

QIT 8

being an upstander

f2f

online



social emotional learning
materials & strategies by:

etiQit

- **Prezi:** choose from two formats, online slides or one-page printable
- **Worksheet:** a guided note-taking companion to the Prezi
- **Strategy Practice:** an in-depth analysis of the strategy from the Prezi
- **Extension Activity:** a content-rich activity packed with student appeal
- **Writing Activity:** ideal for group discussion and/or assessment
- **Real-Life Challenges:** see students put their new skills into action

TABLE OF CONTENTS

Tips for Getting Started	3
Prezi Link & Password	4
Prezi Instructions	5
Prezi Printable Version	6
Worksheet	7
Strategy Practice Activity	8
Extension Activity	9
Writing Activity	10
Real-Life Challenges	11
Answer Key	12
Terms of Use & Art Credits	15
Thank You & Feedback	16



FIND WHAT YOU WANT -- FAST!
CLICK ON ANY LINE ABOVE TO JUMP
TO A PAGE. YOU CAN ALSO CLICK ON
ANY **TEAL TEXT** IN THIS PDF TO GET
WHERE YOU WANT TO GO IN A FLASH.



TIPS FOR GETTING STARTED



WHAT'S INCLUDED

This Qit (pronounced 'kit') is a mini-unit comprised of the eight materials listed below, which are numbered and designed to be used in order. (Note: the Prezi and Prezi Printable share the same number because they contain the same content in different formats.) The Prezi is an exciting, full-color projectable slide presentation (Internet connection required). All other materials are easy-to-use, one-page, black-and-white printables.

Qit 8.0: Prezi

Qit 8.0: Prezi Printable Version

Qit 8.1: Worksheet

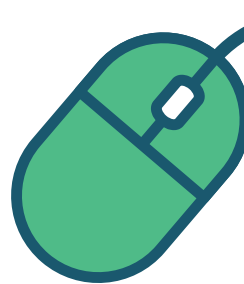
Qit 8.2: Strategy Practice Activity

Qit 8.3: Extension Activity

Qit 8.4: Writing Activity

Qit 8.5: Real-Life Challenges Activity

Qit 8.6: Answer Key



PSST!

CLICK ON ANY
MATERIAL LISTED TO
THE LEFT IN ORDER
TO JUMP RIGHT TO IT.



TEACHING TIPS, TUTORIALS & TROUBLESHOOTING

For video tutorials, printable teaching tips, and more info on how to use this resource, click on these links:

[VIDEO: Opening your Prezi](#)

[VIDEO: Navigating your Prezi](#)

[VIDEO: Presenting your Prezi](#)

[VIDEO: Take a tour of your Qit](#)

[Printable Teaching Tips](#)

[Frequently Asked Questions](#)



CONTACT ME

I do my best to make all my resources straightforward and easy to use, but if you have a question or need assistance, I'm happy to help! The best way to reach me is to email me directly at jennifer@etiqit.com, and while I always respond within 24 hours, it's more typical that you'll hear back from me in an hour or two! Please don't hesitate to reach out to me with questions or for help with any issue. I'd love to hear from you!



SMILING CUSTOMERS GUARANTEE

If for any reason you are disappointed or simply not satisfied with this resource, please contact me right away at jennifer@etiqit.com **before leaving negative feedback on TpT**. I want this resource to bring fresh, meaningful learning to your classroom that leaves you and your students smiling! If you that doesn't happen, or if you have any trouble using this resource, please contact me so I can find a way to make it right. Thanks in advance!



QIT 8.0: PREZI LINK & PASSWORD

HOW TO OPEN YOUR PREZI:

1

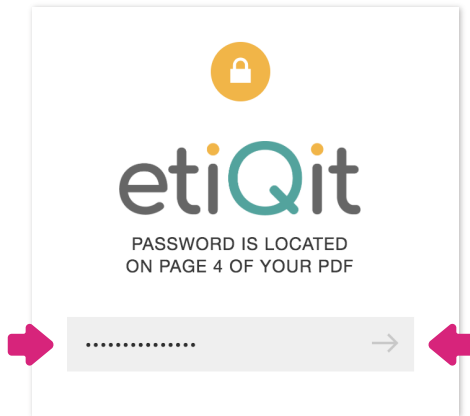
Click the link below (or type it into your internet browser address bar).

