



Season 1 Activities Guide for Teachers

MissingKids.org/NetSmartz



Close Viewing Activities

ACTIVITY 1: SILENT VIEWING

First, students watch key segments of episodes without sound and try to figure out the educational message. Then, they re-watch the same segments with sound to confirm whether they were right or wrong. If they were right, students record the details that support their conclusion. If they were wrong, they will record what details prove a different lesson to be true.

SETUP

- Queue the video to the designated sections. Mute the audio.

Episode	1	2	3	4	5	6
Queue to	1:27	1:08	0:39	2:04	0:56	2:05
Watch until	2:12	3:46	2:59	2:50	1:27	4:25

- Setup a projector or smartboard for group viewing.

PROCEDURE

1. Tell students that they will be watching snippets of episodes of "Into the Cloud". They will be watching the videos on silent! It's their job to watch closely to begin formulating a rough idea of what they think the episode's main idea is, based on what they see in the clip. This will be hard, especially during a silent viewing, so remind them to watch closely, and that their first impression or idea may need revision once they hear the audio and watch additional times.
2. Play the video segments as indicated in the "Setup" section.
3. After each video segment has finished, have students turn and talk to a partner about what they think the episode's main idea was and why they think that. After students have pair-shared, have volunteers share their responses for the class. Note responses on the board for discussion after the group has watched the videos with audio.
4. Finally, watch the full episode with full audio. Review the students' responses noted on the board. Were the students correct in their assertions? If so, what dialogue from the episode proves that? If not, what dialogue from the episode proves them wrong?

Close Viewing Activities

ACTIVITY TWO: TEXT-DEPENDENT QUESTIONS

SETUP

- Print one set of text-dependent questions for each student (Attachment 1).
- Load episodes and set up a projector for viewing.

PROCEDURE

1. **After students have completed the silent viewing activity**, tell students that they will now watch the videos and answer episode-specific questions. As they are watching, they should complete the text-dependent questions on the worksheet (Attachment 1).
2. You may choose to have the students:
 - » Silently read the questions to themselves before the videos begin
 - » Read the questions aloud
 - » Have a volunteer read them aloud before you start the episodesThis helps queue students up for the types of information they should be looking and listening for in the episode.
3. Watch the episodes. Students should complete the worksheet as they watch. As the students watch, circulate the room and observe the types of answers they have written down. Make note of students who you'd like to have share their responses for the group.
4. When the episodes end, give students a minute to complete their worksheets.
5. Have students compare their answers with a partner.
6. Ask volunteers to share their responses with the class. If students have contrasting answers, work together to reconcile the responses and come up with a commonly-agreed upon answer.

Close Viewing Activities

ACTIVITY THREE: INTEGRATION OF IDEAS WRITE TO A CHARACTER

SETUP

- Print one Letter Template (Attachment 2) for each student.

PROCEDURE

1. Tell students that they will be writing to a character from one of the episodes. They will be asking questions of the character, and relating to an experience the character has had.
2. As a class, make a list on the board or chart paper of all of the characters who appeared in the episodes they've watched.
3. Have students select a character to write to.
4. Model the activity:
 - » Say *"For example, if I chose to write to Webster, I'd have lots of questions! I think I'd ask him: 'What were your first thoughts when you fell through the floor board?' 'What was your first impression of Zion?' or 'What's Nettie like as a big sister?'"*
 - » Say *"I'd have questions, but I can also relate to a lot of things that happened to him. For example, I'd want to tell him how I relate to his experience of misplacing my tablet and feeling like I was so disconnected from the world without it! I'd write about my particular experience and my feelings."*
5. Pass out the letter templates to each student and have them begin.
6. Collect the letters from each student and review them after the lesson. Provide feedback on the quality of their questions as well as their ability to relate to the characters' experiences.

Culminating Tasks

ACTIVITY OPTION 1: WRITING PROMPTS

Have students choose a writing prompt to address. Depending on the students' grade-level, the length and level of detail required for each written piece will vary.

- » How did Nettie and Webster change over time? What lessons did they learn? Use at least two details to support each of your arguments.
- » "Into the Cloud" has many examples of cause and effect. For example, Webster allows himself to get distracted and it causes him to lose the map. Find three other examples of cause and effect from any of the six episodes of "Into the Cloud" that you've watched.
- » Create your own definition of "good digital citizenship" based on the lessons you've learned in season one of "Into the Cloud". Be sure to include an example of how to put each element of your definition into action.

