Follow these important rules to stay safer online.

Know your parenting adult should always be involved in your online life.

Tell a trusted adult if anyone online makes you feel uncomfortable — even if it's a friend or a grown-up you know.

Think about the consequences and the feelings of others before you post anything online. Once you post something, you can't always take it back or control where it goes.

Do not respond to threatening messages. Save the messages. Then tell a trusted adult who can help you work through and report the problem.

Join Nettie and Webster by signing below to agree that you will follow the NetSmartz rules!

♡ Nettie

Webster ☆

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

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A program of the NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN®

NetSmartz
INTO THE CLOUD

Dear Educator,
It's never too early for children to learn about online safety, and the NetSmartz characters are here to help! This free teaching program has been developed by the curriculum specialists at Young Minds Inspired to accompany the all-new, action-packed Season 2 of *Into the Cloud*, an animated online series from the National Center for Missing & Exploited Children® (NCMEC) launching February 2021. (Season 1 is available online now.)

Into the Cloud and these lessons empower children to make smart decisions online, think about the information they share, and confide in trusted adults if they need help. The lessons are designed so educators, group leaders, and families can use them in school or remotely at home.

Feel free to share this program with other teachers at your school. The program can also be used by media specialists, PTAs, school resource officers, and law enforcement for presentations and small-group discussions. Please give us your feedback by returning the enclosed reply card or by commenting at ymiclassroom.com/feedback-intothecloud.

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

About Into the Cloud

Into the Cloud is an animated series about two kids — Nettie and Webster — who live in the NetSmartz Neighborhood in "the cloud." On their epic adventures, they learn how to keep the internet safer while fighting off the evil plots of the Webville Outlaws. In Season 2, they're on a quest to help remove an inappropriate photo that was taken of their new friend Zion that was posted on the internet. Along the way, Zion learns the importance of going to a trusted adult for help and practicing smart online behavior, because, as he finds out, you can't always control what happens online, whether it's during a livestream, game play, or in a post!

This February, Season 2 will launch and children and families can find Season 1 at **NetSmartzKids.org/Videos**. Trusted adults can learn more about online safety issues facing children and get tips for talking about them at **MissingKids.org/NetSmartz**.

Target Audience

Children in grades 1 to 4 and their families. The program can also be adapted for grades K and 5.

Program Objectives

- Educate children about online dangers and help them stay safe
- Build children's confidence so they tell trusted adults when anything or anyone online makes them uncomfortable — even if it's someone they know
- Provide children and their families with strategies to make smart online decisions and to handle online threats

Program Components

- This teaching guide
- Three reproducible activity masters
- A wall poster
- A reply card
- Also available at **ymiclassroom.com/intothecloud**: this teaching kit, plus a trusted adult letter, standards chart, and feedback form

How to Use This Program

1. Use the lessons after watching Season 2 of *Into the Cloud* or use them on their own. The activities can be done in school or remotely.
2. Photocopy the teaching guide and activity sheets before hanging up the poster featuring online safety tips. Make copies of the activity sheets for your students.
3. Send home copies of the trusted adult letter or email it to families to reinforce the program's messages, encourage family viewership, and provide parenting adults with online safety information.

ACTIVITY 1
What Would You Do?

Introduce this lesson by telling children that Nettie and Webster, the main characters from *Into the Cloud*, are helping their friend Zion get an inappropriate photo of himself taken down from the internet. As Zion learns, that's not always easy. Emphasize that even if they're afraid of getting in trouble like Zion was, they should tell a trusted adult so they can help them. Explain that trusted adults are grown-ups who make children feel safe and can help them when they are in need. Zion told a trusted adult (his neighbor and gardening club mentor, Harold) and eventually his father. Ask children: *Who are some trusted adults you can talk with?*

Distribute the activity sheet. In Part 1, the goal of each real-world scenario is for children to tell a trusted adult about the problem. In Part 2, have children reveal the NetSmartz rule by asking: *What should you do if you see something online that is inappropriate or makes you uncomfortable, or if you need help?*

ACTIVITY 2
Online Threats

In *Into the Cloud*, Zion is contacted by someone who threatens to share an inappropriate photo of him unless he sends 1,000 goldies (gaming currency). Explain that this type of threat is not allowed on any apps, games, or websites. (Introduce the term "blackmail" or "extortion" if appropriate for your group.) Emphasize to students that if someone threatens them online, they should immediately tell a trusted adult and save the evidence of the threat by printing or taking a screen grab, blocking the user, and reporting the user to the website/game/app.

