NetSmartz®

INTO THE CLOUD™

Season 3

Episode Guide: "Don't Share That!"

A program of the

NATIONAL CENTER FOR
MISSING &
EXPLOITED
CHILDREN®

Introduction & How to Use This Guide

Into the Cloud™ is NCMEC's flagship online safety product designed for elementary students. Season 3 was designed for upper elementary students. Based on reports to the CyberTipline, we believe the content of these videos is age-appropriate for children in third to sixth grade. However, we acknowledge that communities differ, so we leave it to the facilitator's discretion to determine whether the content is suitable for third graders. Into The Cloud focuses on preventing online enticement, sextortion and GAI victimization. It also provides resources on reporting and accessing support.

Before using this guide, visit **NCMEC.org/NetSmartz/videos** to watch the video "Don't Share That!". This episode introduces key online safety concepts that the activities in this guide will reinforce.

Video Summary

Inappropriate pictures of a group of girls are being spread around the school. Ada, Robbie and Webster help their friends feel empathy for the people in the pictures and to take action as upstanders by teaching them how to report the images to help prevent them from circulating more.

About the Issues: Online and Offline Balance and Being an Upstander

Based on what we saw in the episode, let's talk first about online and offline activity balance. As you can see, Ada loves to play video games, but she also loves playing soccer.

Online and Offline Balance: It's important for everyone to find a healthy balance between online and offline activities. Spending too much time online can negatively impact relationships, mental health and physical well-being. It's essential to prioritize face-to-face interactions and engage in activities that promote a healthy lifestyle.

Being an Upstander: An upstander is someone who witnesses something harmful happening and takes action to help. When you see someone being bullied, harassed or treated unfairly, it's important to take action. You can let a trusted adult know what happened and offer support to the person experiencing the harm. Being an upstander can make a significant difference in the lives of others.

Healthy Relationships: Healthy relationships are built on trust, respect and communication. When interacting with others, it's important to treat them with kindness and empathy. Healthy friendships can provide support, companionship and a sense of belonging.

Video Description:

In Into the Cloud: Don't Share That, kids explore what happens when inappropriate pictures of peers are shared—whether they were created with Generative AI (GAI) or not. This episode breaks down the harm these actions can cause, encourages young viewers to take on the role of upstanders by speaking up and reporting harmful content and introduces the concept of maintaining a healthy balance between online and offline activities.

Introduction & How to Use This Guide

Learning Objectives:

1. Identify the impacts of sharing inappropriate images of peers, including those generated with GAI.
2. Demonstrate upstander behaviors by recognizing harmful online actions and showing support knowing how to report them.
3. Understand the importance of balancing time spent with healthy online and offline activities.

Main Topics/Themes:

1. Generative AI (GAI) Imagery

   • Understanding what GAI is and how it can be misused to create inappropriate content.

2. Upstander Behavior

   • Teaching kids to take positive action when they see harmful or unsafe behavior online.

3. Reporting Harmful Content

   • Knowing how, when and why to report inappropriate or unsafe online activity.

4. Balancing Online and Offline Activities

   • Encouraging a healthy relationship with technology and understanding when it's time to disconnect.

How to Use This Guide

This facilitator guide includes four different components. You can watch the video multiple times and use a different activity each time to learn and reinforce important topics covered in the video.

04 **PowerPoint Presentation**
15-40 minutes

07 **Peer-to-Peer Activity**
35-45 minutes

05 **Group Activity**
45-60 minutes

08 **Individual Activity**
25-30 minutes

PowerPoint Presentation

Instructions:

After watching the video, open the PowerPoint and reinforce the prevention concepts learned. Some slides include information for you to present—go ahead and read those slides aloud.

For slides with questions, first ask the question, allow participants to share their opinions and then click on the slide to reveal the answers.

The PowerPoint contains facilitator notes for you to review before the presentation to help you feel more comfortable with the topics being covered.

Time (15-40 minutes):

This presentation is flexible. After watching the 4-minute video, use the presentation to reinforce some of the topics discussed. If you choose to facilitate the entire presentation, it should take about 40 minutes, including the video. Alternatively, you can present a selection of slides, watch the video again later and cover the remaining slides in a separate session.

Learning Objectives:

- **Online and Offline Balance:** It's important for everyone to find a healthy balance between online and offline activities. Spending too much time online can negatively impact relationships, mental health and physical well-being. It's essential to prioritize face-to-face interactions and engage in activities that promote a healthy lifestyle.

- **Being an Upstander:** An upstander is someone who witnesses something harmful happening and takes action to help. When you see someone being bullied, harassed or treated unfairly, it's important to take action and let a trusted adult know what happened and offer support to the person experiencing the harm. Being an upstander can make a significant difference in the lives of others.

- **Healthy Relationships:** Healthy relationships are built on trust, respect and communication. When interacting with others, it's important to treat them with kindness and empathy. Healthy friendships can provide support, companionship and a sense of belonging.

