

McGruff's Bully Alert

INTRODUCTION TO THE AIMS TEACHING MODULE (ATM)

→ SECTION 1

Rationale	4
Organization and Management	5
Features	6

INTRODUCING MCGRUFF'S BULLY ALERT

→ SECTION 2

Themes	11
Overview	11
Objectives	11

PREPARATION FOR VIEWING

→ SECTION 3

Introduction to the Program	13
Introduction to Vocabulary	13
Discussion Ideas	13
Focus	13
Jump Right In	14

AFTER VIEWING THE PROGRAM

→ SECTION 4

Suggested Activities	15
Dealing With Bullies	18
Checking Comprehension	19
What Would You Say?	20
True or False	21
Other People's Shoes	22
Helping Others	23
Good or Bad?	24
Test	25

ADDITIONAL AIMS MULTIMEDIA PROGRAMS27

ANSWER KEYS28



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Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia



1-800-FOR-AIMS

1-800-367-2467

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.

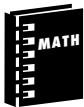
SUGGESTED ACTIVITIES

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's Bully Alert

THEMES

McGruff's Bully Alert explores the common problem of bullying. Using realistic situations, it illustrates the challenges faced by the targets of bullies and by bullies themselves. It offers positive, respectful solutions to the problem of bullying at school, in sports and in the neighborhood.

OVERVIEW

As the video opens, we see Juan being bullied and threatened by Toby. McGruff appears to introduce the topic of bully behavior and to explain why it happens. He also emphasizes to viewers that bullying is always wrong and does not have to be accepted. Next, we see Julie bullying Andrea by teasing her in art class. Andrea solves the problem by standing up for herself and telling Julie how she feels about the teasing. Later, Andrea helps Juan overcome his situation with Toby. In the meantime, Wesley must deal with a bully who threatens to hurt him physically. Wesley talks with a coach about the problem and gets the help he needs. Each person in the video learns that bully situations can be solved by using respectful, assertive language and by getting help from others.

OBJECTIVES

- ▶ To teach students that bully behavior is wrong and that they don't have to accept it.
- ▶ To explain why some young people bully others.
- ▶ To explore positive ways to deal with bully behavior.
- ▶ To discuss what to do when a friend is bullied by someone.

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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Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

Every day, thousands of kids are afraid to go to school because of bullies. A bully is someone who hurts another person on purpose by using abusive words, by excluding others, or by using physical threats or violence. Bullying is always wrong. No one deserves to be mistreated. In *McGruff's Bully Alert*, students will learn how to protect themselves from bullies and to stand up for their personal rights.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

bully - someone who hurts another person on purpose, either physically or emotionally

respect - the act of treating someone with kindness and fairness

target - someone who is singled out by a bully and picked on

FOCUS

Ask students to think about bullying. Are there bullies at their school? Has a bully ever threatened them or picked on them? How did it feel? Why is it important to treat others as we want them to treat us?

DISCUSSION IDEAS

In what ways can someone be a bully? Ask students to list as many ways as they can. Write ideas on the board as they are mentioned. (Answers can include calling someone names, spreading rumors, avoiding or ignoring someone, laughing at someone, hitting or shoving someone, or threatening to hurt someone physically.)

JUMP RIGHT IN

HOW TO USE THE *MCGRUFF'S BULLY ALERT* AIMS TEACHING MODULE

Preparation

- ▶ Read *McGruff's Bully Alert 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'S BULLY ALERT*

- ▶ 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's Bully Alert* together or in small groups.

Some students may benefit from

- ▶ viewing the video more than one time.

After Viewing *MIXTURES: TOGETHER BUT SEPARATE*

- ▶ 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

Critical Thinking

Read the following situations to students:

- There's a person in your class who makes fun of you all the time. You've tried ignoring the person, but it doesn't work. Lately, you can't even do your work because you're so worried about the bully.
- Your best friend is being bullied by a bigger kid at school. Your friend feels bad about being bullied and doesn't want anyone to know. Yesterday, the bully promised to beat up your friend.
- Last year, you were mean to a kid in your class. You called the kid names. You even shoved him a few times. You feel bad about bullying the kid. You don't want anyone to think you're a bully.

Now ask students to imagine themselves in the situations. What would they do to solve the problems? Encourage them to suggest solutions that are realistic and respectful to everyone.



