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# Effects of Social Media Instructional Guide

The Effects of Social Media Instructional Guide is intended to assist educators with planning for student learning and instruction aligned to Florida’s state academic standards, specifically for health education and computer science standards related to Internet safety and effects of social media. This guide is designed to aid high-quality instruction through the identification of components that support the learning and teaching of the standards and benchmarks. This document will continue to undergo updates as needed.

# Components of the Effects of Social Media Instructional Guide

The following table is an example of the layout for each benchmark and includes the defining attributes for each component. It is important to note that instruction should not be limited to the possible connecting benchmarks, related terms, strategies or examples provided. To do so would remove the intention of an educator meeting students’ individual skills, knowledge and abilities.

Benchmark

focal point for instruction within lesson or task

This section includes the benchmark. The benchmark, also referred to as the Benchmark of Focus, is the focal point for student learning and instruction. The benchmark, and its related example(s) and clarification(s), can also be found in the course description. The 9-12 benchmarks may be included in multiple courses; select the example(s) or clarification(s) as appropriate for the identified course.

Connecting Benchmarks/Horizontal Alignment

in other standards within the grade level or course

This section includes a list of connecting Health Education and Computer Science benchmarks that relate horizontally to the Benchmark of Focus. Horizontal alignment is the intentional progression of content within a grade level or course, linking skills within and across strands. The information included in this section is not a comprehensive list, and educators are encouraged to find other connecting benchmarks.

Terms from the 6-12 Glossary

This section includes terms that are further explained in the 6-12 Glossary, which can be found in Appendix A at the end of this document, and that are relevant to the identified Benchmark of Focus. The terms included in this section should not be viewed as a comprehensive vocabulary list but instead should be considered during instruction or act as a reference for educators.

Vertical Alignment

across grade levels or courses

This section includes a list of related benchmarks that connect vertically to the Benchmark of Focus. Vertical alignment is the intentional progression of content from one year to the next, spanning across multiple grade levels. Benchmarks listed in this section make connections from prior grade levels or courses in future grade levels or courses within and across strands. If the Benchmark of Focus is a new concept or skill, it may not have any previous benchmarks listed. Likewise, if the Benchmark of Focus is a skill or concept finalized in learning and has no direct connection to future grade levels or courses, it may not have any future benchmarks listed. The information included in this section is not a comprehensive list, and educators are encouraged to find other benchmarks within a vertical progression.

Purpose and Instructional Strategies

This section includes further narrative for instruction of the benchmark and vertical alignment. Additionally, this section may include the following:

* explanations and details for the benchmark;
* vocabulary not provided in Appendix A; and
* possible instructional strategies and teaching methods.

Instructional Tasks

demonstrate the depth of the benchmark and the connection to the related benchmarks

This section includes example instructional tasks, which may be open-ended and are intended to demonstrate the depth of the benchmark. Enrichment tasks may be included to make connections to benchmarks in later grade levels or courses. Tasks may require extended time, additional materials and collaboration.

Instructional Items

demonstrate the focus of the benchmark

This section includes example instructional items that may be used as evidence to demonstrate the students’ understanding of the benchmark. Items may highlight one or more parts of the benchmark.

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

# Components of Required Instruction

Pursuant to Section 1003.42, Florida Statutes, students in Grades 6-12 are required to receive instruction in the following components:

1. the negative effects of social media on mental health, including addiction;
2. the distribution of misinformation on social media;
3. how social media manipulates behavior;
4. the permanency of sharing materials online;
5. how to maintain personal security and identify cyberbullying, predatory behavior and human trafficking on the Internet; and
6. how to report suspicious behavior encountered on the Internet.

The table below illustrates how the benchmarks outlined in this instructional guide are integrated into each component. These components can be taught at any grade level or within any course, tailored to meet the needs of students and districts.

| Personal Health Concepts | The Negative Effects of Social Media on Mental Health, Including Addiction | The Distribution of Misinformation on Social Media | How Social Media Manipulates Behavior | The Permanency of Sharing Materials Online | How to Maintain Personal Security and Identify Cyberbullying, Predatory Behavior and Human Trafficking on the Internet | How to Report Suspicious Behavior Encountered on the Internet |
| --- | --- | --- | --- | --- | --- | --- |
| [HE.6.PHC.2.1](#_HE.6.PCH.2.1) | X |  | X |  |  |  |
| [HE.6.PHC.2.8](#_HE.6.PCH.2.8_1) |  | X |  |  | X |  |
| [HE.7.PHC.2.1](#_HE.7.PCH.2.1) | X |  |  | X |  |  |
| HE.7.PHC.2.8 | X |  |  |  |  | X |
| [HE.8.PHC.2.1](#_HE.8.PCH.2.1) | X |  | X |  |  |  |
| [HE.8.PHC.2.10](#_HE.8.PCH.2.10) | X |  | X |  | X |  |
| [HE.8.PHC.4.2](#_HE.8.PCH.4.2) |  |  |  |  | X |  |
| [HE.912.PHC.2.1](#_HE.912.PCH.2.1) | X |  | X |  | X |  |
| [HE.912.PHC.2.8](#_HE.912.PCH.2.8) |  |  | X |  |  |  |
| [HE.912.PHC.2.9](#_HE.912.PCH.2.9) | X |  | X |  |  |  |
| [HE.912.PHC.2.10](#_HE.912.PCH.2.10) |  |  |  |  | X | X |
| [HE.912.PHC.4.3](#_HE.912.PCH.4.3) |  |  |  |  | X | X |

| Community and Environmental Health | The Negative Effects of Social Media on Mental Health, Including Addiction | The Distribution of Misinformation on Social Media | How Social Media Manipulates Behavior | The Permanency of Sharing Materials Online | How to Maintain Personal Security and Identify Cyberbullying, Predatory Behavior and Human Trafficking on the Internet | How to Report Suspicious Behavior Encountered on the Internet |
| --- | --- | --- | --- | --- | --- | --- |
| HE.6.CEH.2.3 | X |  | X |  |  |  |
| HE.7.CEH.2.3 | X |  | X | X |  |  |
| HE.8.CEH.2.3 | X |  | X |  |  |  |
| HE.912.CEH.2.3 |  |  | X |  | X |  |
| HE.912.CEH.2.9 |  |  |  | X | X | X |

| Consumer Health | The Negative Effects of Social Media on Mental Health, Including Addiction | The Distribution of Misinformation on Social Media | How Social Media Manipulates Behavior | The Permanency of Sharing Materials Online | How to Maintain Personal Security and Identify Cyberbullying, Predatory Behavior and Human Trafficking on the Internet | How to Report Suspicious Behavior Encountered on the Internet |
| --- | --- | --- | --- | --- | --- | --- |
| HE.6.CH.2.1 |  | X | X |  |  |  |
| HE.7.CH.2.1 |  | X | X |  |  |  |
| HE.7.CH.2.2 |  |  | X |  | X |  |
| HE.8.CH.2.1 |  | X | X |  |  |  |
| HE.8.CH.2.2 |  | X | X |  |  |  |
| HE.912.CH.2.1 |  |  | X |  |  |  |
| HE.912.CH.2.2 | X |  | X |  |  |  |

# Personal Health Concepts

**HE.6.PHC.2** *Internal and External Influence*

### HE.6.PHC.2.1

Benchmark

HE.6.PHC.2.1 Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors.

Example: Social media dependence affecting friendships and body image influence.

Benchmark Clarifications:

*Clarification 1:* Instruction includes marketing strategies to appeal to specific audiences.

*Clarification 2:* Instruction includes misconception of “friends” online versus friendship in real life.

Connecting Benchmarks/Horizontal Alignment

* HE.6.CEH.2.3
* SC.6.HS.1.3
* SC.6.HS.1.4
* SC.6.HS.3.1
* SC.6.HS.3.2

Terms from the K-12 Glossary

* Addiction
* Body Image
* Communication
* Cyberbullying
* Digital Footprint
* Mental Health
* Physical Health
* Screen Time
* Social Media Platform

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.5.PHC.2.1 | **Next Benchmarks**   * HE.7.PHC.2.1 |
|  |  |

Purpose and Instructional Strategies

In Grade 5, students explain how outside influences, including family and friends, affect health practices and behaviors. In Grade 6, students will understand and analyze the influence of media and social media on personal and peer thoughts, feelings and health behaviors. By exploring these influences, students can become more aware of how social media affects their mental and emotional well-being and their perceptions of body image and relationships. In Grade 7, students will interpret the potential impact of media/social media on health behaviors, personal thoughts, and feelings.