Prezi link: www.etiqit.com/qit8preziupdated

2

When prompted, type in the password below. Use all lowercase letters with no spaces in between words, exactly as shown.

Prezi password: [intervenetohelp](#)



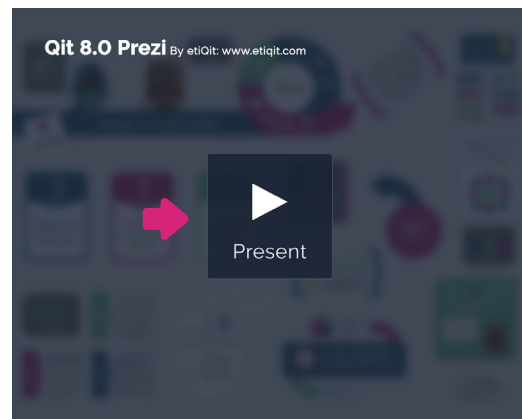
After you click the link to your Prezi in Step 1 above, a page will appear prompting you for your password, as shown at left.

Simply type in your password (all lowercase, no spaces in between words). Then click the gray arrow.

3

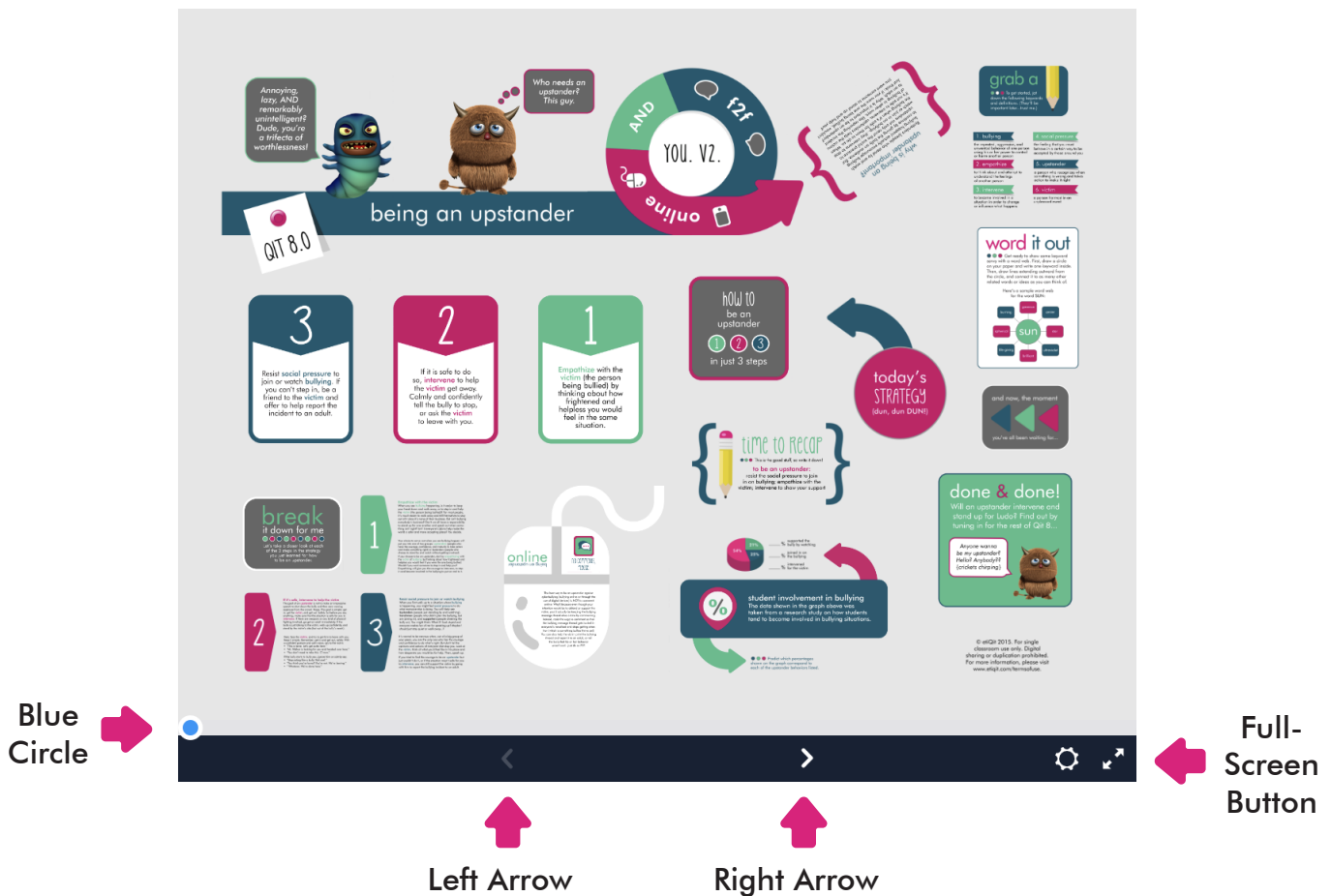
After you click the arrow, your Prezi will appear. Simply click the 'Present' button, and then wait for your Prezi to load (which may take 5 to 60 seconds, depending on the speed of your computer and internet connection).

