



NetSmartz®
INTO THE
CLOUD™

**Peer Education
& Mentoring Kit**


A program of the

**NATIONAL CENTER FOR
MISSING &
EXPLOITED
CHILDREN®**
MissingKids.org/NetSmartz



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NOTE: Activities marked with **Ages 8+** are best conducted with children who are at least 8 years old.

Introduction

“Into the Cloud” is an animated digital safety web series intended for children ages 10 and under. Season 1 focuses on issues including cyberbullying, online privacy, online distractions, misleading information, and inappropriate online behavior. Season 2 tackles livestreaming and gaming and dives deeper into the issue of inappropriate online behavior and the potential consequences and dangers lurking online.

The following activities are meant to be led by mature middle and high school students acting in a mentorship role with a younger student. They are best practiced in a 1:1 or small group setting. This format fosters closer relationship building between the students and their mentors and encourages more honest and open conversations.

Facilitating these activities with younger children **may count towards community or school service hours**, check with your program coordinator for more information. Each activity may take between 30 minutes and 1 hour.

NOTE: Activities marked with **Ages 8+** are best conducted with children who are at least 8 years old.

All videos are available on YouTube or on the kid-safe site [NetSmartzKids.org/videos](https://www.net-smartz.org/videos).



Online Privacy

In **Season 1 Episode 2**, "TMI", Nettie and Webster meet Zion. He's excited to share with them all about himself. Nettie and Webster teach him about the importance of online privacy.

Before beginning this activity or discussing this with your mentee, review the background information in the Mentor Note below by yourself.



The 5Ws of Sharing

After watching **episodes 1 and 2** of "Into the Cloud" season 1 together, talk to your mentee about online privacy and help them review their privacy settings on any games or apps they often use. Use the following **"5Ws of Sharing"** and accompanying questions to get the conversation started.

Discuss

ASK: "Do you identify with Zion at all? Do you ever wonder what happens to the things you share online?"

SAY: "Sometimes online life gets overwhelming. It can be helpful to think through the 5Ws of sharing to help cut out some of the stuff that might be bad for us and to focus on the good things we can use the internet for. The 5Ws are all about who, what, when, where, and why we share."

ASK: Who are you sharing with? Do you know who can see your posts? (Friends only, friends of friends, public)

ASK: What are you sharing? Are you sharing content that reflects positively on you, or something you might regret if the wrong person saw it at some point?

ASK: When are you sharing? Are you posting and checking social media all the time? Is it keeping you away from other things you enjoy or should be doing? Does keeping up with social media/games/apps get in the way of enjoying activities?

ASK: Where are you sharing? What platforms are you sharing on? Are these platforms that your parent/guardian have said is OK for you to use? Some have more safety features for kids than others.

ASK: Why are you sharing? What's your motivation for posting? Do people's online reaction to your posts affect your happiness? What other ways do you have to connect with other people? What else makes you feel happy or proud?

Do

After discussing **the 5Ws of sharing**, work with your mentee to review and revise the privacy settings on games/apps they use frequently to make sure they are secure.



Getting Pushback?

How to address a mentee when they say...

"My parents say it's fine if my posts are public" or "I don't want to change my settings", "New people won't be able to find and follow me if I make my profiles private, and I like gaining followers," etc.

Think about: Ask the mentee to think about what they post publicly, and if they want to make any changes to what they post now that they've learned more about the risks. Is the publicity worth the risk?

Compromise: Is there some content that is OK to stay public (for example, audio of them singing or playing music, pictures of artwork, etc.)? Is there personal content that would be better kept offline or shared *only* with close friends?

Cyberbullying

In **Season 1 Episode 3**, Nettie and Webster overhear a young girl, Celeste, reading a rude comment that was posted about her video online. Her friend, Stella, wants to get even with the bullies. Nettie and Webster help them think through other options for dealing with cyberbullies.



Cyberbullying Letter

After watching **episode 3** together, discuss cyberbullying with your mentee. Start by using the following prompts. You may find it helpful to share any personal experience you have with cyberbullying to help your mentee better relate or feel comfortable sharing their own experiences.

