

The McGruff Files: People Different But Alike

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ANSWER KEYS



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AIMS Teaching Module written by Pat Davies.

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

SUGGESTED ACTIVITIES

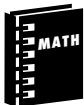
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections



Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing



Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World



These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.

Culminating Activity



To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

McGruff Files: People Different But Alike

THEMES

The McGruff Files: People, Different But Alike examines the social themes of prejudice, cultural differences and similarities, violence, and conflict resolution. McGruff The Crime Dog and his nephew Scruff show students how they can settle arguments amicably through a search for common ground and understanding. The program encourages the acquisition of critical thinking and decision-making skills.

OVERVIEW

McGruff The Crime Dog and his nephew Scruff are confronted with a nasty case of vandalism. A clubhouse built by one group of students has been destroyed by another group. The vandals didn't like the other youngsters simply because they are "different." McGruff explains to his young nephew that this was a hate crime, that is, a crime committed simply because the victim(s) are viewed as being different. McGruff explains that people are sometimes "afraid of what they don't understand."

Featuring a multi-ethnic cast, students of different backgrounds and cultural roots learn to understand each other and find peaceful ways to resolve misunderstandings. They learn to put problems into perspective by putting them into words and to discuss the WHAT, WHY, HOW of the situation: what the problem is; why it is a problem; how it can be solved. They learn some practical steps to forming friendships with people who initially seem different.

They also learn that when a hate crime is committed there are no winners. There are serious consequences not only for the victims but for the perpetrators as well.

OBJECTIVES

- ▶ To teach students how to overcome prejudice and learn to appreciate and understand other cultures.
- ▶ To explore ways that youngsters can communicate with each other, regardless of their background.
- ▶ To promote the use of critical thinking and decision-making skills.
- ▶ To illustrate why and how prejudice can result in miscommunication and vandalism.
- ▶ To demonstrate the consequences of hate crimes.

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

To prepare students for *The McGruff Files: People, Different But Alike*, ask the following questions:

- ▶ What makes one person different from another?
- ▶ When you have a disagreement with another person or group, how do you resolve the problem?

INTRODUCTION TO VOCABULARY

Vocabulary used in *The McGruff Files: People, Different But Alike* includes the terms background, consequences, culture, differences, hate crime, misunderstanding, respect, responsible.

To ensure that all students understand these terms in the context of this program, write them on the board and pronounce each one aloud. Explain that these terms are used in the program, *The McGruff Files: People, Different But Alike*. Ask students to offer definitions of the words. Write their responses on the board. Then divide the class into small groups and assign some of the terms to each group. Ask them to find out the meaning of their terms and report their information to the class. Have students compare their own definitions to those from the dictionary.

DISCUSSION IDEAS

Explain to students that in the video they are about to see, McGruff The Crime Dog and his nephew, Scruff will show them how several students learn to resolve misunderstandings amicably, to value the differences about people that make them special and to build friendships rather than barriers between groups of people. Ask the class if any of them have ever acted negatively against another person or group of people simply because they seemed different. Why do they think they reacted in that negative way? How could they resolve such a situation in a more positive manner?

FOCUS

Ask students to think about how they would feel to be the victims of the hate crimes shown in the video. Tell them to watch also for the conscious choices the students in the program make to resolve conflict peacefully.

JUMP RIGHT IN

HOW TO USE THE MCGRUFF FILES: PEOPLE DIFFERENT BUT ALIKE AIMS TEACHING MODULE

Preparation

- ▶ Read *McGruff Files: People Different But Alike* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing MCGRUFF FILES: PEOPLE DIFFERENT BUT ALIKE

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *McGruff Files: People Different But Alike* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing MCGRUFF FILES: PEOPLE DIFFERENT BUT ALIKE

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the **Test** to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

In the Newsroom

Invite a representative of your local law enforcement's crime prevention bureau to give a presentation about hate crimes and their consequence -- the results for both the perpetrators and the people against whom they committed the crime. Determine in advance if the officer would be willing to be interviewed by student reporters. Ask for student volunteers to take on the roles of reporters by paying special attention during the officer's presentation and interviewing him/her afterward. Following their interviews, have students form small groups, assigning a student reporter to each group. Have the groups present the information acquired during their officer interviews in the form of a television news report. The reporter from each group can serve as anchorperson, while other students create drawings or locate other illustrations to use in their presentation. If video equipment is available, you may wish to tape the news reports for review at a later time.