30 Minutes

Link to the World

Sooner or later, most of us get bullied by someone. It helps to be prepared for those times. Ask students the following questions. Ask them to write their answers on paper.

- Who could you talk to if you had a problem?
- If you got really mad, what could you do to calm down?
- If you were sad, what could you think about to feel happier?
- If someone said something mean to you, what could you say to the person?
- If you felt afraid, who could you call?
- If you felt lonely, where could you go?



25 Minutes

Now ask students to keep their answers in a handy place. If someone is mean or unfair to them, they can check the list as a reminder.

Hands On

Ask students to think about their own bully experiences. Have they ever been bullied or seen someone else bullied? Have they ever bullied another person? How did these experiences make them feel? Have them illustrate their feelings about the subject on a large mural. Supply them with a long strip of butcher paper and magic markers or tempera paint. Encourage them to work together, share ideas and discuss the meanings behind the images they choose.

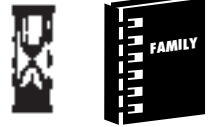


60 Minutes

Connection to Family

When students are bullied, they often feel isolated and alone. It helps to remind students that most people have been bullied at some time, even parents and other adults.

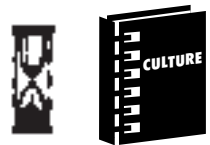
Encourage each student to “interview” a family member or an adult friend about bully experiences. Was the adult ever bullied by someone else? Did he or she have a friend who was bullied? What happened? How did the adult feel about it? Students can also ask the adults how bully experiences change in adulthood. Are there bullies in the adult world? How are they different than younger bullies? How are they the same?



Extended Time

Connection to Culture

To further show students that bullying is a universal problem experienced by almost everyone, ask them to think of a favorite movie or story that has a bully character. (It shouldn't be hard since most stories have a bully of some sort.) Ask each student to talk with the class about the story or movie. What did the bully do? Who did the bully pick on? How were problems with the bully solved?



Extended Time

Instead of having each student share a story, you could also choose to read a story to students and discuss the bully character or characters. Some good stories to read include:

Molly's Pilgrim by Barbara Cohen
White Socks Only by Evelyn Coleman
The Wagon by Tony Johnston
Cheyenne Again by Even Bunting

Critical Thinking

Sometimes it's hard to understand how others can be so hurtful. It helps if we think about where people might be coming from, or if we put ourselves in their shoes. Read each quote below to students, then ask them to think about what might have motivated the speakers of the quotes.

“Put your hand down! Just because you made one ‘A’ doesn't mean you know everything!”

“Is that a new dress? It sure is ugly.”

“You're so thin, you look like a stick.”

“Get out of my way you geek. I'm not in the mood for you this morning.”

(Answers can include jealousy, frustration with one's own life, being picked on by others, and problems at home.)



15 Minutes

Meeting Individual Needs

Ask students to discuss the word “bully.” What does it mean to them? Who can be a bully? Are bullies always people we know?

Have students look up the word “bully” in the dictionary. What is the meaning of the word as a verb? As a noun?

(bully, *verb*—to treat someone unfairly by calling them names, making fun of them, spreading rumors about them, or by hitting or shoving them)

(bully, *noun*—someone who hurts another person on purpose by treating them unfairly or harming them physically)



10 Minutes

Connection to Community

How can students help to solve the problem of bullying in their school? What small things can they do to make sure everyone is treated with respect?

Encourage each student to make a list of ideas. Pool the ideas together and create a master list for the entire class. Record the master list on a piece of poster board and display it on the wall. From time to time, talk about students who have tried items on the list. What were the results?



25 Minutes

Culminating Activity

Ask each student to choose a character from the video:

- Juan, the boy who was bullied by Toby on the way to school
- Toby, the boy who was mistreated by his mother and who bullied Juan
- Andrea, the girl who was teased in art class by Julie
- Julie, the girl who said unfair things about Andrea’s painting
- Spencer, the boy who bullied Wesley after the kickball game
- Wesley, the boy who was bullied by Spencer

Have each student pretend to be one of the characters. Ask them to write a paragraph describing what a typical day is like for them. What can they do to solve the problem they are having, or to resolve the problems they have caused for others by being a bully?



60 Minutes

DEALING WITH BULLIES

Use the picture code below to learn 8 great ways to deal with bullies.

