



Toolkit for Facilitators



A program of the



Table of Contents

Welcome Message

Program Overview

Facilitator Resources 5

How to Use this Kit

Tips for Facilitators

Episode Overviews

Episode Discussion Guides

Season 1 Activities Guide for Group Facilitators

Student Activities 22

My Rules for Internet Safety

Scribblez Activities

Poster Activities

More Resources from NetSmartz 38

Welcome Message



Dear Facilitator,

As children spend more time online, safety is more important than ever. That's why we're proud to bring you this facilitator kit to accompany NetSmartz *Into the Cloud* animated series developed by the National Center for Missing & Exploited Children® (NCMEC). Featuring characters from NCMEC's long-running NetSmartz® program, *Into the Cloud* takes viewers on an exciting journey that teaches kids about online safety and digital citizenship. The series covers important issues like online privacy and cyberbullying to help students identify online dangers and practice safe behaviors. This facilitator kit will guide you through how to implement the program materials, including a presenter's guide, episode discussion guide, group activities, and more. Please share *Into the Cloud*, and this kit with team members at your program.

About *Into the Cloud*:

Into the Cloud is an action-packed, animated series about two kids—Nettie and Webster—who live in the NetSmartz Neighborhood on "the cloud." Along with Clicky the Robot, they learn how to keep the internet safer while fighting off the evil plots of the Webville Outlaws. After falling through an abandoned tube, they are lost in a strange new world called Badromeda that is filled with tech-toting creatures. On their epic journey, they will have to rely on each other, some new friends, and everything they've learned about internet safety to get back home!

Who Should Use this Kit:

- Elementary School (K-5) educators, including media specialists and school counselors.
- Before/after-school program specialists and camp counselors.
- Scout leaders and other youth program coordinators.

John Clark
President & CEO,
National Center for Missing
& Exploited Children

Program Overview



About NetSmartz

NetSmartz® is an online safety education program from the National Center for Missing & Exploited Children® (NCMEC). Since 1998, NCMEC has operated the CyberTipline®, a place where the public and electronic service providers can report suspected online and offline child sexual exploitation. The millions of reports made each year uniquely situate NCMEC to identify trends and create prevention resources to address the evolving needs of kids and teens both online and offline.

NetSmartz provides age-appropriate videos and activities to help teach children to be safer online. NetSmartz helps children to become more aware of potential online risks and empowers them to help prevent victimization by making safer choices on- and offline.

The prevention education team at NCMEC has deliberately chosen to weave online safety with offline safety in this presentation due to the growing connectedness of our digital and physical realities. With more children having more access to technology than in the past, it is important that they understand the offline effects of online actions.

More about NetSmartz can be found at MissingKids.org/NetSmartz, while children can watch videos and play games at NetSmartzKids.org.

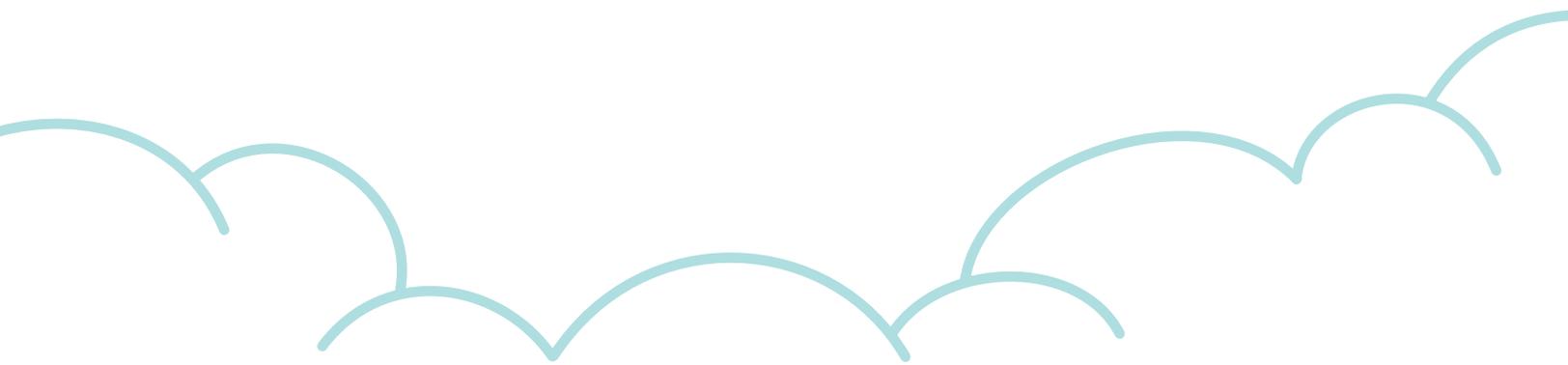
About NetSmartz "Into the Cloud"

NetSmartz "Into the Cloud™" is an episodic web series that features well-known NetSmartz characters; Clicky, Nettie, and Webster, and introduces new characters to an all new adventures to help illustrate the modern challenges kids are facing online.

Program Goals

- Empower children to take an active role in solving problems safely
- Engage children and adults in two-way conversations about safety and risky behaviors
- Encourage children to report unsafe behaviors or victimization

Facilitator Resources



How to Use this Kit



This toolkit has been designed to be used as a guide for in-person and virtual group facilitation. Here are some ideas on how to use this kit:

- Give a NetSmartz *Into the Cloud* presentation to youth or a general NetSmartz presentation on internet safety for parents and caregivers. All presentations are age-appropriate and audience specific. Presentations come with a detailed Presenter's Guide and use videos and expert tips to educate, engage, and empower children and adults to be safer on and offline.

Download Presentations: MissingKids.org/NetSmartz/resources#presentations

- Watch all six episodes of Season 1 of NetSmartz *Into the Cloud* web-series with your students and facilitate **guided discussions** after each video.

View episodes: MissingKids.org/NetSmartz/videos

- Students can practice the NetSmartz Rules for Internet Safety with the **Student Activity Handouts** as a group or individually at-home.

- **NetSmartzKids.org** is a closed-off supplemental site just for kids. Bookmark the website on tablets and computers so students can engage in NetSmartz learning on site. Share the link with parents/caregivers so they can watch videos, play games, and do activities with their children at home.

- Cloud Chaos is an exclusive NetSmartz game that features *Into the Cloud* characters and lets students apply their NetSmartz skills to advance throughout the game. Students can play online or download the app on tablets.

Play Cloud Chaos: NetSmartzKids.org/games/

- Check out the **More Resources from NetSmartz** section of this guide for links to additional NetSmartz tools.

Tips for Facilitators

Teaching children to be safer online can be an overwhelming topic. Balancing the benefits of technology with the risks to increased access can be challenging to address. Consider the following tips to create a safe space with your students where they can explore this topic comfortably and in an age-appropriate manner.

1. **Encourage, but don't force participation**

There may be some students who are reluctant to participate in discussions, activities or role-playing exercises, and that's OK. Maintain a positive tone and encourage these students to join in.

2. **Listen**

Guided discussions about online safety is an opening to learn about what children, how they're using the internet, and what they are already doing to stay safe. Listen to what they have to say and adjust your approach if needed.

3. **Respect their experiences**

Your students are experts on their own life experiences, with their own thoughts and feelings. Honor that, and listen to what they share. Avoid shaming or blaming language. When students feel respected and heard, they are more open to guidance.

4. **Gently correct misinformation**

It is likely that some of your students have already been exposed to ineffective and scary messages about strangers online. Turn these into teachable moments. Refer to the information at MissingKids.org/NetSmartz for tips on how to have productive conversations about internet safety.

5. **Avoid fear-based tactics**

Positive reinforcement and focus on healthy behaviors has been found to be a more effective approach to prevention than fear-based tactics. Avoid exaggerated or oversimplified statements. Encourage safe practices and remind your students to ask safe adults for help.

6. **Answer questions**

Allow students to ask questions whenever they arise and be as honest as you can.