60-120 Minutes

Critical Thinking

In the video, McGruff helps Charlie get to know Pedro and Anita, two kids whose bikes Charlie was about to vandalize. Charlie's actions were inspired by his father's negative attitude toward people who are foreign-born. By getting to know Pedro and Anita as individuals, Charlie is able to appreciate both their differences and their similarities. Although Charlie was influenced by his Dad, students may also be influenced by peer pressure to discriminate against people they perceive as "different" and to commit vandalism or other hate crimes against those individuals. Peer pressure may also influence students to experiment with such things as smoking or using alcohol and other drugs. Ask students to consider how their peers' arguments in favor of these activities can be met through the strength of their personal conviction and personal responsibility. Ask them to make notes of ways to say "no" to peer pressure, then hold a group discussion to air their ideas.



30 Minutes

Meeting Individual Needs/Cultural Awareness

When McGruff asks Charlie why he does not like Pedro and Anita, he says it is because they speak to each other in Spanish and because their English isn't perfect. Charlie then admits that he himself knows no other languages and has no idea how easy, or difficult, it might be to learn to speak another language. Give the class an opportunity to learn what it's like to be an ESL student. Teach the class a few words or phrases of one or more foreign languages. It will help them understand and appreciate the difficulties that many people experience when adapting to a new culture and new language.



30 Minutes

Cultural Diversity

English evolved from languages spoken by the Germanic Angle and Saxon tribes who roamed northern Europe nearly two thousand years ago. After the Angle, Saxon, and Jute tribes invaded Britain around 450 A.D., the languages of the Angles and the Saxons blended together into Anglo-Saxon, now known as Old English. Our modern language has been enriched by contributions from immigrants who have settled here. Ask students to think of some foreign words or phrases that we use in everyday speech. They may mention such examples as *adios*, *amigo*, *bravo*, *carte blanche*, *cologne*, *croissant*, *dachshund*, *delicatessen*, *elan*, *enchilada*, *faux*, *frankfurter*, *gesundheit*, *glasnost*, *guacamole*, *hors d'oeuvres*, *kamikaze*, *kimono*, *kindergarten*, *laissez-faire*, *lasagna*, *parole*, *prima donna*, *pumpernickel*, *RSVP* (*repondez s'il vous plait*), *rouge*, *salsa*, *sauerkraut*, *siesta*, *suede*, *sushi*, *taco*, *wiener*. Discuss how the contributions of all our immigrants, such as French, African, German, British, Mexican, Dutch, Italian, and many other nationalities together with the cultures of Native Americans have enriched our country and our language.



30 Minutes

Extended Activity/Cultural Awareness/Hands On

Explore with students the culinary traditions that various countries have contributed to our culture. Put together an international cookbook by having students select international recipes from a variety of sources. Invite them to contribute old family recipes if possible. If available, use desk top publishing to assemble copies of the book for each class member. Consider preparing some foods in class, or holding an International Day potluck party by having students prepare foods at home and bring them to class. Have students decorate the classroom with multi-ethnic decorations for your International Day party.



Extended

Connection to Language Arts/Critical Thinking

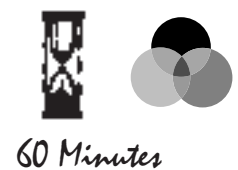
We know that many people who have immigrated to this country came here seeking freedom. But, what is freedom? Have students brainstorm definitions of their own. Ask for as many synonyms as they can think of and list them on the board. Request antonyms and list those as well. Do the students have complete freedom? What are some restrictions on their freedom? Would they like fewer restrictions, and if so, what rules would they wish to see abolished? Is it possible to have too much freedom? What qualities do we need to make best use of our freedoms? (Students may respond that we need education, a sense of responsibility, compassion, etc.)



30 Minutes

Cultural Diversity

Have students work in small groups to research and write reports about the customs and holidays of other countries. Ask them to illustrate their reports with drawings, photos or other representations of cultural artifacts used in holiday celebrations or observances. These may be flags, banners, statues, or other cultural symbols. When their reports are complete, have each group select a representative to present their findings to the class.