Problems with Prezis are really rare! But if yours won't load, you can try the troubleshooting tips listed [here](#), or drop me an email at jennifer@etiqit.com. I'm always happy to help!



When your Prezi appears, it will look like this. Click 'Present' and wait for it to load. See [Page 5](#) for tips on how to navigate through your Prezi -- it couldn't be easier!

HOW TO VIEW AND NAVIGATE YOUR PREZI



Once your Prezi has loaded, you're ready to view it! Here are the tools that will help you navigate through your Prezi like a pro:



When you're ready to present your Prezi, click the **full-screen button** to view the Prezi in full-screen mode. This button will allow your Prezi to fill your entire screen for better viewing. To exit full-screen mode once you're finished, press the ESC key, which is found on the upper left corner of your keyboard.



Click the Prezi's **right arrow** (or the right arrow key on your keyboard or Smart Board), to view the next slide. Don't try to manually find the next slide yourself -- just click the right arrow, and you will automatically be taken through the Prezi in order. You can also click the **left arrow** to return to a previous slide.

TIP: Avoid clicking or dragging on the Prezi art or text. Doing so will cause you to zoom in on random slides and may disrupt the order of your presentation. Instead, just use the arrow keys as described above -- so simple!



To quickly advance thru the Prezi, click, hold, and drag the **blue circle** forward or backward. Slide numbers will appear as you drag. You will also find slide numbers referenced in your **Answer Key**, which makes it easy to find the answers to questions posed on various slides in your Prezi.



**TO SEE
JUST HOW
EASY IT IS
TO USE YOUR
PREZI, WATCH A
VIDEO TUTORIAL!**

to be an upstander:
resist **social pressure** to join in on **bullying**; **empathize** with the victim;
intervene to show your support



Bystanders (people who just stand by and watch) actually encourage bullying to continue by giving the bully an audience. But upstanders intervene to stop bullying when it's safe to do so. If you were being bullied, wouldn't you want someone to stand up and help you?

QIT 8.0

being an upstander



Annoying, lazy, AND remarkably unintelligent? Dude, you're a trifecta of worthlessness!

Who needs an upstander?
This guy.



1 Empathize with the victim (the person being bullied) by thinking about how frightened and helpless you would feel in the same situation.

Ask yourself: If I was being bullied, wouldn't I want someone to help?

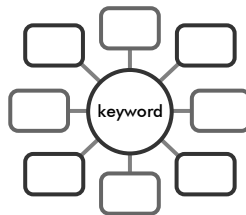
2 If it is safe to do so, intervene to help the victim get away. Calmly and confidently tell the bully to stop, or ask the victim to leave with you.