A = ✓	E = ✕	H = \$	K = ◆	N = *	R = ○	U = ☼
B = ☆	F = □	I = ▲	L = *	O = ▼	S = ■	W = ?
C = !	G = ⊕	J = ●	M = #	P = %	T = ☆	Y = @

1. Laugh, shake your head and _____ .



2. _____ the bully completely.



3. Stand up for yourself and tell the bully how you _____ .



4. Throw the bully off by making a _____ .



5. Change the _____ .



6. Give the bully a _____ .



7. _____ what the bully says to help him hear his own words.



8. If nothing else works, get _____ from a friend or an adult you trust.



CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

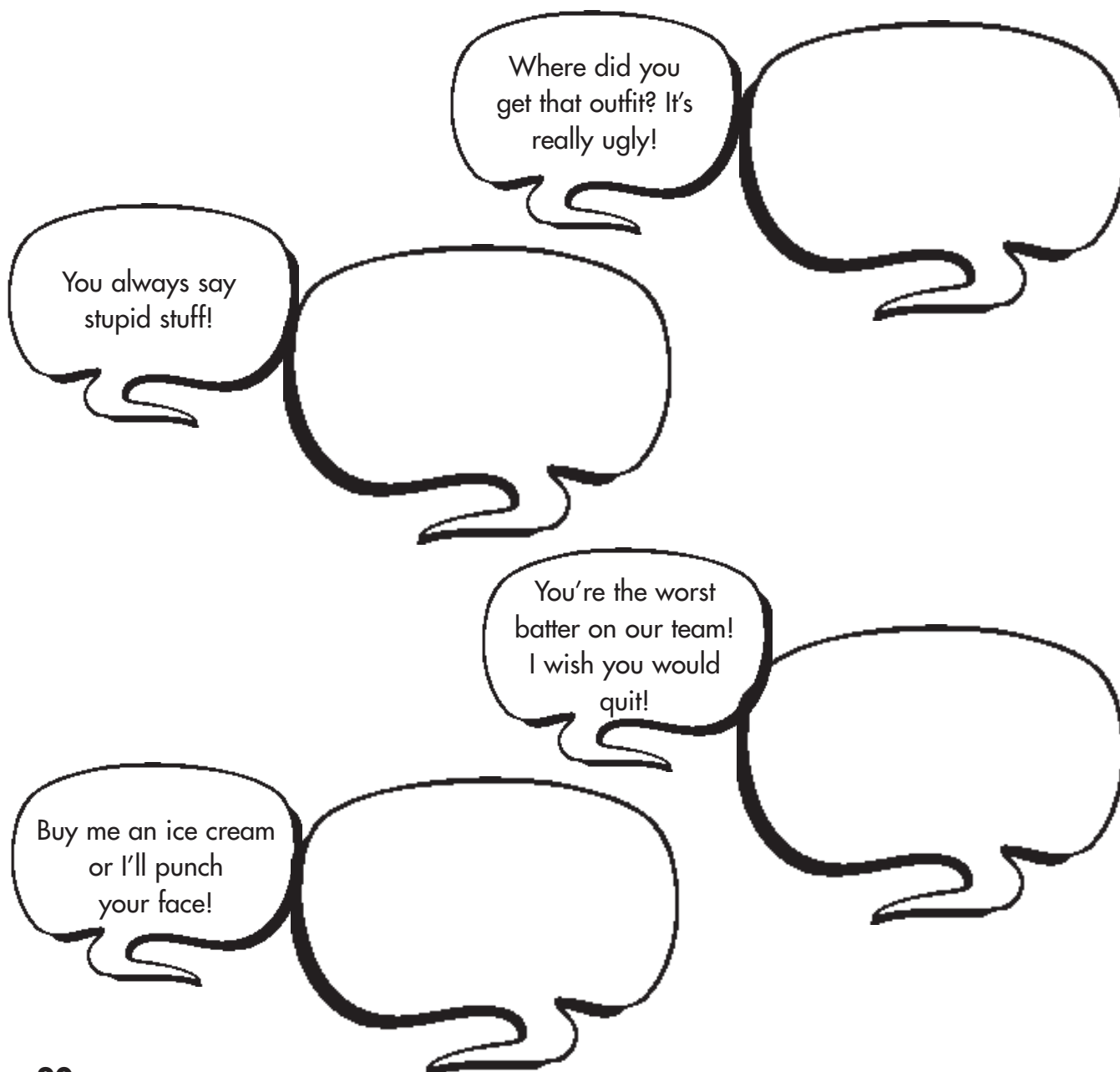
A ___1___ is someone who hurts another person on purpose. Juan was bullied by Toby for weeks. At the same time, Toby was being bullied by ___2___. When Julie said mean things about Andrea's painting, Andrea ___3___. Because Andrea didn't let Julie upset her, Julie got bored and ___4___. During a kickball game, Spencer got in trouble for throwing a ball at Wesley. After the game, Spencer told Wesley that he ___5___. Wesley talked to ___6___ about the problem. Later, Andrea saw Toby picking on Juan. She decided to ___7___. Andrea told Juan that he should ___8___. Juan made peace with Toby when he ___9___. McGruff said that we should ___10___.