7. **You are a trusted adult**

This program is an opportunity to identify yourself as a trusted adult to your students. Children will make mistakes as they learn, and it is important for them to know who they can turn to for help in those situations.

8. **Take a break**

This program is specifically designed to put students at ease, but we understand there may be times when things do not go as planned. If an activity veers off course or students get upset at any time, take a step back to reflect. You can always move onto the next activity with a plan to address what went wrong. This may include repeating the previous activity or just discussing how students are feeling.

Overall, it is important to stay positive and focus on building skills that will help children make safe choices online. You want students to leave these lessons feeling confident in their ability to identify risky situations and practice safer behaviors.



Episode Overviews

Episode 1 "Enter Badromeda"

After falling into an abandoned tube, Nettie and Webster are carried into a deeper layer of the cloud called Badromeda. They quickly realize that they'll have to put their NetSmartz skills to work by not responding to the taunts and drama of the strange creatures they encounter.

Episode Theme: Digital Citizenship

Episode 2: "TMI"

Nettie and Webster continue their journey and arrive at a museum where a young Badromedan is loudly and visibly sharing personal information. Using their NetSmartz, Nettie and Webster help him understand why privacy is important online.

Episode Theme: Online Privacy

Episode 3: "Rocket Bike"

Nettie and Webster encounter a pair of teens and offer their assistance to help them make better online decisions, like not responding to cyberbullies. They also learn about someone who may be able to help them return home safely, so they hop on a rocket bike and take off in hopes of finding help!

Episode Theme: Cyberbullying

Episode 4: "Fact or Fake?"

An alley full of distractions quickly pulls Nettie and Webster away from their set task. While distracted, they lose their map. When trying to redraw it, they find themselves bombarded by information – some conflicting, some outlandish – and must remember what they know about evaluating information online to find reliable information to recreate the map.

Episode Theme: Misleading Information

Episode 5: "Checking In"

Realizing they were not able to check in with their trusted adult, Clicky, before being transported to Badromeda, Nettie and Webster try to send him a message, but they accidentally end up on a website with upsetting content, which they quickly report. Back in the NetSmartz Neighborhood, Clicky tries to reach Nettie and Webster, but to no avail!

Episode Theme: Inappropriate Content

Episode 6: "Finding Vera"

Nettie and Webster restart their journey with a new map and encounter young rocket bikers whose behavior make the duo uncomfortable. Nettie and Webster report their suspicious behavior to a Badromeda Protection Officer. Then they gather clues in hopes of finding their way home with help from a trusted adult.

Episode Theme: Reporting Unsafe Behavior

MissingKids.org/NetSmartz

Copyright © 2019 National Center for Missing & Exploited Children. All rights reserved.



Episode Discussion Guides



Episode Guide: Episode 1 "Enter Badromeda"

ABOUT
THE ISSUE

CYBERBULLYING

Cyberbullying encompasses a wide range of online behaviors including, but not limited to: posting hurtful comments, spreading rumors, sending unsolicited images, having personal information shared without consent, online impersonation, and spreading of unkind photos/videos, etc.

Studies done in the UK¹ and the United States² have found that cyberbullying is an increasingly prevalent problem for children, teens, and young adults online. In these studies, roughly 20-30% of those surveyed reported being cyberbullied in their lifetime, and about 10% admitted to cyberbullying others. Thirty-seven percent of the girls surveyed reported being cyberbullied, compared to 30% of the boys in the survey.

EPISODE SUMMARY

After falling into a transporter tube, Nettie and Webster find themselves lost in the realm of Badromeda - one of the six layers of "the cloud." They encounter multiple cyberbullies, but also meet a helpful shopkeeper who helps them begin their journey to find Dr. Vera, the scientist.

LESSONS LEARNED

When dealing with cyberbullying and negativity, don't respond. There are helpful people in unlikely places.

Activities for one-on-one and small group settings.

DISCUSSION STARTERS

- What were the Badromedans doing that upset Nettie and Webster?
- What advice would you give Nettie/Webster about dealing with mean pictures online?
- How is Harold, the shopkeeper, different from others in Badromeda?
- Have you ever been upset with someone online? How did you deal with it?
- If you saw someone being cyberbullied online, what could you do about it?
 - » Do you know how to report cyberbullying to websites/apps?
 - » Who could you talk to about a problem you are having? Who would you talk to at home? Who would you talk to at school? How about outside of school?

PUT IT INTO ACTION

For role play scenarios, you may choose to have kids write/act out a skit to demonstrate each situation.

- Imagine you see one of your friends cyberbullying someone from your class. What would you do?
- In this episode, Nettie and Webster see mean pictures of themselves being sent around. Imagine that you are Nettie or Webster. How do you feel? What should you do?
- Imagine a friend coming to you and telling you that they are being cyberbullied. What would you say to him/her? Help your friend figure out a plan to avoid and report bullying.

1 *The Annual Bullying Survey 2017*(Rep.). (2017, July). Retrieved February, 2019, from Ditch the Label website: <https://www.ditchthelabel.org/wp-content/uploads/2017/07/The-Annual-Bullying-Survey-2017-1.pdf>

2 Hinduja, S., & Patchin, J. W. (2015, October 21). Our latest research on cyberbullying among school students. Retrieved February 1, 2019, from <https://cyberbullying.org/2015-data>

Episode Guide: Episode 2 "TMI"

ABOUT
THE ISSUE

ONLINE PRIVACY

Privacy means something different to children who've grown up online. In fact, many children have an online presence that is documented even before they are born due to their parents' use of social media, web forums, blogs, etc. Most social media sites require users to be at least 13 years old, but other platforms, such as some online games, also allow younger children to use chat features in the game or app. There is some information that is generally okay for kids to share, such as information about their hobbies and interests, and, when they are older (and with permission), pictures of family and friends. Information that should not be shared includes, but is not limited to: passwords, location, home/school addresses, school name, and phone number.

Children who have shared the type of personal information noted above have been shown to be more susceptible to online scams and identity theft¹. Data from the National Center for Missing & Exploited Children also notes that individuals who engage in online sexual exploitation or extortion of children often develop a rapport with children through compliments, "shared interests," and "liking" their online posts as part of the grooming process.²

EPISODE SUMMARY

Nettie and Webster help a young Badromedan boy understand why privacy is as important online as it is offline.

LESSONS LEARNED

Everything you say and do online reflects on your character and can expose you to others who may try to take advantage of you, so leave a footprint you can be proud of later. Be careful what you post for others to learn, know, or assume about you.

Activities for one-on-one and small group settings.

DISCUSSION STARTERS

- What type of information did the character Zion share online?
- What were some of the ways Nettie said people could trick you online?
- Think about when you're online, what type of information can others see about you?

PUT IT INTO ACTION

As a trusted adult, you can help guide children through the following activities.

- With a trusted adult, sign into the online games or apps you usually use. Have your trusted adult help you locate the privacy settings and talk about if there are any you want to update.
- Individually, make a list of the types of information you think it's okay to share online and in apps. Compare your list to a partner's list. What things appear on both lists? What things are different? Discuss your choices to include/not include certain information.

1 *Teen Identity Theft: Fraud, Security, and Steps Teens Are Taking to Protect Themselves Online*(Rep.). (2013, November). Retrieved February, 2019, from Family Online Safety Institute website: file:///C:/Users/bmperna/Downloads/Teen_Identity_Theft_Full_Report_Nov_13.pdf

2 *The Online Enticement of Children: An In-Depth Analysis of CyberTipline Reports*(Rep.). (2017). Retrieved February, 2019, from The National Center for Missing and Exploited Children website: [http://www.missingkids.org/content/dam/pdfs/ncmec-analysis/Online Enticement Pre-Travel.pdf](http://www.missingkids.org/content/dam/pdfs/ncmec-analysis/Online%20Enticement%20Pre-Travel.pdf)

Episode Guide: Episode 3 "Rocket Bike"

ABOUT
THE ISSUE

BYSTANDERS AND UPSTANDERS

Also discussed in the Episode Guide for Episode 1, cyberbullying is an increasingly prevalent problem facing children, teens, and young adults online. A "bystander" is anyone who sees the bullying, online or offline, but does not step in. Being an "upstander" means taking action to stop it. Some things that kids can do online to act as upstanders include: changing the focus of a negative conversation, expressing empathy toward the person being cyberbullied, checking in privately with the person being cyberbullied, reporting the cyberbullying to a trusted adult and/or to the website or app where it's happening.