* Instruction includes the evaluation of marketing strategies used by media and social media platforms to appeal to specific audiences, helping students recognize how these strategies can shape their thoughts and behaviors.
* Instruction includes discussions around the differences between online “friends” and real-life friendships, focusing on the potential misconceptions and emotional impact.
* Instruction includes the use of real-life examples, such as the effects of social media dependence on friendships and perception of student body image, to illustrate the concepts.
* Instruction includes engaging students in role-playing activities to practice recognizing the positive versus negative ways media and social media can influence behavior and how to react appropriately.
* When discussing how much time students typically spend online, the state academic standards for health education suggest limiting screen time to less than two hours per day.
* Students should understand that limited screen time can help prevent health risks such as sleep difficulties, changes in mood, physical inactivity and decreased learning opportunities.
* Students should understand possible motivators for being online. Possible motivators include online learning platforms, research, communication, television streaming services, gaming and artistic expression.
* Students should understand potential positive effects of time spent online may include the use of online resources to increase academic achievement, physical fitness tracking and access to health information or resources.
* Students should understand potential risks of time spent online may include cyberbullying, excessive screen time and the development of social media dependency.
* Students should understand that information shared online can contribute to the development of their digital footprint.
* Students should understand how to use responsible decision-making skills when posting content, adjusting privacy settings and regularly reviewing and deleting outdated information.
* Students should know to document an incident, report, and/or immediately notify a trusted adult, such as a parent, teacher, or school counselor if they witness cyberbullying or other predatory behaviors online.

Instructional Tasks

*Instructional Task 1*

Compare the effects of excessive internet usage and prolonged screen time on both mental and physical health.

*Instructional Task 2*

Part A. Identify healthy and unhealthy behaviors in your school community.

Part B. Explore and present how online interactions can influence both healthy and unhealthy behaviors in your school community.

*Instructional Task 3*

Create a plan that includes strategies to promote safe practices online and the effective use of social media.

*Instructional Task 4*

Present a plan to maintain a positive digital presence by practicing healthy online behaviors.

*Instructional Task 5*

Create a list of the things you do online and how much time you spend on each.

Instructional Items

*Instructional Item 1*

Part A. Determine the ways that you are online daily.

Part B. What motivates you to be online daily?

*Instructional Item 2*

How can being present online positively or negatively affect student health?

*Instructional Item 3*

What is a healthy amount of screen time daily?

*Instructional Item 4*

What strategies can be used to maintain a healthy online presence?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.6.PHC.2.8

Benchmark

HE.6.PHC.2.8 Describe legal and ethical behaviors when using the internet and social media.

Benchmark Clarifications:

*Clarification 1:* Instruction includes respecting privacy, being honest, and sharing appropriate information.

*Clarification 2:* Instruction includes recognizing and reporting signs of human trafficking and cyberbullying.

Connecting Benchmarks/Horizontal Alignment

* HE.6.PHC.2.1
* HE.6.CEH.2.3

Terms from the K-12 Glossary

* Addiction
* Body Image
* Communication
* Cyberbullying
* Ethical Behaviors
* Mental Health
* Physical Health
* Screen Time
* Social Media Platform

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.5.PHC.2.5 | **Next Benchmarks**   * HE.7.PHC.2.8 |
|  |  |

Purpose and Instructional Strategies

In Grade 5, students identify the legal and social consequences of inappropriate social media use. In Grade 6, students will describe legal and ethical behaviors when using the Internet and social media. In Grade 7, students will describe safe and legal practices when participating in online communities.

* Instruction includes understanding the possible consequences such as disciplinary action by the school or criminal penalties for inappropriate use of social media.
* Instruction includes discussing possible social consequences of excessive use of the Internet and social media, such as social isolation, decline in academic performance, loss of friendships and decreased social skills.
* Instruction includes respecting privacy, being honest, and sharing appropriate information.
* Within the expectation of this benchmark, students should be able to recognize and report signs of human trafficking and cyberbullying.
* Students should understand what it means to use the Internet, go online, and use Internet-connected devices.
* Students should understand how to ensure that information comes from reliable sources, verifying facts and avoiding content that seems misleading or exaggerated.
* Instruction includes possible appropriate online behaviors such as sharing informative or encouraging content, school community updates and health-related advertisements.
* Instruction includes understanding potentially inappropriate online behaviors such as excessive messaging, offensive communication, unwanted photos, requests from unknown senders and cyberbullying.
* Students should know to document an incident, report, and/or immediately notify a trusted adult, such as a parent, teacher, or school counselor if they witness cyberbullying or other predatory behaviors online.
* Students should understand that laws related to online content impact Internet safety in the categories of information technology, cybersecurity, data privacy, intellectual property, digital communications, content regulation and E-commerce.

Instructional Tasks

*Instructional Task 1*

Part A. List examples of ethical dilemmas.

Part B. Use examples from Part A to describe appropriate online behaviors.

*Instructional Task 2*

Develop a social media code of conduct focused on legal and ethical guidelines.

*Instructional Task 3*

Research to compare the differences between legal and ethical behaviors online.

Instructional Items

*Instructional Item 1*

What are examples of ethical behaviors online?

*Instructional Item 2*

What are examples of legal behaviors online?

*Instructional Item 3*

Why is a social media code of conduct needed?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.7.PHC.2** *Internal and External Influence*

### HE.7.PHC.2.1

Benchmark

HE.7.PHC.2.1 Interpret the potential impact of media/social media on health behaviors, personal thoughts, and feelings.

Benchmark Clarifications:

*Clarification 1:* Instruction includes social media influence, such as targeted ads, “influencers,” challenges, and trends.

*Clarification 2:* Instruction includes misconception of “friends” online versus friendship in real life.

*Clarification 3:* Instruction includes the permanence of what a person posts online, and how it may affect them throughout life.

Connecting Benchmarks/Horizontal Alignment

* HE.7.CH.2.1
* HE.7.PHC.2.7

Terms from the K-12 Glossary

* Communication
* Cyberbullying
* Ethical Behaviors
* Legal Behaviors
* Misinformation
* Mental Health
* Permanency
* Physical Health
* Social Media Platform
* Target Audience

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.6.PHC.2.1 | **Next Benchmarks**   * HE.8.PHC.2.1 |
|  |  |

Purpose and Instructional Strategies

In Grade 6, students understand and analyze the influence of media and social media on personal and peer thoughts, feelings and health behaviors. In Grade 7, students will interpret the potential impact of media/social media on health behaviors, personal thoughts, and feelings. By exploring these influences, students can become more aware of how social media affects their mental and emotional well-being, as well as their perceptions of body image and relationships. In Grade 8, students will analyze the influences of media/social media on physical, emotional, and social health.

* Instruction includes social media influence, such as targeted ads, “influencers,” challenges, and trends.
* Instruction includes student understanding of the misconception of “friends” online versus friendship in real life.
* Instruction includes the permanence of what a person posts online, and how it may affect them throughout life.
* When discussing how much time students typically spend online, the state academic standards for health education suggest limiting screen time to less than two hours per day.
* Students should understand that limited screen time can help prevent health risks such as sleep difficulties, mood problems, physical inactivity and decreased learning opportunities.
* Instruction includes the use of real-life examples, such as the effects of social media dependence on friendships and perception of student body image to illustrate the concepts of the impact of social media.
* Instruction includes engaging students in role-playing activities to practice recognizing and resisting media and social media influences.
* Students should understand potential positive effects of time spent online may include physical fitness tracking and increased access to health information or resources.
* Students should understand potential risks of time spent online may include cyberbullying, excessive screen use and the development of social media dependency.
* Students should understand that the spread of misinformation online can increase the risk of cyberbullying and interpersonal conflicts.
* Students should understand that there are potential influences online that can encourage students to engage in unhealthy behaviors.
* Students should know to document an incident, report, and/or immediately notify a trusted adult, such as a parent, teacher, or school counselor if they witness cyberbullying or other predatory behaviors online.

Instructional Tasks

*Instructional Task 1*

Illustrate ways consumer health messages can target different audiences through the Internet and social media sources.

*Instructional Task 2*

Research marketing strategies behind health-related media and social media messages.

*Instructional Task 3*

Create a student pledge that emphasizes ethical behaviors online, including the importance of avoiding and reporting the distribution of misinformation.

Instructional Items

*Instructional Item 1*

How can students prevent the spread of false information on online platforms?

*Instructional Item 2*

How can the spread of misinformation online influence student behavior?

*Instructional Item 3*

What are strategies to ensure the validity of information shared on the Internet?

*Instructional Item 4*

What is a strategy for reporting misinformation distributed online?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.7.PHC.2.8

Benchmark

HE.7.PHC.2.8 Describe safe and legal practices when participating in online communities.

