Ophea
**Healthy Schools
Healthy Communities**

**Name:** _____     **Date:** _____

Lucy and Charles asked Anthony to write comments about the nasty online photos of Megan that were sent to the whole class. Anthony doesn't want to say "no" because they might think he was a loser or a coward or something. He didn't want to be the next one they did that to. Anthony doesn't know what to do. He knows it's not right that someone emailed those fake ugly photos of Megan to everyone in class and he knew he wouldn't want someone doing that to him.

What parts of this scenario are causing stress for Anthony? How do you think Megan will feel? What should Anthony do? Should he write the comments about Megan or walk away?

What to do…
Divide your group in half. Have half defend Anthony's decision to write comments about Megan's fake photos. Have the other half defend Anthony's decision to say "no thanks" and walk away. Be sure to use the decision making model to analyze your scenario and include possible outcomes for both sides

Here is the 5 frame storyboard for your group:

**Name:** _____   **Date:** _____

Jamie keeps getting harassing emails! And the worst thing is he doesn't know who is sending them. Jamie doesn't want to tell his mom because he is afraid she would take the Internet away from him, but ignoring the emails wasn't working. He kept getting more every day.

This situation is very stressful for Jamie. What should he do?
1. simply ignore the emails and hope they eventually go away, or
2. write the sender back asking him/her to stop and then tell a trusted adult?

What to do…
Divide your group in half. Have half the group defend Jamie's decision to ignore the emails. Have the other half defend Jamie's decision to ask the sender to stop and tell a trusted adult about his situation .
Use the decision making model to analyze your scenario and include possible outcomes for both sides.

Here is the 5 frame storyboard for your group:

| | |
|---|---|
|  | _____ <br> _____ |
|  | _____ <br> _____ |
|  | _____ <br> _____ |
|  | _____ <br> _____ |
|  | _____ <br> _____ |