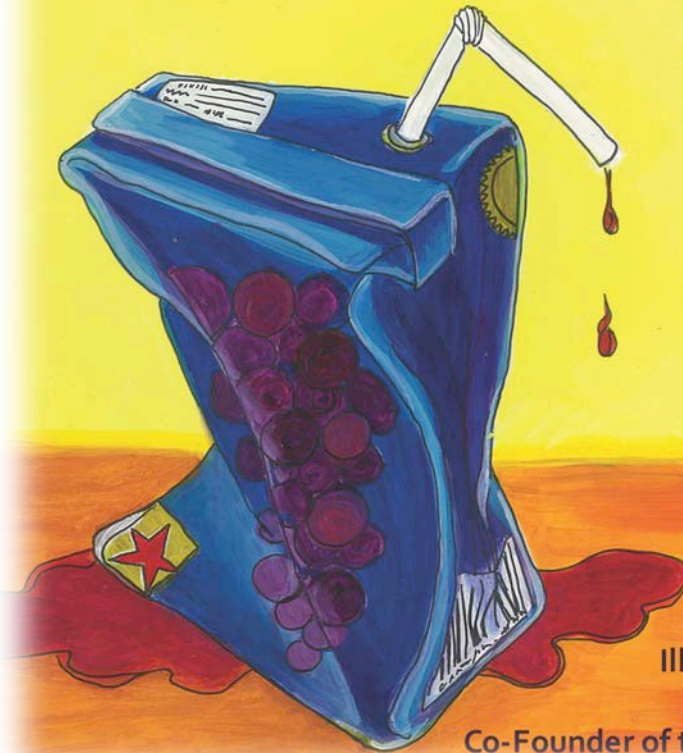


# The Juice Box Bully



Empowering  
Kids to  
Stand Up  
for Others

Written by Bob Sornson  
and Maria Dismondy  
Illustrated by Kimberly Shaw  
Foreword by Jim Fay,  
Co-Founder of the Love and Logic Institute

## Reader's Guide

For parents and educators

This packet includes:  
Lesson plans across the curriculum, MDE GLCES,  
coloring pages, games and more!

find out more at [www.mariadismondy.com](http://www.mariadismondy.com)



# Table of Contents

Thank you for purchasing this Reader's Guide. You will find that your child will learn valuable lessons by reading and responding to Marias' books. This guide provides you with ways to use these books all year long in and across the curriculum.

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# Meet the Author!

Maria Dismondy

A Conversation with Maria Dismondy

**Q: Tell us something about the real Lucy. Is Pete real too?**

A: The real Lucy was actually me when I was a young girl. I was teased for my big hair, my clothes, the strange foods I ate and for any other reason you would think someone would be teased for. I even have a Grandpa that looks like the character in the book. The name Pete is after my Uncle but the character was made up. When working with the illustrator, I described Pete as a student I once taught who had similar characteristics as Pete in the book.

**Q: Why did you decide to become a children's book author?**

A: I became an author to make a difference. I thought about the message I wanted to get out there and how many children I could reach by selling books. Even if a teacher reads one of my books to her class of 25 students, that's 25 people who get to hear my message,

**Q: How did you come up with character names in your books?**

A: Almost all of the character names are after my family members or someone important in my life. There are hidden messages in both books. You can learn more about these when you hear me speak at schools, libraries or in bookstores!

**Q: How did you start writing a book with Bob Sornson?**

A: I met Bob at a conference that my book was being sold at. He approached me about the message in Spaghetti In A Hot Dog Bun and how he was passionate about spreading the message of creating communities in schools that stand against bullying. He asked if I would be interested in partnering up with him and as they say, the rest is history!

**Q: What do you like to do when you are not writing books?**

A: I like to dabble in a number of different things such as fitness, reading, crafts, photography, digital scrapbooking, cooking and finding new adventures with my family.

Learn more at [www.mariadismondy.com](http://www.mariadismondy.com)

Write to the author at:

Maria Dismondy

P.O. Box

Wixom, MI 48393

Invite Maria to your school or library!

Visit [www.mariadismondy.com](http://www.mariadismondy.com)

and click on Presentations to find out how!

# Discussion Guide

## Reading Comprehension

Reading Comprehension Strategies help readers retain information from books they listen to or read independently. You will notice strategies are in italics in this discussion guide.