- | | |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. A. friend
B. target
C. bully
D. partner | 6. A. the principal
B. the coach
C. his sister
D. his grandfather |
| 2. A. Ryan
B. his own mom
C. his own dad
D. a teacher | 7. A. pick on Juan, too
B. ignore Toby and take Juan into the library
C. call Toby names
D. tell on Toby |
| 3. A. ran away
B. ignored Julie
C. told Julie how she felt
D. hit Julie | 8. A. talk to Toby
B. bully Toby in return
C. beat Toby up
D. tell Toby's mom about the problem |
| 4. A. left Andrea alone
B. threw paint at Andrea
C. left the classroom
D. told on Andrea | 9. A. let Toby borrow his video game
B. asked Toby to play catch
C. made his dad talk to Toby
D. gave Toby his bike |
| 5. A. was sorry
B. was going to hurt him after school
C. wouldn't hit him again
D. wanted to be friends | 10. A. fight with bullies
B. tell bullies how we feel
C. keep bullying a secret
D. be enemies with bullies |

WHAT WOULD YOU SAY?

In the blank bubbles, write what you would say to each bully. Remember to use words that are honest and respectful. Here are some hints:

- Make a joke.
- Change the subject.
- Pretend to agree with the bully.
- Take up for yourself!
- Ask the bully why he or she is picking on you.
- Say something nice to the bully.
- Tell the bully how you feel about being teased.
- Repeat what the bully said. ("Are you saying I'm dumb?")



TRUE OR FALSE

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

1. ___ After Toby bullied Juan, Juan decided to bully him back.
2. ___ Sometimes it is okay to bully someone else.
3. ___ Some people are afraid to tell others they are being bullied.
4. ___ Many bullies hurt other people because someone is hurting them.
5. ___ When Julie teased Andrea about her painting, Andrea told Julie she didn't like being bullied.
6. ___ Being a bully is a good way to get attention and look cool.
7. ___ We should always use words that are respectful, even when we talk to bullies.
8. ___ When he was bullied by Spencer, Wesley got help from his coach.
9. ___ If we see a friend being bullied, we should not get involved.
10. ___ Sometimes, a bully can become our friend.

OTHER PEOPLE'S SHOES

We should always treat others the way we want them to treat us. Otherwise, we might turn into bullies. Read each story below, then answer the questions.

1. Helen asked Maddie to be her best friend. A week later, Helen told Maddie she had found a new best friend. Helen said it was a free country and she had a right to change her mind. How do you think it feels to be in Maddie's shoes? What do you think Helen would do if she thought about Maddie's feelings?
2. Tom wore a new shirt to school. When Jack saw the shirt, he laughed and called Tom names. How do you think it feels to be in Tom's shoes? What do you think Jack would do if he thought about Tom's feelings?
3. Karl was rushing to school. He bumped into a girl in the hall and knocked her down. Karl didn't stop to help her. He didn't want to be late for class. How do you think it feels to be in girl's shoes? What do you think Karl would do if he thought about the girl's feelings?
4. Sam got mad when Alex beat him in a relay race. He told Alex he was going to punch his face in after school. Alex didn't even know why Sam was mad. How do you think it feels to be in Alex's shoes? What do you think Sam would do if he thought about Alex's feelings?