60 Minutes

Extended Activity/Hands On

Getting to know people we think of as different is a great way to defuse conflicts that might otherwise arise out of misunderstanding. However, conflict is a part of life. We can't always avoid it, but we can learn to handle it without words or actions that hurt other people. People who are unable to work out conflict for themselves can be helped through mediation. If your school does not yet have trained student mediators, this may be a terrific way for your students to get involved and help other students settle their differences. It is probable that your staff guidance counselors and/or local government social workers are trained mediators who could train student volunteers in mediation techniques. Student mediators provide a useful service to the student population, while gaining in self-esteem as well as reasoning and negotiation skills.



Extended

Extended Activity/Connection to History/Link to the World/Writing

Have students examine the effects of government- and socially-regimented discrimination as practiced in such places as South Africa under apartheid and in this country under segregation. Have students form small groups and research the struggles of Nelson Mandela and other crusaders against apartheid, as well as Martin Luther King Jr., Malcolm X and others in the U.S. Ask students to think about being discriminated against as these people were. Ask them to write about not only how it would make them feel, but also how they would propose working in a non-violent manner to end such discrimination.



Extended

Culminating Activity

Arrange the class into three groups. Assign each group one of the topics from the video: (a.) the need for people to find peaceful ways to learn about their differences and solve their problems; (b.) solving differences by talking about WHAT the problem is, WHY it is a problem and HOW it can be solved; (c.) making friends with people who seem different -- by respecting what makes them different, asking questions and listening, accepting and valuing what makes them special and sharing what makes you special. Have each group summarize what they learned about their topic from the video. Then let each group outline the most important facts about their topic and present their summaries to the class. 30 Minutes



30 Minutes

of intoxicants. Are their laws tougher than ours? Do they deter people from driving intoxicated? What changes, if any, do students feel should be made to our laws?

VOCABULARY:

The vocabulary words listed below are from *The McGruff Files: People, Different But Alike*. On the line next to the definition write the letter of the vocabulary word that matches. Then use each word in a sentence.

a. background
e. hate crime

b. consequences
f. misunderstanding

c. culture
g. respect

d. differences
h. responsible

_____ Being capable of making knowledgeable decisions and acting in a reliable, dependable manner.

_____ A disagreement or argument.

_____ The way of life of an entire group of people, including their language, customs, traditions, art, music, literature, laws and other social factors that govern the way they live.

_____ To honor another person for his/her good qualities; the esteem shown to an admired person or, some times, an object such as the flag.

_____ The result of something that happened earlier.

_____ Wrongdoing committed by one individual or group of people against another individual or group - not because the victims have done any harm, but because they are viewed as being different. They may have a different skin color, different nationality or different beliefs.

_____ An individual's personal history.

_____ The qualities about an individual or group of people which make them unlike another individual or group of people.

CHECKING COMPREHENSION:

Read the paragraph below. Circle the letter of the word or phrase that best completes each sentence.

McGruff The Crime Dog explained to his nephew Scruff that a hate crime is a crime committed against someone because he or she is believed to be _____ **1** _____. If someone harms the property of another person, that is _____ **2** _____. The way of life of a group of people -- their language, music, art, customs and traditions is called their _____ **3** _____. Jieun Lee and Myung Soo made a map of the U.S. as their geography project. They were not able to share it with the class because _____ **4** _____. The _____ **5** _____ of that act were serious. The class supplies were destroyed and the vandals were _____ **6** _____. Wendy and Malcolm helped their friends resolve their differences by _____ **7** _____. The two groups _____ **8** _____ to get to know each other better and to get along. McGruff helped Charlie, Pedro and Anita to _____ **9** _____. By resolving our differences peacefully, McGruff and Scruff say we can all _____ **10** _____.