Benchmark Clarifications:

*Clarification 1:* Instruction includes online communities such as discussion groups, blogs, and social networking websites.

*Clarification 2:* Instruction includes reporting unsafe activity, reporting dangerous or unwanted activity, reporting cyberbullying, and limiting screen time for personal health.

Connecting Benchmarks/Horizontal Alignment

* HE.7.CH.2.1
* HE.7.PHC.2.7

Terms from the K-12 Glossary

* Cyberbullying
* Digital Footprint
* Ethical Behaviors
* Legal Behaviors
* Online Communities
* Online Harassment
* Personally Identifiable Information (PII)

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.6.PHC.2.8 | **Next Benchmarks**   * HE.8.PHC.2.10 |
|  |  |

Purpose and Instructional Strategies

In grade 6, students will describe legal and ethical behaviors when using the internet and social media. In grade 7, students will describe safe and legal practices when participating in online communities. In Grade 8, students will explain the impact of cyberbullying and inappropriate use of social media on personal wellness.

* Instruction includes discussing the safe and legal practices when participating in online communities such as discussion groups, blogs, and social networking websites.
* Instruction includes reporting unsafe activity, reporting dangerous or unwanted activity, reporting cyberbullying, and limiting screen time for personal health.
* Students should understand healthy online behaviors such as the use of secure passwords, taking regular breaks from electronic devices, only interacting with and responding to peers and reporting suspicious activities.
* Students should understand that the spread of misinformation online can increase the risk of cyberbullying and interpersonal conflicts.
* Students should understand that there are potential negative influences online that can encourage students to engage in unhealthy behaviors.
* Instruction includes possible appropriate online behaviors such as sharing informative or encouraging content, school community updates and health-related advertisements.
* Instruction includes recognizing potentially inappropriate online behaviors such as excessive messaging, offensive communication, unwanted photos, requests from unknown senders and cyberbullying.
* Students should know to document an incident, report, and/or immediately notify a trusted adult, such as a parent, teacher, or school counselor if they witness cyberbullying or other predatory behaviors online.
* Students should understand how to protect personally identifiable information (PII) such as birthdays, social security numbers, addresses, passwords and financial information.
* Students should understand that content on social media can be accessed after an accountholder has attempted to delete the content through screen capture/recording.
* Students should understand that data can be stored using technology locally on electronic devices such as smart phones, computers, hard drives, a universal serial bus (USB) or remotely using cloud storage.

Instructional Tasks

*Instructional Task 1*

Investigate technologies used for gathering health information and recognize potential risks associated with online interactions.

*Instructional Task 2*

Describe legal and ethical behaviors when using the Internet and social media, including reporting unsafe activity and limiting personal information sharing.

*Instructional Task 3*

Identify strategies to combat cyberbullying and online harassment.

*Instructional Task 4*

Explain the impact of cyberbullying, predatory behavior and human trafficking on personal wellness.

Instructional Items

*Instructional Item 1*

What device settings can be used to maintain digital privacy?

*Instructional Item 2*

How can social media affect the accountholder’s ability to maintain personal security online?

*Instructional Item 3*

What school policies combat cyberbullying?

*Instructional Item 4*

What steps can a student take to report cyberbullying experienced online?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.8.PHC.2** *Internal and External Influence*

### HE.8.PHC.2.1

Benchmark

HE.8.PHC.2.1 Analyze the influences of media/social media on physical, emotional, and social health.

Example: Normalization of underage substance use.

Benchmark Clarifications:

*Clarification 1:* Instruction includes sleep deprivation influencing increased risk of disease, obesity, and chronic health conditions

*Clarification 2:* Instruction includes too much screen time leading to loss of cognitive capacity, stress management capabilities, and social skills.

Connecting Benchmarks/Horizontal Alignment

* HE.8.CEH.2.3
* HE.8.PHC.3.9

Terms from the K-12 Glossary

* Communication Techniques
* Marketing Strategies
* Mental Health
* Misinformation
* Online Communities
* Physical Health
* Social Media Platform
* Target Audience

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.7.PHC.2.1 | **Next Benchmarks**   * HE.912.PHC.2.1 |
|  |  |

Purpose and Instructional Strategies

In Grade 7, students interpret the potential impact of media/social media on health behaviors, personal thoughts, and feelings. In grade 8, students will analyze the influences of media/social media on physical, emotional, and social health. In Grades 9-12, students will evaluate how social media influences affect physical and/or mental health and the ability to make healthy choices.

* Instruction includes discussing how sleep deprivation can influence increased risk of disease, obesity, and chronic health conditions.
* Instruction includes the understanding that too much screen time can lead to a loss of cognitive capacity, stress management capabilities, and social skills.
* Instruction includes the use of real-life examples, such as the effects of social media dependence on friendships and perception of student body image to illustrate concepts such as how social media manipulates behavior.
* Instruction includes engaging students in role-playing activities to practice recognizing and resisting negative media and social media influences.
* Students should understand potential positive effects of time spent online may include physical fitness tracking and increased access to health information or resources.
* Students should understand potential risks of time spent online may include cyberbullying, excessive screen use and the development of social media dependency.
* Students should understand that the spread of misinformation online can increase the risk of cyberbullying and interpersonal conflicts.
* Students should understand that there are potential negative influences online that can encourage students to engage in unhealthy behaviors.
* Students should know to document an incident, report, and/or immediately notify a trusted adult, such as a parent, teacher, or school counselor if they witness cyberbullying or other predatory behaviors online.

Instructional Tasks

*Instructional Task 1*

Create a student pledge that encourages students to share positive information, avoid distributing misinformation and report harmful content shared online.

*Instructional Task 2*

Discuss ways social media can be used to share health awareness initiatives and other information.

*Instructional Task 3*

Research and incorporate examples of health-related messages that can be shared with different audiences online and through various social media platforms.

Instructional Items

*Instructional Item 1*

Part A. Develop scenarios for each way you have been influenced by media/social media, including each of the following physical, emotional, and social health.

Part B. Analyze each scenario and determine how you could prevent a negative influence.

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.8.PHC.2.10

Benchmark

HE.8.PHC.2.10 Explain the impact of cyberbullying and inappropriate use of social media on personal wellness.

Benchmark Clarifications:

*Clarification 1:* Instruction includes the compounding impact on mental health, such as depression, anxiety, loneliness, social isolation, and susceptibility to human trafficking.

Connecting Benchmarks/Horizontal Alignment

* HE.8.PHC.4.2

Terms from the K-12 Glossary

* Cyberbullying
* Ethical Behaviors
* Human Trafficking
* Legal Behaviors
* Online Harassment

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.7.PHC.2.8 | **Next Benchmarks**   * HE.912.PHC.2.10 |
|  |  |

Purpose and Instructional Strategies

In Grade 7, students describe safe and legal practices when participating in online communities. In Grade 8, students Explain the impact of cyberbullying and inappropriate use of social media on personal wellness. In Grades 9-12, students will demonstrate ethical and responsible use of technology.

* Instruction includes the compounding impact that cyberbullying and social media have on mental health, such as depression, anxiety, loneliness, social isolation, and susceptibility to human trafficking.
* Instruction includes the use of real-life examples, such as the effects of social media dependence on friendships and perception of student body image to illustrate the concepts.
* Students should understand potential positive effects of time spent online may include physical fitness tracking and increased access to health information or resources.
* Students should understand potential risks of time spent online may include cyberbullying, excessive screen use and the development of social media dependency.
* Students should understand that the spread of misinformation online can increase the risk of cyberbullying and interpersonal conflicts.
* Students should understand that there are potential influences online that can encourage students to engage in unhealthy behaviors.
* Instruction includes possible appropriate online behaviors such as sharing informative or encouraging content, school community updates and health-related advertisements.
* Instruction includes potentially inappropriate online behaviors such as excessive messaging, offensive communication, unwanted photos, requests from unknown senders and cyberbullying.
* Students should know to document an incident, report, and/or immediately notify a trusted adult, such as a parent, teacher, or school counselor if they witness cyberbullying or other predatory behaviors online.

Instructional Tasks

*Instructional Task 1*

Part A. Develop scenarios related to digital privacy that maintain personal wellness.

Part B. Discuss in groups actions that demonstrate responsible decision-making skills in order to maintain personal wellness in each scenario.

*Instructional Task 2*

Identify the legal consequences of inappropriate social media use and the impact harmful behavior encountered online can have on personal wellness.

*Instructional Task 3*

Create a visual representation that illustrates the effects of cyberbullying and inappropriate social media use.

