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♥
Ashley

GOOGLE SLIDES

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click here  [Juice Box Bully Book Companion](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

[Helpful links for using Google Classroom:](#)

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

BOOK COMPANION



Juice Box Bully by Maria Dismondy & Robert Sornson

This book companion lesson was created with written permission from the author.

Session Objective:

*Students will identify ways to be an Upstander.

Materials:

*Book: Juice Box Bully by Maria Dismondy & Robert Sornson
*Handouts, scissors, tape/glue, pencils.

Guiding Questions:

*What are some ways to be an Upstander?
*Why is it important to stand up for others when you see mistreatment?

ASCA Standards Alignment:

*Mindset: Sense of acceptance, respect, support and inclusion for self and others in the school environment (M 2)
*Behavior: Self-Management: Responsibility for self and actions. (B-SMS 1)
*Behavior: Social Skills: Positive, respectful and supportive relationships with students who are similar to and different from them. (B-SS 2)

SEL Competencies:

*Social Awareness: Respect for others.

Session Details

*Say "Today we are going to be reading a book called "Juice Box Bully" by Maria Dismondy & Robert Sornson. In it, Pete is acting like a bully, his classmates teach him how to be an upstander." Read the book aloud. Have the students complete the story map as you are reading. Afterward, for grades K-1 use the Cut and Paste activity (p. 4-5), and for grades 2-5 use the Story Questions (p. 6-7) and the Think & Discuss pages (p. 8-11) to generate class/group discussion. Next, explain what perspective means. Say "Thinking about another person's perspective means you are thinking about how that person would view it as if you were looking at the situation from their eyes. For example, Ruby's perspective might be that her shirt is ruined and she feels Pete is bullying her, but Pete's perspective is that if he bullies others first then they won't bull him." Complete the perspective handout (p. 12). Say "Respecting others is what Pete needs to learn to do, and is an essential part of being a good classmate, student, and person. Let's look at ways to be respectful to others." Complete the SEL handout (p.13). Next, choose the best option on pages 14-17 for your students writing ability and have them complete the writing prompt and writing craftivity. Next, say "Let's come up with our own Upstander Promise just like Mr. Peltzer's class has", complete the creative activity. The writing craftivity and/or creative activity make for a great bulletin board display.

BOOK COMPANION



Juice Box Bully by Maria Dismondy & Robert Sornson

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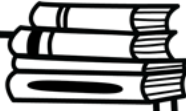
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Story Map



Juice Box Bully by Maria Dismondy and Robert Sornson



Setting:



Characters:

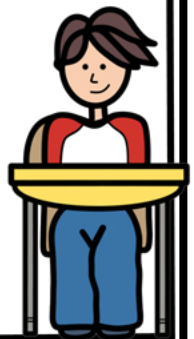
Beginning:



Middle:



End:



Problem:



Solution:

NAME: _____

DATE: _____



Cut & Paste

Cut and paste the situations into Upstander or Bystander boxes.

Upstander

Upstander

Bystander

Upstander

Upstander

Bystander

Upstander

Upstander

Bystander



Cut & Paste

Cut each situation card out
and paste to the correct spot.

Telling the bully
to stop.



Telling an adult about
the bullying.



Doing nothing when
you see bullying.



Comforting the
person being
bullied.



Advocate for
the victim.



Joining in when
you see bullying.



Reporting
cyberbullying.



Encouraging
kindness.



Telling no one about
the bullying you
saw.



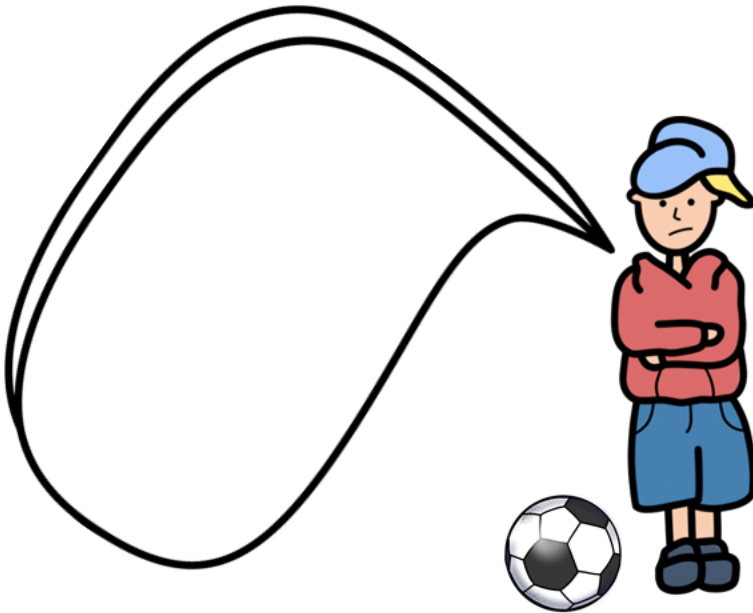
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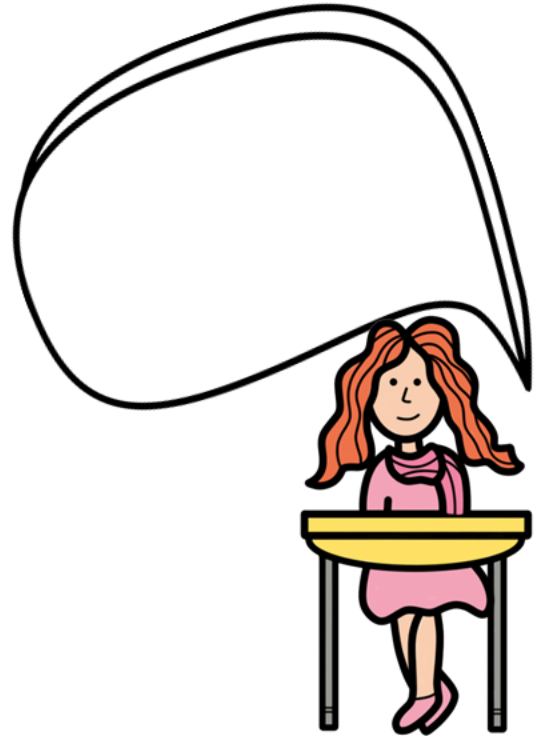
Story 
Questions

Juice Box Bully

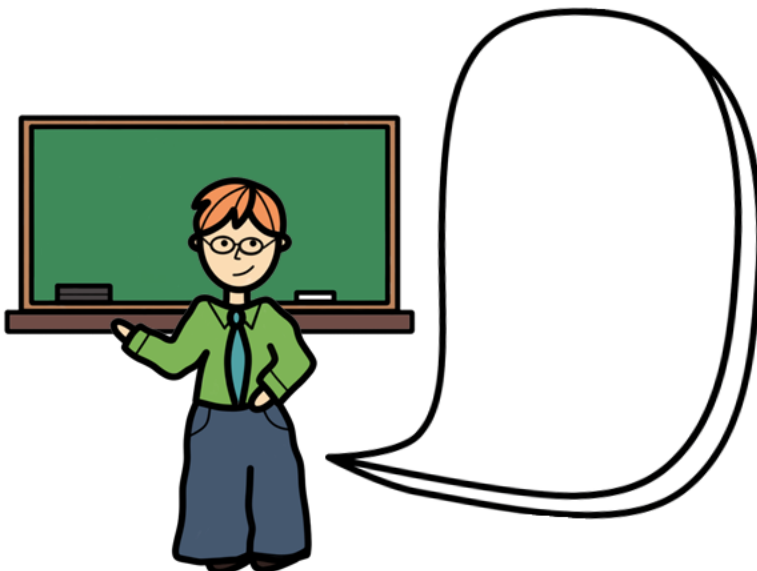
What did Pete do at Recess that upset his classmates?



Who came up to Pete after he took the ball?



What is the promise made in Mr. Peltzer's class?




What did Pete do to Ruby?