Discuss

ASK: “Do you think people say things online they wouldn’t say face-to-face? If so, why?”

ASK: “Have you ever seen cyberbullying happen to someone online? Did you do anything in response? If not, do you wish you’d done something? What could someone who wanted to stand up to cyberbullying do in such a situation?”

Answers may include: *Privately send a supportive message to the person being bullied, privately message the bully to tell them their actions aren’t OK, report the bullying to the website/app/game.*

ASK: “Stella wants to get even with the bullies by rounding up her friends to “turn it up” online. Why isn’t getting even the best option?”

Answers may include: *Being mean back might just continue a cycle of bullying, she could also get in trouble for bullying even if the other user started it, she could get banned from the platform for inappropriate behavior, etc.*

ASK: “Why do you think people bully others on- and offline?”

Answers may include: *The bully is insecure, the bully is also being hurt some way and taking their pain out on others, the bully is copying someone else’s behavior, etc.*

Do

After discussing the above elements of cyberbullying, work with your mentee to write a letter to Celeste. Try to encourage your mentee to express some empathy for her situation and suggestions for handling it.

Digital Distractions

In **Season 1 Episode 4**, Webster loses the map showing the way to Sector 7 after being distracted by cute animals, advertisements, and games in Ad Alley. These distractions are a metaphor for the digital distractions that can sidetrack productivity online.



Digital Clock

After watching **episode 4** together, discuss the following questions, then work together to make a "My Daily Digital Guidelines" to help students outline how much time they think is OK to spend online doing school work, socializing, and playing each day.

Discuss

ASK: "Sometimes, when I'm trying to do homework or something, I get distracted by _____ (texts, social media, games, etc.). Do you ever get distracted while trying to do work? If so, by what?"

ASK: "How do you deal with digital distractions when they come up?"

If mentee struggles, you may suggest: turning off the device, acknowledging them but only for a short, set, period, then getting back to work, putting device on 'do not disturb' until finished, etc.

Do

Get a piece of paper and some colored markers/crayons. Draw a clock for your mentee, labeling the hours and drawing the 5-minute sections between each number. The point of this activity will be to have the mentee consider how much time they spend online (apps/gaming) each day. Begin by asking them to estimate how much time they spend each day online. Write down what they estimate before beginning the next activity. Ask your mentee to describe their daily routine, marking the time spent sleeping, at school, in sports, dedicated online time, etc. and coloring each section with a different color. You may do this for the mentee, or if they are able, they can do it themselves with your supervision. Next, have your mentee consider if any fractions of the colored sections also contain time online (ex. Child is online during the car ride to a sports practice). Color in the number of minutes spent online that overlap with other activities.

Once the whole clock is filled in, calculate how long your mentee spends online. Did they predict their time spent correctly? Or were they over/under? If their average time online is higher than they expected, consider discussing whether there are other things they might want to swap out for that online time (ex. Reading a book in the car instead of being online, learning to solve a Rubix cube or do something active like jumping jacks during commercials while watching TV, etc.).

Red Flag Behaviors Online Ages 8+

In **Season 1 Episode 5**, Nettie and Webster are approached by Renard, the leader of a group of Rocket Bikers. Soon after meeting, Renard asks Nettie and Webster to join him and his crew, assuring them they'll have fun exploring the cloud with him. Nettie feels uncomfortable about the proposition and the pair rejects the offer. In season 1, episode 6, Nettie and Webster arrive in Sector 7 where they report Renard's behavior to a Badromeda Protection Officer.

Before beginning this activity or discussing this with your mentee, review the background information in the Mentor Note below about online enticement by yourself.



Online Enticement: Any online communication with a person believed to be a child for sexual purposes. This category of online exploitation includes sextortion; the use of a sexual image to extort/blackmail a person.

Online enticement involves deception and manipulation.