Instructional Items

*Instructional Item 1*

Part A. In order to help deter cyberbullying, what device settings can be used to maintain digital privacy?

Part B. How can social media affect the accountholder’s ability to maintain digital privacy?

*Instructional Item 2*

What are some appropriate uses of social media that can positively influence personal wellness?

*Instructional Item 3*

What school policies combat cyberbullying?

*Instructional Item*

What steps can a student take to report cyberbullying or other predatory behavior experienced online?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.8.PHC.4** *Advocacy*

### HE.8.PHC.4.2

Benchmark

HE.8.PHC.4.2 Identify strategies to combat cyberbullying and online harassment.

Example: Reporting online suspicious behavior, reporting cyberbullying and harassment, maintaining personal security, identifying human trafficking.

Connecting Benchmarks/Horizontal Alignment

* HE.8.PHC.2.10

Terms from the K-12 Glossary

* Cyberbullying
* Harassment
* Personal Information
* Social Media Platform
* Human Trafficking

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * This is the first introduction to strategies to combat cyberbullying and online harassment. | **Next Benchmarks**   * HE.912.PHC.4.3 |
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Purpose and Instructional Strategies

In Grade 7, students describe safe and legal practices when participating in online communities. In Grade 8, students will identify strategies to combat cyberbullying and online harassment. In Grades 9-12, students will develop strategies to combat cyberbullying and online harassment.

* Instruction includes providing students examples of strategies or student-generated strategies such as reporting online suspicious behavior, reporting cyberbullying and harassment, maintaining personal security and identifying human trafficking.
* Instruction includes real-life examples, such as the effects of social media dependence on friendships and perception of student body image, to illustrate how to maintain personal security and identity and identify cyberbullying on the Internet.
* Instruction includes possible appropriate online behaviors such as sharing informative or encouraging content, school community updates and health-related advertisements.
* Instruction includes potentially inappropriate online behaviors such as excessive messaging, offensive communication, unwanted photos, requests from unknown senders and cyberbullying.
* Students should understand that the spread of misinformation online can increase the risk of cyberbullying and interpersonal conflicts.
* Students should understand that there are potential negative influences online that can encourage students to engage in unhealthy behaviors.
* Students should know to immediately notify a trusted adult, such as a parent, teacher or school counselor if they a witness to cyberbullying.

Instructional Tasks

*Instructional Task 1*

Explore the legal and ethical guidelines for responding to and reporting suspicious online activity, highlighting the importance of digital citizenship, online etiquette and responsible behavior in maintaining a safe online environment.

*Instructional Task 2*

Research strategies to combat cyberbullying and online harassment, focusing on reporting mechanisms.

*Instructional Task 3*

Discuss the role of reporting suspicious behavior related to cyberbullying and/or online harassment to appropriate authorities or online platforms.

*Instructional Task 4*

Part A. Develop scenarios related to suspicious behavior encountered online.

Part B. Work in groups to analyze scenarios related to suspicious behavior encountered online.

Part C. Describe appropriate methods for reporting and responding to suspicious behavior.

*Instructional Task 5*

Identify various reporting mechanisms available for reporting suspicious behavior online and guide navigating these mechanisms on the Internet.

Instructional Items

*Instructional Item 1*

How can students maintain personal security while using online platforms, including social media?

*Instructional Item 2*

What unhealthy behaviors should be avoided when online and communicating with others using technology?

*Instructional Item 3*

How should students address unwanted, unsafe or threatening situations encountered online?

*Instructional Item 4*

What information should be included when reporting suspicious behaviors online?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.912.PHC.2** *Internal and External Influence*

### HE.912.PHC.2.1

Benchmark

HE.912.PHC.2.1 Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.

Benchmark Clarifications:

*Clarification 1:* Instruction includes body image, dietary habits, cyberbullying, and online support presence.

*Clarification 2:* Instruction includes prevention of human trafficking by maintaining personal security.

*Clarification 3:* Instruction includes identification of predatory behavior on the internet.

Connecting Benchmarks/Horizontal Alignment

* HE.912.PHC.2.9
* SC.912.HS.2.1
* SC.912.HS.2.5

Terms from the K-12 Glossary

* Addiction
* Body image
* Cyberbullying
* Dietary Habits
* Human Trafficking
* Mental Health
* Personal Security
* Physical Health
* Predatory Behavior

Vertical Alignment

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| --- | --- |
| **Previous Benchmarks**   * HE.8.PHC.2.1 | **Next Benchmarks** |
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Purpose and Instructional Strategies

In Grade 8, students analyzed the influences of media and social media on physical, emotional, and social health. In Grades 9-12, students evaluate how the influences of social media affect physical health, mental health and the ability to make healthy choices.

* Instruction includes discussing how social media influences students’ perception of body image, dietary habits, risk of cyberbullying and supportive communities online.
* Instruction includes the prevention of human trafficking by maintaining personal security.
* Instruction includes identifying various predatory behaviors that may be encountered on the Internet.
* Students should be able to analyze the impact of technology and social media on popular culture and personal choices.
* Students should develop healthy digital habits and strategies to avoid risks while using the Internet, including social media.
* Students should be able to evaluate how social media can be used to promote healthy behaviors using public services announcements and health awareness initiatives.
* Students should understand the potential negative effects of social media on health, such as heightened levels of stress and challenges completing daily responsibilities.
* Students should be able to describe health-related locations, such as a gym, park or community center.
* Students should be able to propose healthy alternatives to excessive use of technology. Healthy alternatives may include physical activity, reading books and extracurricular activities.

Instructional Tasks

*Instructional Task 1*

Part A. Discuss appropriate uses of technology, screen time recommendations and positive influences on social media.

Part B. Explain how social media can impact the perception of mental health, body image and dietary habits.

Part C. Explain how social media can influence digital security and the susceptibility to predatory behavior.

Part D. Compare the impact of social media on mental and physical health outcomes.

*Instructional Task 2*

Part A. Create a health awareness initiative that promotes healthy behaviors and encourages students to visit a health-related location, facility or organization.

Part B. Present ways the initiative can be marketed on social media platforms.

*Instructional Task 3*

Propose alternatives to excessive use of technology.

Instructional Items

*Instructional Item 1*

How can the use of social media impact a student’s ability to maintain personal security?

*Instructional Item 2*

When using social media, what positive behaviors can improve health outcomes and reduce health risks?

*Instructional Item 3*

How can family, friends, peers and organizations use social media to influence the health behaviors of students?

*Instructional Item 4*

How can social media popularize unhealthy behaviors, such as physical inactivity, excessive screen time and inconsistent sleep patterns?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.912.PHC.2.8

Benchmark

HE.912.PHC.2.8 Design a social media campaign that positively influences physical and/or mental health.

Example: Memes, public service announcements, reels that promote healthy behavior outcomes.

Connecting Benchmarks/Horizontal Alignment

* HE.912.PHC.2.1
* HE.912.PHC.2.3
* HE.912.CEH.1.2
* SC.912.HS.1.1
* SC.912.HS.2.1

Terms from the K-12 Glossary

* Health Behaviors
* Mental Health
* Physical Health
* Social Media Platform
* Target Audience

Vertical Alignment

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| **Previous Benchmarks**   * HE.8.CEH.4.1 | **Next Benchmarks** |
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Purpose and Instructional Strategies

In Grade 8 students learned to promote positive health choices with the influence and support of others. In Grades 9-12, students learn strategies to design a social media campaign that positively influences physical and/or mental health.

* Instruction includes the use of memes, public service announcements and reels that promote healthy behavior outcomes.
* Instruction includes discussing how social media influences physical health, mental health and the ability to make healthy choices.
* Instruction includes analyzing how friends and peers can influence the health of students.
* Instruction includes collecting and using current data and accurate information to formulate a health-enhancing message on social media.
* Students should understand how responsible decision-making skills can be used to identify reliable sources of information on the Internet.
* Students should understand the techniques that are used to share positive health messages on social media.
* Students should understand how social media may contribute to the unnecessary promotion of unhealthy or risky behaviors.
* Students should understand how to assess the reliability of health information online. This may include the author, relevance of information, website domain extensions (i.e., .gov, .com, .edu) and supporting evidence.
* Students should be able to determine appropriate sources for gathering health information online. Online sources may include webpages for government agencies, healthcare organizations and medical institutions.
* Students should be aware of public health policies and community health recommendations. This may include safe driving practices, refusal skills, pedestrian safety or food security.

Instructional Tasks

*Instructional Task 1*

Research health promotion strategies that can encourage other students to make healthy decisions.