NAME: _____

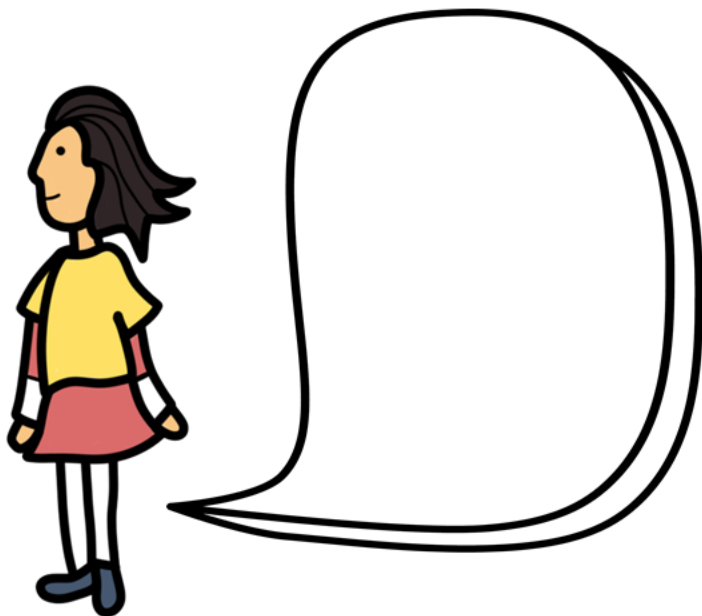
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Story 
Questions

Juice Box Bully

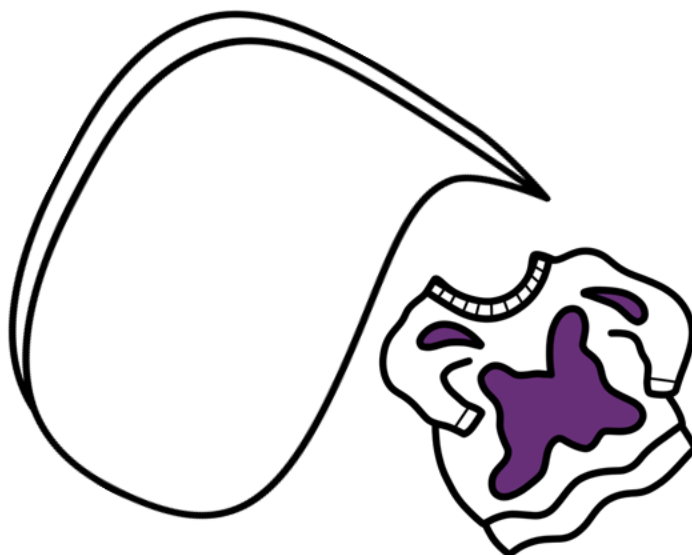
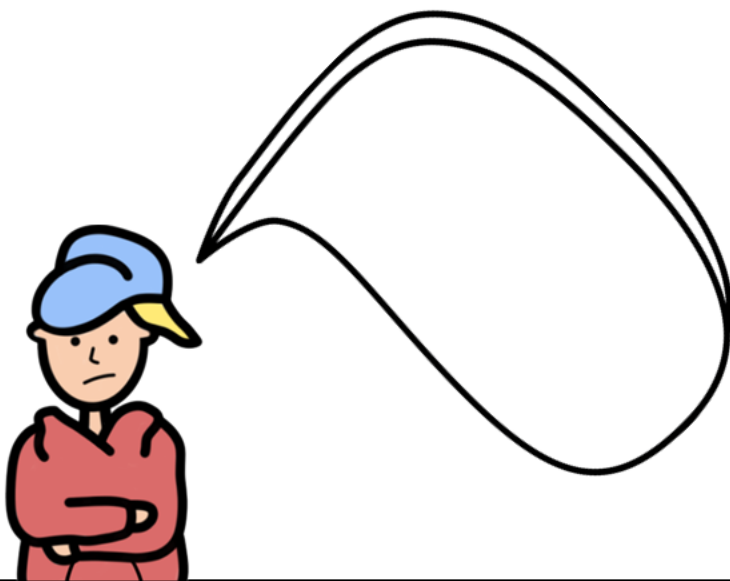
What did Ruby say she would do to Pete?

What did Ralph do after Ruby said that?



Why did Pete pick on other kids?

What did Pete decide to do at the end of the story?



NAME: _____

DATE: _____



Think &
Discuss



Why do you think Pete was mean to everyone?

How do you think Pete felt when he first arrived to the school?

How do you look to others when you stand up for someone?

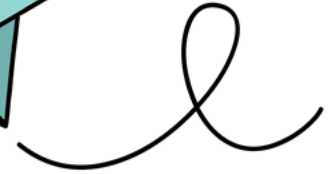
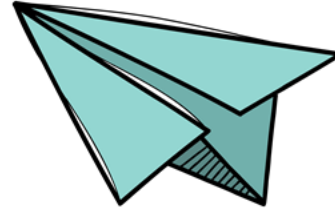


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DATE: _____



Think &
Discuss

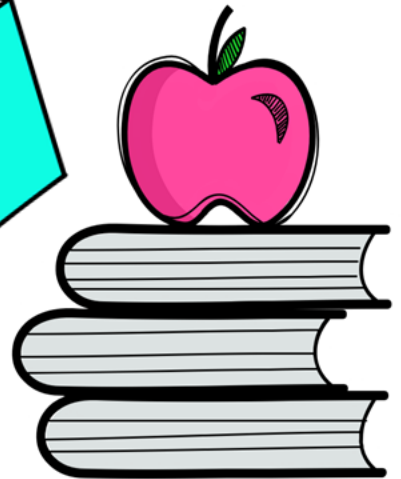


What are some situations that you have a hard time standing up for others in? Why?



What would happen if everyone stood up for each other?

What would it be like if no one stood up for each other?



NAME: _____

DATE: _____



Think &
Discuss

Read each scenario and put a checkmark on the response you think is the best action.

You see a large group of kids bullying another kid.

- Tell a teacher right away.
- Run away.
- Tell a friend.
- Do nothing.

Your friend is making fun of another kid.

- Join in.
- Laugh.
- Tell your friend to stop.
- Make fun of someone else.



Even after you tell your friend to stop, they keep making fun of another kid.

You see very mean comments on a classmate's social media post.

- Make fun of your friend.
- Leave the area.
- Push your friend.
- Distract your friend away from the kid.

- Pretend you did not see it.
- Tell them to delete the post.
- Comment something positive.
- Tell an adult.

NAME: _____

DATE: _____



Think &
Discuss



Put a checkmark to determine if each action was being a bully, bystander, or upstander.

Bystander Bully Upstander

	Bystander	Bully	Upstander
You walk away when you see bullying.			
You laugh at the bullying.			
You tell the bully to stop.			
You tell your teacher about the bullying.			
You tell the victim that it's not their fault.			
You make fun of the same person every day.			
You offer friendship to the victim.			
You intimidate a smaller kid to get what you want.			
You don't tell anyone about the bullying you saw.			
You tell your parent about mean comments you saw online.			
You write mean comments online.			

NAME: _____

DATE: _____

Character Perspective



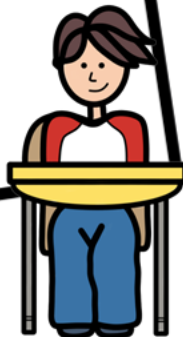
Think about the different perspectives that each character from the book might have. Write in the boxes below what you think their perspectives might be.



Pete



Ruby



Ralph



Perspective
means:

A way of thinking about and understanding something;
a point of view.

Social Emotional Learning



NAME: _____

DATE: _____

Being polite and considerate in interactions, showing thoughtfulness in actions and words towards others.



Empathizing with others' emotions, perspectives, and experiences, and responding with kindness.



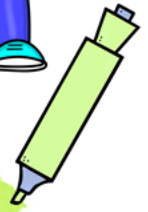
Seeking resolution through compromise without resorting to aggression or disrespect.



Acknowledging and appreciating individual differences.



What situations do you struggle to show respect for others?



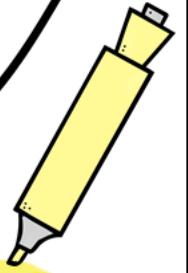
What can you do to show respect in these situations?



Respect for others means:

Valuing and recognizing the inherent worth, dignity, and rights of every individual.