Reasons someone may want to deceive a child online may include:

- To extort money/goods
- To get embarrassing or inappropriate pictures
- To force the child to do something else, like meeting up or to remain in a relationship

In many of these situations the offender will:

- Lie about their age/gender/occupation/location
- Pretend to form a relationship with the child, 'liking' their posts, leaving lots of comments, etc.
- Begin having conversations about relationships or sex with the child online.
- Request/send inappropriate images from/to the child or offer something of value in exchange for inappropriate/sexual pictures.
- Try to cut the child off from their other friends/family and make them feel like they can only count on the online relationship they've formed with this person.

To learn more about online enticement, visit MissingKids.org/NetSmartz/topics/onlineenticement

Red Flag Behaviors Online Ages 8+

(Cont.)



Red Flag Sorting

Watch **episode 5** and **episode 6** of season 1 with your mentee. Next, discuss some of the behaviors that may be red flags of a dangerous person online. Then, complete the sort activity.

Discuss

ASK: What are some of the things Webster notes as being “weird” about Renard and the other bikers?

Answers may include: Renard had only known Nettie and Webster for a few minutes before asking them to join the group, Renard and the bikers were much older than Nettie and Webster.

SHARE: When you “meet” someone online, you can’t always be sure they are who they say they are. Some people may try to trick you online for one reason or another. There are some things that everyone – young kids, older teens, and even adults – should look out for online because they are red flags someone may not be genuine or is dangerous.

You may not have noticed it, but in the episode Renard is very complimentary of Nettie and Webster, even though he doesn’t really know them. He says he has a lot in common with Nettie and Webster (a fellow Rocket Biker, has done the same trails). He then asks them to join him and his crew (“I promise you’ll have fun.”) These types of questions and behaviors are sometimes used by people who want to manipulate you online.

A person trying to deceive you or manipulate you online may:

- Lie about who they are – they might say they are a kid, but they are really an adult. Or they might lie about their gender, the type of job that they have, or where they live.
- Pretend to form a relationship with you, ‘liking’ your posts, leaving lots of comments, etc.
- Try to turn you against your family and other friends, making you only want to be friends with the them. Try to start conversations about relationships, bodies, or something else that makes you uncomfortable.
- Request/send inappropriate images from/ to you or offer something of value in exchange for inappropriate pictures.

If you notice someone trying to do any of these things, you should immediately tell a trusted adult.

ASK: Who are the trusted adults in your life that you’d feel comfortable sharing something like this with? Can you name 2 or 3?

If mentee struggles, you may suggest: school counselor, teacher/other staff, a coach, a relative or older sibling, etc.

After discussing the above, complete the red flag sort with your mentee.

Do

Complete the worksheet on the next page with your mentee.





Red Flag Sorting Worksheet

Instructions: Print this sheet, then cut out each scenario rectangle and the headings. Work with your mentee to place each scenario under either "Probably OK" or "Red Flag", discussing why they placed each item in the category they chose and gently correcting as needed.

Probably OK	Red Flag
<p>A friend from school writes down their username and asks you to add and follow them in a new app.</p>	<p>You get a direct message that says "You're so cute. I can get you jobs as a model. Just send me some pics to get started."</p>
<p>Your uncle likes all your pictures from your recent camping trip.</p>	<p>You get a follow request from a user you don't recognize. You click their profile and see that they follow thousands of people but only have a couple followers themselves. Their profile picture is a cat.</p>
<p>A teammate comments "Looking good (fire emoji)" on one of your pictures.</p>	<p>A user messages you during an online game to compliment your skills. They ask you to add them on a different messaging app so you can talk "more privately".</p>
<p>You get a follow request from a new user; the profile picture is of someone you know from school, when you click their profile, they have your same school listed and you have many friends in common.</p>	<p>Someone comments on a video you post "This'd be better in a bathing suit!"</p>
<p>You get added to a group chat with many people, but you recognize all the usernames/ numbers.</p>	<p>After you comment "Sometimes parents are the worst", someone you don't recognize responds "I bet I would understand you better than them. Let's talk somewhere private."</p>

Inappropriate Images Online

In **Season 2 Episode 2**, Zion recounts how he is being blackmailed online by someone who has an inappropriate picture of him. The user got the picture by taking a screen grab while Zion was goofing off on a livestream and was dared to moon (show his bottom) the camera. The user is threatening to send the picture to all Zion's followers if he doesn't pay him 10,000 goldies (gaming currency).