*Instructional Task 2*

Analyze public health policies and recommendations that influence health promotion or disease prevention.

*Instructional Task 3*

Examine types of social media content that are used to appeal to specific audiences on social media.

*Instructional Task 4*

Design a wellness campaign, related to physical and/or mental health, that can be shared on social media.

Instructional Items

*Instructional Item 1*

How does social media influence individual and community health practices?

*Instructional Item 2*

What techniques are used to share positive health messaging and resources on social media?

*Instructional Item 3*

What are appropriate online sources to gather information about physical and mental health?

*Instructional Item 4*

What health behaviors or beliefs promote positive physical and mental health outcomes?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.912.PHC.2.9

Benchmark

HE.912.PHC.2.9 Analyze the impacts of technology and social media on popular culture and personal life.

Benchmark Clarifications:

*Clarification 1:* Instruction includes impact of “influencers” and trends/challenges relating to mental and physical health.

*Clarification 2:* Instruction includes how interactions such as “comments,” “saves,” “likes,” and “shares” on social media can increase the release of dopamine in the brain, similar to other addictive behaviors.

Connecting Benchmarks/Horizontal Alignment

* HE.912.PHC.2.3
* SC.912.HS.3.2
* SC.912.TI.1.4

Terms from the K-12 Glossary

* Addiction
* Social Media Influencer
* Social Media Platform
* Technology
* Publish

Vertical Alignment

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| **Previous Benchmarks**   * HE.8.PHC.2.1 | **Next Benchmarks** |
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Purpose and Instructional Strategies

In Grade 8, students analyzed the influence of media and social media on physical, emotional, and social health. In Grades 9-12, students begin to analyze the impacts of technology and social media on popular culture and personal life.

* Instruction includes understanding the impact of influencers, trends and challenges related to mental and physical health.
* Instruction includes developing how interactions on social media can increase the release of dopamine in the brain, similar to other addictive behaviors. Interactions may include comments, saves, likes and shares.
* Instruction includes determining strategies to avoid risks on the Internet, including social media.
* Instruction includes how social media impacts the perception of healthy family, friend and peer relationships.
* Instruction includes developing strategies to reduce daily screen time. Strategies may include taking breaks from social media, turning off push notifications, creating screen-free times or zones and the promotion of healthy alternatives.
* When discussing screen time recommendations, the Health Education standards suggest limiting screen time to two hours or less per day.
* Students should examine the health risks associated with excessive screen time and device use. Potential health risks include physical inactivity, disruption in eating or sleeping schedules and a reduction in eye health.
* Students should determine healthy alternatives to excessive use of technology. Healthy alternatives may include physical activity, reading books, volunteering or nature exploration.
* Students should understand the potential consequences of social media dependency, such as the pressure to excessively interact with peers.

Instructional Tasks

*Instructional Task 1*

Part A. Research ways social media can influence behaviors, beliefs and decisions related to physical and mental health.

Part B. Contrast how students can support or challenge social media trends that are related to physical and mental health.

Part C. Analyze how physical and mental health are interrelated.

*Instructional Task 2*

Compare the effect of social media dependency with that of other addictive behaviors, such as substance misuse.

*Instructional Task 3*

Part A. Develop strategies to avoid the manipulation of behavior while interacting with others online.

Part B. Analyze how experiencing manipulative behaviors online can affect a student’s physical or mental health.

Part C. Evaluate protective factors that can help reduce mental and physical health risks associated with the use of social media.

Instructional Items

*Instructional Item 1*

What ways can the use of technology impact personal choices?

*Instructional Item 2*

How can the perception of norms on social media influence healthy decisions?

*Instructional Item 3*

How can responsible decision-making skills be used to avoid social media trends that can negatively impact physical or mental health?

*Instructional Item 4*

What are the potential consequences of social media dependency?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.912.PHC.2.10

Benchmark

HE.912.PHC.2.10 Demonstrate ethical and responsible use of technology.

Benchmark Clarifications:

*Clarification 1:* Instruction includes respecting privacy, being honest, and sharing appropriate information.

*Clarification 2:* Instruction includes recognizing and reporting signs of human trafficking, cyberbullying, and other suspicious behavior.

Connecting Benchmarks/Horizontal Alignment

* HE.912.PHC.2.1
* HE.912.PHC.4.3
* SC.912.HS.1.7

Terms from the K-12 Glossary

* Cyberbullying
* Digital Citizenship
* Digital Privacy
* Ethical Behaviors
* Harassment
* Human Trafficking
* Legal Behaviors
* Personal Identifiable Information

Vertical Alignment

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| **Previous Benchmarks**   * HE.8.PHC.2.10 | **Next Benchmarks** |
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Purpose and Instructional Strategies

In Grade 8, students explain the impact of cyberbullying and inappropriate use of social media on personal wellness. In Grades 9-12 students demonstrate ethical and responsible use of technology.

* Instruction includes why it is important to respect privacy, be honest and only share appropriate information while using technology. This may include citing sources appropriately, only sharing accurate information and accepting responsibility for online behaviors.
* Instruction includes developing strategies to recognize and report the signs of human trafficking, cyberbullying and other suspicious behavior.
* Instruction includes how social media influences physical health, mental health and the ability to make healthy choices.
* Instruction includes how cyberbullying and other inappropriate uses of social media can impact personal wellness. Impacts of inappropriate social media use can include changes in mental health, such as depression, anxiety, loneliness and social isolation.
* Students should understand the safety and security features of websites and social media platforms. Safety and security features may include a privacy policy or password protection.
* Students should understand how settings on electronic devices can protect digital privacy and reduce the risk of encountering predatory behaviors. Device settings may include the development of adequate passwords, use of multifactor authentication, responsible use of location services and selection of secure networks.
* Students should know how to document, report and notify a trusted adult, such as a parent, teacher or school counselor if cyberbullying, human trafficking or other predatory behaviors are observed online.
* Students should understand the potential consequences of not reporting suspicious online activity. Consequences may include an increased susceptibility to cyberbullying, harassment and human trafficking.
* Students should know how to use platform-specific reporting procedures to reduce suspicious behaviors online.
* Students should understand the consequences of unethical or irresponsible behaviors online. Consequences may include the development of interpersonal conflicts, reduced decision-making capabilities and an increased susceptibility to experiencing predatory behavior.

Instructional Tasks

*Instructional Task 1*

Part A. Research and compare examples of ethical and responsible uses of social media.

Part B. Explain how using social media ethically and responsibly can promote positive digital citizenship.

*Instructional Task 2*

Part A. Identify ways to demonstrate privacy, honesty and integrity when using technology.

Part B. Describe instances in which it may be inappropriate to share personal identifiable information on the Internet, including social media.

*Instructional Task 3*

Part A. Explain how electronic device settings can protect digital privacy.

Part B. Conduct a digital security assessment by evaluating the privacy settings on an electronic device, appropriate webpage or social media platform.

Part C. Identify strategies to improve digital security based on the assessment.

*Instructional Task 4*

Part A. Research school and district policies related to the prevention of human trafficking and cyberbullying.

Part B. Describe the signs of human trafficking, cyberbullying and other suspicious behavior that may be encountered online.

Part C. Identify actions students should take to report suspected cyberbullying, human trafficking or other suspicious behaviors encountered online.

Part D. Predict the potential health and legal consequences of harmful behaviors encountered online.

Instructional Items

*Instructional Item 1*

How can you demonstrate honesty and integrity while navigating online platforms?

*Instructional Item 2*

When should you report communication from unknown individuals or organizations received through online platforms?

*Instructional Item 3*

How can you determine what information is appropriate to share online?

*Instructional Item 4*

How can recognizing and reporting suspicious behaviors online enhance personal security and prevent injuries?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.912.PHC.4** *Advocacy*

### HE.912.PHC.4.3

Benchmark

HE.912.PHC.4.3 Develop strategies to combat cyberbullying and online harassment.

Example: Social media campaign for mental health, reporting online harassment and suspicious behavior, spreading awareness.

Connecting Benchmarks/Horizontal Alignment

* HE.912.PHC.2.10
* HE.912.CEH.2.9
* SC.912.HS.1.2
* SC.912.HS.1.4
* SC.912.HS.1.7

Terms from the K-12 Glossary

* Cyberbullying
* Digital Citizenship
* Health Campaign
* Harassment
* Human Trafficking
* Mental Health
* Personal Security

Vertical Alignment

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| **Previous Benchmarks**   * HE.8.PHC.4.2 | **Next Benchmarks** |
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Purpose and Instructional Strategies

In Grade 8, students identify strategies to combat cyberbullying and online harassment. In Grades 9-12, students develop additional strategies to combat cyberbullying and online harassment.