EPISODE SUMMARY

Nettie and Webster encounter a girl who is being cyberbullied. They remind her what she can do when facing a cyberbully and who she can talk to.

LESSONS LEARNED

It's never too late to start making a good impression online. If you can do so safely, step in and help others who need assistance, even online!

Activities for one-on-one and small group settings.

DISCUSSION STARTERS

- Was Nettie a bystander or an upstander? What about Webster?
- What did Stella want to do about Celeste's cyberbullies?
- What might happen if Stella and Celeste, plus their friends, write mean things back to the cyberbullies?
- What were some of Nettie and Webster's suggestions for dealing with a cyberbully?

PUT IT INTO ACTION

For role play scenarios, you may choose to have kids write/act out a skit to demonstrate each situation.

- Have you ever been a bystander? If yes, think back to the time you were a bystander and act out what you could have done differently. If you have never been a bystander, imagine a situation where you see cyberbullying. What would you do?
- If you saw someone who was being a bystander to cyberbullying, how might you describe how to be an upstander to them?
- Create a short skit that shows at least one way someone may be a cyberbully. Have one person act as a bystander and the other act as an upstander. Have the upstander explain to the bystander why he or she should also become an upstander.
- Make a list of at least three trusted adults, close friends, and/or family members who you would feel comfortable talking to if you ever experience cyberbullying.



NetSmartz®
INTO THE
CLOUD™

MissingKids.org/NetSmartz

Copyright © 2019
National Center for Missing & Exploited Children.
All rights reserved.

A program of the



Episode Guide: Episode 4

“Fact or Fake”

ABOUT THE ISSUE

UNRELIABLE INFORMATION

Between 2014 and 2018, the National Center for Missing & Exploited Children’s CyberTipline received over 4,000 reports of misleading domain names and over 10,000 reports of misleading words or digital images online¹. These misleading domains often lead to sites that contain content that is sexual or violent in nature and inappropriate for children. Beyond misleading domain names, as the internet allows more information to be spread quicker than ever before, it has become increasingly difficult to differentiate between reliable and unreliable information online. In fact, a 2018 study on critical thinking and digital literacy found that a majority of young adult professionals failed a quiz that assessed their ability to spot inaccurate “news” online².

EPISODE SUMMARY

Nettie and Webster get distracted while riding towards Sector 7 and Webster loses the map. They must seek out reliable sources to redraw an accurate map.

LESSONS LEARNED

Be a cautious consumer of information. Information presented, whether on websites or from individuals, is not always what it appears to be and can often be misleading. There are many trusted sources online, check for .EDU or .GOV. When in doubt, get a trusted adult to double check.

Activities for one-on-one and small group settings.

DISCUSSION STARTERS

- Do you think you can tell the difference between true and false information online?
- What things should you think about when deciding to trust something online?
- Are there any websites you KNOW you can trust the information on?
- Have you ever accidentally found something online that you didn’t mean to? How did you feel? What did you do about it?

PUT IT INTO ACTION

- If you have access to the internet, visit a site with news written for kids, such as **TimeForKids.com** or **NewsForKids.net**. Read at least one article and explore the websites. What information on the sites helps show that they are trustworthy?
- With a partner, discuss why someone may publish something misleading or untrue online. Do you think the growth of the internet has made it easier or harder for untrue information to spread? Why?

NetSmartz®
INTO THE CLOUD™

¹ NCMEC Quarterly Program Progress Report

² Dig Deeper: Critical Thinking in the Digital Age. (n.d.). Retrieved February, 2019, from <https://www.mindedge.com/page/dig-deeper-2018>

Episode Guide: Episode 5 "Checking In"

ABOUT THE ISSUE

INAPPROPRIATE ONLINE CONTENT

As noted in the guide for "Fact or Fake?", between 2014 and 2018, NCMEC's CyberTipline received over 4,000 reports of misleading domain names and over 10,000 reports of misleading words or digital images online.¹ These misleading domains often lead to sites that contain content that is sexual or violent in nature and inappropriate for children. If a child encounters inappropriate online content they can use the back button or (x) to exit the page or turn off the monitor and get help from a trusted adult.

Sometimes, as children become more sexually curious, they may use the internet to seek out sexual content. A 2017 study found that the average age that male children first were exposed to pornography was 13, with the youngest exposure reported at age 5.² If children have questions about sex and development, it is preferable that they have a trusted adult they are comfortable talking to about these subjects, rather than turning to the internet where the information may or may not be accurate or appropriate.

EPISODE SUMMARY

Realizing they haven't checked in with their trusted adult, Nettie and Webster attempt to send him a message but wind up on a site with inappropriate content. They turn off the monitor and get an adult to help them exit the site and send a message. However, the message fails to send between the two realms of the cloud. Back in the NetSmartz Neighborhood, signs that the Webville Outlaws plan to make the internet less safe are starting to appear.

LESSONS LEARNED

Checking in with your trusted adult is always important. If you see anything online that makes you sad, scared, or confused, you can always close the window or turn off the monitor, then tell a trusted adult about what happened.

Activities for one-on-one and small group settings.

DISCUSSION STARTERS

- Have you ever accidentally found something online that you didn't mean to? How did you feel? What did you do about it?
- Who could you talk to if you found something online that upset you?
- Have you ever looked up information on the internet that you felt embarrassed to ask an adult about? How did you think an adult might react to your question had you asked them? How would you have wanted them to react instead?

PUT IT INTO ACTION

- Imagine a friend of yours found something inappropriate online. They've told you about it and have offered to show you. What would you say? What would you do?
- Imagine you've accidentally found something online that is inappropriate. You want to ask a trusted adult for help. What could you say to ask for help?

¹ NCMEC Quarterly Program Progress Report

² Age of First Exposure to Pornography Shapes Men's Attitudes Toward Women. (2017, August 3). Retrieved March 28, 2019, from <https://www.apa.org/news/press/releases/2017/08/pornography-exposure>

Episode Guide: Episode 6 "Finding Vera"

ABOUT
THE ISSUE

ONLINE ENTICEMENT

In this episode "online enticement" is portrayed in a face-to-face interaction, but in reality this is a type of exploitation that occurs on the internet, involving an individual communicating with someone believed to be a child with the intent to commit a sexual offense or abduction. This type of victimization takes place across every platform; social media, messaging apps, gaming platforms, etc.

The most common tactics used to entice children include¹:

- Engaging in sexual conversation/role playing
- Asking the child for sexually explicit images of themselves or mutually sharing images
- Developing a rapport through compliments, discussing shared interests, or "liking" their online post
- Sending or offering sexually explicit images of themselves
- Pretending to be younger
- Offering a financial or other incentive such as money, promises, etc.

EPISODE SUMMARY

While riding towards Sector 7, Nettie and Webster encounter a group of teenagers riding the same trail. The teens ask them lots of questions and try to convince them to join their group and explore the realm together. This makes Nettie and Webster uncomfortable and they decline the offer. They report the suspicious behavior to a police officer they meet in Sector 7.

After reporting the incident, Nettie and Webster piece together the clues they've learned about Dr. Vera Tas and find her laboratory!

NetSmartz®
INTO THE
CLOUD™

Certain online behaviors may increase the risk for online enticement. These behaviors include:

- Lying about being older to access certain platforms which would allow communication with older individuals
- Initiating online communication and/or offering an exchange with offenders, such as requesting financial compensation or other goods for sexually explicit content of oneself
- Sending explicit photos or videos (known as "sexts") of oneself to another user

LESSONS LEARNED

Not everyone is who they say they are online, or in-person. If anything or anyone on- or offline makes you feel sad, scared, or confused, it is OK to remove yourself from the situation. Telling a trusted adult about what has happened is important.

