



Episode Guide: "GOTCHA!"

Introduction & How to Use This Guide

Into the Cloud™ is NCMEC's flagship online safety product designed for elementary students. Season 3, designed for upper elementary students. Based on reports to CyberTipline, we believe the content of these videos is age-appropriate for children in 3rd to 6th grade. However, we acknowledge that communities differ, so we leave it to the facilitator's discretion to determine whether the content is suitable for 3rd 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](https://www.ncmec.org/NetSmartz/videos) to watch the video, "GOTCHA!". This episode introduces key online safety concepts that the activities in this guide will reinforce.

Video Summary

Clicky, with help from Jacob, has found the Webville Outlaws!

Jacob is contacted by a user calling herself "Mackenzie," but this turns out to be a fake online persona invented by Meet-Me-Mack. Clicky helps Jacob report to the CyberTipline and, in turn, the police, and the Outlaws are arrested.

About The Issue: Unsafe Online Relationships

Unsafe online relationships can take many forms, including what we know as "catfishing." This form of online deception is where individuals create false personas (or characters) to manipulate or exploit others. This can involve creating fake profiles, using stolen or altered images and lying about personal information. You might have heard the term "catfishing" before, but there can be other serious types of victimization, such as online enticement and sextortion, too. We will talk more about online enticement and sextortion later in this lesson.

How to Use This Guide

This facilitator guide includes five 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.

03 **PowerPoint Presentation**
15-40 minutes

09 **Peer-to-Peer Activity**
5-15 minutes

04 **Reflection Questions**
5-10 minutes

10 **Whole Class Activity**
7-15 minutes

08 **Small Group Activity**
5-7 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 5-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:

- Identify red flags of unhealthy relationships that can mimic online enticement or grooming.
- Help children identify feelings that might be associated with unhealthy relationships or grooming/online enticement.
- Encourage children to ask for help.
- Provide information about reporting tools.



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

Reflection Questions



Instructions:

After watching the video, use these flash cards to foster meaningful conversations with students. Once participants answer, share the correct answers listed on the back of the card. This activity also includes additional information to help you clarify questions that may arise during the discussion. For more resources, watch our video about healthy relationships at youtu.be/ldjZCvqhNWw



Time (5-10 minutes):

These reflection questions should take between 5 to 10 minutes, depending on how many responses you get from participants and how in-depth you would like to discuss each question. For more resources about healthy relationships, you can visit NCMEC.org/NetSmartz.



Learning Objectives:

- Identify red flags of unhealthy relationships that can mimic online enticement or grooming.
- Help children identify feelings that might be associated with unhealthy relationships, online enticement or grooming.
- Help children think critically about their online interactions with others.
- Encourage children to share their online activities with trusted adults and ask questions.
- Encourage children to not share personal information.
- Help children identify red flags of online enticement.

Based on what we saw in the video, what red flags does Mackenzie show to make you think the relationship may be unsafe?

Topics: Healthy Relationships
Question 1

Red Flags

- Having too perfect of a connection at first
- Over-sending messages
- Mackenzie NOT respecting boundaries
- Mackenzie being really needy
- Mackenzie blowing up at Jacob
- Mackenzie making Jacob feel guilty
- Mackenzie asking Jacob for secrets and specifically asking him to meet in person, saying "that could be their secret."

Feelings

- Jacob feeling really stressed with the friendship, like it's too much
- Jacob feeling guilty
- Jacob feeling confused about the situation/relationship

How can you tell if someone online is who they say they are?

Question 2

Information and online entitlement

Answers

- Even if you check their friends list, profile or other social media accounts, you can never be 100 percent sure if someone online is who they say they are. It is important to be cautious when talking to someone online. Ask your friends in person how they know the person who wants to connect with you.
- It is also important to share your online activities with a trusted adult and ask them any questions you have.
- Remember not to share personal information online, even if you know the person. You never know if their account has been hacked. Instead, consider calling them or waiting until you see them in person to share sensitive information.



Facilitators Notes:

Define what **personal information** you don't want to share online, whether you know the person or not. A general rule of thumb is that the difference lies in whether the information can identify you specifically.

For example:

Personal information **OK** to share:

✓ "I like to play soccer."

Personal information **NOT OK** to share:

✗ "I play soccer every Wednesday at 5 p.m. at this address."

When and how do you think it is okay to interact with someone online who you've never met face-to-face?

Question 3

Topics: Critically thinking about their online interactions, personal information and online enticement

Answers

- When you're online, it is safer to interact with people you already know in person.
- If you do interact with someone online who you don't know in person, don't share personal details including pictures or anything you wouldn't talk to strangers about offline.
- It should be a red flag if someone starts asking personal questions, wants to move the conversation to a private platform, talks to you about inappropriate topics, dating or asks for pictures. If this happens, you should talk to a trusted adult and ask them to help you figure out the situation. This could be a more serious issue, such as **online enticement**.



Facilitators Notes:

Define what **personal** information should not be shared online, whether you know the person or not. A general rule of thumb is that the difference lies in whether the information can identify you specifically.

For example:

Personal information **OK** to share:

✓ "I like to go to the movies."

Personal information **NOT OK** to share:

✗ "My social media password is..."

Online Enticement involves an individual communicating with someone believed to be a child via the internet with the intent to commit a sexual offense or abduction.