* Instruction includes developing social media campaigns that promote positive mental health outcomes, spreading awareness about Internet safety, reporting online harassment and avoiding suspicious behaviors.
* Instruction includes recognizing and reporting signs of online harassment, cyberbullying and human trafficking.
* Instruction includes identifying ways the community can reduce or prevent health problems by encouraging responsible behavior on the Internet. Responsible behaviors may include demonstrating honesty, responsible decision-making skills, only sharing appropriate information and reporting predatory behaviors.
* Instruction includes discussing the impact of technology and social media on personal choices.
* Students should understand school policies that address the prevention of cyberbullying and resources available for students who may be experiencing cyberbullying.
* Students should understand computer-related laws and their impact on the prevention of unsafe behaviors online.
* Students should know how to document, report and notify a trusted adult, such as a parent, teacher or school counselor if cyberbullying, human trafficking or other predatory behaviors are observed online.
* Students should be able to analyze strategies that maintain personal security online to reduce susceptibility to cyberbullying, human trafficking and other predatory behaviors.

Instructional Tasks

*Instructional Task 1*

Explain how social media can be used to raise awareness about cyberbullying prevention, Internet safety, digital citizenship and the promotion of positive mental health.

*Instructional Task 2*

Part A. Develop scenarios related to suspicious behaviors that may be encountered on social media, including cyberbullying and online harassment.

Part B. Devise a plan to report the suspicious behaviors in each scenario to trusted adults, online platforms and law enforcement, when necessary.

Part C. Evaluate strategies students can implement to minimize the risk of encountering suspicious behaviors or engaging in unhealthy activities on social media.

*Instructional Task 3*

Part A. Develop strategies to combat cyberbullying and online harassment in the school community.

Part B. Create a digital resource that promotes strategies to maintain a positive online presence and combat harmful behaviors, including cyberbullying and online harassment.

Instructional Items

*Instructional Item 1*

How can students avoid receiving unwanted, unsafe or threatening messages on social media and other online platforms?

*Instructional Item 2*

How do school policies and state laws address the prevention of cyberbullying or online harassment?

*Instructional Item 3*

What steps can a student take to report predatory behavior experienced online?

*Instructional Item 4*

What resources are readily available for students who experience or witness cyberbullying or online harassment?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

# Community and Environmental Health

**HE.6.CEH.2** *Internal and External Influence*

### HE.6.CEH.2.3

Benchmark

HE.6.CEH.2.3 Examine how media/social media influences peer and community health behaviors.

Example: Music lyrics that encourage risky health behaviors, vaping and tobacco ads targeting younger populations, body image influence on social media.

Benchmark Clarifications:

*Clarification 1:* Instruction includes social media platforms influencing health behaviors and practices.

Connecting Benchmarks/Horizontal Alignment

* HE.6.PHC.2.1
* HE.6.PHC.2.3
* HE.6.PHC.2.8
* HE.6.PHC.3.9
* HE.6.CEH.2.4
* SC.6.HS.3.1

Terms from the K-12 Glossary

* Body Image
* Communication Techniques
* Credibility
* Engagement
* Health Behaviors
* Influencer
* Marketing Strategies
* Target Audience
* Trending

Vertical Alignment

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| --- | --- |
| **Previous Benchmarks**   * HE.5.CEH.2.3 | **Next Benchmarks**   * HE.7.CEH.2.3 |
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Purpose and Instructional Strategies

In Grade 5, students determined how media/social media influences health behaviors and the selection of health information, products and services. In Grade 6, students examine how media/social media influences peer and community health behaviors. This includes music lyrics that unnecessarily encourage risky health behaviors, vaping and tobacco ads targeting younger populations, and body image influence on social media. Instruction includes social media platforms influencing health behaviors and practices. In Grade 7, students will evaluate how media/social media influences peer and community health behaviors.

* Instruction includes social media platforms influencing health behaviors and practices.
* Students should understand and analyze how media/social media influences personal and peer thoughts, feelings and health behaviors.
* Instruction includes highlighting evolving marketing strategies targeting youth and discussing their influence on health decisions.
* Instruction includes identifying trusted adults that can provide resources related to the prevention of cyberbullying.
* Students should understand how to identify the influence of messages that unnecessarily promote risky health behaviors such as drug use, vaping or unhealthy body image.
* Students should be able to resist the influence of messages unnecessarily promoting risky health behaviors such as drug use, vaping or unhealthy body image.
* Students should describe legal and ethical behaviors when encountering suspicious online behavior.
* Students should understand how to interpret the potential impact of media/social media on health behaviors, personal thoughts and feelings.
* Students should understand how to describe safe and legal practices for reporting suspicious behavior encountered online.
* Students should be able to identify strategies to combat cyberbullying and online harassment, including reporting mechanisms.
* Students should be able to explain the impact of cyberbullying and inappropriate use of social media on personal wellness.
* Students should be able to identify various mechanisms available for reporting suspicious behavior online and understand navigating these mechanisms on the Internet.
* Students should be able to think critically about media messages and advocate for healthier choices.

Instructional Tasks

*Instructional Task 1*

Part A. Analyze a selection of music lyrics, advertisements or social media posts.

Part B. Work in pairs or groups to review provided media examples.

Part C. Highlight or annotate phrases or images that could influence behaviors positively or negatively.

Part D. Share findings in a class discussion.

*Instructional Task 2*

Part A. Host a guided discussion on how social media trends and influencers affect health choices.

Part B. Collaborate to create a “Digital Code of Conduct” with guidelines for respectful online interactions.

*Instructional Task 3*

Create a short public service announcement (PSA) such as a poster, video or digital content addressing how media influences health choices, focusing on one risky behavior and an alternative healthy behavior.

*Instructional Task 4*

Part A. Compare media advertisements promoting unhealthy behaviors from different eras.

Part B. Discuss the similarities between the marketing strategies used in each advertisement.

*Instructional Task 5*

Part A. Track your exposure to health-related messages through media for one week.

Part B. Log examples of posts, ads or trends related to health.

Part C. Analyze how the messages encourage positive or risky behaviors.

Part D. Should give an example of an alternative healthy behavior.

Part E. Present findings in small groups.

*Instructional Task 6*

Part A. Identify and invite a trusted adult, such as a school counselor, school resource officer or online safety expert.

Part B. Develop interview questions about cyberbullying.

Part C. Present the results of the interview.

Instructional Items

*Instructional Item 1*

How do beauty standards in media shape perceptions of body image?

*Instructional Item 2*

How does the promotion of unhealthy behaviors in media target younger audiences?

*Instructional Item 3*

What underlying messages or values do advertisements promote, and how might they shape beliefs or behaviors?

*Instructional Item 4*

How does the choice of language or imagery influence the effectiveness of different messages in media?

*Instructional Item 4*

What patterns or trends do you notice in media messages that target specific groups?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.7.CEH.2** *Internal and External Influence*

### HE.7.CEH.2.3

Benchmark

HE.7.CEH.2.3 Evaluate how media/social media influences peer and community health behaviors.

Example: Music lyrics that encourage risky health behaviors, vaping and tobacco ads targeting younger populations, body image influence on social media.

Benchmark Clarifications:

*Clarification 1:* Instruction includes social media platforms influencing health behaviors and practices.

*Clarification 2:* Instruction includes permanency of sharing materials online.

Connecting Benchmarks/Horizontal Alignment

* HE.7.PHC.2.1
* HE.7.CEH.3.1
* HE.7.CH.2.1
* HE.7.CH.2.2
* SC.7.HS.3.3
* SC.7.TI.1.3
* SC.7.TI.1.5
* SC.7.TI.2.2

Terms from the K-12 Glossary

* Algorithm
* Body Image
* Digital Citizenship
* Digital Footprint
* Digital Privacy
* Health Behaviors
* Health Campaign
* Misinformation
* Permanency

Vertical Alignment

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| --- | --- |
| **Previous Benchmarks**   * HE.6.CEH.2.3 | **Next Benchmarks**   * HE.8.CEH.2.3 |
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Purpose and Instructional Strategies

In Grade 6, students examined how media/social media influences peer and community health behaviors. In Grade 7, students evaluate how media/social media influences peer and community health behaviors. In Grade 8, students will analyze how media/social media influences community health behaviors.