Continued on the next page.

¹ National Center for Missing and Exploited Children. (2017). *The Online Enticement of Children: An In-Depth Analysis of CyberTipline Reports*(Rep.). Retrieved February, 2019, from National Center for Missing & Exploited Children website: [http://www.missingkids.org/content/dam/pdfs/ncmec-analysis/Online Enticement Pre-Travel1.pdf](http://www.missingkids.org/content/dam/pdfs/ncmec-analysis/Online%20Enticement%20Pre-Travel1.pdf)

MissingKids.org/NetSmartz

Copyright © 2019
National Center for Missing & Exploited Children.
All rights reserved.

A program of the

NATIONAL CENTER FOR
**MISSING &
EXPLOITED**
CHILDREN

“Finding Vera”

Activities for one-on-one and small group settings.

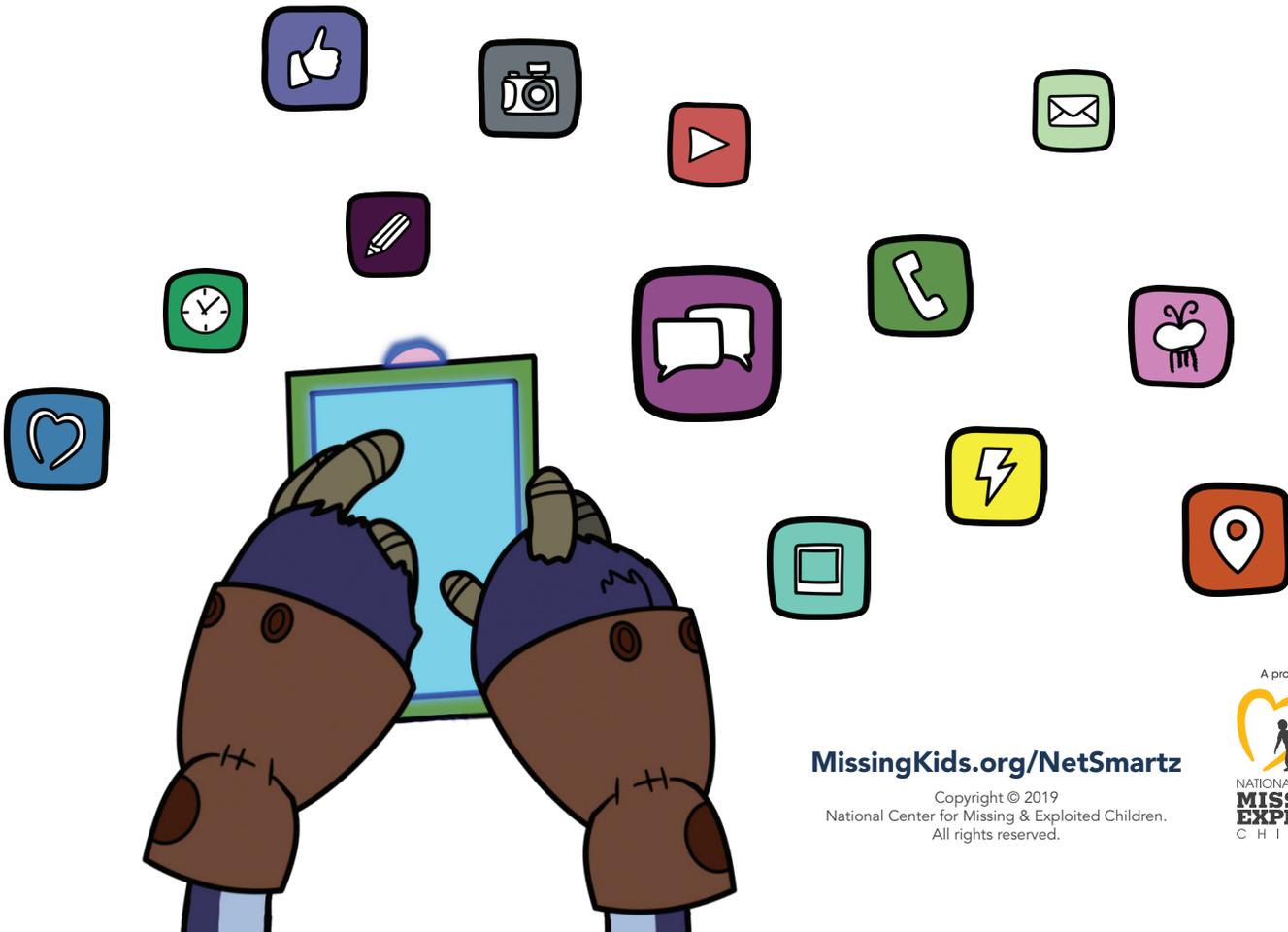
DISCUSSION STARTERS

- Has anyone ever tried talking to you online about inappropriate things? What did you do?
- Do you know all of your online friends in person? When was the last time you reviewed your friends/followers on the sites/apps/games you often use?
- Do you know how to report and block people on the sites/apps/games you often use?

PUT IT INTO ACTION

- Imagine you are playing a game online and another user starts talking to you. The person seems really fun! You seem to have lots of things in common. After a couple conversations, the user asks you to send a picture to them. What would you do?
- If you have access to the sites/games/apps the child often uses, ask: Do you know how to report inappropriate content on the sites/games/apps you like to use? Can you show me? If this child is unsure, explore the menus with them to find the reporting tools.

For step-by-step guides about reporting inappropriate content on various online platforms visit [MissingKids.org/GetHelpNow/IsYourExplicitContentOutThere](https://www.missingkids.org/GetHelpNow/IsYourExplicitContentOutThere)



[MissingKids.org/NetSmartz](https://www.missingkids.org/NetSmartz)

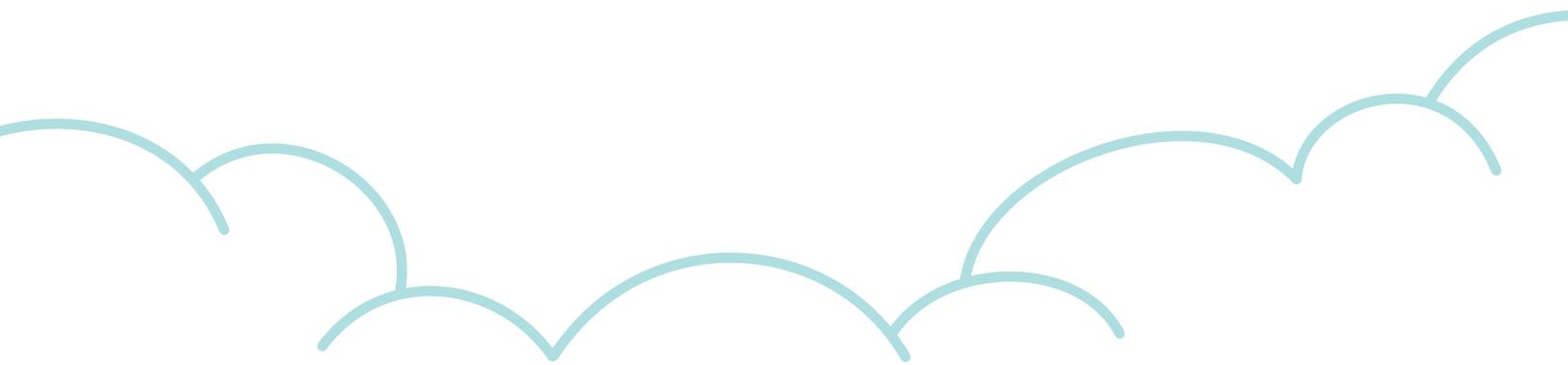
Copyright © 2019
National Center for Missing & Exploited Children.
All rights reserved.

A program of the





Season 1 Activities Guide for Group Facilitators



Close Viewing Activities

These activities are written with the intent to be used with two “Into the Cloud” episodes at a time. Episodes can be watched in pairs (Ep. 1 & 2) (Ep. 3 & 4) (Ep. 5 & 6).