Hand out the activity sheet. In Part 1, children circle the thumbs-up emoji for friendly messages (1, 4) and the thumbs-down emoji for messages that are threats or blackmail (2, 3, 5). Afterwards, talk about what each person who received a threatening message should do. Then discuss the scenario in Part 2. Remind children to tell a trusted adult if they or their friends are ever threatened online or asked to give someone something to prevent an action.

ACTIVITY 3
Internet Safety Checklist

The Webville Outlaws are causing havoc online — pretending to be other people, asking kids personal questions, and sending them inappropriate pictures. Talk about these online dangers with children. Carefully emphasize that they should tell a trusted adult if *anyone* makes them uncomfortable online, including adults they know or friends. Then distribute the internet safety checklist and review the answers: 1. private; 2. adult; 3. post; 4. threatens; 5. online; 6. passwords; 7. feelings; 8. information. Afterwards, children can draw pictures to accompany their safety rules. Once done, review the poster and have students sign it to acknowledge their support of the rules like Nettie and Webster.

Extension Activity: This program can be adapted to reach a wider range of ages through "wing partnering." For example, older children can be role models and create stories highlighting safety messages from *Into the Cloud* to read to younger grades. Be sure teachers/trusted adults review the materials before the children share them.

Resources

- NetSmartzKids.org/videos
- YMIclassroom.com/intothecloud

Learn more about the safety issues featured and ways to talk about them with kids at **MissingKids.org/NetSmartz/Topics**.

Questions? Contact YMI toll-free at 1-800-859-8005 or by email at feedback@ymiclassroom.com

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What Would You Do?

Nettie and Webster are two kids from the NetSmartz Neighborhood who know a lot about online safety. In *Into the Cloud*, they try to help their friend Zion. He made an embarrassing mistake and a photo of it is being shared online.

Part 1

Nettie and Webster want you to use your NetSmartz. Read the scenarios below. Decide what you would do to be smart and stay safe online. Circle your answer. Then, on a separate sheet of paper, choose one of the scenarios and write down what could happen or the possible consequences for each of the three choices.

You are playing a game online. Someone you don't know wants you to send a photo of yourself. What would you do?

A. Send a photo.

B. Ignore the person.

C. Tell a trusted adult.

Your friend is being teased online. He tells you, but doesn't want anyone else to know. What would you do?

A. Tell him to tease back.

B. Tell him to ignore the messages.

C. Tell a trusted adult.

You get a friend request from someone you don't know. The profile photo is of a kid your age. You wonder if it's a fake picture. What would you do?

A. Accept the friend request to find out.

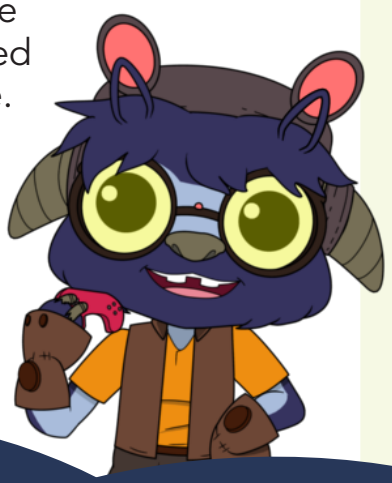
B. Ignore the person.

C. Tell a trusted adult.

Part 2

Nettie and Webster have an important NetSmartz rule to share. It is what you should do if anything or anyone online makes you uncomfortable or scared — or if you need help. Fill in the missing letters to decode their online safety rule.

T__ll a tr__sted ad__lt.



NetSmartz® Safety Tip for Trusted Adults: Discuss with children that they should always expect parenting adults to be involved in their online lives. Children should tell a trusted adult if they need help or if something online makes them uncomfortable. Remember to be supportive so the fear of getting in trouble doesn't keep them from seeking help. For more information and to view *Into the Cloud*, go to **NetSmartzKids.org**.