* Instruction includes social media platforms influencing health behaviors and practices.
* Instruction includes identifying misinformation or manipulative tactics used online.
* Students should understand the permanency of sharing materials online.
* Students should understand how to evaluate the influence of media and social media on peer and community health behaviors, including both positive and negative effects.
* Students should understand how media messages are constructed to influence behavior and decision-making.
* Students should understand the long-term implications of sharing materials online, including ethical and social consequences.
* Students should understand the role of media and social media individual and peer health.
* Students should understand how media influences perceptions, attitudes and behaviors regarding health.
* Students should understand how algorithms curate content and influence exposure to certain health-related messages.
* Students should understand the long-term consequences of posting content online and how it impacts their digital footprint.
* Students should understand how media messaging spreads through peer influence.
* Students should understand how to distinguish between evidence-based health information and opinion.

Instructional Tasks

*Instructional Task 1*

Part A. Analyze advertisements, online content or music lyrics to identify persuasive techniques and implicit messages.

Part B. Create a written or visual analysis explaining how and why the message may influence healthy behaviors.

*Instructional Task 2*

Part A. Examine case studies of individuals or communities impacted by the permanency of online sharing.

Part B. Conduct a reflection or group discussion on the consequences of lessons learned and ways to prevent negative impacts.

*Instructional Task 3*

Part A. Sort examples of media and social media into categories of positive or negative health influences, providing evidence for their choices.

Part B. Create a graphic organizer or class display illustrating their findings.

*Instructional Task 4*

Part A. Create a campaign to educate peers about the risks of certain media messages or the importance of online responsibility and digital citizenship.

Part B. Create a video or infographic showcasing their campaign.

Instructional Items

*Instructional Item 1*

What specific strategies do media creators use to encourage risky or healthy behaviors?

*Instructional Item 2*

How do social media platforms enhance the impact of health-related messages?

*Instructional Item 3*

How do media messages reflect or shape societal attitudes about health?

*Instructional Item 4*

In what ways do social media trends amplify risky health behaviors, and how can they also promote positive changes?

*Instructional Item 5*

How does the permanency of online sharing create unique challenges for individuals and communities?

*Instructional Item 6*

How can you control the information you share online to limit your digital footprint?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.8.CEH.2** *Internal and External Influence*

### HE.8.CEH.2.3

Benchmark

HE.8.CEH.2.3 Analyze how media/social media influences community health behaviors.

Example: Ads encouraging substance use in youth populations, language on social media and in music/television shows, fashion trends.

Connecting Benchmarks/Horizontal Alignment

* HE.8.PHC.2.1
* HE.8.PHC.2.10
* HE.8.CH.2.1
* HE.8.CH.2.2
* HE.8.CH.4.2
* SC.8.HS.3.1
* SC.8.TI.1.1

Terms from the K-12 Glossary

* Advertisement
* Algorithm
* Bias
* Community Health
* Consumer Skills
* Digital Citizenship
* Health Behaviors
* Influencer
* Media Literacy
* Misinformation

Vertical Alignment

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| --- | --- |
| **Previous Benchmarks**   * HE.7.CEH.2.3 | **Next Benchmarks**   * HE.912.CEH.2.3 |
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Purpose and Instructional Strategies

In Grade 7, students evaluated how media/social media influences peer and community health behaviors. In Grade 8, students analyze how media/social media influences community health behaviors. In Grades 9-12, students will propose strategies to avoid risks on social media and the internet.

* Instruction includes ads encouraging substance use in youth populations, language on social media, and music/television shows or fashion trends.
* Instruction includes analyzing case studies of media campaigns and their health impact.
* Instruction includes exploring the effects of social media challenges on physical, mental and social health.
* Instruction includes identifying bias and misinformation in media content.
* Instruction includes exploring the relationship between consumer behaviors and health trends.
* Students should understand how media and social media influence community health behaviors, focusing on positive and negative impacts.
* Students should understand how to evaluate examples of advertising, social media content and entertainment media to identify their role in shaping community norms and health outcomes.
* Students should understand how to assess strategies used by media creators to target specific populations and propose solutions to mitigate harmful influences.
* Students should understand the ways media and social media influence health behaviors through trends, advertisements and social norms.
* Students should understand how algorithms curate and amplify health-related messages.
* Students should understand the connection between persuasive techniques in media and community health behaviors.
* Students should understand the role of positive and negative health messaging in shaping community behaviors.

Instructional Tasks

*Instructional Task 1*

Analyze a specific advertisement and identify persuasive techniques and their potential health impact.

*Instructional Task 2*

Role-play as advertisers, creating a campaign to promote healthy behaviors.

*Instructional Task 3*

Part A. Create simulated social media posts promoting positive health behaviors while avoiding harmful stereotypes or trends.

Part B. Evaluate its impact on community health.

*Instructional Task 4*

Compare factual health information to a viral post and evaluate credibility.

*Instructional Task 5*

Investigate how social media algorithms affect what content is seen and how that might influence behaviors.

*Instructional Task 6*

Work in groups to analyze how media messaging differs across cultures and how it influences community health.

Instructional Items

*Instructional Item 1*

How have you been influenced by media or social media in making health decisions?

*Instructional Item 2*

Can you think of a time when a media message shaped the behaviors of your peers or community?

*Instructional Item 3*

What strategies can help us determine whether a media message is promoting a positive or negative health behavior?

*Instructional Item 4*

How can media literacy help prevent harmful influences on community health?

*Instructional Item 5*

How can you promote healthy behaviors in your community through social media or other platforms?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.912.CEH.2** *Internal and External Influence*

### HE.912.CEH.2.3

Benchmark

HE.912.CEH.2.3 Propose strategies to avoid risks on social media and the internet.

Example: Limiting screen time to under two hours a day to avoid physical health risks, reporting messages from unknown senders, not sharing personal information online.

Connecting Benchmarks/Horizontal Alignment

* HE.912.PHC.4.3
* HE.912.PHC.2.10
* SC.912.CS.1.1
* SC.912.HS.1.5
* SC.912.HS.2.1

Terms from the K-12 Glossary

* Addiction
* Communication
* Consumer Skills
* Cyberbullying
* Digital Privacy
* Human Trafficking
* Legal Behaviors
* Mental Health
* Online Harassment
* Personally Identifiable Information
* Personal Security
* Physical Health
* Screen Time

Vertical Alignment

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| --- | --- |
| **Previous Benchmarks**   * HE.8.CEH.2.3 | **Next Benchmarks** |
|  |  |

Purpose and Instructional Strategies

In Grade 8, students analyzed how media and social media influences community health behaviors. In Grades 9-12, students begin to propose strategies to avoid risks on social media and the Internet.

* Students should understand how to identify, avoid and report risks while navigating online platforms, including social media.
* Instruction includes discussing the physical health risks associated with excessive screen time, such as loss of cognitive capacity, sleep capabilities and physical inactivity.
* Instruction includes discussing the mental health risks associated with excessive screen time, such as addiction to social media and decreased stress management capabilities.
* When discussing screen time recommendations, the Health Education standards suggest limiting screen time to two hours or less per day.
* Instruction includes developing strategies to report communication from unknown senders, online harassment and other suspicious behaviors to a trusted adult and the online platform where the communication was received.
* Instruction includes determining the components of personally identifiable information. This information includes, but is not limited to, a student’s name, address and date of birth.
* Instruction includes developing strategies to maintain digital security, such as only sharing appropriate information and avoiding the distribution of personal information online.
* Instruction includes recognizing the signs of human trafficking, cyberbullying and other harmful behaviors that may be encountered online.
* Instruction includes identifying healthy and unhealthy behaviors that are promoted on social media.
* Instruction includes determining strategies to overcome the influence of social media on responsible decision-making. This may include the unnecessary promotion of unhealthy behaviors on social media.
* Instruction includes evaluating the influence of social media on the ability to make healthy choices online, including recognizing and reporting suspicious behaviors.
* Instruction includes identifying and avoiding online consumer risks that may lead to financial harm. This may include identity theft or fraudulent charges.
* Students should know how and when to use techniques that set healthy boundaries when interacting with other account holders.
* Students should understand how social media and mobile devices may be used for illegal activities, such as human trafficking, to avoid predatory behaviors online.

Instructional Tasks

*Instructional Task 1*

Part A. Describe the signs and symptoms of social media dependency in youth.

Part B. Develop methods to avoid social media dependency and the associated health risks.

Part C. Propose alternatives to the use of social media in excess of the maximum recommended daily screen time.

Part D. Design a health promotion resource that influences students to safely use social media in moderation.

*Instructional Task 2*

Part A. Work in groups to analyze scenarios related to digital safety risks that may be encountered on social media or online gaming platforms.

Part B. Identify unsafe behaviors being encountered in each scenario.

Part C. Describe platform-specific reporting mechanisms that may be used in each scenario.

Part D. Propose strategies to avoid unsafe situations and maintain digital safety in the future.