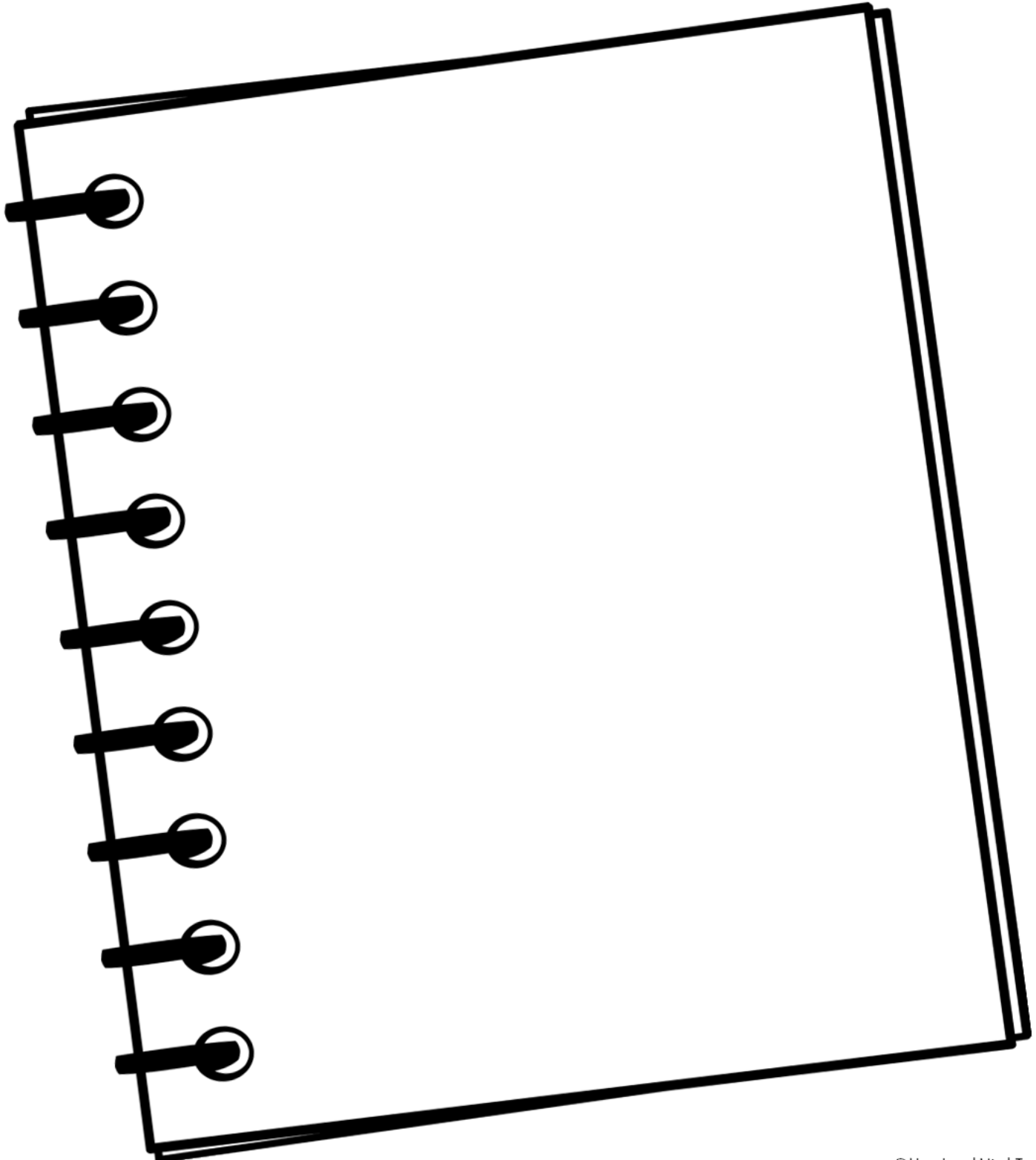
Draw & Write



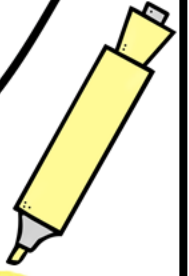
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Draw a situation in which you stood up for someone (Upstander).
Show what happened, and how it made you feel.



Draw & Write



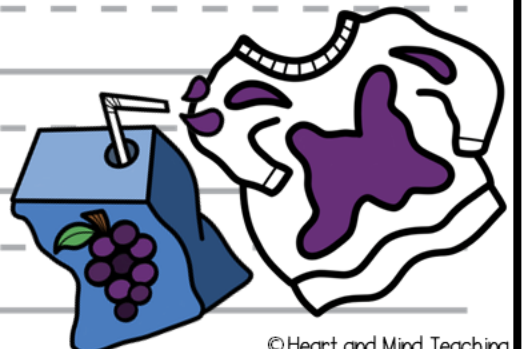
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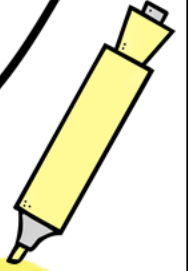
Draw & Describe a situation in which you stood up for someone (Upstander).
Explain what happened, and how it made you feel.



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Draw & Write



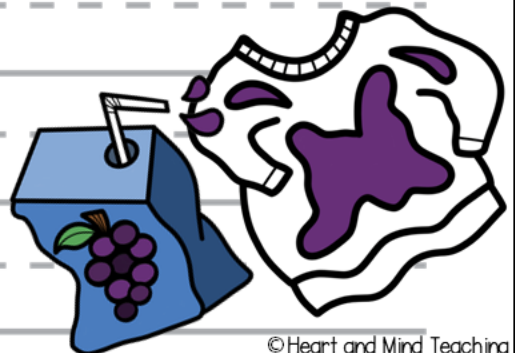
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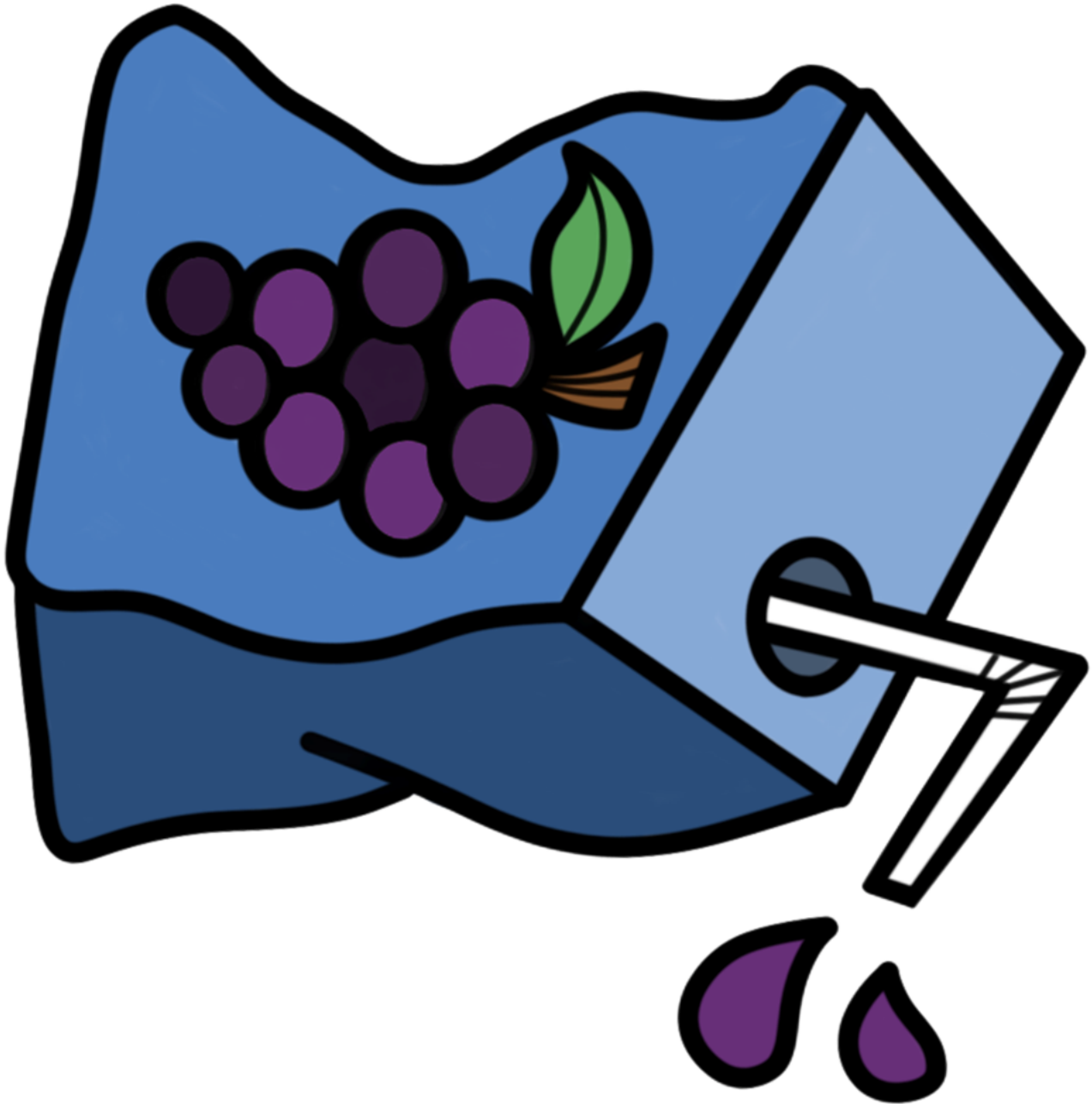
Describe a situation in which you stood up for someone (Upstander).