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Online Threats

NetSmartz INTO THE CLOUD

Part 1

Nettie here! In our *Into the Cloud* adventure, Zion worked up the courage to tell his dad that someone threatened him online. Even though it can be hard, it is very important to tell a trusted adult if you are threatened or someone makes you uncomfortable online.

Read the following text messages. Circle the thumbs-up emoji if the message is friendly. Circle the thumbs-down emoji if the message is a threat or not appropriate.

1. OMG! Saw your picture. I love your new bike! I can't wait to ride bikes with you.

2. Hi. Send me pictures of you. If you don't, the police will come to your house.

3. If you want to continue to play this game, send $50 now!

4. Just got back from a hike with my family. Can't wait to tell you about it and show you my pictures.

5. I took this silly photo of Eva when she wasn't looking. I know she would be embarrassed, but I'm sharing it anyway. If she does not want me to share it, she needs to give me $10.

Part 2

Now it's your turn to use your NetSmartz skills. Carlos heard an embarrassing story about Max. Carlos tells Max that he will text the story to lots of people at school unless Max gives him his new bike. Max does not want anyone to know that story. What should Max do? Write your advice for Max on the back of this sheet.

NetSmartz® Safety Tip for Trusted Adults: Have kids keep their settings private across all online platforms. Talk to them about being careful about what information they share because it will be hard to take it down or control what happens to it. If children are ever threatened, blackmailed, or experience cyberbullying, they should not respond but tell a trusted adult instead. For more information and to view *Into the Cloud*, go to **NetSmartzKids.org**.

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ACTIVITY 3

Internet Safety Checklist

Webster checking in! The Webville Outlaws cause all kinds of online trouble in our NetSmartz Neighborhood. But you can help us outsmart the Outlaws. Use the words below to fill in the sentences on this checklist about how to stay safe online. After you complete each sentence, place a check mark in the box.

threatens **private** **information** **online**
post **feelings** **passwords** **adult**

- ☐ Be sure to keep all your online settings _____.
- ☐ Tell a trusted _____ if someone online makes you scared or uncomfortable. That even includes grown-ups you know and friends.
- ☐ Be careful when you _____ photos, videos, or messages online because it can be hard to take them down or control where they go.
- ☐ If someone _____ you or a friend, do not respond. Tell a trusted adult and report it.
- ☐ Never meet someone face-to-face that you meet _____.
- ☐ Do not share your _____ with anyone, including your friends. Only your parenting adults should know them.
- ☐ Think about the _____ of others before you post something online.
- ☐ Never give out personal _____ like your address or school name.

NetSmartz® Safety Tip for Trusted Adults: Review this Internet Safety Checklist with your child. Emphasize that people online are not always who they say they are. Discuss the importance of telling a trusted adult if anyone makes them uncomfortable online, including adults and peers they know. For more information and to view *Into the Cloud*, go to **NetSmartzKids.org**.

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Dear Trusted Adult,

Our children are spending more and more time online these days, which means it's more important than ever to speak to them about smart online behavior to help them develop lifelong internet safety skills.

To help you start this conversation, we're proud to bring you Season 2 of *Into the Cloud*, an animated cybersafety series created by the National Center for Missing & Exploited Children®. Your family can watch the new season — along with episodes from Season 1 — on **NetSmartzKids.org**.

We have also provided your child's school with online safety lessons to complement the series. The lessons teach children the importance of practicing safe online behaviors and telling a trusted adult whenever something uncomfortable happens online. Ask your child to share what they've learned and use it to talk about your family's online safety rules.

Online Safety Tips

The tips below can help you keep your children safe online:

- Let children know that their parenting adults should always be involved in their online lives.
- Talk to your children about who some trusted adults are in their lives.
- Encourage children to tell a trusted adult if they are uncomfortable, scared, need help, are threatened, or experience anything inappropriate online.
- Emphasize that children should come to you no matter what — whether the situation involves an adult they know, a peer, or a stranger. Children should tell a trusted adult if *anyone* or *anything* online makes them feel uncomfortable.
- Build children's confidence by reminding them that they should come to you even if it is hard or they are afraid they will get in trouble, because you can help. If they do come to you, remember not to get mad — be supportive and provide guidance so they always feel secure approaching you with a problem.
- Help your children make their settings private across all online platforms, including social media, gaming sites, and other places where they set up profiles.