RELATE

Students make connections between their own lives and the experiences of characters in “Into the Cloud”. Students work to imagine a scene from the perspective of another.

SETUP

- Load the episode selection (Ep. 1 & 2) (Ep. 3 & 4) or (Ep. 5 & 6) and set up a projector or smartboard for group viewing.
- Acquire paper and pencils for each student in the group.

PROCEDURE

1. Have students watch each episode selection and think about a time when they’ve experienced something similar to something that happened to a character in the episodes.
2. Next, instruct students to draw a picture of, or write about what in their own lives and describe how it’s similar to the situation of the character.
 - » For students who struggle to relate, say *“If you’ve never been in a similar situation, imagine that you were, how would you respond? Write or draw about that.”*
3. Next, have students draw or write that same scenario from the other person’s perspective.
 - » For example, if it was a case of cyberbullying they experienced, have them try to describe what could have been happening with the cyberbully that would make them want to be mean to another person.
 - » For example, if it was a case of approaching a trusted adult for help, have students try to imagine the situation from the trusted adult’s perspective; what is the adult thinking? How do they feel after they’ve talked to the child?
4. Collect the students’ work. Review the content. Focus feedback on the students’ ability to describe their experience as well as their ability to imagine others’ perspectives.

Culminating Tasks

ACT IT OUT

Students apply listening, writing, and acting skills to recreate scenes from "Into the Cloud".

"The Most Important Scene"

SETUP

- Clear a space large enough for multiple students to perform.
- Acquire enough laptops/tablets for students to use to re-watch "Into the Cloud".

PROCEDURE

1. After watching an episode, an episode pair, or the whole season of "Into the Cloud", have students choose what they consider to be the "most important scene" of the episode, pairing, or whole season.
 - » Students should be ready to defend their scene selection as "the most important" after they've performed it.
2. On individual computers/tablets, have students watch the scene and transcribe the script.
3. With a partner (or more, depending on the scene), students should assign characters and memorize their lines.
4. Have students perform the skit for the group.
5. After the students have finished performing, ask them
 - » "Why did you choose this scene as the most important in the episode/pair/season?"
 - » "Which other scenes did you consider before selecting this scene? What made this one feel more important?"

"Become a Character"

SETUP

- Clear a space large enough for multiple students to perform.
- Acquire enough laptops/tablets for students to use to re-watch "Into the Cloud".

PROCEDURE

1. Tell students: "Imagine that you are a character in "Into the Cloud". Choose an episode and a scene to insert yourself in. Remember, you're a good digital citizen!" Ask students: "What would your character say and do in the episode to help make the internet a better place?"
2. Next, have students choose an episode, choose a scene, and transcribe the scene's script, leaving room to add lines for their own character.
3. Next, have students add dialogue to the script that their character would say.
4. Students should memorize this new script with a partner (or more depending on the scene).
5. Finally, students should perform (with or without script in hand) this new scene for the group.

Culminating Tasks

MATCHING MEMORY GAME

Students match key characters and safety lessons from “Into the Cloud”.

PROCEDURE

1. Print and cut the game cards.
2. Have students work in small groups to match the character with their role in “Into the Cloud” as well as the problems and solutions in the episodes
 - » **Example:** Bruce = Librarian who helped Nettie and Webster remove bad content from the computer.
 - » **Example:** You find something online that makes you feel sad scared or confused = Ask a trusted adult for help.

ARTISTIC EXPRESSION

Students employ various artistic techniques to express key understandings from “Into the Cloud”.

Option 1: Collage: Students create a collage that represents the lessons learned in each episode of “Into the Cloud”.

Option 2: Poetry and Song: In their preferred style, have students write a poem/song about “Into the Cloud” and good digital citizenship.

Option 3: Be the Illustrator: Students choose what they consider to be the most important scene from each episode (1-6) of “Into the Cloud”. Draw each scene on a sheet of paper. When presenting to the group, students should be ready to describe what is happening and why they consider it to be the most important scene of the episode.

Matching Memory Game Cards

Zion



When you want to share pictures and updates online _____.

Harold



When dealing with cyberbullies, some options are to _____.

Only share with people you've met face-to-face.

Learns about online privacy and only sharing with people you have met face-to-face.

Is kind, even when other people are being rude.

Ignore the users, block the users, or report the users to the site/app.

Stella



When you see something that makes you sad, scared, or confused online, you should _____.

Ceieste



Learns that being mean to cyberbullies isn't the best option for dealing with cyberbullies online.

Tell a trusted adult about what you saw.

Renard



Tried to convince Webster that they had a lot in common. Wanted Nettie and Webster to join his crew.

Learns that talking to a trusted adult can help when dealing with a cyberbully.

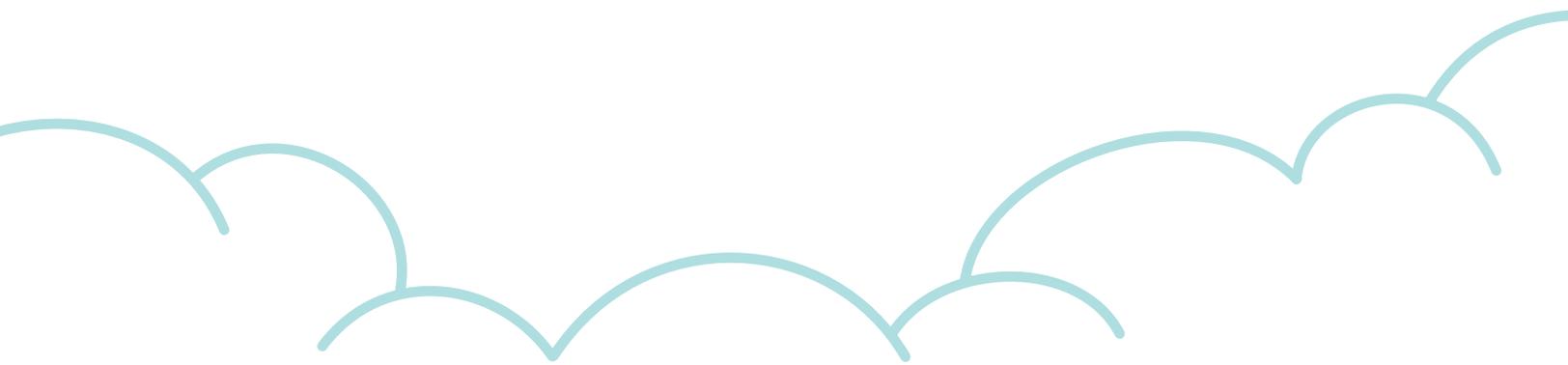
When you find information online _____.

Because some people may try to trick you online _____.

It's smart to keep your privacy settings activated on all your games and apps.

It may not always be true. It's good to double check a trusted source.