### Before

Describe a time when someone treated you unfairly.

Explain what you know about solving problems with friends at school.

Take a picture walk, *ask questions* about what you see.

Discuss the title of the book with your class. Make *predictions* based on the title

Read the synopsis on the back cover. What *inferences* can you make based on this summary.

Does your school have a system they use to help increase good behavior? Ask your students to share what they know about it.

### During

Describe the characters in the book.

Who is the most important character and why?

Pause after reading the first page in the book. Ask your students what it means to be a team?

On page 6, ask your students what other words could be used to replace "growled"?

On page 9, ask your class to infer the meaning of the word "taunted" The picture clues may help!

Read page 10 without showing the picture, have your students draw a quick sketch of what they visualized on this page.

On page 18, what rule did Ruby break?

After page 22, ask "What is a bystander?"

On page 28, why do you think Pete had a change of heart?

Define the problem in the story. What is a possible solution?

### After

Which illustration is your favorite and why?

Who was the narrator of the story?

Find examples of bravery in the story.

Create a new ending for the story!

Give examples of where Ruby makes a decision in the story. Does it happen more than once?

Compare this book to Maria's first book, Spaghetti In A Hot Dog Bun. How are the books similar? How are they different? Use specific examples from the book to make *text to text connections*.

Have you ever been teased? What happened? Make a *text to self connection* based on your experience and Ruby's experience in the book.

What is the author's message in this book? Can you *determine* what is really *important* in this book?

Pick one of the character traits that are featured in the illustrations (Respect, Honesty, Bravery) and discuss the meaning with your students.

# Social Studies Lesson

## Urban, Suburban and Rural

### **Objective:**

Students will investigate different surroundings by comparing and contrasting.

### **Materials:**

Book, *The Juice Box Bully*, pictures of urban, suburban and rural communities from the internet or from your town's archives. Print and copy these photos so there is a set for each small group of children (groups of 4 or 5 work well with this lesson.)

### **Opening:**

In a group setting, begin the lesson discussing the topic what we know about cities, what we know about towns and small communities and what we know about rural places.

### **Presentation:**

Define each of the communities on a chart divided into three columns. Urban, rural and suburban. Which do you live in? State your type of community.

### **Exploration:**

Divide the class up into small groups. Have each group go through the pictures you give them and separate them into three piles based on their similarities and differences. One pile for rural communities, etc.

### **Evaluate:**

Come back as a group and use one set of picture cards to paste onto the three column class chart. Take time to discuss what are the major similarities and differences in these areas such as: apartment living vs. farm living, having a backyard vs. having to use a community park to play, increased violence and security in some areas vs. smaller communities.

### **Connection:**

Discuss the book, *The Juice Box Bully* and decide which type of community it was. What was the evidence in the text and illustrations that lead you to believe this? How is the community in the book similar or different from your school community? Have the children look at both physical characteristics of the surroundings at the school but also how the children behave in the school. One major similarity should be how the members of both communities work together as good citizens by following the rules and making good choices.

### **Michigan GLCEs**

Gr. 1 I-C5.0.1 Describe some responsibilities people have at home and at school (e.g. taking care of oneself, respect for the rights of others, following rules, getting along with others).

Gr. 1 I-C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., respect for the rights of others, compassion, courage, honesty).

# Language Arts Lesson

## Writing K-2

### **Objective:**

Students will work with the teacher to express their ideas in an organized writing piece.

### **Materials:**

Book, *The Juice Box Bully*, chart paper, markers and a class list.

### **Opening:**

Before beginning the writing lesson, be sure to read the book, *The Juice Box Mess*. Your students will be gaining knowledge on the following traits of writing: ideas, organization as well as grade level conventions.

Interactive writing involves a sharing of the pen between teacher and children. The focus of Interactive Writing is on concepts and conventions of print, the sounds in words and how the sounds connect with letters. Children actively plan and construct the text. For the most part, children also control the writing of the text. The teacher guides this process and provides appropriate pacing, assistance and instruction when needed. Interactive Writing demonstrates early reading strategies and how words work. Children are given the opportunity to plan and construct text. Because students generally control the writing of the text, spelling knowledge increases, as well as the ability to construct words through connecting letters, clusters of letters, and sounds. Text created in an Interactive Writing experience can be used for independent reading in the classroom and thus provides a connection between reading and writing.