Explain what happened and how it made you feel.

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



***Cut out and glue
to the top of the
writing page.**





: Think of what you could do to be an
Upstander if you came across a
Juice Box Bully:

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines for writing.



: Think of what you could do to be an
Upstander if you came across a
Juice Box Bully:

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line, repeated four times for writing.



Creative
Activity

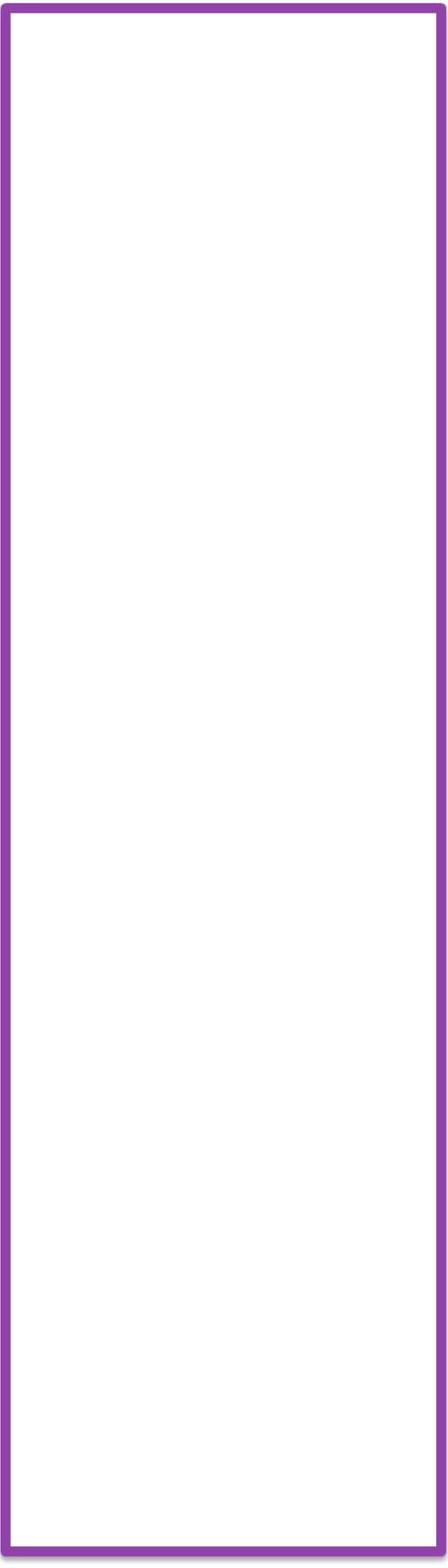
Create your own Upstander Promise

A large, wavy, lined paper template for writing a promise. The paper is light beige with a red vertical margin line on the left side and several light blue horizontal lines. The paper has a folded top edge and a curled bottom right corner. There are small black dots scattered along the edges, suggesting a perforated edge for cutting.

By:

Upside-Down Promise

I promise to:



Signed:



How to be an **UPSTANDER**

**Determine if it's safe for you
to intervene or offer help.**

**Redirect attention away from the bullying
or offer a way for the person to remove
themselves.**

**Speak up and
tell the bully to
stop.**

**Report bullying
to an adult.**

**Offer comfort and
support to the
person being bullied.**

**Advocate for
kindness, respect,
and inclusion.**



Class Promise

We promise to take care of ourselves, each other, and our classroom, and to solve problems peacefully. We promise that in this class, no one stands by and accepts bad behavior. When someone acts hurtfully, we all speak up.





Juice Box Bully

What did Pete do at Recess that upset his classmates?

He stole the soccer ball.

Who came up to Pete after he took the ball?

Ruby and Lucy.

What is the promise made in Mr. Peltzer's class?

They promise to take care of ourselves, each other, and our classroom. No one stands by and accepts bad behavior.

What did Pete do to Ruby?

Squirted his juice box all over her shirt.

What did Ruby say she would do to Pete?

Tell everyone how mean he is.

What did Ralph do after Ruby said that?

He stood up for Pete.

Why did Pete pick on other kids?

At his old school, kids picked on him.

What did Pete decide to do at the end of the story?

He apologized to Ruby and agreed to the class pledge.



Put a checkmark to determine if each action was being a bully, bystander, or upstander.

Bystander Bully Upstander

	Bystander	Bully	Upstander
You walk away when you see bullying.	✓		
You laugh at the bullying.	✓		
You tell the bully to stop.			✓
You tell your teacher about the bullying.			✓
You tell the victim that it's not their fault.			✓
You make fun of the same person every day.		✓	
You offer friendship to the victim.			✓
You intimidate a smaller kid to get what you want.		✓	
You don't tell anyone about the bullying you saw.	✓		
You tell your parent about mean comments you saw online.			✓
You write mean comments online.		✓	

Black & White Version

BOOK COMPANION



Juice Box Bully by Maria Dismondy & Robert Sornson

This book companion lesson was created with written permission from the author.

Session Objective:

*Students will identify ways to be an Upstander.

Materials:

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*Handouts, scissors, tape/glue, pencils.

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*Why is it important to stand up for others when you see mistreatment?

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*Mindset: Sense of acceptance, respect, support and inclusion for self and others in the school environment (M 2)
*Behavior: Self-Management: Responsibility for self and actions. (B-SMS 1)
*Behavior: Social Skills: Positive, respectful and supportive relationships with students who are similar to and different from them. (B-SS 2)

SEL Competencies:

*Social Awareness: Respect for others.

Session Details

*Say "Today we are going to be reading a book called "Juice Box Bully" by Maria Dismondy & Robert Sornson. In it, Pete is acting like a bully, his classmates teach him how to be an upstander." Read the book aloud. Have the students complete the story map as you are reading. Afterward, for grades K-1 use the Cut and Paste activity (p. 4-5), and for grades 2-5 use the Story Questions (p. 6-7) and the Think & Discuss pages (p. 8-11) to generate class/group discussion. Next, explain what perspective means. Say "Thinking about another person's perspective means you are thinking about how that person would view it as if you were looking at the situation from their eyes. For example, Ruby's perspective might be that her shirt is ruined and she feels Pete is bullying her, but Pete's perspective is that if he bullies others first then they won't bull him." Complete the perspective handout (p. 12). Say "Respecting others is what Pete needs to learn to do, and is an essential part of being a good classmate, student, and person. Let's look at ways to be respectful to others." Complete the SEL handout (p.13). Next, choose the best option on pages 14-17 for your students writing ability and have them complete the writing prompt and writing craftivity. Next, say "Let's come up with our own Upstander Promise just like Mr. Peltzer's class has", complete the creative activity. The writing craftivity and/or creative activity make for a great bulletin board display.