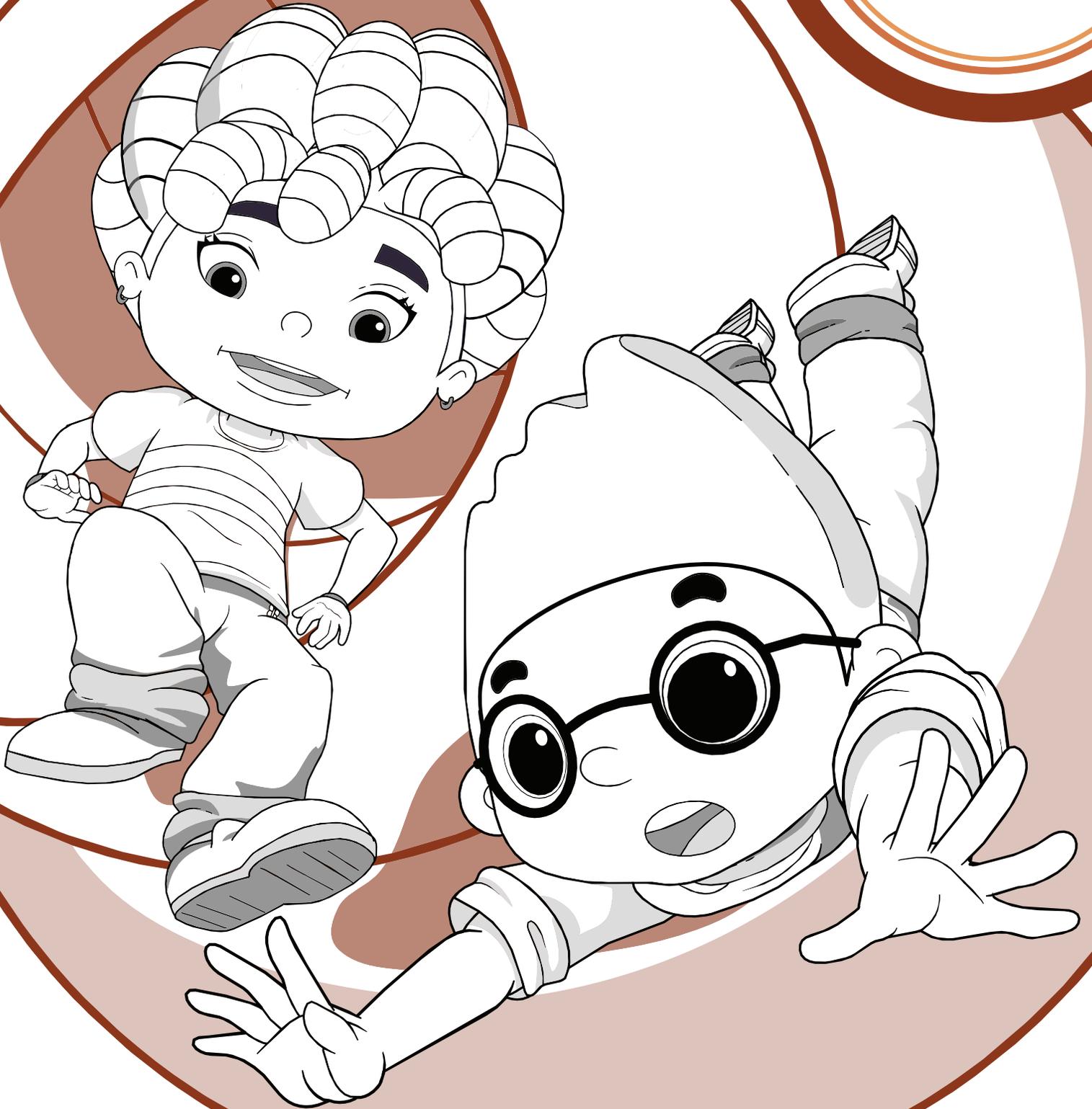
Student Activities



My Rules for Internet Safety

- 1** I will tell my trusted adult if anything makes me feel sad, scared, or confused.
- 2** I will ask my trusted adult before sharing information like my name, address, and phone number.
- 3** I won't meet face-to-face with anyone from the Internet.
- 4** I will always use good netiquette and not be rude or mean online.

NetSmartz®
INTO THE
CLOUD™



Elementary

Tube Trouble

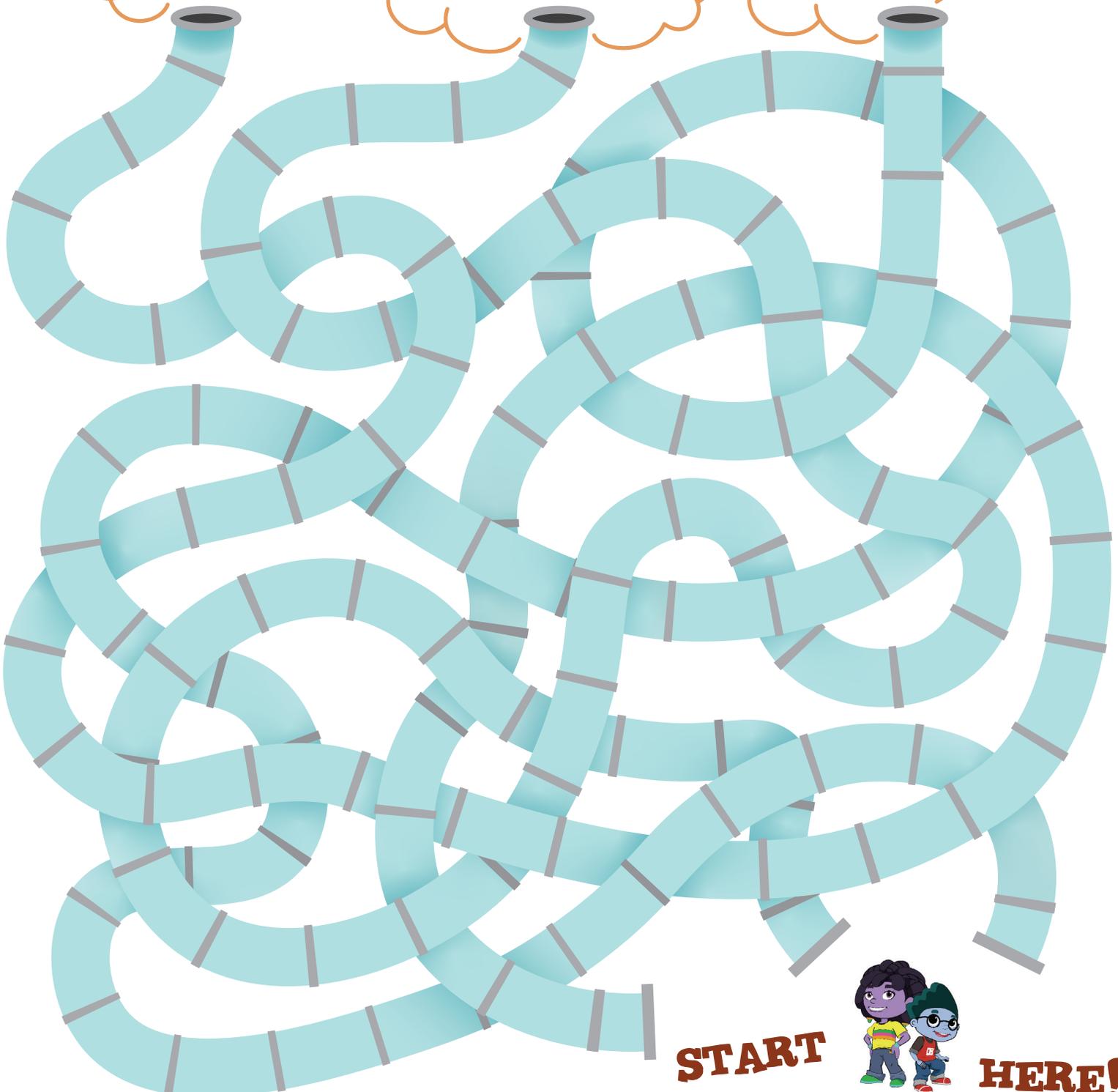
Help Nettie and Webster find the right tube back to the NetSmartz Neighborhood!



Webville

NetSmartz Neighborhood

Ledus



START



HERE!

To watch episodes and learn more about *Into the Cloud* visit NetSmartzKids.org

Copyright © 2019 National Center for Missing & Exploited Children. All rights reserved.

Elementary

Spot the Difference

Can you spot the nine differences between these two scenes?

NetSmartz®
INTO THE
CLOUD™



To watch episodes and learn more about *Into the Cloud* visit [NetSmartzKids.org](https://www.NetSmartzKids.org)

Copyright © 2019 National Center for Missing & Exploited Children. All rights reserved.

Elementary

Word Search

Find all these words in the word search below!