### **Presentation:**

Preview the title and cover of the book, *The Juice Box Mess*. Brainstorm with the class, "In what ways did the children in the book stand up for each other? How can we stand up for each other here in our classroom, proving not to be bystanders?" Get children talking. Then, work with the group to plan out which ideas you will write and in what order. Use your five fingers for a beginning (thumb), middle (three middle fingers) and the ending statement (pinky) ask for a volunteer to provide an opening to what you are going to write as a class. Remember, you may write some then share the pen with students. The focus isn't on the topic but getting their brainstorm ideas down on the shared paper in an organized way, practicing their phonemic awareness skills and knowledge of grade level conventions.

### **Exploration:**

This lesson can be done over 2-3 days. You will want to use your class list to mark off students who have had a turn. Remember, as children write, take time to re-read the piece. The class will all be able to enjoy reading this shared writing with repetitive exposure to the text.

### **Evaluate:**

Give children the opportunity to write to a prompt in their writer's notebooks. Be sure to talk about how you planned it out over your fingers. Encourage them to do the same with a writing partner before beginning.

### **Connection:**

Follow up with this topic of working together as a team to promote good behavior through class meetings. Class meetings are a great way to build community in your classroom. Find out more about class meetings at:

[www.teachervision.fen.com/classroom-management/interpersonal-skills/4864.html](http://www.teachervision.fen.com/classroom-management/interpersonal-skills/4864.html)

### **Michigan GLCES**

Gr. 1 ELA R.NT.01.05 Respond to individual texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position and/or show understanding.

Gr. 2 ELA W.PR.02.02 develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).

Gr. 2 ELA W.PR.02.03 draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.

# Language Arts Lesson

## Writing 3-5

### **Objective:**

Students will work together in small groups to develop a teamwork activity. Individuals will then communicate the design of their activity in essay form.

### **Materials:**

Book, chart paper, markers, writing paper and pencils.

### **Opening:**

You will want to have read the book, *The Juice Box Mess*, prior to this lesson.

In a group setting, review the theme of the book, *The Juice Box Mess*. Ask about the promise the children made in the book. In what ways does the promise help the school decrease the negative effects of bullying?

### **Presentation:**

Explain to your class that teachers plan lessons and activities. Sometimes, teachers get together with their colleagues to plan out lessons. You will be dividing your class into small groups of 3 to 4 children. They will use chart paper to develop a plan. The plan is for an activity that classes can participate in to help educate the school on bullying and/or to create stronger classroom communities. It can be a team building activity, an advertisement to discuss bullying, brainstorm as a whole group before splitting the class up.

### **Exploration:**

Groups get together to work on their plan. These plans need to be realistic if you want them to actually carry them out. When groups have had enough time to develop a plan, have them share these with the class.

### **Evaluate:**

You will want to have at least 3 sessions for this lesson.

Day #1 Develop a plan with your group and share with the class

Day #2 Write out your plan in essay form

Day #3 Carry out your plan or schedule a day to with your teacher.

### **Connection:**

This is a great service activity for your class. They can spread kindness around the school and educate others on standing up for each other and putting an end to the epidemic of bullying.

### **Michigan GLCES**

Gr. 3 **W.GN.03.03** write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents

Gr. 4 **W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

Gr. 5 **W.PR.05.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.



# Language Arts Lesson

## Asking Questions

**Objective:**

Students will ask questions before, during and after reading the book, *The Juice Box Bully* in order to increase their reading comprehension.

**Materials:**

Book, chart paper with three columns (Before, During and After as titles for each column) and the attached response sheet

**Opening:**

In a group setting, you will want to talk to your class about Questioning, a reading comprehension strategy. If they have already been exposed to this strategy, tell them that today they will get the chance to ask questions about the book you are about to read.

**Presentation:**

Preview the title and cover of the book, *The Juice Box Bully*. Before reading, list questions students have about the book based on the illustrations and title on your BDA (before, during and after reading) chart. Ask the children: How many of you, when you read, ask yourself questions?

**Exploration:**

Begin reading the book, stopping to record any questions the students have on the BDA chart. After reading, list even more questions on the chart.