ACTIVITY OPTION 2: ACT IT OUT

Students act out scenes from "Into the Cloud".

- » Choose what you consider to be the "most important scene" of "Into the Cloud" season one. Watch the scene, and transcribe the script. With a partner (or more, depending on the scene), assign characters and memorize their lines. Perform your skit for the class. Be ready to defend your scene selection and why you believe it is the most important one of the season.
- » 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! What would your character say and do in the episode to help make the internet a better place? Choose an episode, watch the scene, and transcribe the script, leaving room for you to add lines for your own character. Next, add your lines to the script. Memorize this new script with a partner (or more depending on the scene) and perform it for the class.

ACTIVITY OPTION 3: ARTISTIC EXPRESSION

Students express their understanding through art.

- » **Collage:** Create a collage that represents the lessons learned in each episode of "Into the Cloud".
- » **Poetry and Song:** In your preferred style, write a poem/song about "Into the Cloud" and good digital citizenship.
- » **Be the Illustrator:** Choose what you 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 your class, be ready to describe what is happening and why you consider it to be the most important scene of the episode.

Name _____

Attachment 1

Text Dependent Questions

Watch the episode of "Into the Cloud" and answer the questions below. Remember to write in complete sentences.

Episode 1: "Enter Badromeda"

1. Why does Webster go into the Control Room?

2. What are the Badromedan creatures doing that makes Nettie upset?

3. What types of people do Nettie and Webster suggest asking for help?

4. Describe the "human scientist" that Harold tells Nettie and Webster about. How does Harold know about her? Why might she be able to help?

Name _____

Attachment 1

Text Dependent Questions

Watch the episode of "Into the Cloud" and answer the questions below. Remember to write in complete sentences.

Episode 2: "T.M.I"

1. What type of personal information is Zion sharing when he meets Nettie and Webster?

2. What does Zion say about online privacy at the beginning?

3. What are some of the reasons someone might want to trick you online?

4. What does Zion do to make his online profiles more secure at the end of the episode?

5. Which Webville Outlaw matches each evil plan for making the internet less safe?
Draw a line between the Outlaw and their plan.



Potty-Mouth-Pete
with his De-Neticator

Trick kids into giving him
personal information



Look-at-this-Louie

Make kids be rude and
mean to each other online



Wanna-Know-Wally

Send bad pictures to kids
with his Picture Ray

Name _____

Attachment 1

Text Dependent Questions

Watch the episode of "Into the Cloud" and answer the questions below. Remember to write in complete sentences.

Episode 3: "Rocket Bike"

1. What is Celeste's friend Stella's plan for dealing with cyberbullies?

2. What alternate suggestion does Webster make for dealing with cyberbullies?

3. What do Celeste and Stella decide to do about the cyberbully?

4. How does Nettie check that Ash is an adult who can help them?

5. Where does Ash the docent tell Nettie and Webster they can find the "Earth Scientist"? How will Nettie and Webster get to that location?

Name _____

Attachment 1

Text Dependent Questions

Watch the episode of "Into the Cloud" and answer the questions below. Remember to write in complete sentences.

Episode 4: "Fact or Fake?"

1. What happens to Webster that causes him to lose the map to Sector Seven?

2. What types of distractions were present in "Ad Alley"?

3. Why can't Nettie and Webster trust the information around them?

4. What does Nettie realize at the end of the episode that upsets her?

Name _____



Attachment 1

Text Dependent Questions

Watch the episode of "Into the Cloud" and answer the questions below. Remember to write in complete sentences.

Episode 5: "Checking-In"

1. What does Webster do that causes him to see something inappropriate online?

2. What does Webster do after he sees the inappropriate content?

3. Why can't Nettie and Webster send a message to Clicky from the library?

4. What is the name of the Scientist who is able to send messages throughout the realms?

5. What do you notice happening in the NetSmartz neighborhood while Nettie and Webster are stuck in Badromeda?

Name _____



Attachment 1

Text Dependent Questions

Watch the episode of "Into the Cloud" and answer the questions below. Remember to write in complete sentences.

Episode 6: "Finding Vera"

1. What does Renard the Biker say to Nettie and Webster to try and convince them to join his biker group?

2. Something about the bikers makes Nettie feel uncomfortable. What does she do in response?

3. What did Webster notice was strange about the bikers?

4. What did Officer Armstrong tell Nettie and Webster after they reported Renard to her?

5. What two stores is Dr. Vera Tas's office in between? What's the riddle?