- | | | | | | |
|----|----|-----------------------------|-----|----|--|
| 1. | a. | the same as everyone else | 6. | a. | on television |
| | b. | famous | | b. | arrested |
| | c. | different | | c. | laughed at |
| | d. | innocent | | d. | suspended |
| 2. | a. | a responsible thing to do | 7. | a. | trashing each other's baseball equipment |
| | b. | vandalism | | b. | ordering a pizza |
| | c. | an attempt to make friends | | c. | going home |
| | d. | a form of exercise | | d. | talking about the what, why and how of the problem |
| 3. | a. | nationality | 8. | a. | avoided each other |
| | b. | birthplace | | b. | sold cookies |
| | c. | adaptation | | c. | spent time together |
| | d. | culture | | d. | argued |
| 4. | a. | their dog ate it | 9. | a. | ride bikes |
| | b. | it was stolen | | b. | play soccer |
| | c. | it got misplaced | | c. | meet Jieun Lee and Myung Soo |
| | d. | other students destroyed it | | d. | learn to respect and value their differences |
| 5. | a. | consequences | 10. | a. | learn to play soccer |
| | b. | causes | | b. | become class president |
| | c. | results | | c. | look good in a trenchcoat |
| | d. | answers "a" and "c" | | d. | take a bite out of crime |

MY WAY OF LIFE

Hate crimes and other forms of discrimination are attempts to restrict people's freedom and to negatively affect their way of life. Everyone's way of life is important to him or her. Write a sentence in each space describing your way of life. What things about your way of life are most important to you? How would restricting your freedom affect those parts of your life?

The part of the country where I live is _____

My house or apartment is _____

Some comforts I enjoy are _____

Trips I have taken or would like to take are _____

Our current president is _____

He/she was elected in _____

I will be eligible to vote in _____

Things that are important to me are _____

Things I don't like about my way of life are _____

Some of the things that represent freedom to me are _____

Some non-violent ways I would choose to campaign against discrimination are _____

Restricting my freedom would stop me from _____

NOTE TO TEACHER REGARDING THE PEANUT PEOPLE WORKSHEET

The Peanut People Worksheet is an exercise in observation for your students. Its purpose is to reinforce the message that all people within any group are individuals with their own personalities, values, quirks, good points and bad points. To perform the exercise you will need a supply of peanuts in the shell, plus sufficient Peanut People Worksheets for your class. When distributing the worksheets and peanuts (one per student) caution students not to eat their peanut person!

Note also that part 5 of the worksheet calls for the worksheets and peanuts to be collected and the worksheets redistributed at random for an identification exercise. Following that, the worksheets are to be handed back to the original students for further work.

When all students have completed part 6 of the worksheets, you may wish to hold a class discussion on the theme of "People: Different But Alike." Students should be able to make the analogy from their observations regarding the unique -- and similar -- qualities of the peanuts.

PEANUT PEOPLE WORKSHEET

With this worksheet your teacher has given you a peanut. Don't crack or eat this little critter -- it's your own peanut person! He (or she!) may at first glance seem to be exactly like the peanuts distributed to your classmates, but each peanut person is unique, with his or her own characteristics. Observe yours closely and write a one sentence description for each of the following physical characteristics.

1. Size and shape: Is it long, short, thin, fat? Some peanuts have a skinny middle and look sort of like a number 8; what about yours? Does it have pointy ends or rounded ones? _____
2. "Voice quality:" Some peanuts rattle if you shake them and others don't. What does yours do? _____
3. "Facial features:" Look carefully at the bumps and indentations on its surface. They are different from one peanut to the next. Do you see a pattern to these features? _____
4. Draw a portrait of your peanut person, showing its shape and the pattern of its features. Draw both a front- and rear-view.

FRONT VIEW:

REAR VIEW:

5. Everyone will now hand in their Peanut Person Worksheet and all the peanuts will be collected and put on a table in the classroom. Your worksheets will be handed out so everyone has someone else's sheet. Everybody now will see if they can identify the peanuts on the table using the worksheet drawings and descriptions. When you think you have found the right peanut, ask the student whose worksheet you have if you are correct. After everyone has had a chance to participate, everybody should reclaim their original peanut and worksheet.

6. Now that you have gotten to know your peanut person fairly well, how do you think it is like the other peanuts you observed and how is it different? Describe what kind of person you think it would be if it were an actual boy or girl -- its personality, likes and dislikes, talents, fears -- any characteristics that you can think of: _____