Personal Online Code of Conduct

After watching **episode 1** and **episode 2** of season 2, discuss the following and work together to write personal codes of conduct for both mentor and mentee. Some items on your codes of conduct may overlap, while others may be very different based on age. Be sure to discuss these similarities and differences together and why different items may become more/less important as you grow up.

Discuss

ASK: In your own words, tell me what happened to Zion?

Probe for the mentee's understanding of how the user got the picture of Zion (screen grabbed a livestream on which Zion mooned the camera).

ASK: Do you think what happened to Zion is his fault?

The mentee may say 'yes, he chose to show his bottom online, so it is his fault'. If this is the case, gently acknowledge the choice Zion made, but note that the person who took the screen grab is to blame, not Zion. It is OK to make mistakes, and it is OK to ask for help, even when one feels like the problem may be their fault initially.

ASK: Do you know of anyone who has either done something like this – showing an inappropriate part of their body – or posted something else that could get them in trouble online?

If your mentee is reluctant to respond, and you are comfortable sharing, you may choose to share an example of your own (ex. A classmate of mine posted a video where he was using a lot of swear words and saying rude things about another school, and when the school found out he was suspended from his sports team for 2 games.)

ASK: Imagine you're in Zion's situation. Who could you go to for support if something like this happened? Can you identify at least two trusted adults?

After discussing the above, complete your "Personal Online Codes of Conduct" individually.

Do

You and your mentee will both write codes of conduct for online behavior. Begin by brainstorming individually lists of rules you think are good to follow while online. Then compare lists. Discuss which rules appear on both lists and which ones are unique to each person. As a mentor, encourage your mentee to consider the following rules, if they don't already appear on their list:

- I will not show private parts of my body online
- I will not meet face-to-face with someone I've only met online
- I will be kind online
- I will report inappropriate content/behavior if I see it

Online Manipulation Ages 8+

In **Season 2 Episode 3**, Zion tells his dad what is happening to him. Also, the audience learns more about the Webville Outlaws' plan to work together to be rude, send inappropriate pictures, get personal information, and attempt to meet offline with kids they've contacted online.

Before beginning this activity or discussing this with your mentee, review the background information in the Mentor Note below about online manipulation by yourself.



The Outlaws' behaviors are examples of online manipulation, sometimes called **grooming**. Someone may try to manipulate a child for many reasons, including:

- To extort money/goods
- To get embarrassing or inappropriate pictures/videos
- To force the child to do something else, like meeting up offline

In Zion's case, the blackmailer wants game currency. In reality, the most common demand is explicit images. **Giving the blackmailer what they demand Does Not Stop The Extortion.** Often the demands only become more frequent and more difficult to fulfill.

Report digital blackmail to [CyberTipline.org](https://www.cybertipline.org)!

A person trying to manipulate a child online may:

- Lie about their age/gender/occupation/location.
- Pretend to form a relationship by 'liking' posts, leaving lots of comments, etc.
- Try to make the child feel isolated from other friends or family.
- Try to start conversations about relationships, bodies, or another topic that makes the child uncomfortable. Request/send inappropriate images from/to the child or offer something of value in exchange for inappropriate pictures.

The process is often gradual and can be hard to notice before it's too late. That's why it's important to be able to recognize some early signs online that someone may be unsafe. It's also important to focus on unsafe behaviors rather than just unsafe people (e.g. strangers) because sometimes offenders are people the child actually knows.

Online Manipulation Ages 8+ (Cont.)



"The Telling" Role Play

Watch **season 2 episode 3** with your mentee and talk through the discussion prompts. Then act out "The Telling" role-play with your mentee.

Discuss

ASK: What did Meet-Me-Mack say was the Outlaws' evil plan?

You may need to re-watch that clip of the video to help students recall the plan (First, they use Pete's bad online behavior to make kids turn on each other, then Wally begins asking lots of personal questions to make them feel "interesting", then Louie starts sending them inappropriate pictures before Mack asks them to meet in person.)

