Episode Guide: "That's Not Me!"

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

NCMEC.org/NetSmartz

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 "That's Not Me!". This episode introduces key online safety concepts that the activities in this guide will reinforce.

Video Summary

Clicky and Nettie discover that someone is using generative artificial intelligence (GAI) to create images of people in Falsizone, so they travel there to investigate. With help from Gig, they identify the source of the images created with GAI and install a security patch to prevent further misuse of GAI tools.

About The Issues: The Dangers of Deepfakes and the Importance of Source Verification

Deepfakes are highly realistic, artificially generated images or videos that can be used to manipulate or deceive people. These images might also be described as "synthetic images" or "digital forgery." They can be used to spread misinformation, harass individuals or even commit fraud. It's essential to be critical of the information you find online and to verify the source before sharing it.

Learning Objectives:

Not everything you read or see online is true. Artificial intelligence (AI) continues to get better every day, which means it is getting harder and harder to tell that something is true. Adults and youth alike will need to be diligent about double checking what they hear, read and see online.

It's okay to report anything online that makes you uncomfortable, even images you think may have been created by AI. Inappropriate pictures of children (people under age 18), even those created with technology like an app or AI, can be reported to the CyberTipline at **CyberTipline.org**. An example of an inappropriate picture that should be reported to NCMEC would be a picture of a child with no or only some clothes on where you can see private parts of their body.

Introduction & How to Use This Guide

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

05 **Group Activity**
30-40 minutes

06 **Group Activity**
40-50 minutes

07 **Peer-to-Peer Activity**
30-40 minutes

PowerPoint Presentation

NetSmartz
INTO THE CLOUD™
Season 3

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.

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

Deepfake Detective

Group Activity

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Time: 30-40 minutes

Materials Needed:

- Printed samples of authentic and AI-generated images
- Paper and pens/pencils for notes
- **Optional:** Internet access for fact-checking
- Whiteboard or chart paper (for group sharing)

Learning Objectives:

- Build critical thinking skills by evaluating online images.
- Help students recognize tell-tale signs of AI-generated media.
- Strengthen collaboration and discussion around media literacy.

Instructions:

- Print samples of authentic photos and AI-generated images.
- Divide students into small groups, or if you prefer a whole-class activity, display the images to everyone and provide each group with a set of images.
- Challenge students to sort images into "AUTHENTIC" or "AI" based on their analysis.
- Include some AI-generated pictures that are easier to recognize, and some that cannot be distinguished from authentic images.
- After sorting, have groups present their reasoning:
    - What clues helped them decide?
    - Was it harder than they thought?
    - What did you learn from this activity?

Key Discussion Points Afterward:

- Not everything you see online is real.
- Technology is advancing, making GAI content harder to detect.
- Always verify before sharing content.

Create a GAI Images Awareness Campaign

Group Activity

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Time: 40-50 minutes

Materials Needed:

- Paper, markers or digital tools (Canva, etc.)
- Optional: props or simple costumes for "commercials"
- Whiteboard or large post-it notes

Learning Objectives:

- Raise awareness about the risks GAI-created explicit images.
- Promote positive online behavior and critical media literacy.
- Build teamwork and creativity.

Instructions:

- Divide students into groups and ask them to create a short TV commercial or poster campaign aimed at peers to raise awareness of the risks of synthetic imagery or commonly known as deepfakes.
- Encourage creative visuals, catchy slogans and clear calls to action.
- After creating their campaigns, groups present to the class.

Discussion Questions Post-Presentation:

- What did you learn about images created with GAI?
- What key message do you want the audience to remember?
- If the audience only remembers five words, what should they be?

Generative AI Debate

Peer-to-Peer Activity

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Time (30-40 minutes)

Materials Needed:

- Printed debate prompts (below)
- Optional: internet access for quick research
- Paper or devices for taking notes

Learning Objectives:

- Develop critical thinking skills by analyzing different perspectives on generative AI.
- Practice respectful peer-to-peer communication and debate techniques.
- Explore the potential positive and negative impacts of generative AI on society.

Instructions:

- Pair up students (2 per pair).
- Assign each pair a debate prompt from the list below.
- Instruct one student to argue FOR the prompt's assertion and the other to argue AGAINST it.
- Give students 10–15 minutes to prepare their arguments. Allow brief research time if needed.
- Have each pair engage in a peer-to-peer debate for about 10–15 minutes.
- After debates, lead a whole-class discussion using guiding questions:
    - Which arguments were most compelling?
    - Did anyone change their mind after hearing the other side?
    - What made a persuasive argument?

Debate Prompts:

- Generative AI is more beneficial than harmful to society.
- The potential negative consequences of generative AI outweigh its benefits.
- Generative AI will increase bullying.
- The use of generative AI in education will improve student outcomes.
- The risks of generative AI being misused outweigh the benefits.
- Generative AI should be regulated to prevent harmful consequences.
- Generative AI will lead to a loss of human creativity and innovation.
- Generative AI will take over the world.
- Generative AI will make us smarter.
- Generative AI will make us lazy.