If there is physical fighting or a weapon involved, get an adult immediately.

3 Resist social pressure to join or watch bullying. If you can't step in, be a friend to the victim and offer to help report the incident to an adult.

Even if everyone else is standing by and doing nothing, *you* can step in.

●●● Copy down all keywords and definitions. Then, create a word web. Draw a circle around one keyword and lines extending outward, connecting the circle to as many related words as you can think of.



1. bullying

the repeated, unwanted, and aggressive behavior of one person using his or her power to control or harm another

2. empathize

to think about and attempt to understand the feelings of another person

3. intervene

to become involved in a situation in order to change or influence what happens

4. social pressure

the feeling that you must behave in a certain way to be accepted by those around you

5. upstander

a person who recognizes when something is wrong and takes action to make it right

6. victim

a person harmed in an unpleasant event

no comments, please!



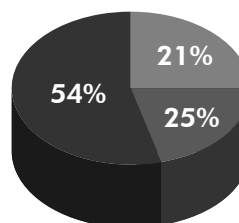
The best way to be an upstander to cyberbullying (bullying online or via devices) is **NOT** to comment online. Why? Because even though your intention would be to defend or support the victim, you'd actually be keeping the bullying message thread alive online by commenting. Instead, encourage the victim to print the bullying thread and report it to an adult. You can also tell the bully that his or her behavior wasn't cool...just do so in person.



student involvement in bullying

The data below was taken from a research study on how students tend to become involved in bullying situations.

●●● Predict which percentage corresponds to each behavior.



_____ % supported the bully by watching
_____ % joined in on the bullying
_____ % intervened for the victim



being an

1. _____

f2f & online

●●● Show what you've learned by filling in the blanks below. Answer choices for each section are in **bold**.

username: _____

date: _____

intro

being bullied, audience, stand up, bystanders

2. _____ (people who just stand by and watch) encourage bullying to continue by giving the bully an 3. _____. But upstanders intervene to stop bullying when it's safe to do so. If you were the one 4. _____, wouldn't you want someone to 5. _____ and help you?

keywords & definitions

bullying, empathize, intervene, social pressure, upstander, victim

6. repeated, unwanted, and aggressive behavior of one person using his or her power to control or harm another
7. person who recognizes when something is wrong and takes action to make it right
8. feeling that you must behave in a certain way to be accepted by others
9. person harmed in an unpleasant event
10. to become involved in a situation in order to change or influence what happens
11. to think about and attempt to understand the feelings of another person



cyberbullying, alive, defend, print

6. _____ 9. _____
7. _____ 10. _____
8. _____ 11. _____

The best way to be an upstander to

20. _____ is NOT to comment online. Why? Because even though your intention would be to

21. _____ or support the victim, you'd actually be keeping the bullying message thread 22. _____ by commenting. Instead, encourage the victim to

23. _____ the bullying message thread and report it.

strategy

step in, empathize, get away, confidently, report, frightened, you would feel, it is safe

how to be an upstander in just 3 steps:

1

12. _____ with the victim (the person being bullied), by thinking about how 13. _____ and helpless 14. _____ in the same situation.

2

If 15. _____ to do so, intervene to help the victim 16. _____. Calmly and 17. _____ tell the bully to stop, or ask the victim to leave with you.

3

Resist social pressure to join or watch bullying. If you can't 18. _____, be a friend to the victim and offer to help 19. _____ the incident to an adult.

recap

upstander, intervene social pressure, victim

to be an 24. _____, resist

25. _____ to join in on bullying; empathize with the 26. _____; 27. _____ to show your support

12. _____ 16. _____
13. _____ 17. _____
14. _____ 18. _____
15. _____ 19. _____

24. _____
25. _____
26. _____
27. _____

being an upstander

QIT 8.2

to be an upstander:
resist **social pressure** to join in on bullying; **empathize** with the victim; **intervene** to show your support

f2f & online



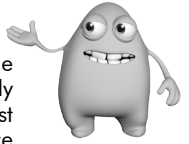
LUDO SAYS...