HELPING OTHERS

Fill in the blanks using the words below.

no one

violence

take up

get away

jokes

help

respect

bully

1. Never laugh at a bully's _____. It only gives the bully more power.
2. If you see someone being bullied, help the person _____ from the bully.
3. _____ for the person being bullied, even if you do not know him.
4. Talk to the person and offer to _____.
5. Set a good example—don't _____ other people.
6. Remember that _____ deserves to be bullied.
7. Treat all people with _____, even bullies.
8. Never use weapons or _____ to solve a problem.

GOOD OR BAD?

Beside each GOOD bully solution, write a G. Beside each BAD bully solution, write a B.

1. _____ Ignore the bully and walk away.
2. _____ Tease the bully back.
3. _____ Talk behind the bully's back.
4. _____ Stand up for yourself and tell the bully how you feel.
5. _____ Talk to a friend or grownup you trust.
6. _____ Stand up for yourself by fighting the bully.
7. _____ Spread a rumor about the bully.
8. _____ Try to make the bully laugh by telling a joke.
9. _____ If a bully says something mean, change the subject.
10. _____ Help other people who are bullied, even if you don't know them.

TEST

Circle the phrase which best answers each question.

1. A bully can be:

- a friend.
- a family member.
- a grownup.
- all of the above

2. The best way to deal with a bully is to:

- tell others that the bully is mean.
- stand up to the bully.
- gang up on the bully.
- fight back any way you can.

3. Who deserves to be bullied?

- no one
- a coward
- a bully
- a mean person

4. Most bullies hurt other people because:

- they are happy.
- someone is nice to them.
- someone is hurting them.
- they have too many friends.

5. Most people:

- think bullies are cool.
- want to be friends with bullies.
- respect bullies.
- don't want to be around bullies.

TEST (CONTINUED)

6. If a bully threatens to hurt you, you should:

- hurt the bully first.
- tell a grownup you trust.
- laugh at the bully.
- stay home from school.

7. If you see someone being bullied, you should:

- not get involved.
- help the person being bullied.
- join the bully.
- laugh at the bully's jokes.

8. If someone bullies you, you could try:

- changing the subject.
- threatening the bully.
- running away.
- none of the above.

9. When talking to a bully, you should always use words that are:

- angry.
- respectful.
- scary.
- funny.

10. When telling a bully how you feel, start your sentences with the word:

- "you."
- "I."
- "no."
- "we."

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

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

2540-EN-VID-JE3: "McGruff on Violence"

9915-EN-VID-JE3: "McGruff's Guide to Personal Safety"

8752-EN-VID-JE3: "McGruff on GunSafety"

8462-EN-VID-JE3: "McGruff and Drug-Free Kids"

8751-EN-VID-JE3: "McGruff on Dangerous Strangers"

ANSWER KEY for page 18

DEALING WITH BULLIES

Use the picture code below to learn 8 great ways to deal with bullies.

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B = ⊕	F = □	I = ▲	L = *	O = ▼	S = ■	W = ?
C = !	G = ⊕	J = ●	M = #	P = %	T = ☆	Y = @

1. Laugh, shake your head and walk away.
 ? ✓ * ◆ ✓ ? ✓ @

2. Ignore the bully completely.
 ▲ ⊕ * ▼ ○ ✕

3. Stand up for yourself and tell the bully how you feel.
 □ ✕ ✕ *

4. Throw the bully off by making a joke.
 ● ▼ ◆ ✕

5. Change the subject.
 ■ ❁ ⊕ ✕ ! ☆

6. Give the bully a compliment.
 ! ▼ # % * ▲ # ✕ * ☆

7. Repeat what the bully says to help him hear his own words.
 ○ ✕ % ✕ ✓ ☆

8. If nothing else works, get help from a friend or an adult you trust.
 \$ ✕ * %

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

A ___1___ is someone who hurts another person on purpose. Juan was bullied by Toby for weeks. At the same time, Toby was being bullied by ___2___. When Julie said mean things about Andrea's painting, Andrea ___3___. Because Andrea didn't let Julie upset her, Julie got bored and ___4___. During a kickball game, Spencer got in trouble for throwing a ball at Wesley. After the game, Spencer told Wesley that he ___5___. Wesley talked to ___6___ about the problem. Later, Andrea saw Toby picking on Juan. She decided to ___7___. Andrea told Juan that he should ___8___. Juan made peace with Toby when he ___9___. McGruff said that we should ___10___.