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

- _____ 1. If a boy or girl comes from a certain cultural group, you already know what kind of person he or she is without getting to know him or her personally.
- _____ 2. Jieun Lee and Myung Soo deserved to have their map of the U.S. wrecked because they were not born in this country.
- _____ 3. Misunderstandings between people can often be resolved if the people talk about what the problem is, why it is a problem and how it can be solved.
- _____ 4. Wendy and Malcolm got their friends to talk about they felt and to agree to hang out together and get to know each other better. That will help them understand each other better and perhaps to become friends.
- _____ 5. If people don't speak English well it means they are lazy.
- _____ 6. I speak several languages in addition to English.
- _____ 7. It is okay to wreck someone's bike or other property if they belong to a group of people you don't like.
- _____ 8. If trying to settle a disagreement peacefully has not worked, you should walk away from the situation and tell a responsible adult what is happening.
- _____ 9. Students can help to get rid of hate crimes by working to understand other people and building friendships with boys and girls from different cultures and backgrounds.
- _____ 10. Ways we can become friends with people who at first seem different from us are to: realize that there may in fact be differences between us and to respect those differences; ask questions and really listen to learn more about the people; understand what makes people special and share with them what makes you special too.

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.

- | | | |
|----|------------------|--|
| a. | background | A disagreement or argument. |
| b. | consequences | The qualities about an individual or group of people which make them unlike another individual or group of people. |
| c. | culture | To honor another person for his/her good qualities; the esteem shown to an admired person or, sometimes, an object such as the flag. |
| d. | differences | Being capable of making knowledgeable decisions and acting in a reliable, dependable manner. |
| e. | hate crime | Wrongdoing committed by one individual or group of people against another individual or group -- not because the victims have done any harm, but because they are viewed as being different. They may have a different skin color, different nationality or different beliefs. |
| f. | misunderstanding | The result of something that happened earlier. |
| g. | respect | An individual's personal history. |
| h. | responsible | The way of life of an entire group of people, including their language, customs, traditions, art, music, literature, laws and other social factors that govern the way they live. |

TEST

Write a sentence, fill in the blank or circle the letter for the correct answer to each question.

1. How did McGruff The Crime Dog define a hate crime?

2. McGruff said sometimes people are afraid of

- a. their own shadow
- b. wild animals
- c. what they don't understand
- d. the dark

3. Harming someone's property is a type of crime called

- a. larceny
- b. forgery
- c. perjury
- d. vandalism

4. The boys who wrecked Jieun Lee's and Myung Soo's map didn't like them because

- a. they are good students
- b. they were not born in this country
- c. they used all the art supplies
- d. they are taller than everyone else

5. Scruff couldn't believe the boys would dislike Jieun Lee and Myung Soo for that reason. He said no one should judge someone

- a. without a fair fight
- b. without getting to know them personally
- c. just because they're from another country or because they look different
- d. answers "b" and "c"

TEST (CONTINUED)

6. The two vandals were _____ for what they did.
- arrested
 - rewarded
 - popular
 - suspended
7. To settle the argument between their two groups, Wendy and Malcolm got them to
- talk about what the problem was, why it was a problem and how to solve it
 - leave the ball field and go home
 - spend time getting to know each other
 - answers "a" and "c"
8. McGruff said that kids should _____ if they realize that a hate crime is about to happen
- take sides
 - tell a responsible adult
 - go to a movie
 - do their homework
9. McGruff and Scruff said we could get rid of all hate crimes if
- people would build friendships with people from different cultures and backgrounds
 - people would ignore everyone who is different from themselves
 - people would not judge others based on the color of their skin, their cultural background, their accent or beliefs, or other such "differences."
 - answers "a" and "c"
10. By asking questions and really listening to their answers, we can find out more about other people and learn to _____ their differences.
- distrust
 - misunderstand
 - respect and appreciate
 - change

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

McGruff on Dangerous Strangers

McGruff Drug-Free Kids

McGruff's Drug Alert

McGruff's Gang Alert

McGruff on the Law: Bicycles and Pedestrians

McGruff's Guide to Personal Safety

McGruff on Gun Safety

McGruff on Halloween

McGruff on Personal Property

McGruff's Self-Care Alert

McGruff on Self-Protection: Preventing Child Abuse and Neglect

McGruff on Vandalism

ANSWER KEY for page 18

VOCABULARY:

The vocabulary words listed below are from *The McGruff Files: People, Different But Alike*. On the line next to the definition write the letter of the vocabulary word that matches. Then use each word in a sentence.

