

Grade 2

Healthy Living

Display Poster

The Task

Each student was to design a poster to show how he or she would deal with a specific instance of either verbal or physical violence. The student was also to explain why the solution he or she had chosen was the best way of solving the problem of how to deal with the violent situation.

The poster was to be divided into three sections. In the top section, the student would describe his or her example of verbal or physical violence, and would explain what it looks like, sounds like, and feels like. In the middle section, the student would explain, using words and pictures, how to say no to violent behaviour and how to seek help. In the bottom section, the student would explain why his or her strategies are good. Students were also to provide a slogan or rule on the poster to help people remember these strategies.

Expectations

This task gave students the opportunity to demonstrate achievement of all or part of each of the following expectations selected from the Healthy Living strand for Grade 2 in *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. outline safety rules and safe practices (2p3);
2. identify safety rules to be followed in the home, school, and community (2p11);
3. describe types of verbal and physical violence (2p12);
4. explain the importance of being able to say no to exploitative behaviours and describe how to seek help (2p13).

Prior Knowledge and Skills

To complete the task, students were expected to have some experience with, or some knowledge and skills related to, the following:

- definitions of the word *violence*
- the difference between physical and verbal violence
- appropriate ways of saying no to violent behaviour and ways to seek help
- appropriate people who can provide personal safety assistance
- ways to make an effective poster and create an interesting slogan
- describing various kinds of violent behaviour and the feelings associated with them

For information on the process used to prepare students for the task and on the materials required, see the Teacher Package, reproduced on pages 35–46 of this document.