1. A. friend
B. target
 C. bully
D. partner
2. A. Ryan
 B. his own mom
C. his own dad
D. a teacher
3. A. ran away
B. ignored Julie
 C. told Julie how she felt
D. hit Julie
4. A. left Andrea alone
B. threw paint at Andrea
C. left the classroom
D. told on Andrea
5. A. was sorry
 B. was going to hurt him after school
C. wouldn't hit him again
D. wanted to be friends
6. A. the principal
 B. the coach
C. his sister
D. his grandfather
7. A. pick on Juan, too
 B. ignore Toby and take Juan into the library
C. call Toby names
D. tell on Toby
8. A. talk to Toby
B. bully Toby in return
C. beat Toby up
D. tell Toby's mom about the problem
9. A. let Toby borrow his video game
 B. asked Toby to play catch
C. made his dad talk to Toby
D. gave Toby his bike
10. A. fight with bullies
 B. tell bullies how we feel
C. keep bullying a secret
D. be enemies with bullies

ANSWER KEY for page 21

TRUE OR FALSE

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

1. **F** After Toby bullied Juan, Juan decided to bully him back.
2. **F** Sometimes it is okay to bully someone else.
3. **T** Some people are afraid to tell others they are being bullied.
4. **T** Many bullies hurt other people because someone is hurting them.
5. **T** When Julie teased Andrea about her painting, Andrea told Julie she didn't like being bullied.
6. **F** Being a bully is a good way to get attention and look cool.
7. **T** We should always use words that are respectful, even when we talk to bullies.
8. **T** When he was bullied by Spencer, Wesley got help from his coach.
9. **F** If we see a friend being bullied, we should not get involved.
10. **T** Sometimes, a bully can become our friend.

ANSWER KEY for page 23

HELPING OTHERS

Fill in the blanks using the words below.

no one

violence

take up

get away

jokes

help

respect

bully

1. Never laugh at a bully's **jokes** . It only gives the bully more power.
2. If you see someone being bullied, help the person **get away** from the bully.
3. **Take up** for the person being bullied, even if you do not know him.
4. Talk to the person and offer to **help** .
5. Set a good example—don't **bully** other people.
6. Remember that **no one** deserves to be bullied.
7. Treat all people with **respect** , even bullies.
8. Never use weapons or **violence** to solve a problem.

ANSWER KEY for page 24

GOOD OR BAD?

Beside each GOOD bully solution, write a G. Beside each BAD bully solution, write a B.

1. **G** Ignore the bully and walk away.
2. **B** Tease the bully back.
3. **B** Talk behind the bully's back.
4. **G** Stand up for yourself and tell the bully how you feel.
5. **G** Talk to a friend or grownup you trust.
6. **B** Stand up for yourself by fighting the bully.
7. **B** Spread a rumor about the bully.
8. **G** Try to make the bully laugh by telling a joke.
9. **G** If a bully says something mean, change the subject.
10. **G** Help other people who are bullied, even if you don't know them.

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. A bully can be:

- a friend.
- a family member.
- a grownup.
- all of the above

2. The best way to deal with a bully is to:

- tell others that the bully is mean.
- stand up to the bully.
- gang up on the bully.
- fight back any way you can.

3. Who deserves to be bullied?

- no one
- a coward
- a bully
- a mean person

4. Most bullies hurt other people because:

- they are happy.
- someone is nice to them.
- someone is hurting them.
- they have too many friends.

5. Most people:

- think bullies are cool.
- want to be friends with bullies.
- respect bullies.
- don't want to be around bullies.

ANSWER KEY for page 26

TEST (CONTINUED)

6. If a bully threatens to hurt you, you should:

- hurt the bully first.
- tell a grownup you trust.
- laugh at the bully.
- stay home from school.

7. If you see someone being bullied, you should:

- not get involved.
- help the person being bullied.
- join the bully.
- laugh at the bully's jokes.

8. If someone bullies you, you could try:

- changing the subject.
- threatening the bully.
- running away.
- none of the above.

9. When talking to a bully, you should always use words that are:

- angry.
- respectful.
- scary.
- funny.

10. When telling a bully how you feel, start your sentences with the word:

- "you."
- "I."
- "no."
- "we."