**Evaluate:**

Re-read the questions the class has compiled on the chart. Students have the task of finding one question that was asked and writing the response to it. Most importantly, they have to determine where the answer was found. Was it in the book? Did they infer or predict the answer based on prior knowledge? Pass out the response sheet for students to work on independently or in partnerships.

**Connection:**

Students should share their work with others. Either in small groups, partners or in whole group. Review the importance of asking questions before, during and after reading.

**Michigan GLCE:**

Gr. 1 ELA R.NT.01.05 Respond to individual texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position and/or show understanding.

# Language Arts Lesson

## Visualizing

### **Objective:**

Visually and orally identify main ideas in a narrative text and summarize different perspectives of characters.

### **Materials:**

Book *The Juice Box Bully*, one blank piece of white construction paper for each student and the attached song, *Bystander No More*.

### **Opening:**

In a group setting, you will want to talk to your class about Visualizing, a reading comprehension strategy.

If your children have not been exposed to Visualizing, read the following and explain how and why we use this strategy.

Visualization can be developed through a variety of activities and lessons. A first step is to provide a model and explanation about generating mental images for the students. Choosing a piece of text to read aloud to students that is short and descriptive can be useful. If the text has pictures, it is important to conceal the pictures until the end of the lesson. Before beginning the actual read aloud/visualization mini-lesson, the teacher may want to suggest that students close their eyes and listen carefully as the story is read. The teacher may also want to share how the pictures that she makes in her mind help her better understand what she reads. For example, she may say:

"When we read we can often make pictures in our minds about what is happening in the story. Pictures of the setting, the characters, and what is happening can help us understand and remember what we read. When I think about what is going on in the story, I make a personal connection to the picture in my mind." (Johns & Lenski, 2001)

During the mini-lesson, the teacher should read a short part of the given text, and complete a "think-aloud." The think-aloud needs to be very specific as the teacher discusses how the images are produced in his/her mind. The teacher should describe in detail how the words from the text remind her of something in her own life and develop into an image. The teacher can discuss incidents, emotions, and new understandings. Having students listen for adjectives can also be helpful. Thinking aloud about what it may look or feel like to be "hot and sticky" or "so happy I could fly away" will be helpful to struggling students. The first mini-lessons designed for modeling the strategy of visualization should be almost completely teacher directed (Keene & Zimmerman, 1997).

As students become more accustomed to the concept of visualization and mental imagery, the teacher should gradually invite students to share and expand their own images developed during the read alouds. The emphasis during the first mini-lessons on this strategy should be the materials that are not too challenging. The goal is to help students become aware of the need to create their own images and expand on them. As the year continues, the teacher will want to increase the level of difficulty of the text. Soon students will be sharing their visualizations during read alouds and their own private time for reading.

Allowing opportunities for students to share their images with the teacher and other students is vital. Offering them help in describing their images is also an important part to the development of the strategy. As mental images are visual representations of thoughts, it is often a good idea to allow students the opportunity to draw and illustrate their own mental pictures of the stories they read or that are read to them. Sharing these and comparing them will allow for greater understanding.

References: <http://forpd.ucf.edu>

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**Presentation:**

Read the book, *The Juice Box Bully*.

Make a point not to show any pictures as you read. Read the first ½ of the book. Tell students to choose one of the characters (Lucy, Ruby, Ralph, David or Pete) and illustrate a scene they visualized with that character.

**Exploration:**

Sketching should be done silently so students don't gain knowledge from others' visualizations. Remind students to use clues or descriptors from the text to help with their illustrations.

**Evaluate:**

Students can spend a few minutes writing about their illustrations on the back of what they created. Then, get them in small groups to share or share in whole group. Oral sharing is important in helping students gain perspectives from discussing their ideas with other classmates. Continue to read the rest of the book and SHOW the illustrations AFTER the sharing portion of this lesson. What was similar to their work? What was different?

**Connection:**

As a connection to this lesson, teach the children the song Bystander No More. Post the words to the song on chart paper in your room. Ask students to create an illustration of what they visualized when they learned the song and hang these around the song.

## Michigan GLCEs

**English Language Arts Content Standard**

Gr. 3 ELA R.NT explain how authors use literary devices including prediction, personification and point of view to develop a story level theme, depict the setting and reveal how thoughts and actions convey important character traits.

