



JULIE'S JOURNEY 1

TIME
30 minutes

OVERVIEW

Students watch "Julie's Journey." In groups, students put quotes from Julie's story in chronological order and discuss how each small decision Julie made contributed to a serious consequence.

PROGRAM GOAL

Enhance the ability of children to recognize dangers on the Internet

INTERNET SAFETY MESSAGE

- I WILL NEVER MEET IN PERSON WITH ANYONE I HAVE FIRST "MET" ONLINE WITHOUT DISCUSSING IT WITH MY PARENTS OR GUARDIAN. Since the biggest danger to my safety is getting together with someone I have first "met" online, I won't meet in person with anyone unless my parents or guardian agrees to the meeting, they will go with me to the meeting, and the meeting will be in a public place.

MATERIALS

- computer lab or computer connected to an LCD projector
- "Julie's Journey" vignette from the NetSmartz Teens program
- 8 sheets of posterboard or large butcher paper
- markers
- tape
- copies of the "Julie's Journey 1" handout cut and grouped together

ACTIVITY

Write on the board, "The Internet is a tool like a knife." Ask the students what they think this means. *It's a tool that has to be used properly or else you can get hurt.* Introduce "Julie's Journey" as the true story of a 13-year-old girl who said that about the Internet. Show "Julie's Journey."

Ask the students to share the lines from her story that affected them the most. Mention how Julie said little things can end up becoming a big thing. Tell the students you are going to take a closer look at how little decisions Julie made and her risky behavior had big consequences. Divide the students into groups of four; give each group poster board and the slips of paper from the handout. Instruct the students to place the quotes in chronological order, leaving space between each quote.

In the spaces, the students should write the actions or choices Julie made leading to the next quote. They may also fill in what decisions Julie could have made to prevent the next step from happening. You may wish to do the first one as a class. *Example, between "When I was 13 I started talking to Tom..." and "It went from just friends to best friends..." the students could write Julie started Instant Messaging Tom between three and six hours a day.* Invite several groups to share what they wrote and discuss how Julie's story can help them in their decisions.

JULIE'S JOURNEY

HE MENTIONED, WOULDN'T IT BE NICE IF WE WERE TOGETHER ALL THE TIME AND THEN THE THOUGHT CAME UP OF RUNNING AWAY.

JULIE'S JOURNEY

HE SENT A LETTER TO ME SAYING THAT HE WAS GOING TO KILL ME IF HE EVER GOT OUT OF JAIL.

JULIE'S JOURNEY

I KISSED ALL MY BROTHERS GOOD NIGHT. HE WAS IN HIS TRUCK, AND WE JUST RODE OUT.

JULIE'S JOURNEY

I RAN AWAY FOR 3 WEEKS.

JULIE'S JOURNEY

I WOULD NEVER DO IT AGAIN.

JULIE'S JOURNEY

IT WENT FROM JUST FRIENDS TO BEST FRIENDS TO A MORE PERSONAL RELATIONSHIP THAN BEST FRIENDS.

JULIE'S JOURNEY

SOMEBODY REPORTED US AND SAW OUR TRUCK. I KNEW PRETTY MUCH, IT'S OVER.

JULIE'S JOURNEY

WHEN I WAS 13 I STARTED TALKING TO TOM. HE DIDN'T ACT OR EVEN SOUND LIKE A 56-YEAR-OLD MAN.