- | | | | |
|---------------|---------------------|------------|----------------|
| a. background | b. consequences | c. culture | d. differences |
| e. hate crime | f. misunderstanding | g. respect | h. responsible |

Students' sentences will vary. Accept any that demonstrate understanding of the word.

h Being capable of making knowledgeable decisions and acting in a reliable, dependable manner.

f A disagreement or argument.

c The way of life of an entire group of people, including their language, customs, traditions, art, music, literature, laws and other social factors that govern the way they live.

g To honor another person for his/her good qualities; the esteem shown to an admired person or, some times, an object such as the flag.

b The result of something that happened earlier.

e Wrongdoing committed by one individual or group of people against another individual or group - not because the victims have done any harm, but because they are viewed as being different. They may have a different skin color, different nationality or different beliefs.

a An individual's personal history.

d The qualities about an individual or group of people which make them unlike another individual or group of people.

ANSWER KEY for page 19

CHECKING COMPREHENSION:

Read the paragraph below. Circle the letter of the word or phrase that best completes each sentence.

McGruff The Crime Dog explained to his nephew Scruff that a hate crime is a crime committed against someone because he or she is believed to be 1. If someone harms the property of another person, that is 2. The way of life of a group of people -- their language, music, art, customs and traditions is called their 3. Jieun Lee and Myung Soo made a map of the U.S. as their geography project. They were not able to share it with the class because 4. The 5 of that act were serious. The class supplies were destroyed and the vandals were 6. Wendy and Malcolm helped their friends resolve their differences by 7. The two groups 8 to get to know each other better and to get along. McGruff helped Charlie, Pedro and Anita to 9. By resolving our differences peacefully, McGruff and Scruff say we can all 10.

- | | | | |
|----|---|-----|--|
| 1. | a. the same as everyone else | 6. | a. on television |
| | b. famous | | <input checked="" type="radio"/> b. arrested |
| | <input checked="" type="radio"/> c. different | | c. laughed at |
| | d. innocent | | d. suspended |
| 2. | a. a responsible thing to do | 7. | a. trashing each other's baseball equipment |
| | <input checked="" type="radio"/> b. vandalism | | b. ordering a pizza |
| | c. an attempt to make friends | | c. going home |
| | d. a form of exercise | | <input checked="" type="radio"/> d. talking about the what, why and how of the problem |
| 3. | a. nationality | 8. | a. avoided each other |
| | b. birthplace | | b. sold cookies |
| | <input checked="" type="radio"/> c. adaptation | | <input checked="" type="radio"/> c. spent time together |
| | d. culture | | d. argued |
| 4. | a. their dog ate it | 9. | a. ride bikes |
| | b. it was stolen | | b. play soccer |
| | c. it got misplaced | | c. meet Jieun Lee and Myung Soo |
| | <input checked="" type="radio"/> d. other students destroyed it | | <input checked="" type="radio"/> d. learn to respect and value their differences |
| 5. | a. consequences | 10. | a. learn to play soccer |
| | b. causes | | b. become class president |
| | <input checked="" type="radio"/> c. results | | c. look good in a trenchcoat |
| | d. answers "a" and "c" | | <input checked="" type="radio"/> d. take a bite out of crime |

ANSWER KEY for page 20

MY WAY OF LIFE

Hate crimes and other forms of discrimination are attempts to restrict people's freedom and to negatively affect their way of life. Everyone's way of life is important to him or her. Write a sentence in each space describing your way of life. What things about your way of life are most important to you? How would restricting your freedom affect those parts of your life?

ANSWERS WILL VARY.

The part of the country where I live is _____

My house or apartment is _____

Some comforts I enjoy are _____

Trips I have taken or would like to take are _____

Our current president is _____

He/she was elected in _____

I will be eligible to vote in _____

Things that are important to me are _____

Things I don't like about my way of life are _____

Some of the things that represent freedom to me are _____

Some non-violent ways I would choose to campaign against discrimination are _____

Restricting my freedom would stop me from _____

ANSWER KEY for page 22

PEANUT PEOPLE WORKSHEET

With this worksheet your teacher has given you a peanut. Don't crack or eat this little critter -- it's your own peanut person! He (or she!) may at first glance seem to be exactly like the peanuts distributed to your classmates, but each peanut person is unique, with his or her own characteristics. Observe yours closely and write a one sentence description for each of the following physical characteristics.

ANSWERS WILL VARY.