Gr. 3 ELA R.CM.03.01 connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses.

Gr. 3 ELA L.RP.03.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position and/or show understanding.

# Writing Lessons

## Six Traits of Writing

Writing Trait	Description	Lesson Idea
<b>Ideas and Content</b>	<p>Ideas are the heart of the message in the writing. They are what we have to say and the reason we are writing. Our topics are either connected with our own experiences or else we have researched the topic.</p> <p>Some questions to ask when working on <b>Ideas and Content</b> are:            Is my message clear? Do I know enough about my topic? Did I make the topic interesting with details?            Is my topic the right focus (not too large or too small)?            Did I SHOW what was happening rather than just TELL?</p>	<p>*Discuss the theme of the book. What IDEAS for stories can you come up with, using the same theme?            *Carry a small notepad around with you for a few days, write down ideas for stories based on problems that arise in the classroom, lunchroom and on the playground.</p>
<b>Voice</b>	<p>Voice gives our writing personality, flavor, and style. Through voice, the reader understands what we care about. When a writer creates a paper with good Voice, the words speak directly to the reader in a style that is individualistic, expressive, and engaging.</p> <p>Some questions to ask when working on <b>Voice</b> are:            Does this writing sound like me?            Did I say what I think and feel?            Does my writing have energy and passion? Is my writing appropriate for my audience and purpose?</p>	<p>*Gather a list of words from <i>Spaghetti In A Hot Dog Bun</i> that show you how characters are feeling. Next, create a list of words, similar but based on inferences you make according to the character's faces in the illustrations.</p>
<b>Organization</b>	<p>Organization gives direction to our writing. It provides the backbone to which all the pieces are connected. The order, structure, and presentation of information moves the reader through the text.</p>	<p>*Create a graphic organizer, listing the story elements. What is the problem in this story? Find and discuss each situation that shows the reoccurring problem. How does the main character solve this problem?</p>

	<p>Some questions to ask when working on <b>Organization</b> are:  Does my paper have a good opening that gets the reader's attention? Did I tell events or details in the best order? Are my details linked together? Does my paper have a good ending?</p>	<p>*How does the author develop characters in the book?  *Draw a picture of each character and list what you know about them.  *Copy and cut out parts of the text. Lay them out and have the children move them around like a puzzle and put them in sequential order. Which comes first, second, third, last? This teaches sequencing.</p>
<h2>Word Choice</h2>	<p>Word Choice enriches and enlivens our writing. Using the right words in a precise manner adds energy and clarity to our work. Writing with strong Word Choice conveys the intended message in a precise, interesting, and natural way.</p> <p>Some questions to ask when working on <b>Word Choice</b> are:  Will my reader understand my words? Did I use words that sound natural to my style? Were my words accurate, original, and appropriate? Did I use strong, energetic verbs?</p>	<p>*Take the words sad, angry and nice. Now, brainstorm words that mean the same thing.  *Read the book again, have students raise their hand each time they hear an adjective. Discuss the importance of using words that describe. Ask why an author might show and not tell but how they might not do this through out the entire text (to leave room for an illustrators creativity in showing!)</p>
<h2>Conventions</h2>	<p>Once our writing is complete, we are ready to edit and proofread. It is time to prepare our writing so others can read it and enjoy it. The writer who uses conventions correctly and effectively demonstrates an understanding of grammar, capitalization, punctuation, usage, spelling, and paragraphing.</p> <p>Some questions to ask when working on <b>Conventions</b> are:</p> <p>Is my spelling correct?  Did I use punctuation marks correctly? Did I use capital letters in the right place? Does my writing make sense?</p>	<p>*Take random words from the book and write them on index cards. Do a word sort in small groups. One pile for words that should start with capital letters, one pile for lower case letters.  *Go into your writing journal and search for places where capital and lowercase letters belong, exploring the editing process.</p>

<h1>Fluency</h1>	<p>Sentence Fluency gives our writing a sense of rhythm and grace. The writing has an easy flow when read aloud.</p> <p>Some questions to ask when working on <b>Sentence Fluency</b> are:          Do my sentences begin in different ways? Are some sentences long and some short? Is it easy to read my work out loud with expression?          Have I used transitions to help my sentences fit together?</p>	<p>*Re-read the page where Ruby is angry with Pete. How does your voice change here to reflect Ruby's feeling of anger?          *As a class, chart the beginning of each sentence. What do the students notice (sentences begin with different transitional words).</p>
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## Michigan GLCEs

### Language Arts Content Standards

Gr. 1 ELA W.PR.01.03 Students will in the context of writing, correctly use simple complete sentences beginning with a capital letter and ending with a period, question mark, or exclamation point and capitalize first and last names and the pronoun I.