To continue the learning adventure, children can play games and find out more about staying safe online at **NetSmartzKids.org**. *Into the Cloud* and other online safety tools are also available on the trusted adult site, **MissingKids.org/NetSmartz**, including discussion starters for each episode of the series to help you have ongoing conversations with your child about online safety.

We hope that you find these tools helpful in keeping your family safe.

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

NetSmartz INTO THE CLOUD

About Into The Cloud

Into the Cloud is an animated series about two kids — Nettie and Webster — who live in the NetSmartz Neighborhood in "the cloud." On their epic adventures, they learn how to keep the internet safer while fighting off the evil plots of the Webville Outlaws. In Season 2, they're on a quest to help remove an inappropriate photo that was taken of their new friend Zion that was posted on the internet. Along the way, Zion learns the importance of going to a trusted adult for help and practicing smart online behavior, because, as he finds out, you can't always control what happens online, whether it's during a livestream, game play, or in a post!

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Into the Cloud Season 2
Adventures in Online Safety Standards Alignment

Grades 1 to 4 **Language Arts Curriculum Standards***	**Activity 1**	**Activity 2**	**Activity 3**
Grade 1			
Reading: Informational Text			
Key Ideas and Details CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.	X	X	X
Craft and Structure CCSS.ELA-Literacy.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X	X	X
Integration of Knowledge and Ideas CCSS.ELA-Literacy.RI.1.7: Use the illustrations and details in a text to describe its key ideas.		X	
Writing			
Text Types and Purposes CCSS.ELA-Literacy.W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X	X	
Research to Build and Present Knowledge CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X
Speaking & Listening			
Comprehension and Collaboration CCSS.ELA-Literacy.SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	X	X	X
CCSS.ELA-Literacy.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X
CCSS.ELA-Literacy.SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X	X	X
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			X
CCSS.ELA-Literacy.SL.1.6: Produce complete sentences when appropriate to task and situation.	X	X	
Grade 2			
Reading: Informational Text			
Key Ideas and Details CCSS.ELA-Literacy.RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	X	X
Craft and Structure CCSS.ELA-Literacy.RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	X	X	X
Writing			
Text Types and Purposes CCSS.ELA-Literacy.W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	X	X	
Research to Build and Present Knowledge CCSS.ELA-Literacy.W.2.8: Recall information from experiences or gather information from provided sources to answer a question.	X	X	X

NetSmartz®

Into the Cloud Season 2
Adventures in Online Safety Standards Alignment

	Activity 1	Activity 2	Activity 3
Speaking & Listening			
Comprehension and Collaboration CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	X	X	X
CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X	X	X
CCSS.ELA-Literacy.SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	X	X	X
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			X
Language			
Knowledge of Language CCSS.ELA-Literacy.SL.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
Grade 3			
Reading: Informational Text			
Key Ideas and Details CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X
Craft and Structure CCSS.ELA-Literacy.RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	X	X	X
Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		X	
Writing			
Text Types and Purposes CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	
Speaking & Listening			
Comprehension and Collaboration CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X
CCSS.ELA-Literacy.SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	X	X	X
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	X	X	X

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Into the Cloud Season 2
Adventures in Online Safety Standards Alignment

	Activity 1	Activity 2	Activity 3
Language			
Knowledge of Language CCSS.ELA-Literacy.L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
Grade 4			
Reading: Informational Text			
Key Ideas and Details CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X
Craft and Structure CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	X	X	X
Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		X	
Writing			
Text Types and Purposes CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	
Speaking & Listening			
Comprehension and Collaboration CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X
Presentation of Knowledge and Ideas CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X	X	X
Language			
Knowledge of Language CCSS.ELA-Literacy.L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X

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Into the Cloud Season 2
Adventures in Online Safety Standards Alignment

Grades 1 to 4 ISTE Technology Standards for Students**	Activity 1	Activity 2	Activity 3
1. Empowered Learner Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.	X	X	X
1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	X	X	X
2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	X	X	X
2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	X	X	X
2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	X	X	X
2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	X	X	X
3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	X	X	X
3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	X	X	X
3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	X	X	X

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