1. Size and shape: Is it long, short, thin, fat? Some peanuts have a skinny middle and look sort of like a number 8; what about yours? Does it have pointy ends or rounded ones? _____
2. "Voice quality:" Some peanuts rattle if you shake them and others don't. What does yours do? _____
3. "Facial features:" Look carefully at the bumps and indentations on its surface. They are different from one peanut to the next. Do you see a pattern to these features? _____
4. Draw a portrait of your peanut person, showing its shape and the pattern of its features. Draw both a front- and rear-view.

FRONT VIEW:

REAR VIEW:

5. Everyone will now hand in their Peanut Person Worksheet and all the peanuts will be collected and put on a table in the classroom. Your worksheets will be handed out so everyone has someone else's sheet. Everybody now will see if they can identify the peanuts on the table using the worksheet drawings and descriptions. When you think you have found the right peanut, ask the student whose worksheet you have if you are correct. After everyone has had a chance to participate, everybody should reclaim their original peanut and worksheet.

6. Now that you have gotten to know your peanut person fairly well, how do you think it is like the other peanuts you observed and how is it different? Describe what kind of person you think it would be if it were an actual boy or girl -- its personality, likes and dislikes, talents, fears -- any characteristics that you can think of:

ANSWER KEY for page 23

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

F 1. If a boy or girl comes from a certain cultural group, you already know what kind of person he or she is without getting to know him or her personally.

F 2. Jieun Lee and Myung Soo deserved to have their map of the U.S. wrecked because they were not born in this country.

T 3. Misunderstandings between people can often be resolved if the people talk about what the problem is, why it is a problem and how it can be solved.

T 4. Wendy and Malcolm got their friends to talk about they felt and to agree to hang out together and get to know each other better. That will help them understand each other better and perhaps to become friends.

F 5. If people don't speak English well it means they are lazy.

Answers

Will

Vary 6. I speak several languages in addition to English.

F 7. It is okay to wreck someone's bike or other property if they belong to a group of people you don't like.

T 8. If trying to settle a disagreement peacefully has not worked, you should walk away from the situation and tell a responsible adult what is happening.

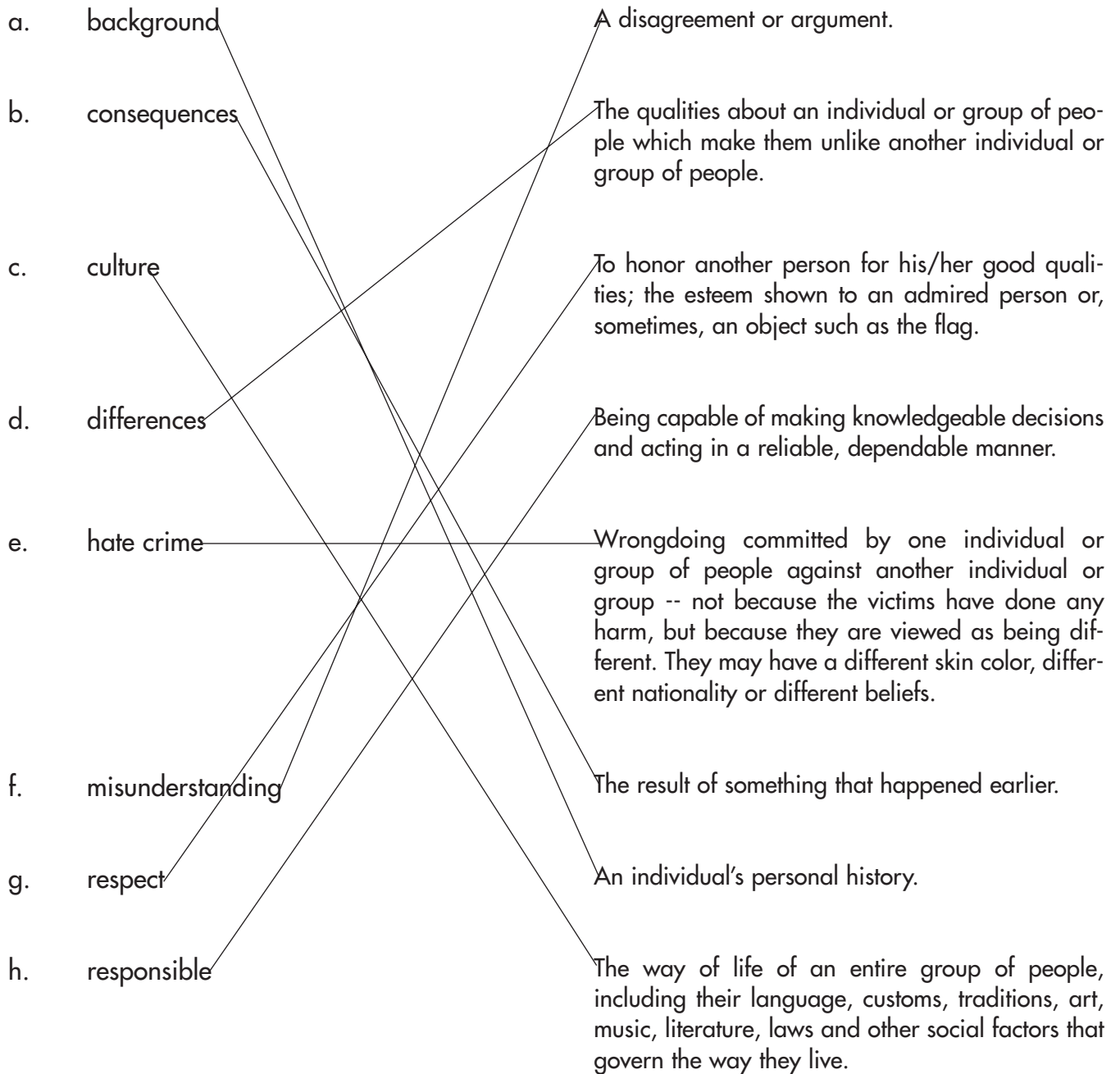
T 9. Students can help to get rid of hate crimes by working to understand other people and building friendships with boys and girls from different cultures and backgrounds.

