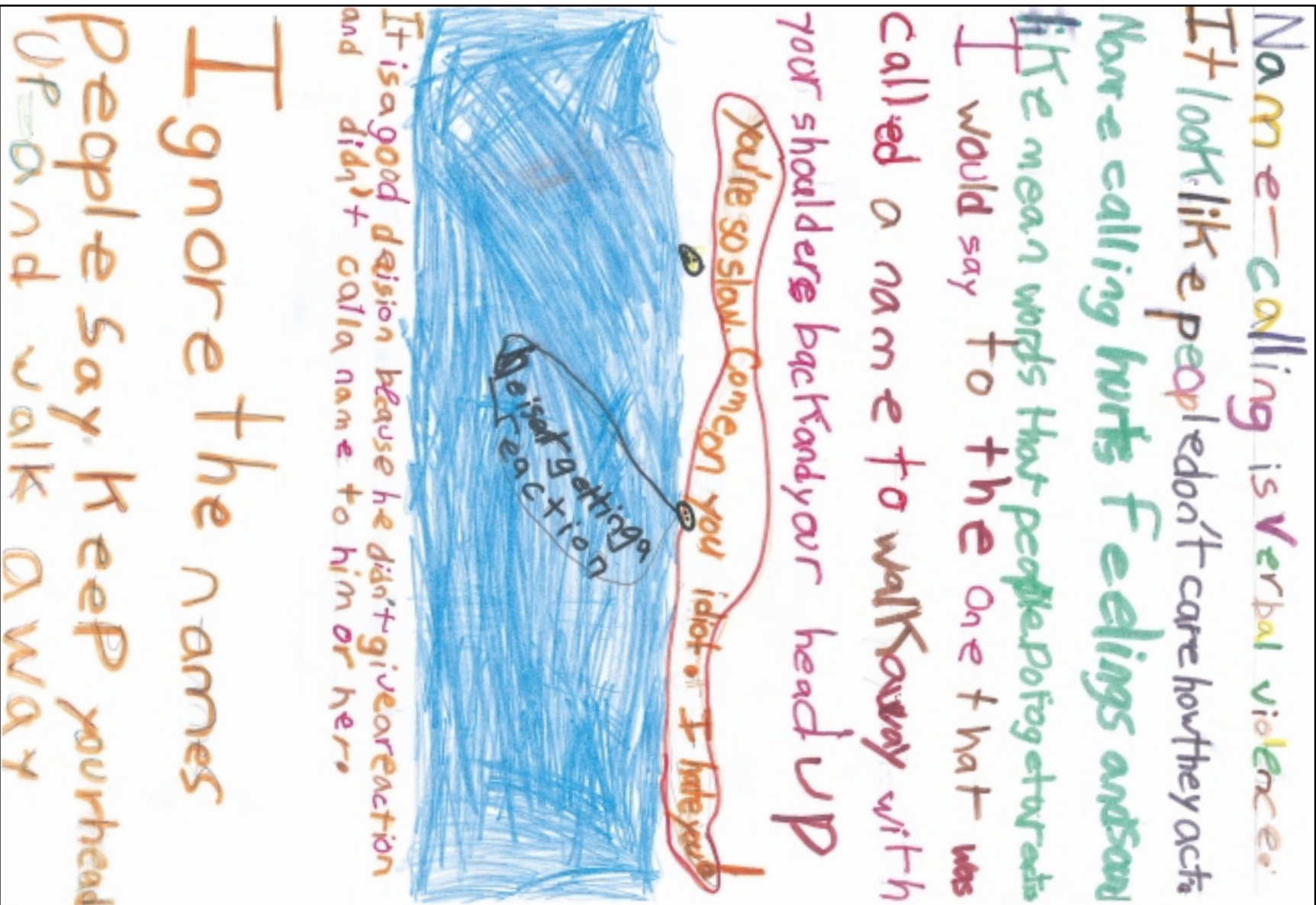


Display Poster

Level 4, Sample 2



**A**

Choose one example of verbal or physical violence:

name calling

What does it look like?

It looks like people don't care how they act. It looks like someone is being mean to another person.

What does it feel like?

It hurts your feelings. It makes you feel like you're being bullied. It feels like you're being treated badly.

What does it sound like?

It sounds like mean words. It sounds like people talking to you in a mean way.

**B**

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

I would say to the one that was called a name to walk away with your shoulders back and your head up. It looks like you don't care and you're not them.



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 is good a decision because he didn't give a reaction and didn't call a name to himself. I ignore the names that people say. Keep your head up and walk away.

## Teacher’s Notes

### Understanding of Concepts

- The student demonstrates thorough understanding of verbal or physical violence. The student explains what name calling looks like, feels like, and sounds like in a complete and concise manner (e.g., “It looks like people don’t care how they act.”, “Name calling hurts feelings and sound like mean words that people Dotogetareacton.”).

### Active Participation

- The student applies problem-solving strategies for dealing with a violent situation with a high degree of effectiveness. The student provides a coherent and detailed strategy for dealing with name calling (e.g., “walk away with your shoulders backand your head up”, “look like you don’t care”, “didn’t giveareaction and didn’t calla name to him or her”).
- The student explains a safe practice for dealing with violence with a high degree of effectiveness. He or she explains clearly and precisely why walking confidently away is a good strategy for dealing with verbal violence (i.e., “It is a good decision because he didn’t giveareaction ...”).

### 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. The student places an effective rhyming slogan at the bottom of the poster, emphasizing and summarizing the insights and advice given in the text and illustration above it (i.e., “Ignore the names people say. Keep yourhead Up and walk away”).

## Comments

The student provides an insightful view of a name-calling situation, offers effective strategies for dealing with verbal violence, and provides a catchy slogan for emphasis.

## Next Steps

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

- provide a clearer illustration of a person walking away from someone who is calling him or her names;
- check his or her work to eliminate spelling errors, and insert space between words.