Small Group Activity

In this video, we learned how people can use technology to create a persona to try to do harmful things. With GAI, there are now even more ways to spread misinformation and fake content, making it seem like real information. Additionally, we learned in the video about reporting tools, such as the CyberTipline, and explored other ways to report dangerous activities online.



Instructions:

After watching the video, have students choose between the research presentation or the skit to encourage critical thinking.

Research Presentation:

Choose one of the questions listed below, **research more information about it and share your findings with the class.**



Time:

Prep time: 1 hour

Presentation: 5 minutes

Skit:

Choose one of the questions listed below, **discuss it with your group and create a skit to share with your classmates.**



Time:

Prep Time: 10 minutes

Skit: 5-7 minutes



Learning Objectives:

- Verify online information
- Know where to report



Activity:

Pick one of these questions to research or create a skit for your class:

1. How do you report cyberbullying on your favorite gaming platform?
2. How do you report an inappropriate picture or video on a popular social media app?
3. Does our school have any specific rules about cyberbullying? What are they?
4. What are some effective ways to verify if information, content, or posts online are authentic?

Instructions:

Have students choose one of the two characters listed below. Give about 5 to 7 minutes to write down their responses. Afterward, have students share their answers with a classmate and discuss what would work, what wouldn't, and exchange ideas.

Time (5-15 minutes):

This role-play activity should take between 5 and 15 minutes, including time for participants to come up with answers to the questions.

Learning Objectives:

- Help children think critically about their relationships, especially online.
- Encourage children to develop upstander behaviors.
- Teach children to ask trusted adults for help instead of trying to handle situations on their own.

Facilitators Notes:
What would you say to help them feel better?

- Tell them it is not their fault.
- Listen to them.
- Show empathy.

What advice would you give them?

- Stop talking to the person.
- Talk to a trusted adult.
- Even if it is hard to say no to a friend, it is important to set boundaries.

What other ways can you help your friend?

- Talk to a trusted adult. Remember that situations like this can become more dangerous. It is important to talk to a trusted adult who can help assess the situation.
- Let them know that you support them and will try to help.

Note: It is common for children to talk to their friends first when facing issues, even when they have supportive and loving parents or trusted adults. This is why it is important to provide children with information on how to support their friends and encourage them to seek help from adults rather than trying to handle these situations on their own.

Activity:

Friend 1: *"Can I vent for a sec? There's this person I've been talking to online, and things are getting kinda weird. I've been getting so many messages asking super random, oddly specific questions. Sometimes it's fun, but other times it feels like we're just arguing."*

Come up with three other **red flag behaviors**. If you can't think of new ones, identify three from the scenario.

Friend 2: *"Oh, for real?"*

In your role play, **share three pieces of advice** you would give your friend.

Instructions:

Have students sort the below interactions into **GREEN**, **YELLOW** and **RED** categories. You can use flags, stations or have kids move around to different parts of the room.

 **GREEN** interactions are mostly okay and safe seeming.

 **YELLOW** interactions should give students pause and require critical thinking.

 **RED** interactions are dangerous red flags that should be reported.

This should inspire conversation, as there is nuance to different scenarios. Explore that with students!

Time (7-15 minutes):

This activity takes between 7 and 15 minutes.

Learning Objectives:

- Identify safer, concerning and dangerous interactions online.
- Spark conversations among participants.

Facilitators Notes:

- **Online personas can be deceptive:** Remember, not everyone is who they claim to be online. Healthy relationships take time. Getting to know your friends slowly is a great sign that you are forming healthy relationships!
- **It's okay to say no:** You have the right to feel comfortable setting boundaries and refusing requests that make you uncomfortable. It takes time to be comfortable saying no. Practice saying "no" and have a text ready that you can copy and paste if you want to say no to someone online.
- **Take action:** Report suspicious activity. It is really important to report online abuse or suspicious behavior to trusted adults and authorities. Identify three different adults in your life who you think would be able to help you. Block and report any person on the app who makes you feel uncomfortable or asks you to do something unsafe.

Continued on the next page.

Whole Class Activity

Activity

Interactions:	Answers:
1 A friend from school asks for your number.	GREEN: It is okay to share your phone number on social media with friends from school.
2 A user you don't know sends you a hyperlink in a direct message while you're gaming.	RED: Even if it's from a friend, do not open it—it might be a hacker.
3 You get a follow request from someone whose name you don't recognize, but they follow 18 of your friends from school and sports.	YELLOW: Even if you have friends in common, people can follow kids from the same school and neighborhood to make it seem like they are someone they're not. Ask questions about the person before accepting or talking to them.
4 A friend from your team forwards you inappropriate pictures that someone else sent them.	RED: You should not open that picture. Remember the harm the person in the picture may have experienced. If it is safe, reach out to the person who sent it and let them know it is not okay. Definitely talk to a trusted adult.
5 Someone sends you a dancing cartoon cake GIF on your birthday.	GREEN: It is fun and cool to express feelings and stay in touch with friends using GIFs.
6 Someone shares your personal information online without asking your permission.	RED: It is not okay to share personal information online, especially without your consent. Talk to a trusted adult and report the person.
7 Someone posts a picture online where you think you look foolish.	YELLOW: It is important to respect people's boundaries, and it is always nice to ask permission before posting pictures of others. If you don't like the way you look in a picture, it is okay to ask your friend to take it down.