Explain that this plan is an example of how someone may try to trick or manipulate a child online. Explain the reasons that someone may want to trick the child online include but are not limited to:

- To get money or valuable things
- To get embarrassing or inappropriate pictures/videos
- To force the child to do something else, like meeting up offline

ASK: Has any user you didn't know ever tried to add/follow/message you? If so, what'd you do?

If they have experienced this, remind them that they shouldn't feel bad if they responded to the message or accepted the request in the past. It doesn't mean they are going to be blackmailed or in trouble. Not everyone is "out to get you" online, but it's important to check out who you're giving access to.

ASK: After watching these videos, do you think you'll do anything differently if someone you don't know tries to contact you online? If so, what?

Discuss how the story in "Into the Cloud" is about a stranger contacting Zion and threatening him, but it is also possible for someone you know to do something inappropriate or harmful online. If something happens online that seems risky, dangerous, or makes you uncomfortable you should talk to a trusted adult about it, even if it is someone you know who is doing it.

Do

To begin, help the mentee choose a scenario from the given options. After choosing, work together to write a script with two characters, the child and a trusted adult, that describes the situation, leads to the child requesting help, and the trusted adult positively responding. A sample script is attached for reference, but should not be copied.

You will then take turns playing the roles of "Kid" and "Trusted Adult". Memorize lines when possible to enable standing up and acting out the scenario.





"The Telling" Script Worksheet

Step 1: Choose a scenario

- A. You "make friends" with a user in an app. They ask you to move the conversations to a different app. There they ask you to send inappropriate picture to them. They promise the app is secure and no one will ever see.
- B. Someone you meet online says they want to send you a present. They ask for your address and you give it to them. The person shows up at your house and wants to meet you in-person.
- C. Someone offers you money to send inappropriate pictures to them online. You send a picture, and now the person is threatening you and saying you must send more.
- D. A coaching assistant on your sport's team texts you privately. It starts out fine, but then he starts sending pictures that make you uncomfortable.

Sample script

Kid: *Hi Mr. Allen, do you have time to talk about something important?*

Trusted Adult (Mr. Allen): *Sure, what's going on?*

Kid: *Well, when I was online the other day, I had just posted this video of me dancing and all of a sudden I got this direct message from some random girl. I didn't recognize her profile pic, but she was beautiful and she seemed interested in me, so we started talking. She said I was an awesome dancer and that she knew casting directors for music videos and stuff. She listened to all my complaints about some of my teammates and stuff. She seemed cool! She got me to trust her.*

Trusted Adult (Mr. Allen): *Haven't you heard not to talk to strangers online?*

Kid: *Yeah yeah, but she didn't feel like a stranger. She felt like a friend. But...*

Trusted Adult (Mr. Allen): *But...*

Kid: *Then she sent me this picture. She wasn't wearing anything in it. She asked me to send one of myself back to her. She promised she wouldn't share it...*

Trusted Adult (Mr. Allen): *Did you send a picture?*

Kid: *Yes. And I know now it was a mistake! After I sent it, she started threatening me; saying I had to send more pictures or she'd send the picture to my friends, family, and school! I don't know what to do. I'm so embarrassed. And scared. I need some help.*

Trusted Adult: *I'm sorry that's happening to you. Thank you for telling me – that was the right thing to do. You are very brave for telling. I will do my best to help you.*

Cyberbullying & Sharing Content

Ages 8+

In **Season 2 Episode 4**, Zion experiences cyberbullying from people who have seen the inappropriate picture of him. He reports the users to the game site where they contacted him. After discussing key understandings from the episode you will work together to review the games/apps that they frequently use and locate the “flag” or “report” features that allow one to report inappropriate users and behaviors.



Report It!

Watch **season 2 episode 4** with your mentee and talk through the discussion prompts. Next, work together to review how to report inappropriate content in the mentee’s favorite apps/sites/games.

Discuss

ASK: If someone shared an inappropriate picture of someone else with you, what would you do? Would you consider sharing it with others? Why/why not?