You can find the presentation by visiting **NCMEC.org/NetSmartz/resources**

Group Activity

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⏱ Time (45-60 minutes):

- **5–10 minutes:** Group formation, instructions and topic discussion
- **10–15 minutes:** Brief research (if needed) on reporting steps
- **15–20 minutes:** Comic strip creation
- **10–15 minutes:** Group presentations and class discussion

✏️ Materials Needed:

- **Blank paper** (1–2 sheets per group)
- **Pencils, pens and markers** for drawing and adding dialogue
- **Optional: Colored pencils or crayons** for visual detail
- **Optional: Comic strip templates** (pre-divided boxes to help students organize their scenes)
- **Optional: Whiteboard or flip chart** to share examples or group brainstorms

- **Printed or displayed list of reporting steps,** including:

  - Talk to a trusted adult
  - Report to the app/platform
  - Report to the CyberTipline (**Cybertipline.org** | 1-800-843-5678)

- **Optional: Internet access** for groups that want to research the reporting process

💡 Learning Objectives:

Help students visualize and reinforce the steps they can take to safely respond to real or AI-generated inappropriate images.

Instructions:

- Divide students into groups and ask them to **create a comic strip** that illustrates the steps someone should take if they come across an inappropriate picture—whether it was really taken by someone or created using GAI.

  - Students may need to do brief online research to confirm the correct reporting steps.

- Encourage students to include:

  - **Characters**
  - **Dialogue**
  - A **clear storyline** showing the problem, the response and the outcome

- Once complete, have each group **present their comic strip** to the class and discuss the key safety points illustrated.

Alternative Instructions for 35 Minutes

Modified 35-Minute Version

1. Introduction & Grouping – 5 minutes

- Quickly explain the purpose of the activity and form small groups (3–4 students).
- Give them a simple prompt: "What should you do if you see an inappropriate or AI-generated image online?"

2. Have a Reporting Steps Handout – 0 minutes of research

- Instead of having students research, provide a **handout or slide** with these three reporting steps:
  - » Talk to a trusted adult
  - » Report to the app/platform
  - » Report to the CyberTipline

3. Comic Strip Creation – 15-18 minutes

- Students create a **3-4 panel comic** showing a character going through these steps.
- Keep it simple: 1 panel = scenario, 2 panels = response steps, 1 panel = outcome.

4. Group Share-outs – 10-12 minutes

- Each group **shares their comic** briefly (1 minute each).
- Facilitate a quick discussion reinforcing the key actions and trusted adult role.

Facilitators Notes:

Key Messages to Reinforce During Presentations:

- **Talk to a trusted adult.** Reassure students that it can feel scary to do so, but emphasize that what happened is **not their fault.**
- **Report the image to the social media app** where it was found.
- **Report the image to the CyberTipline (Cybertipline.org** | 1-800-843-5678)

Peer-to-Peer Activity

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⏱ Time (35-45 minutes)

✏ Materials Needed:

• Paper, pens/pencils or digital writing tools
• Optional: Posters, art supplies or Canva

💡 Learning Objectives:

• Reinforce key messages about online safety, digital respect and being an upstander.
• Empower students to advocate for safe, kind and respectful behavior online.
• Strengthen communication and collaboration skills through creative scripting and role play.

📋 Instructions:

• **Pair students** and ask them to write a **short script** for a public service announcement (PSA) that promotes online safety.

  • You may want to **show or describe examples of PSAs,** such as anti-bullying campaigns, to help students understand the format and tone.

• PSAs can focus on a range of safety topics, such as:

  • The dangers of sharing private images
  • The importance of being an upstander when they see something harmful
  • The benefits of building healthy online relationships
  • Online and offline balance lifestyle

• Give students time to **write and rehearse** their scripts.

  • Encourage them to include dialogue, a clear message and a call to action.
  • Keep scripts to around **1–2 minutes** in length.

• Invite students to **perform their PSA** for the class or record it to be shared with peers or in future lessons.

Extension option:

• Have students design a **poster or digital image** with a **slogan** that complements their PSA message (e.g., "Be the Friend Who Speaks Up" or "Think Before You Share").

⏱ Time (25-30 minutes)

✏ Materials Needed:

• Paper or journals
• Pens or pencils
• Optional: Whiteboard or chart paper for group sharing or reflection scale

💡 Learning Objectives:

• Help students reflect on how they spend their time online and offline.
• Encourage self-awareness around digital habits.
• Support students in developing simple, personalized strategies to create a healthy balance.

📋 Instructions:

• **Start the session** by asking students to rate how balanced they feel their online and offline time is using a scale from **1 to 5** (1 = "Not balanced at all," 5 = "Very balanced").

  • Have students write down or share **three fun things they do online.**

    » What do they enjoy about each activity?
    » How do those activities make them feel?

  • Next, have students name **three fun things they do offline.**

    » What do they enjoy about each activity?
    » How do those activities make them feel?

• Finally, ask students to list **three things they can do to maintain a better balance** between online and offline time.

  • Examples may include:

    » Setting time limits for screen use
    » Planning one outdoor activity each day
    » Putting their device away during meals or conversations