Gr. 2 ELA W.GN.02.01 Students will write a narrative piece such as realistic fiction or personal narratives depicting major story events, using illustrations to match mood, and containing setting, problem/solution and sequenced events.

Gr. 2 ELA W.PR.02.02 Students will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).

Gr. 2 ELA R.FL.02.02 Students will use punctuation cues (periods and question marks) when reading aloud with intonation, pauses and emphasis.

Gr. 3 and 4 ELA W.PR.04.03 draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

The 6 Traits Descriptors were compiled by The Paradise Valley Unified School District.

# Cooking Lesson

## Friendship Bread

### **Objective:**

Students will work together with an adult to follow simple step-by-step directions to make a recipe.

### **Materials:**

Measuring spoons and cups, all ingredients listed in the attached recipe for "Friendship Bread", Bundt pan (or any other baking dish).

### **Opening:**

Young children love to lend a helping hand in the kitchen. With your students or child, tell them that today you will work together to make "Friendship Bread"

### **Presentation:**

Ask your child, "What happens when friendships are formed?" Together, create a list of 5-10 people in your life that are your friends. Talk about how important it is to help your friends and to speak up for them if they are being teased. Invite some friends over to enjoy this special treat you are making! If you are in the classroom for this activity, invite another class to share the treats with you!

### **Exploration (Guided or Independent)**

At this time, your child will work with you to follow the step-by-step directions on the recipe card. Be sure to model good hygiene by washing your hands before beginning. In addition, talk to your child or class about the importance of keeping our hands clean while baking. If you accidentally lick your fingers, wash your hands before touching the cookie dough again.

After the bread is in the oven, have your young helper (s) help you clean up. Giving children the chance to display responsibility is very important. When the kitchen area is cleaned up and you remove the cookies from the oven to cool, sit down with your child for the final part of the lesson.

### **Evaluate:**

When finished, ask your child to go over, step by step, what they had to do from start to finish to create this bread. Encourage them to use their fingers when retelling the steps aloud.

### **Connection:**

Now your child has knowledge of measurement, following directions, cleaning up and sharing something special with others. Discuss what type of cooking activity will be next in your kitchen. Consider including your child in your daily preparations for family meals in the future.

### **Michigan GLCE**

Gr. 2 Science P.PM.02.14 Measure the volume of liquids using common measuring tools (measuring cups and spoons.)

Gr. 2 Science P.PM.02.41 Classify objects as single substances (sugar, salt) or mixtures (salt and pepper, mixed dry beans.)

Gr. 2 Math M.UN.02.06 Use the concept of duration of time e.g. determine what time it will be half an hour from 10:15

Gr. 1 ELA R.IT.01.01 Identify and describe the basic form, features and purpose of a variety of informational genre including simple "how-to" directions.