T 10. Ways we can become friends with people who at first seem different from us are to: realize that there may in fact be differences between us and to respect those differences; ask questions and really listen to learn more about the people; understand what makes people special and share with them what makes you special too.

ANSWER KEY for page 24

CHECKING VOCABULARY

Draw a line from each vocabulary word on the left to its definition on the right.



ANSWER KEY for page 25

TEST

Write a sentence, fill in the blank or circle the letter for the correct answer to each question.

1. How did McGruff The Crime Dog define a hate crime?

A HATE CRIME IS COMMITTED AGAINST SOMEONE SIMPLY BECAUSE HE OR SHE IS SEEN AS DIFFERENT—BY REASON OF HIS/HER SKIN COLOR, ACCENT, CULTURAL BACKGROUND, BELIEFS OR OTHER PERCEIVED DIFFERENCE.

2. McGruff said sometimes people are afraid of

- a. their own shadow
- b. wild animals
- c. what they don't understand
- d. the dark

3. Harming someone's property is a type of crime called

- a. larceny
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- d. they are taller than everyone else

5. Scruff couldn't believe the boys would dislike Jieun Lee and Myung Soo for that reason. He said no one should judge someone

- a. without a fair fight
- b. without getting to know them personally
- c. just because they're from another country or because they look different
- d. answers "b" and "c"

ANSWER KEY for page 26

TEST (CONTINUED)

6. The two vandals were _____ for what they did.
- a. arrested
 - b. rewarded
 - c. popular
 - d. suspended
7. To settle the argument between their two groups, Wendy and Malcolm got them to
- a. talk about what the problem was, why it was a problem and how to solve it
 - b. leave the ball field and go home
 - c. spend time getting to know each other
 - d. answers "a" and "c"
8. McGruff said that kids should _____ if they realize that a hate crime is about to happen
- a. take sides
 - b. tell a responsible adult
 - c. go to a movie
 - d. do their homework
9. McGruff and Scruff said we could get rid of all hate crimes if
- a. people would build friendships with people from different cultures and backgrounds
 - b. people would ignore everyone who is different from themselves
 - c. people would not judge others based on the color of their skin, their cultural background, their accent or beliefs, or other such "differences."
 - d. answers "a" and "c"
10. By asking questions and really listening to their answers, we can find out more about other people and learn to _____ their differences.
- a. distrust
 - b. misunderstand
 - c. respect and appreciate
 - d. change