When Sly came up and started bullying me in the lunch room, I just stared down at my food and hoped it would be over quickly. But that didn't happen. In fact, while Sly called me names and talked about how ugly, stupid, and worthless I was, a crowd formed around us. Most people, like Ize and Uze, just watched and didn't say anything. I get that, I guess, 'cause they were curious about what was happening. But I couldn't believe Spike joined in with Sly and started insulting me. And Bsurrk and Grype, who are usually cool guys, were both laughing at the things Sly said. Why would they encourage him? Thankfully, that's when Neville walked up.

username:

NEVILLE SAYS...

When I walked into the lunch room today and saw Sly bullying Ludo, I felt pressure to just stand by and watch the bullying, since that's what everyone else was doing. I was also worried I might get bullied if I tried to help. But then I asked myself: *How would I feel in Ludo's situation? Wouldn't I want someone to help and stand up for me?* Thinking about those questions made me decide to step in. Since there were no weapons or physical fighting, I knew it was safe to intervene, so I walked up and calmly said, "Hey, Ludo. This is lame. Let's go eat outside instead. C'mon." And that was it.



●●● Use Ludo and Neville's comments above, as well as the **three-step strategy for how to be an upstander** below, to help you answer the following questions. (Will Sly finally stop bullying Ludo thanks to Neville being an upstander? Find out in Qit 8.4.)

1

Empathize with the victim (the person being bullied) by thinking about how frightened and helpless you would feel in the same situation.

1. Write the names of the Goobs who were in each of these roles in the bullying situation described above. (Psst! Need a hint? A bystander simply watches the bullying, a henchman joins in on the bullying, and supporters laugh or cheer for the bully).

Bully:

Upstander:

Henchman:

Victim:

Bystanders:

Supporters:

2. What two questions did Neville ask himself in order to **empathize** with Ludo?

2

If it is safe to do so, intervene to help the victim get away. Calmly and confidently tell the bully to stop, or ask the victim to leave with you.

3. How did Neville decide that the bullying situation was safe for him to **intervene**?

4. Instead of trying to embarrass or punish Sly in front of everyone for being a bully, what did Neville do to **intervene**?

3

Resist any social pressure to join or watching bullying. If you can't step in, be a friend to the victim and offer to help report the incident to an adult.

5. Neville felt **social pressure** to stand by and watch the bullying. What was he worried might happen if he spoke up?



being an upstander

to be an upstander:
resist social pressure to join in on bullying; empathize with the victim; intervene to show your support

f2f & online

●●● Unscramble each keyword. Then draw the symbol in the box to the left of each keyword which corresponds to its correct definition.

username:

1. ☐ a r t u n d p s e
2. ☐ v e i n r e n t e
3. ☐ n u b i l y g l
4. ☐ z e p t i h m a e

- ☐ the repeated, unwanted, and aggressive behavior of one person using his or her power to control or harm another
- ☐ a person who recognizes when something is wrong and takes action to make it right
- ☐ to think about and attempt to understand the feelings of another; to put yourself in someone else's shoes
- ☐ to become involved in a situation in order to change or influence what happens

●●● The playlist below contains directions on how to be an upstander, but it's been shuffled and is out of order. Number the phrases in the correct order, using the Need a Hint? box as a guide (following it left to right, starting at the top). Then write the phrases in order as a complete paragraph on the back of this paper. The first and last phrases have been numbered for you.

Order	Phrases
<input type="checkbox"/>	If there is physical fighting or any kind of weapon involved,
<input type="checkbox"/>	The second thing I'll do is check to see if the situation is safe
<input type="checkbox"/>	Even though it may seem easier to just stand by and watch
<input type="checkbox"/>	I know that being an upstander is the right thing to do
<input type="checkbox"/>	But if it's safe for me to help, I will tell the bully to stop
<input type="checkbox"/>	will hopefully give me the courage to be an upstander.
<input type="checkbox"/>	the first thing I'll do is empathize with the victim,
<input type="checkbox"/>	Thinking about the victim's feelings of fear and helplessness
<input type="checkbox"/>	or to give in to the social pressure to join in on the bullying,
1	When I see bullying occurring,
<input type="checkbox"/>	for me to help the victim without putting myself in danger.
<input type="checkbox"/>	Either way, I'll speak calmly and confidently.
17	if I were ever the one being bullied.
<input type="checkbox"/>	which means I'll think about how the person being bullied must feel.
<input type="checkbox"/>	or I will ask the victim to leave with me.
<input type="checkbox"/>	I'll get a teacher or adult for help instead of stepping in myself.
<input type="checkbox"/>	because I'd want someone to stand up for me