BOOK COMPANION



Juice Box Bully by Maria Dismondy & Robert Sornson

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Story Questionsp. 8-9



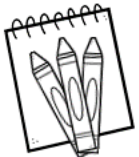
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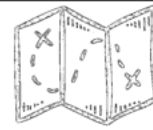
Postersp. 26-27



Answer Keysp. 28-29

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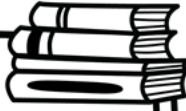
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Story Map



Setting:



Juice Box Bully by Maria Dismondy and Robert Sornson

Characters:



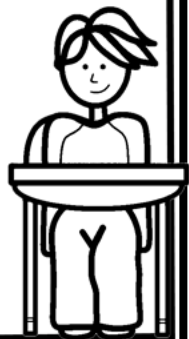
Beginning:



Middle:



End:



Problem:



Solution:

NAME: _____

DATE: _____



Cut & Paste

Cut and paste the situations into Upstander or Bystander boxes.

Upstander

Upstander

Bystander

Upstander

Upstander

Bystander

Upstander

Upstander

Bystander



Cut & Paste

**Cut each situation card out
and paste to the correct spot.**

**Telling the bully
to stop.**



**Telling an adult about
the bullying.**



**Doing nothing when
you see bullying.**



**Comforting the
person being
bullied.**



**Advocate for
the victim.**



**Joining in when
you see bullying.**



**Reporting
cyberbullying.**



**Encouraging
kindness.**



**Telling no one about
the bullying you
saw.**



NAME: _____

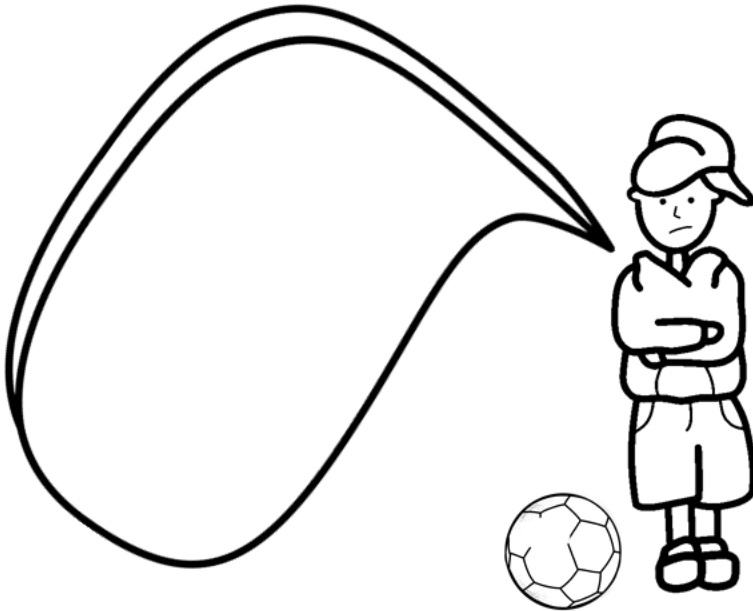
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Story
Questions

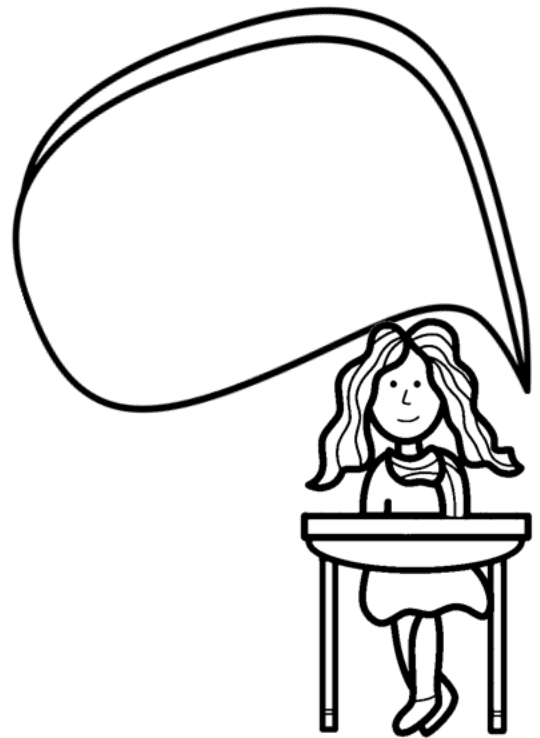


Juice Box Bully

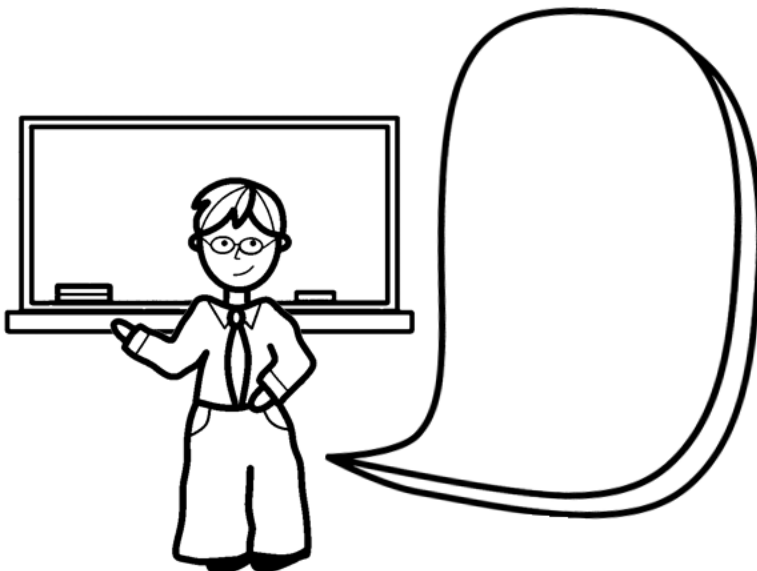
What did Pete do at Recess that upset his classmates?



Who came up to Pete after he took the ball?



What is the promise made in Mr. Peltzer's class?



What did Pete do to Ruby?



NAME: _____

DATE: _____

Story



Questions

Juice Box Bully

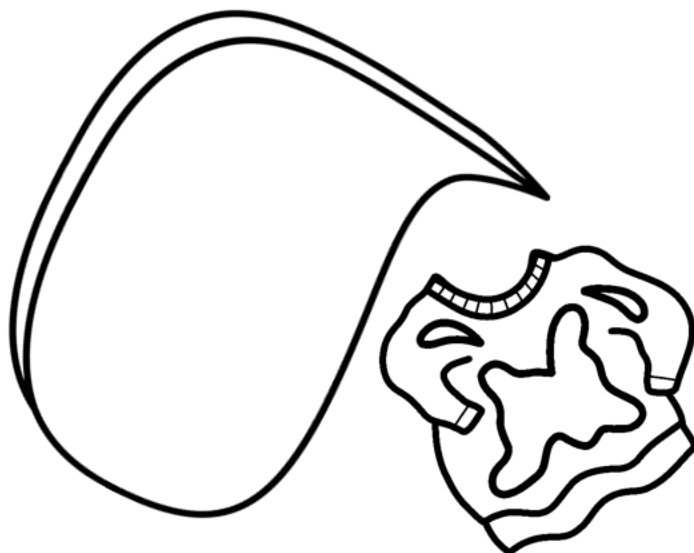
What did Ruby say she would do to Pete?

What did Ralph do after Ruby said that?



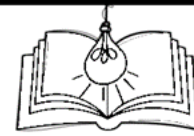
Why did Pete pick on other kids?

What did Pete decide to do at the end of the story?