Help the mentee understand that sharing explicit images, especially those not intended for them to see is never OK. It’s OK to tell the person who sent them not to send more images like that.

ASK: Imagine someone you liked asked you to send an inappropriate picture. Would you consider doing it? What do you think are some of the risks of sending this type of picture to someone?

Help the mentee understand that once you send an image, it’s hard to control where it goes and who will ultimately see it.

ASK: Do you think it’s ever OK to ask someone else to send an inappropriate image to you?

If the mentee responds “yes”, ask them to elaborate. **If the mentee responds “no”,** press them as to why it’s not OK and present common reasons why people say it’s OK to ask for these images such as “I promise I’ll never share the picture with others”, “I really really like you”, “I’ll send a picture if you send a picture” etc.

Do

After discussing the above, work with your mentee to open the messaging/social media/gaming apps that they often use. In each, look for the “flag” or “report” features that would allow the user to report an inappropriate post, message, user, etc.

Removing Explicit Content Ages 8+

In **Season 2 Episode 5**, Nettie and Webster work with a member of “The Server’s” trust and safety team to remove Zion’s inappropriate picture from the video platform. Though Zion’s situation and platform are fictional, **it is possible to contact websites/apps/games to remove explicit content of minors**. Before watching season 2 episode 5 with your mentee, by yourself, review the procedures for reporting abuse and contacting platforms and removing explicit content at MissingKids.org/takeitdown.



Contacting Platforms to Report and Remove Explicit Content

After watching **season 2 episode 5** with your mentee and discussing the key understandings, use the instructions on MissingKids.org/takeitdown to walk through how the mentee could report an inappropriate picture of them if it were ever to get posted/shared on an app/game/site they use. If the app/game/site does not have instructions on MissingKids.org/takeitdown, work together to try to deduce how a user could report an inappropriate picture, using the instructions for other popular apps as a guide.

Discuss

ASK: Did you know it was possible to remove inappropriate pictures from the internet? What were some of the reasons Spyder (of the Trust & Safety team) said they’d remove a photo/video?

Answer: It poses a safety risk.

ASK: What about Zion’s picture made it a safety risk?

Answer: It shows a private part of his body and someone is threatening to spread the picture if Zion doesn’t do what they ask.

ASK: Do you know anyone who has ever sent or received a photo that could be considered a safety risk?

If yes, would they know how to get it removed from a platform if it got shared?

If not, you can now teach them – go you!

ASK: Is Zion in the clear now? Is the picture gone forever?

Answer: Maybe, but if the picture was saved or shared on a different server/platform, Zion will need to make a new report to that server/platform to get it removed.

Do

After discussing the above, work with your mentee to open their most-used apps/sites and walk through the instructions on MissingKids.org/takeitdown, simulating reporting an explicit photo.

Using the Internet for Good

In **Season 2 Episode 6**, Clicky tells Vera about all the ways he has tried to spread the word about the Webville Outlaws' plan, but feels like all his messaging is getting lost in the noise. It can be easy to see the internet as a mean or dangerous place, but most people are using it for good!



My Time Online

After watching **season 2 episode 6** with your mentee discuss the following before engaging in a creative activity.

Discuss

ASK: Do you think there are more people using the internet for good or for bad? Why?

ASK: Do you think there should be more controls on sites/games/apps to protect users? Why/not?

ASK: Knowing what you know about online risks now, would you change anything about what you do or the way you do things online? If so, what and why?

Do

Supervise your mentee as they complete the worksheet on the next page. Then assist them in their artistic interpretation of their time online.





My Time Online Worksheet

Instructions:

Use the following prompts to begin brainstorming “my time online”. After taking notes about what you like to do, how you feel, etc. while online, choose your preferred artistic format to describe your time online.

Ex. Write a short song/poem/rap

Ex. Draw/paint a comic strip or other picture

Ex. Create a magazine image collage

Ex. Choreography a dance or role-play dialogue

With my time online I like to

The best parts of the internet are

My time online makes me feel

Now create something beautiful!



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