Need a hint? Use me.



finished already? time for some tunes!

With your teacher's permission, scan the code. When asked for a password, enter the 36th word of the paragraph you just wrote, and you'll find a playlist of songs designed to amp up your inner upstander. Have a song you'd like added? Submit your request on the playlist page.





being an
upstander



to be an upstander:
resist **social pressure** to join in on
bullying; **empathize** with the victim;
intervene to show your support

f2f & online

●●● Ludo finally got some relief from Sly's **bullying** when Neville acted as an **upstander**. By **empathizing** with Ludo (thinking about how frightened he'd feel if he were in Ludo's situation), Neville was able to resist the **social pressure** to watch or join in on Sly's **bullying**. Instead, Neville made sure it was safe to **intervene**, and then asked Ludo to leave with him. Now it's your turn to show what you've learned about being an **upstander**.

username:


1. Explain how **empathizing** with a victim of **bullying** can help you to be an **upstander**.

2. How do you know whether it is safe or not to be an **upstander**? Explain what you can do if it is *not* safe, and use the keyword **intervene** in your answer.


3. Give two examples (one example for F2F **bullying** and one for cyberbullying) of words you, the **upstander**, could say either to a **victim** or a **bully** to **intervene** and stop a **bullying** situation.



Yesterday when Sly was starting up his typical bullying tactics, Neville just walked up, and asked me to leave. The best part? Sly hasn't bothered me since. Neville, I owe you one, bro!



being an upstander



to be an upstander:
resist social pressure to join in on bullying; empathize with the victim; intervene to show your support

f2f & online 

●●● Use what you've learned about **being an upstander to bullying** to complete as many of the real-life challenges below as you can. If a challenge does not apply to you, jot down why you couldn't complete it and move on. Check off the challenges you complete, write in your answers, and keep it real by being honest. You've got this.

username:

✓ Empathize with the victim by thinking about how you would feel in the same situation

- ☐ 1. If you see bullying happening, look at the victim. Describe how you think he or she felt in that situation.
- ☐ 2. Find motivation to be an upstander by asking yourself two questions, and answer those questions below. How would I feel if I was the person being bullied?

Would I want someone to help and stand up for me?

✓ If it is safe to do so, intervene to help the victim get away

- ☐ 3. If there is physical fighting or a weapon of any kind involved in a bullying situation, tell an adult immediately.
- ☐ 4. If there is no physical fighting or weapon involved and the situation is safe, walk up calmly and confidently, and stand by the victim's side, but out of the bully's reach.
- ☐ 5. With a confident posture and calm voice, ask the victim to leave with you. For example, you could say:
- "You don't need to take this. C'mon, let's go."
 - "(Teacher's name) asked me to come get you. She needs to see you right away."
 - "This is lame. Let's get outta here."
- ☐ 6. If the bully starts to bully you, ignore him/her, or stand up to the bully by calmly saying something like:
- "Stop acting like a bully. Not cool."
 - "You think you're funny? You're not. We're leaving."
 - "Whatever. We're done here."

✓ Resist any social pressure to join or watch bullying

- ☐ 7. It's normal to be nervous when you are the *only one* out of a big group of your peers who has the courage and confidence to be an upstander. But don't let what everyone else is doing stop you. Even if no one else is doing the right thing, look at the victim, think of how you'd feel in that situation, and how desperate you would be for help. Then, speak up.
- ☐ 8. If you couldn't be an upstander, be a friend to the victim and offer to help report the bullying to an adult.