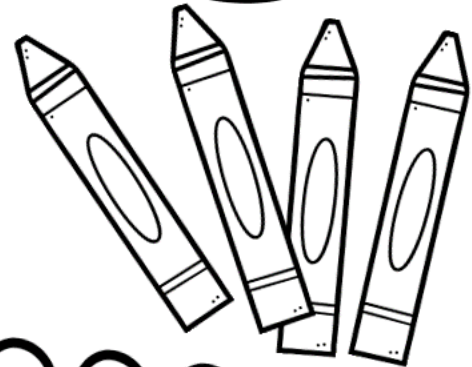


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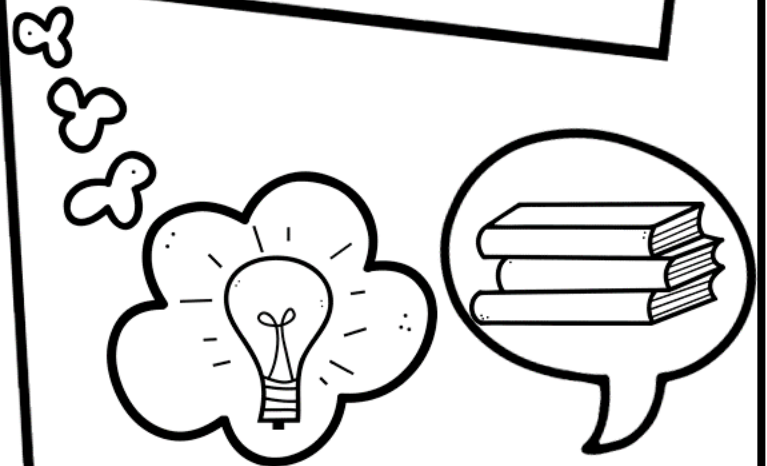
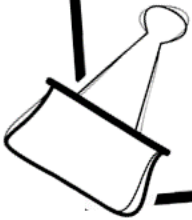
**Think &
Discuss**



Why do you think Pete was mean to everyone?

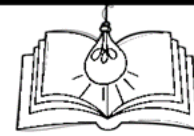
How do you think Pete felt when he first arrived to the school?

How do you look to others when you stand up for someone?



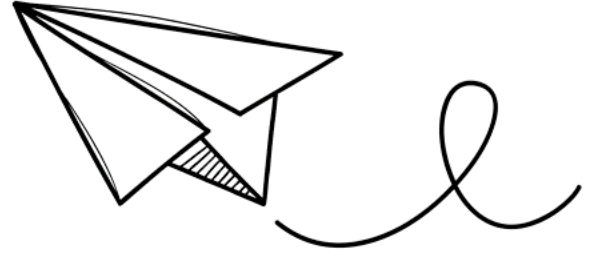
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Think &
Discuss

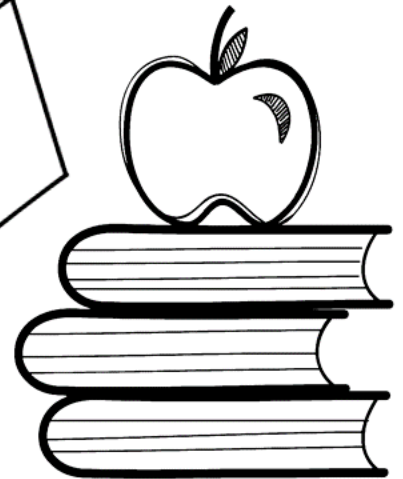
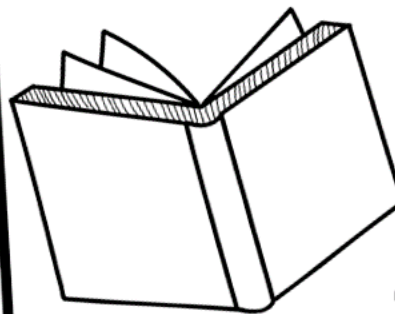
What are some situations that you have a hard time standing up for others in? Why?



What would happen if everyone stood up for each other?

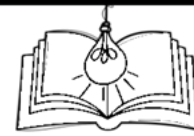


What would it be like if no one stood up for each other?



NAME: _____

DATE: _____



**Think &
Discuss**

Read each scenario and put a checkmark on the response you think is the best action.

You see a large group of kids bullying another kid.

- Tell a teacher right away.
- Run away.
- Tell a friend.
- Do nothing.

Your friend is making fun of another kid.

- Join in.
- Laugh.
- Tell your friend to stop.
- Make fun of someone else.



Even after you tell your friend to stop, they keep making fun of another kid.

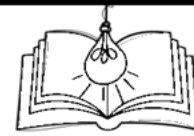
You see very mean comments on a classmate's social media post.

- Make fun of your friend.
- Leave the area.
- Push your friend.
- Distract your friend away from the kid.

- Pretend you did not see it.
- Tell them to delete the post.
- Comment something positive.
- Tell an adult.

NAME: _____

DATE: _____



Think & Discuss



Put a checkmark to determine if each action was being a bully, bystander, or upstander.

Bystander Bully Upstander

	Bystander	Bully	Upstander
You walk away when you see bullying.			
You laugh at the bullying.			
You tell the bully to stop.			
You tell your teacher about the bullying.			
You tell the victim that it's not their fault.			
You make fun of the same person every day.			
You offer friendship to the victim.			
You intimidate a smaller kid to get what you want.			
You don't tell anyone about the bullying you saw.			
You tell your parent about mean comments you saw online.			
You write mean comments online.			

NAME: _____

DATE: _____

Character Perspective



Think about the different perspectives that each character from the book might have. Write in the boxes below what you think their perspectives might be.



Pete



Ruby



Ralph



Perspective
means:

A way of thinking about and understanding something;
a point of view.

Social Emotional Learning



NAME: _____

DATE: _____

Being polite and considerate in interactions, showing thoughtfulness in actions and words towards others.



Empathizing with others' emotions, perspectives, and experiences, and responding with kindness.



Seeking resolution through compromise without resorting to aggression or disrespect.



Acknowledging and appreciating individual differences.



What situations do you struggle to show respect for others?

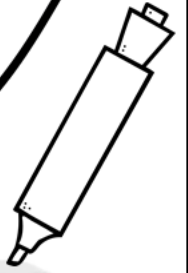
What can you do to show respect in these situations?



Respect for others means:

Valuing and recognizing the inherent worth, dignity, and rights of every individual.