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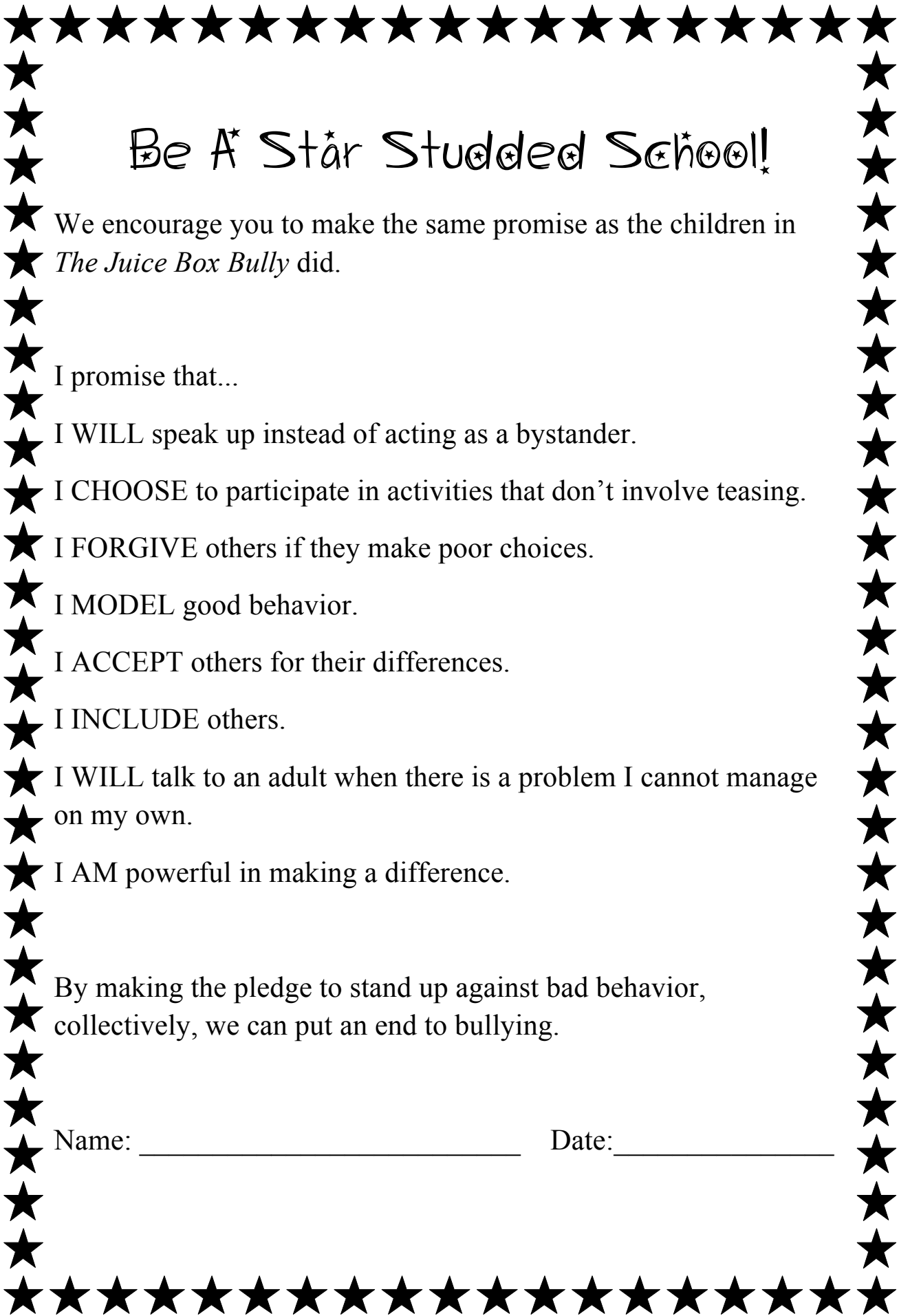
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# Be A Star Studded School!

We encourage you to make the same promise as the children in *The Juice Box Bully* did.

I promise that...

I WILL speak up instead of acting as a bystander.

I CHOOSE to participate in activities that don't involve teasing.

I FORGIVE others if they make poor choices.

I MODEL good behavior.

I ACCEPT others for their differences.

I INCLUDE others.

I WILL talk to an adult when there is a problem I cannot manage on my own.

I AM powerful in making a difference.

By making the pledge to stand up against bad behavior, collectively, we can put an end to bullying.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Teamwork games

## House of Cards

In this game, children get into groups of four. Each group gets twenty playing cards. The object of the game is for players to work together to build a house with all of the cards they are given. Each player must play a part in the building process.

## PUZZLEMANIA

Take a regular puzzle and give it to a small group of three to four children to complete. The goal is, each person has a "corner" to work complete. They may not share ideas with other team members or point out that they have pieces to their corner of the puzzle. The middle will be done by all of the members together. Afterwards, discuss with the group how it was challenging NOT to help each other and to just work alone.

## *Ball Game*

Arrange children into a large circle. Take a playing ball and pass it to a student. When that student catches the ball, they have to say something that goes with the theme. Here are some theme examples: your name (for the beginning of the school year), favorite color, favorite book, etc. It is important that before moving onto a second theme, that all players had a chance to participate!