ANSWER KEY

Qit 8: Being an Upstander

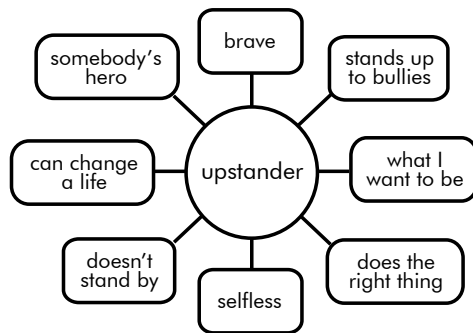
Qit 8.0: Prezi or Prezi Printable Version

Keyword Writing Activity: Word Web

(In the Prezi, this activity is on Slides 12-14 and entitled, "word it out.")

In the Prezi Printable Version, it is found directly above the six keywords.)

Student answers will vary, but here's a sample word web for the keyword, 'upstander':



Graph Interpretation: Student Involvement in Bullying

(In the Prezi, this activity is found on Slides 36-39. In the Prezi Printable, it is found in the bottom right hand corner of the sheet.)

54% watch bullying as bystanders, 25% join in on bullying, and 21% intervene as upstanders

Qit 8.2: Strategy Practice Activity

NOTES ON THIS ACTIVITY: The Strategy Practice Activity allows students to explore the three steps of the strategy they learned in the Prezi in more detail. They will also practice applying the three steps of the strategy to a problem or challenge that the Goobs (the characters at the top of the page) are facing. The three steps of the strategy are outlined in gray and marked with large numbers (1, 2, and 3) with questions relating to each step found below it. To answer the questions correctly, students will need to use concepts they learned in the Prezi, as well as details and context provided in the dialogue or inner thoughts of the Goobs at the top of the page.

ANSWERS:

- Bully: Sly Upstander: Neville Henchman: Spike
 Victim: Ludo Bystanders: Ize and Uze Supporters: Bsurk and Grype
- In order to empathize with Ludo, Neville asked himself:
 - How would I feel in Ludo's situation?
 - Wouldn't I want someone to help and stand up for me?
- Neville decided it was safe to intervene because there were no weapons present and no physical fighting was happening.
- To intervene, Neville walked up and calmly said, "Hey, Ludo. This is lame. Let's go eat outside instead. C'mon." Instead of trying to call Sly out on his bullying, he addressed Ludo, the victim, and asked him to leave with him.
- Neville was worried that if he spoke up, he might get bullied for trying to help.

Qit 8.1: Worksheet





- | | |
|--------------------|---------------------|
| 1. upstander | 15. it is safe |
| 2. bystanders | 16. get away |
| 3. audience | 17. confidently |
| 4. being bullied | 18. step in |
| 5. stand up | 19. report |
| 6. bullying | 20. cyberbullying |
| 7. upstander | 21. defend |
| 8. social pressure | 22. alive |
| 9. victim | 23. print |
| 10. intervene | 24. upstander |
| 11. empathize | 25. social pressure |
| 12. empathize | 26. victim |
| 13. frightened | 27. intervene |
| 14. you would feel | |






ANSWER KEY

Qit 8: Being an Upstander

Qit 8.3: Extension Activity

Unscrambled Keyword Answers:

1.  upstander
2.  intervene
3.  bullying
4.  empathize

Order	Phrases
8	 If there is physical fighting or any kind of weapon involved,
6	 The second thing I'll do is check to see if the situation is safe
13	 Even though it may seem easier to just stand by and watch
15	 I know that being an upstander is the right thing to do
10	 But if it's safe for me to help, I will tell the bully to stop
5	 will hopefully give me the courage to be an upstander.
2	 the first thing I'll do is empathize with the victim,
4	 Thinking about the victim's feelings of fear and helplessness
14	 or to give in to the social pressure to join in on the bullying,
1	 When I see bullying occurring,
7	 for me to help the victim without putting myself in danger.
12	 Either way, I'll speak calmly and confidently.
17	 if I were ever the one being bullied.
3	 which means I'll think about how the person being bullied must feel.
11	 or I will ask the victim to leave with me.
9	 I'll get a teacher or adult for help instead of stepping in myself.
16	 because I'd want someone to stand up for me