BADROMEDA

CYBERBULLY

NETTIE

ROUTER

WEBVILLE

OUTLAWS

TECHNOLOGY

WEBSTER

CLICKY

HAROLD

TUBE

VERA

ZION

M	G	E	F	J	V	X	W	Q	Y	U	W	V	F	V
R	O	U	T	E	R	E	H	L	P	L	E	X	T	C
B	M	M	R	M	B	D	L	C	I	I	B	R	I	G
Y	A	A	Z	S	L	U	S	K	R	E	V	F	B	Q
K	S	D	T	O	B	O	P	O	M	T	I	Q	Z	Z
C	J	E	R	R	T	E	C	H	N	O	L	O	G	Y
I	R	A	E	O	Y	U	O	V	V	N	L	R	Z	T
L	H	B	Z	J	M	C	N	U	H	T	E	R	H	U
C	Y	E	V	I	Y	E	S	W	A	L	T	U	O	B
C	Q	B	I	B	O	B	D	L	O	C	T	A	W	E
B	C	J	Y	T	X	N	P	A	B	P	R	M	J	F
U	O	Y	J	B	T	Y	K	Y	I	I	Z	K	W	G
A	G	S	T	J	T	E	O	J	Q	D	K	D	O	Q
A	C	G	D	I	X	T	N	Y	B	R	W	R	T	D
K	T	W	A	C	R	K	V	T	X	M	N	L	Y	G

To watch episodes and learn more about *Into the Cloud* visit [NetSmartzKids.org](https://www.NetSmartzKids.org)

Copyright © 2019 National Center for Missing & Exploited Children. All rights reserved.

Elementary

They've Earned It!

Draw a picture of the trusted adult in the prize ribbon that best describes them. Above the picture, add their name.



To watch episodes and learn more about *Into the Cloud* visit [NetSmartzKids.org](https://www.NeSmartzKids.org)

Copyright © 2019 National Center for Missing & Exploited Children. All rights reserved.

Elementary

Word Jumble

Unscramble the words below.



URECMOPT

ERTPAUNSD

ELTATB

YCBBLEYRUL

AMPNRHOETS

ICLASO AMEDI

EPARTIV

RSIFNDE YLON

UTAN OCC

ANSWERS
ACCOUNT FRIENDS ONLY SOCIAL MEDIA
COMPUTER PRIVATE TABLET
CYBERBULLY SMARTPHONE UPSTANDER

To watch episodes and learn more about *Into the Cloud* visit NetSmartzKids.org

Copyright © 2019 National Center for Missing & Exploited Children. All rights reserved.

Elementary

Color by Numbers

Color each section according to the number's assigned colors.

NetSmartz®
INTO THE
CLOUD™



To watch episodes and learn more about *Into the Cloud* visit NetSmartzKids.org

Copyright © 2019 National Center for Missing & Exploited Children. All rights reserved.

Know Your Rules!

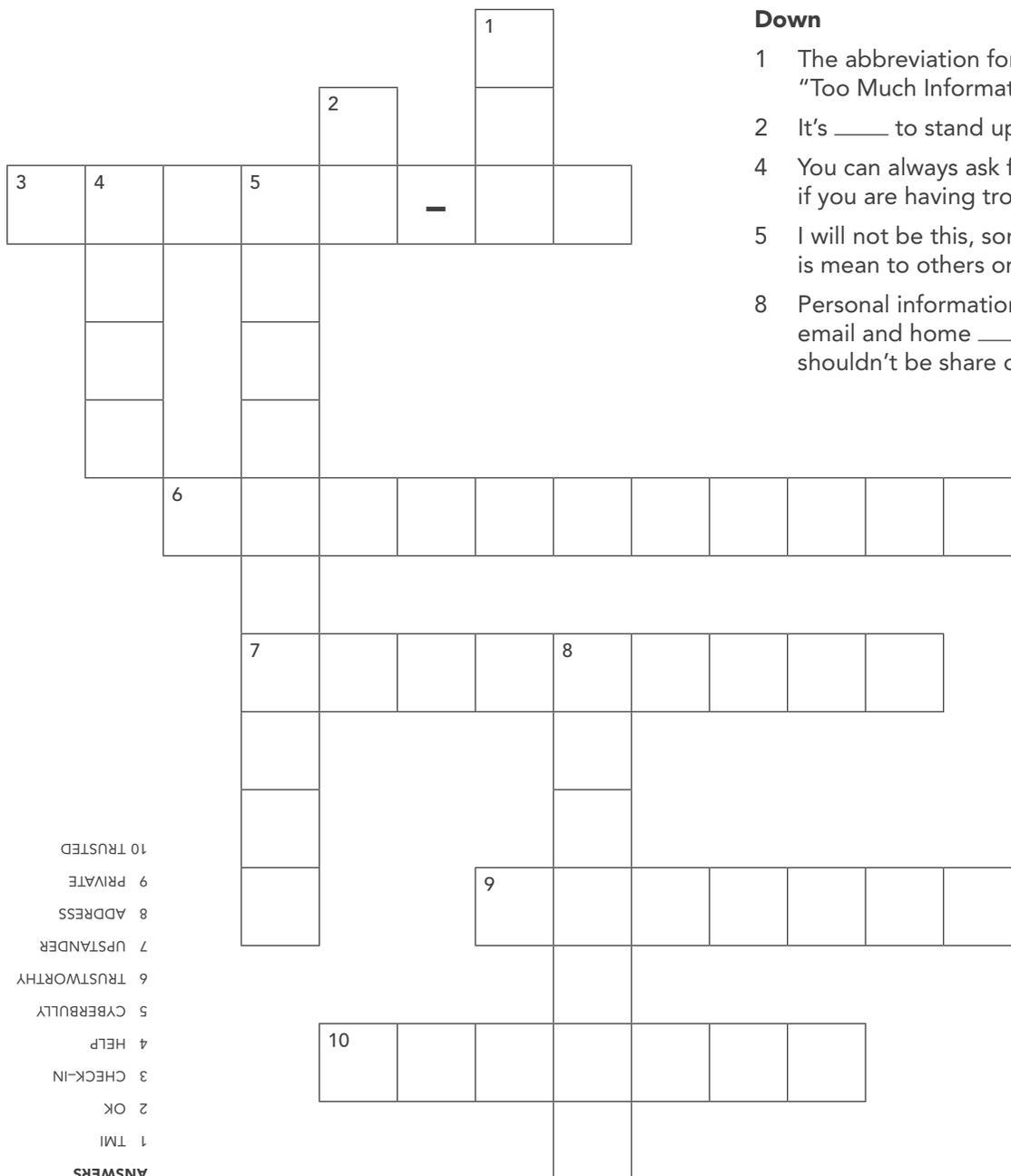
Do you know your safety rules?
Test your knowledge with this crossword.

Across

- 3 Do this to let trusted adults know where you are and what you're doing.
- 6 Not all information online is _____.
- 7 I stand up to cyberbullies.
- 9 I keep my social media profiles on this setting.
- 10 I will tell a _____ adult if anyone online makes me feel bad.

Down

- 1 The abbreviation for "Too Much Information."
- 2 It's _____ to stand up for myself.
- 4 You can always ask for _____ if you are having trouble.
- 5 I will not be this, someone who is mean to others online.
- 8 Personal information like my full name, email and home _____ shouldn't be share online.



- ANSWERS**
- 1 TMI
 - 2 OK
 - 3 CHECK-IN
 - 4 HELP
 - 5 CYBERBULLY
 - 6 TRUSTWORTHY
 - 7 UPSTANDER
 - 8 ADDRESS
 - 9 PRIVATE
 - 10 TRUSTED

Script Scramble

Oh no! Some of the lines from episode 2, "T.M.I" got mixed up! Unscramble the words that were jumbled to make the lines correct.



Hi there! I'm Zion! What's your name? I'm here with my school on a field trip. Here's a picture of my class in front of our school back home!

Whoa! That was a lot of _____ all at once!

t r m a i n i o o f n



Are all these buttons and badges about you?



You know it! And this is only some of them! I couldn't fit 'em all on this vest, I change them out now and then.

But what about _____?

c y a r v p i



Oh, that's no big deal! I've got nothin' to hide. I love sharing! And all those likesss—mmm there's nothin' like it! So what's goin' on with you two—where're your badges?