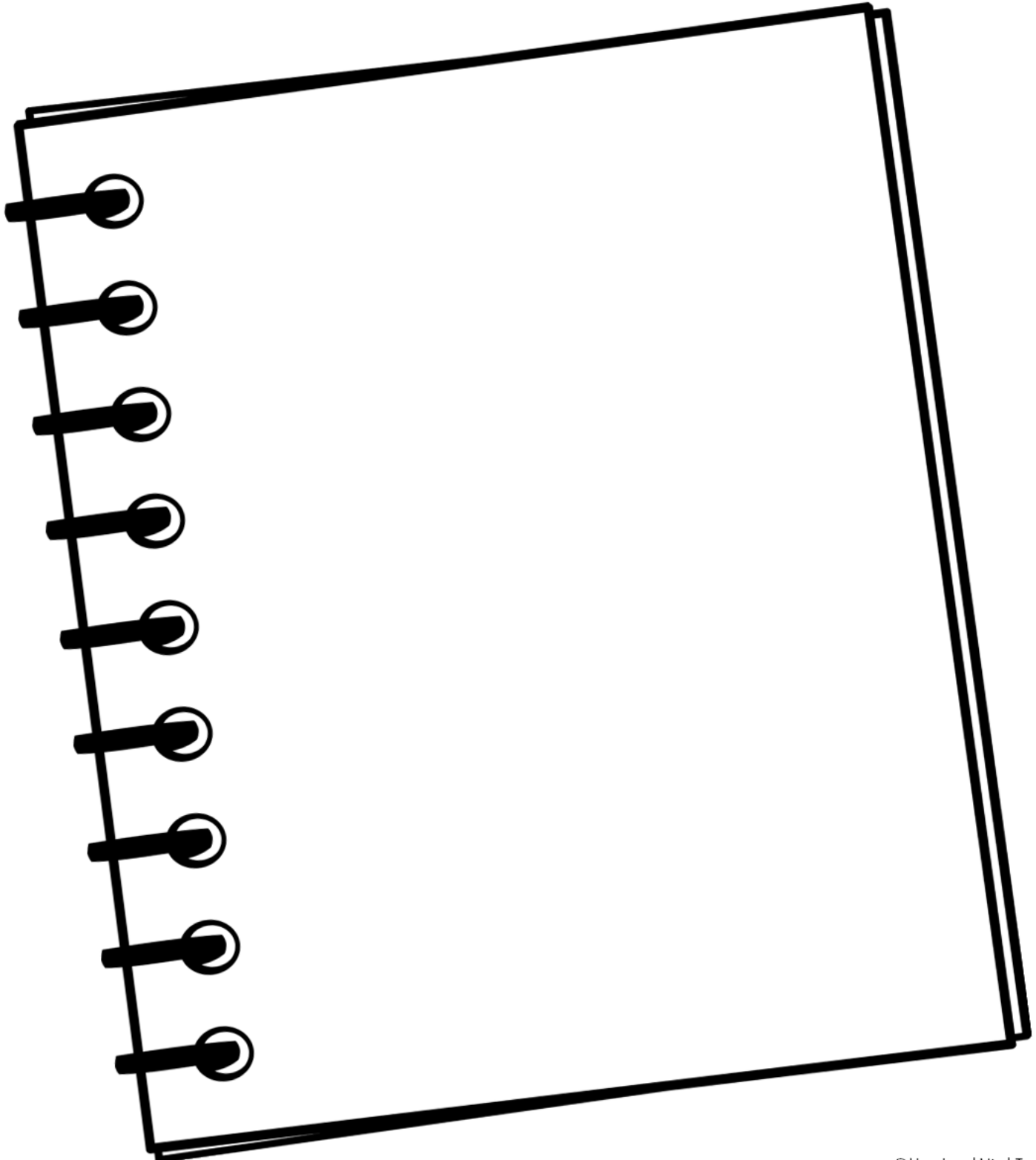
Draw & Write



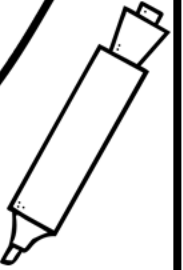
NAME: _____

DATE: _____

Draw a situation in which you stood up for someone (Upstander).
Show what happened, and how it made you feel.



Draw & Write



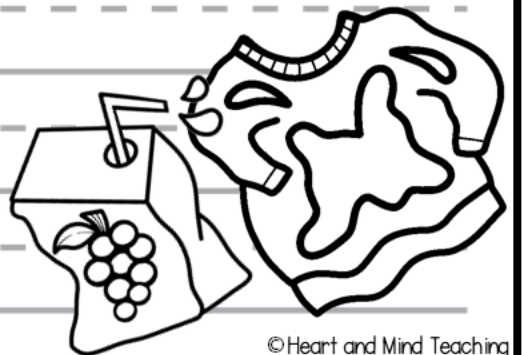
NAME: _____

DATE: _____

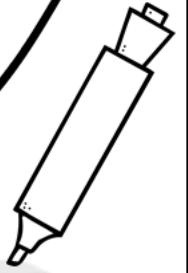
Draw & Describe a situation in which you stood up for someone (Upstander).
Explain what happened, and how it made you feel.



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are seven sets of these lines.



Draw & Write



NAME: _____

DATE: _____

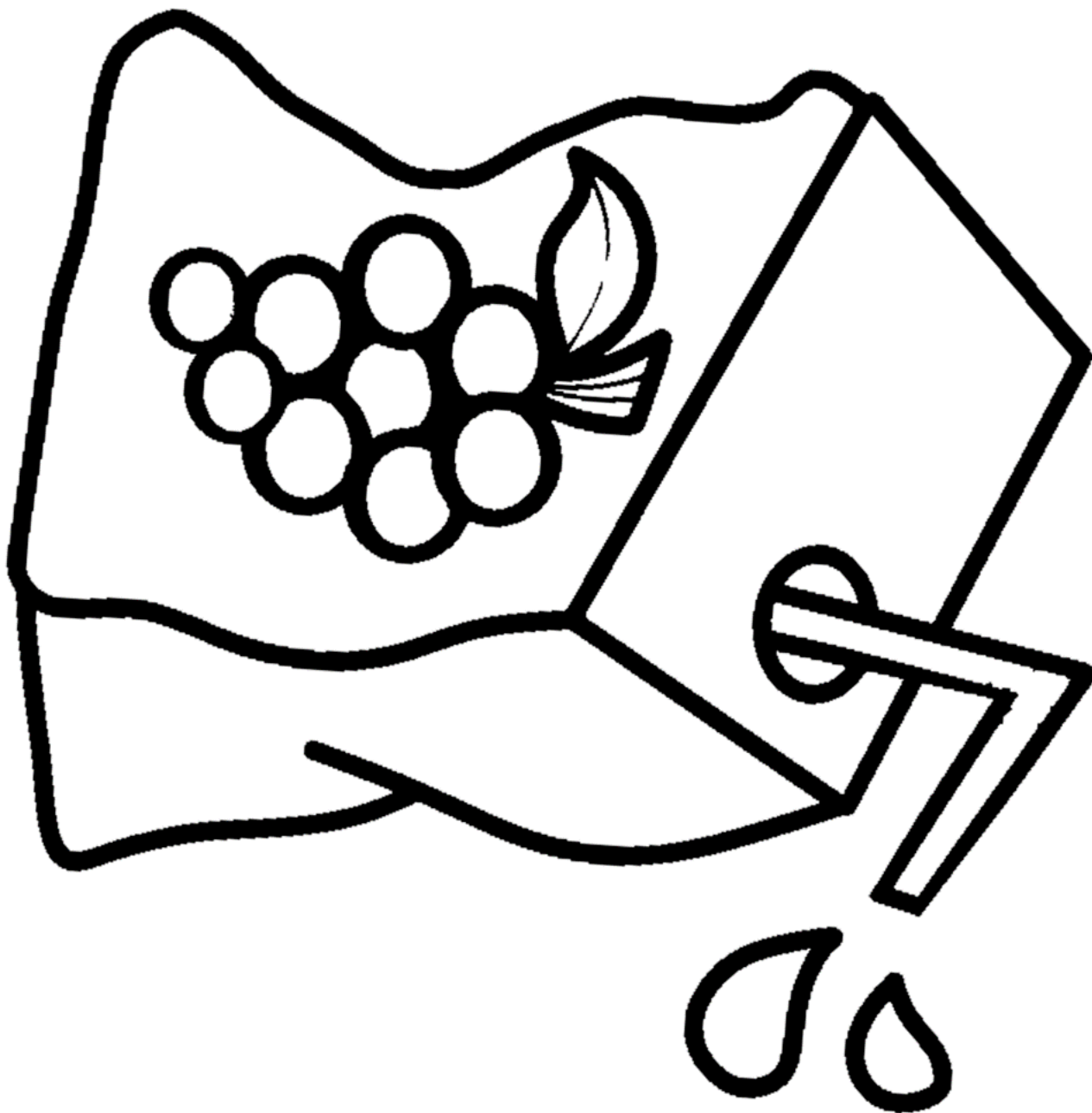
Describe a situation in which you stood up for someone (Upstander).

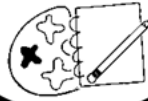
Explain what happened and how it made you feel.

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



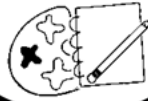
***Cut out and glue
to the top of the
writing page.**





: Think of what you could do to be an
Upstander if you came across a
Juice Box Bully:

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.



: Think of what you could do to be an
Upstander if you came across a
Juice Box Bully:

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for writing.



Create your own **Upstander Promise**

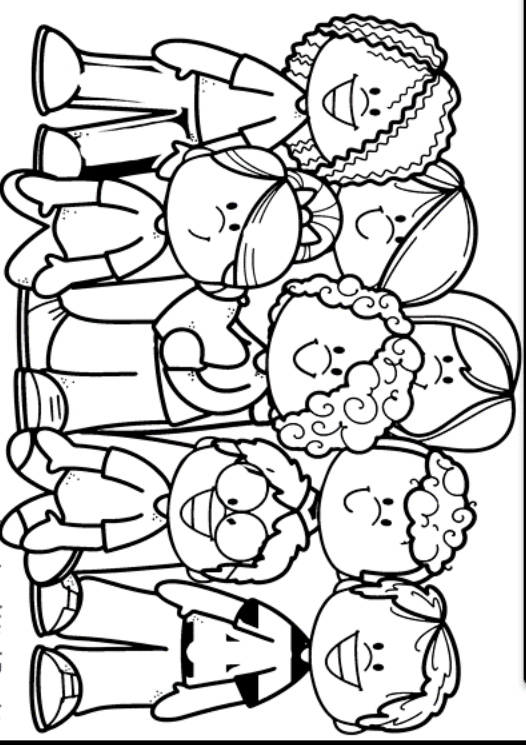
A large, wavy, lined paper graphic that serves as a writing area. It has a vertical margin line on the left side and horizontal lines for writing. The paper is shaded to give it a three-dimensional appearance with a folded bottom right corner.