Playlist Theme and QR Code Activity Details:

QR Code Password: **helplessness** (all lowercase)

Playlist Web Page: www.etiqit.com/qit8playlist

The playlist theme of this Extension Activity embraces the trend of young people to seek meaning, solace, support, and encouragement from the positive messages found in popular music. Once students have put the phrases from the playlist above in the correct order, they can scan the QR code found in the bottom right corner of their Extension Activity printable to access a *real* playlist of popular songs designed to inspire them to speak out against bullying by being upstanders.

When the phrases in the playlist above are written in a paragraph in the correct order, the **36th word** is **helplessness**. Per the directions listed next to the QR code on their Extension Activity printable, students should type this word (all lowercase) when prompted for a password after scanning the QR code.

In order to scan the QR code, students must have a phone or other device equipped with a **QR Code scanning app**, which most students likely already have. If scanning the QR code is not an option, students can also access their online playlist simply by going to www.etiqit.com/qit8playlist (which is the same website they would be forwarded to if they scanned the QR code), and entering the password **helplessness**.

The QR code is a fun, extra incentive to encourage students to complete this Extension Activity, but is *not* essential to overall learning, and may be omitted at the teacher's discretion.

ANSWER KEY

Qit 8: Being an Upstander

Qit 8.4: Writing Activity

Student answers may vary, but sample answers are provided below.

1. Explain how empathizing with a victim of bullying can help you to be an upstander.

If I see a bullying situation in action but am too nervous or uncomfortable to intervene, I can find the courage to be an upstander by empathizing with the victim of the bullying. Thinking about how I would feel in the victim's shoes (frightened, helpless, embarrassed, and desperate for someone to step up and help me) would hopefully help me find the courage to do the right thing and intervene to stop the bullying. If I were the one being bullied, I would definitely want someone to step up and help me, so I should do the same for others.

2. How do you know whether it is safe or not to be an upstander? Explain what you can do if it is not safe, and use the keyword *intervene* in your answer.

Before I can **intervene** in a bullying situation to help the victim, I have to be sure the situation is safe for me to do so. The main thing I have to consider is my own physical safety. If there is physical fighting (such as punching, kicking, shoving, etc.), or a weapon of any kind involved in the bullying, then it is not a safe situation for me to **intervene** in as an upstander because I could end up physically injured. When the situation is not safe due to physical fighting or a weapon being involved, I can still support the victim as an upstander by going to get help from an adult, such as a teacher or staff member at school. I can also show my support for the victim by helping the victim report the incident to an adult, and offering to be a witness if necessary.

3. Give two examples (one example for F2F bullying and one for cyberbullying) of words you, the upstander, could say either to a victim or a bully to intervene and stop a bullying situation.

In a F2F bullying situation:

To the bully, I could say:

- "Dude, that's not cool. Leave him/her alone."
- "This is lame. We're leaving."
- "(insert teacher's name) is on his way over here. We're leaving."

To the victim, I could say:

- "You don't need to take this. Let's get out of here."
- "(insert teacher's name) wants you in his office ASAP. Let's go."

In an online bullying situation, I would not type any comments in response to bullying. Even if I wanted to defend the victim and stand up to the bully, adding any comments would just keep the bullying message thread alive online. Instead, I could send the victim a private message, email, or text, and ask if he or she was okay. I would also encourage the victim to print the bullying message thread, and offer to help report it to an adult. Lastly, I could confront the bully in person to say that his or her bullying behavior wasn't cool.

Qit 8.5: Real Life Challenges

Answers will vary greatly for this activity and there really is no "right" answer for each challenge. Ultimately, the goal is for students to practice implementing the new strategies they've learned into their own lives. For ideas and tips on how to use this activity with students, see pages 11 and 12 in the Printable Teaching Tips Guide, [available here](#).



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