## *Line up*

Ask your class of students to "line up" in a certain order. Some examples: height (short to tall), age (months), favorite color in order of the rainbow, etc. Time your "team" during each round and see if they can work together to beat their best score!

**Home/School Connection:** Write directions to these games in your home/school newsletter for children to play with their family members!

**Teacher's Tip:** Be sure to put your groups together ahead of time. Thinking about how to set up your small groups will allow for more ease in the classroom management of these games.

# The Juice Box Bully

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# Resources for Teachers

*Gathered and created by: Maria Dismondy*

- The US Department of Health and Human Services provides statistics from recent publications. They also have a free Stop Bullying Now Resource Kit that you can order for FREE. The website is user friendly with interactive games for children to play about bullying. Go to [www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov) for more information.
- As a class lesson, define bullying. Review the difference between tattling and asking for help.
- Hold weekly class meetings to discuss bullying with your students. Play team building games during this time to promote a sense of community. Remind students that as a class, they can help prevent bullying. Instead of being a bystander, they can help someone who is being bullied.
- As a whole group lesson, read a book about bullying. Following the book, brainstorm a list of examples with your students of bullying from your school. Remember to keep real names out of the examples for privacy and respect of the students.
- Brainstorm a “Safety Plan” with your class. Remind them of the pledge they have taken. Ask the following questions to develop the safety plan:
  - What can you do to keep yourself safe from bullies at school?
  - What can you do to keep yourself from bullies outside of school?
  - In your neighborhood....
  - At the park...
  - Walking home....
- Send a message to students in your school such as.... No one deserves to be bullied and we are going to do everything we can to stop it. The behaviors of bullying are inappropriate and will be stopped!
- Review the attached “Bullying or Not” scenarios. If age appropriate, you can have students decide whether they are examples of physical, verbal, relational, reactive (when a student starts bullying to retaliate from other bullying him)
- In order to have a decreased number of bully incidents, you must involve all staff members (including lunch room staff, crossing guards, bus drivers, etc.) parents and students in the education of the anti-bully program your school creates. Following through on incidents and communicating with members of the staff will also help decrease bully incidents.

### **Scenario 1**

A student walks up to the front of the cafeteria line and says “I’m getting in front of you” and cuts in front of other students who have been waiting in line.

### **Scenario 2**

A group of girls plays double dutch at lunch. Another student wants to join in but is denied every day. She begins screaming at the girls.

### **Scenario 3**

One student writes a rude note in class about another student’s body. The letter is passed on to several other students who read it, laugh, and pass it on. Eventually it is passed to the person it is written about.

### **Scenario 4**

A group of girls decide one day that another girl in their group will no longer be their friend. They don’t explain anything to that girl, but they make it really obvious that they don’t want her around by ignoring her, writing mean notes about her, or teasing her.

### **Scenario 5**

In P.E. class, after clear instructions to throw the ball below waist level, a student throws the ball at other kids’ heads on purpose.

### **Scenario 6**

Two students who are friends always greet each other with “Hey Loser.” They don’t take offense, but there are other kids standing around when they do this.

### **Scenario 7**

Every day in class one student walks by the desk of another student and takes his pencil off the desk. Each time the student tells the teachers, the first student denies that he took the pencil

### **Scenario 8**

A student has been called “loser” and “girl” on several occasions by other students. After weeks of this, he starts using these terms to describe other students.

### **Scenario 9**

Two friends are walking in the hall together. One sees a student he picks on regularly and stops and pushes that student against the lockers and holds him there. The friend kind of laughs and just stands there until his friend is finished and ready to go to class.

### **Scenario 10**

At lunch in the yard, one student tells another student “Give me your money. You don’t need it, you’re not hungry.” The student gives up his money. A counselor sees it and tells the students not to loan or borrow money. The student who gave up his money says “It’s okay. Everything is fine.”



*We can all*

# *Be a Star...*

*And light the way for others to shine!*

*Thank you for making The Promise to stand up for others*



Date: \_\_\_\_\_



[Name, Title]



[Name, Title]



# Bystander No More

By: Maria Dismondy

Tune: Twinkle, Twinkle Little Star

I will not stand by and stare  
As friends are teased, I'll show I care.  
I can tell an adult what's wrong.  
I can stop it before too long.  
I promise to do what's right  
By speaking up I can stop the fight.