Where do I _____ your feed?

l o o w f l

Our what?



Your feed! The pictures you post, status _____,

e u s d a t p

links, quizzes, articles, polls...any of this flashing a sprite? How do you let

_____ know what's going on in your lives!?

e r y e e o n v

Well, for starters, we don't _____

r a h s e

with everyone what's going on in our lives, do we Webster?





Be the Illustrator

Imagine you're the illustrator for "Into the Cloud."
Describe then draw what you think will be the opening scenes of Season 2, after Nettie and Webster enter the lab!

Season 2 begins...

The illustration area is a large, irregular shape composed of several interconnected rectangular and trapezoidal sections. A speech bubble-like shape is attached to the top left of this area, containing the text "Season 2 begins..." followed by five horizontal lines for writing. The rest of the area is left blank for drawing.

ACTIVITY 1

TMI—Too Much Information!

Nettie and Webster are characters in *Into the Cloud*. They are trying to find their way home from Badromeda, a place full of cyberbullies. They know that to stay safe they should not share personal information.



Part 1

Do you know what information is personal and should be kept private? Look at each picture and read the words. Then mark whether it's personal, not personal, or you don't know.

	Personal (Check before sharing)	Not Personal (Okay to share)	Don't Know
 Your address	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Your phone number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Your favorite superhero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Your age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Your family photo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Your favorite color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 2

Nettie and Webster have an important NetSmartz rule about sharing information. Fill in the missing vowels to read their online safety rule.

I will ask my tr___sted ad___lt before sh___ring information
like my nam___, addr___ss, and ph___ne n___mber.

NetSmartz® Safety Tip for Adults: Talk to your child about online safety. Review what type of information is personal and private and shouldn't be shared online without first checking with you. Encourage family members to make social media settings private. Also discuss who is and isn't okay to share information with online. For more information and to view *Into the Cloud*, go to NetSmartzKids.org.



ACTIVITY 2

Be Kind and Wise Online

In *Into the Cloud*, Nettie and Webster accidentally get lost in a place called Badromeda. As they try to find their way home, they teach others about being kind and wise online.

**Part 1**

Just like it's important to use good manners in real life, you should use good manners online. Read the sentences below. Color the box next to good behaviors green. Color the box next to behaviors that are not kind red.

- 1. Sending a funny emoji to a friend.
- 2. Calling a friend bad names while playing a game online.
- 3. Helping a friend learn to use a new app.
- 4. Posting an embarrassing photo of a friend.

Part 2

Join Nettie and Webster as they practice being kind and wise online. Fill in the box next to the best answer.

- 1. You get a photo from someone you don't know. That person wants you to send back a photo of yourself. What would you do?**
 - A. Send a photo.
 - B. Ignore the message.
 - C. Don't send the photo and tell a trusted adult.
- 2. Someone is sending your friend mean texts. What would you do?**
 - A. Tell your friend to send back a rude message.
 - B. Tell a trusted adult.
 - C. Tell your friend to delete the message.
- 3. A friend sends you a video with lots of bad words. What would you do?**
 - A. Send the video to another friend.
 - B. Tell a trusted adult.
 - C. Delete the video and don't tell anyone.



NetSmartz® Safety Tip for Adults: Have a family conversation about proper online etiquette (or netiquette) and how to tell a trusted adult if your child feels something is scary, confusing, or upsetting. For more information and to view *Into the Cloud*, go to NetSmartzKids.org.

A program of the



ACTIVITY 3

Trust Center

In *Into the Cloud*, Nettie and Webster accidentally get lost in a place called Badromeda. As they search for someone who can help them get home, they need their NetSmartz skills to decide whom they can trust.



Part 1

Nettie and Webster know that people or things online are not always what you might think they are. Look at the messages below. Is it okay to answer? Or should you tell a trusted adult? Fill in the box next to the best answer.

1. "Enter your name and address to win a new bike."

- Okay to answer.
- Tell a trusted adult.

2. "Send me your brother's e-mail password. I want to play a joke on him! LOL."

- Okay to answer.
- Tell a trusted adult.

3. "Click here to start playing your game."

- Okay to answer.
- Tell a trusted adult.

4. "Hi! Send me your photo so we can be friends."

- Okay to answer.
- Tell a trusted adult.

Part 2

When Nettie and Webster need help, they go to trusted adults. Trusted adults might be grown-ups in your family. Or they might be other grown-ups, like a shop owner, librarian, or police officer. Read each example below. Write which trusted adult you might go to for help.

1. You're at a mall and can't find the grown-up you came with.

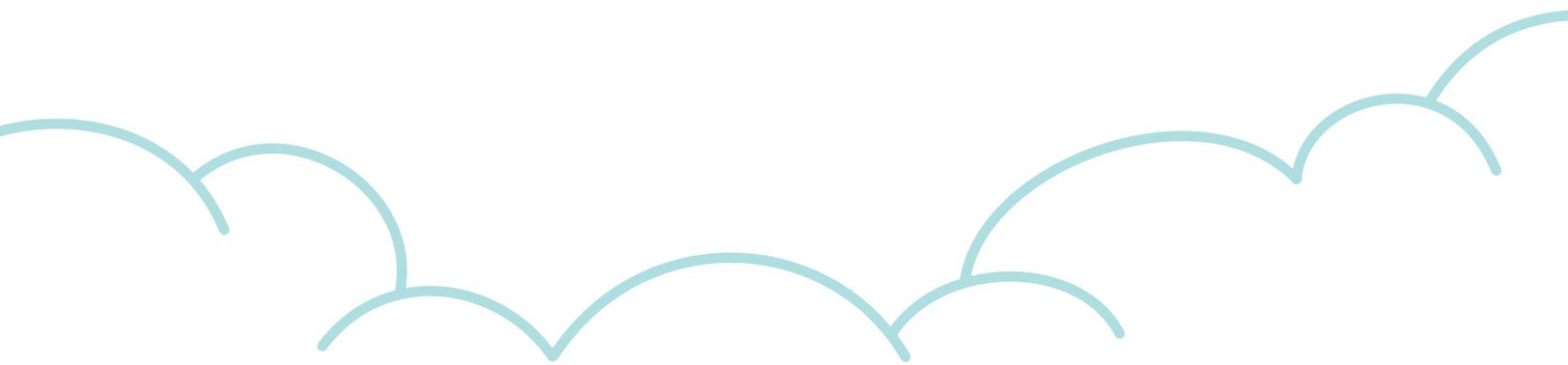
2. Your friend wants to post photos on social media of you making silly faces.

3. Your friend has been sending mean messages to you.

4. You accidentally type in the wrong web address to your favorite site. You see pictures that scare you.

NetSmartz® Safety Tip for Adults: Discuss these scenarios with your family and help your children identify adults in their lives they can trust. For more information and to view *Into the Cloud*, go to NetSmartzKids.org.

More
Resources from
NetSmartz[®]





Activity Guides

From discussion tools to classroom lessons, these resources supplement NetSmartz video content and let students practice safety skills.



Online Games

Interactive games that help children review online safety issues in fun and unique ways.



Peer Education & Leadership Kits

Project-based learning opportunities for older students to teach younger students about digital citizenship and safety.



Presentations

Scripted PowerPoint® presentations describing the main online safety issues and how to address them.



Tip Sheets

Reference guides to remind parents and children about ways they can stay safer online.



Videos

Animated and live-action videos, including the new web series "Into the Cloud", that show students how to apply important safety skills to on- and offline life.



NetSmartzKids.org

A safe site for kids! Watch "Into the Cloud" and classic NetSmartz videos, play games, read e-books and more, in a child-safe environment.



MissingKids.org/NetSmartz

Adults can learn more about the issues facing children online and access tools to help keep kids safer at MissingKids.org.

NetSmartz®

A program of the



NATIONAL CENTER FOR
**MISSING &
EXPLOITED**
CHILDREN®

Watch videos and play games at
NetSmartzKids.org