By:

Upstander Promise

I promise to:

Signed:



How to be an UPSTANDER

Determine if it's safe for you
to intervene or offer help.

Redirect attention away from the bullying
or offer a way for the person to remove
themselves.

Speak up and
tell the bully to
stop.

Report bullying
to an adult.

Offer comfort and
support to the
person being bullied.

Advocate for
kindness, respect,
and inclusion.



Class Promise

We promise to take care of ourselves, each other, and our classroom, and to solve problems peacefully. We promise that in this class, no one stands by and accepts bad behavior.

When someone acts hurtfully,
we all speak up.





Juice Box Bully

What did Pete do at Recess that upset his classmates?

He stole the soccer ball.

Who came up to Pete after he took the ball?

Ruby and Lucy.

What is the promise made in Mr. Peltzer's class?

They promise to take care of ourselves, each other, and our classroom. No one stands by and accepts bad behavior.

What did Pete do to Ruby?

Squirted his juice box all over her shirt.

What did Ruby say she would do to Pete?

Tell everyone how mean he is.

What did Ralph do after Ruby said that?

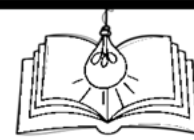
He stood up for Pete.

Why did Pete pick on other kids?

At his old school, kids picked on him.

What did Pete decide to do at the end of the story?

He apologized to Ruby and agreed to the class pledge.



Think & Discuss

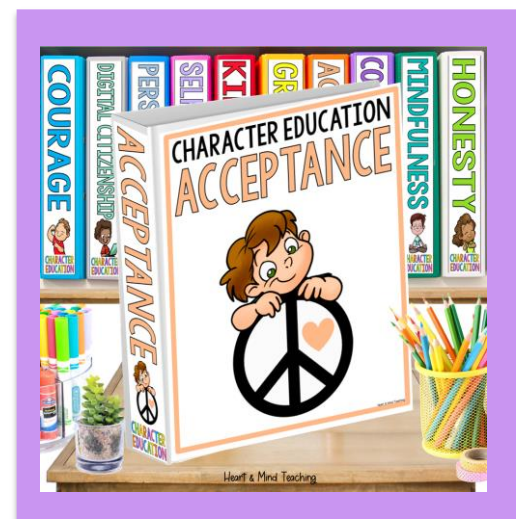
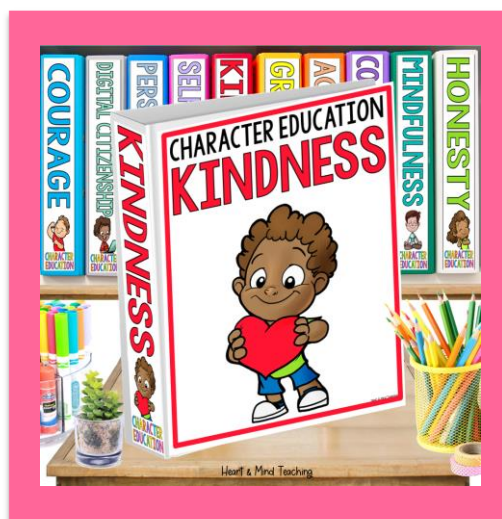
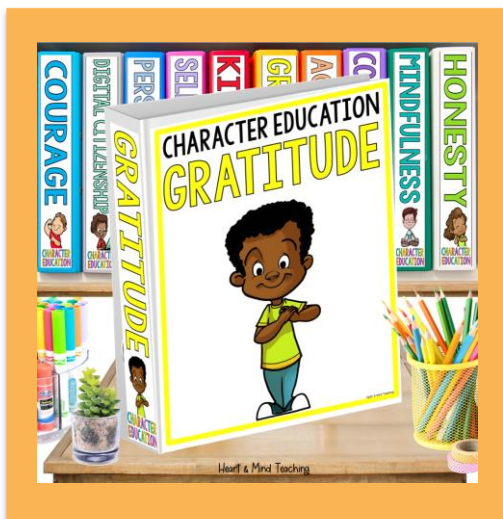
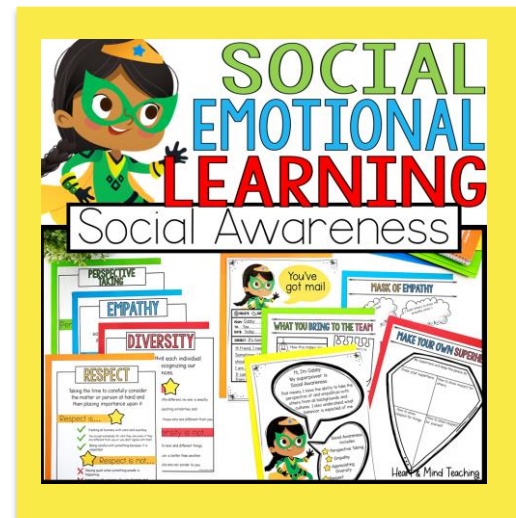
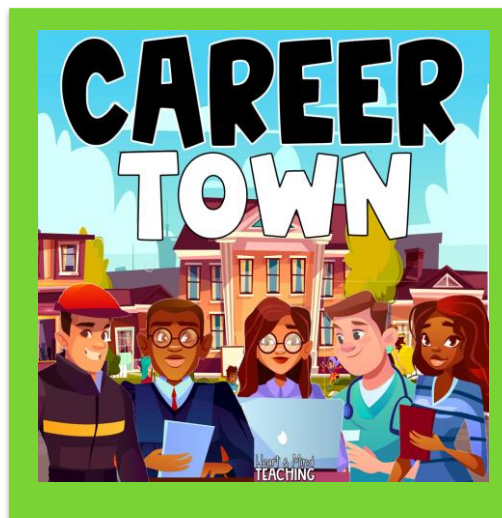
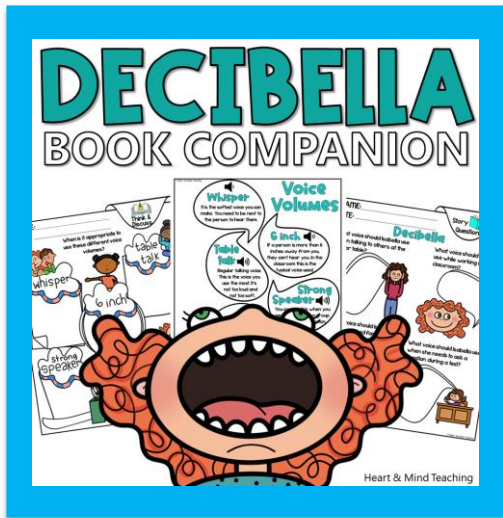


Put a checkmark to determine if each action was being a bully, bystander, or upstander.

	Bystander	Bully	Upstander
You walk away when you see bullying.	✓		
You laugh at the bullying.	✓		
You tell the bully to stop.			✓
You tell your teacher about the bullying.			✓
You tell the victim that it's not their fault.			✓
You make fun of the same person every day.		✓	
You offer friendship to the victim.			✓
You intimidate a smaller kid to get what you want.		✓	
You don't tell anyone about the bullying you saw.	✓		
You tell your parent about mean comments you saw online.			✓
You write mean comments online.		✓	

CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



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with Laura & Ashley



Would you like to spend less time browsing for resources and lesson planning, and more time serving students? Let Laura from [Music City Counselor](#) and Ashley from [Heart and Mind Teaching](#) do the work for you!

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HEART + MIND
TEACHING



THANK YOU

FOR SUPPORTING MY LITTLE SHOP.

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

LET'S BE FRIENDS

Ashley

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