*Instructional Task 3*

Part A. Discuss potential impacts of excessive screen time on physical and mental health.

Part B. Examine the interrelationship between physical and mental health risks associated with the excessive use of technology.

Part C. Evaluate protective factors that can help mitigate the impact of screen use on physical and mental health.

Part D. Design a long-term plan to manage screen time that avoids physical and mental health risks.

*Instructional Task 4*

Part A. Research current and accurate data pertaining to the prevalence of human trafficking online.

Part B. Describe the potential signs and symptoms of human trafficking.

Part C. Develop strategies to avoid behaviors that may increase susceptibility to human trafficking online.

Part D. Identify school and community resources for victims of human trafficking.

Part E. Create a public service announcement that increases students’ awareness of the risks of human trafficking.

*Instructional Task 5*

Part A. Analyze advertisements that promote the use of social media applications.

Part B. Determine whether the advertisements were created to promote healthy or unhealthy behaviors.

Part C. Predict how the advertisements could influence decisions made by the target audience.

Part D. Develop strategies to avoid the risks of negative influences of persuasive marketing tactics.

Part E. Share findings in a classroom discussion.

Instructional Items

*Instructional Item 1*

What are some strategies you can use to protect your personally identifiable information online?

*Instructional Item 2*

How can you avoid receiving unwanted, unsafe or threating messages on social media or online gaming platforms?

*Instructional Item 3*

Identify various types of suspicious activities that can be encountered on a device, search engine or social media platform.

*Instructional Item 4*

Describe device and account privacy settings that can help students stay safe and avoid risks while navigating online platforms.

*Instructional Item 5*

How do you determine if an online merchant is trustworthy and safe to purchase from?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.912.CEH.2.9

Benchmark

HE.912.CEH.2.9 Identify computer related laws and analyze their impact on internet safety.

Example: Digital privacy, security, intellectual property, network access, harassment.

Connecting Benchmarks/Horizontal Alignment

* HE.912.PHC.2.10
* SC.912.HS.1.6
* SC.912.TI.2.3
* SC.912.TI.2.6
* SC.912.CS.2.1
* SC.912.CS.2.2
* SC.912.CS.2.3

Terms from the K-12 Glossary

* Cyberbullying
* Digital Citizenship
* Digital Footprint
* Digital Privacy
* End User
* Ethical Behaviors
* Human Trafficking
* Intellectual Property
* Legal Behaviors
* Online Harassment
* Personally Identifiable Information
* Personal Security
* Predatory Behavior
* Two-Factor Authentication

Vertical Alignment

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| **Previous Benchmarks**   * HE.8.CEH.2.2 | **Next Benchmarks** |
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Purpose and Instructional Strategies

In Grade 8, students analyzed how media and social media influences community health behaviors. In Grades 9-12, students begin to identify computer related laws and analyze their impact on Internet safety.

* Instruction includes maintaining digital privacy by using passwords that are difficult to guess, adequate privacy settings and two-factor authentication when available.
* Students should determine the importance of using adequate privacy settings on electronic devices, web browsers and web-based applications, such as social media.
* Instruction includes applying privacy settings on electronic devices, web browsers and web-based applications, such as social media.
* Instruction includes identifying ways to maintain personal security while using technology, such as limiting the amount of personally identifiable information shared on social media, restricting access to location services, using secure networks and only sharing appropriate information online.
* Instruction includes discussing ways to respect the privacy of others and demonstrate honesty on the Internet and when using social media. This may include citing sources appropriately, abiding by copyright laws and protecting intellectual property.
* Instruction includes demonstrating legal and ethical behaviors when using the Internet and social media.
* Students should know when and how to report suspicious behaviors encountered or observed online to trusted adults, such as parents, teachers, school counselors, school resource officers and other law enforcement officers.
* Instruction includes identifying school policies and state laws that prohibit human trafficking, cyberbullying, online harassment and other predatory behaviors that may be encountered online.
* Students should understand how policies can reduce the severity or eliminate the prevalence of predatory behaviors online.
* Students should understand the consequences of participating in inappropriate activities online and how these consequences can be enforced by school administrators or law enforcement.
* Students should understand how to demonstrate ethical behaviors and positive digital citizenship while navigating online platforms. This may include advocating for victims of cyberbullying, not being a bystander to harmful activities and reporting suspicious behaviors encountered online.

Instructional Tasks

*Instructional Task 1*

Part A. As a group, discuss scenarios that contain instances of cyberbullying.

Part B. Evaluate the actions of the victim, bully and bystanders in each scenario.

Part C. Analyze the role technology played in each instance of cyberbullying.

Part D. Identify school and community resources available to victims of cyberbullying.

Part E. Describe the consequences of participating in cyberbullying.

*Instructional Task 2*

Part A. Define the concepts of software and hardware.

Part B. Predict ways that malicious software and hardware can be used to access personally identifiable information or to gain control of a device.

Part C. Explain the risks associated with other people being able to access your personally identifiable information or device.

Part D. Describe when and how to report unauthorized access to your device or personally identifiable information to trusted adults, such as parents, teachers and school counselors.

Part E. Evaluate protective software that can be used to enhance Internet safety.

*Instructional Task 3*

Part A. Describe the purpose of terms and conditions for electronic devices, webpages and social media applications.

Part B. Compare how terms and conditions protect the company versus the end user.

Part C. Review the terms and conditions for a device, webpage or social media platform you frequently use.

Part D. Share findings in a classroom discussion.

*Instructional Task 4*

Part A. Identify the components of a well-developed numeric and/or character password.

Part B. Explain how strong passwords that are difficult to guess enhance digital security on devices, webpages or social media platforms.

Part C. Describe other security features that complement passwords and increase digital security on devices, webpages or social media platforms.

Part D. Discuss findings within groups.

*Instructional Task 5*

Part A. Explain why clicking on a suspicious link received from a known or unknown sender via email, text message or direct messaging on social media platforms can be dangerous.

Part B. Predict the consequences of clicking on a suspicious link from a known or unknown sender via email, text message or direct messaging on social media platforms.

Part C. Create a list of steps for students to follow if a suspicious link from a known or unknown sender is received via email, text message or direct messaging on social media platforms.

Instructional Items

*Instructional Item 1*

How do school policies and state law define cyberbullying and its consequences?

*Instructional Item 2*

How do you protect your digital security?

*Instructional Item 3*

How does the collection and storage of information on social media affect a student’s ability to maintain digital privacy?

*Instructional Item 4*

What are the consequences of using intellectual property without prior permission?

*Instructional Item 5*

What are the risks associated with using a public or unsecure Wi-Fi network?

*Instructional Item 6*

What are some questions you can ask yourself when validating links from unknown senders?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

# Consumer Health

**HE.6.CH.2** *Internal and External Influence*

### HE.6.CH.2.1

Benchmark

HE.6.CH.2.1 Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.

Benchmark Clarifications:

*Clarification 1:* Instruction includes how social media platforms use algorithms to target specific audiences to promote products and services.

Connecting Benchmarks/Horizontal Alignment

* HE.6.PHC.2.1
* HE.6.PHC.2.3
* HE.6.PHC.2.8
* HE.6.PHC.3.9
* HE.6.CEH.2.3
* HE.6.CEH.2.4
* SC.6.HS.3.1

Terms from the K-12 Glossary

* Algorithm
* Digital Marketing
* Health Message
* Influencer
* Public Service Announcement (PSA)
* Target Audience

Vertical Alignment

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| **Previous Benchmarks**   * HE.5.CH.2.1 | **Next Benchmarks**   * HE.7.CH.2.1 |
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Purpose and Instructional Strategies

In Grade 5, students identified ways health messages and communication techniques can be targeted for different audiences through Internet and social media sources. In Grade 6, students illustrate ways health messages and communication techniques can be targeted for different audiences through Internet and social media sources. In Grade 7, students will analyze ways consumer health messages can target different audiences through Internet and social media sources.

* Instruction includes how social media platforms use algorithms to target specific audiences to promote products or services. Specific audiences may include different age groups, geographic locations and interests.
* Instruction includes exploring how different platforms use algorithms to amplify health-related content. Through exploration, students can provide examples of how algorithms curate health-related content for specific audiences using data collected online.
* Instruction includes analyzing case studies of targeted health campaigns.
* Instruction includes explaining how advertisers use demographic data to create effective campaigns.
* Instruction includes teaching media literacy to evaluate targeted health messages. Health messages may address tobacco prevention or healthy eating habits.
* Instruction includes discussing the potential for bias in targeting different populations with health messages.
* Students should understand the role of social media algorithms in influencing what content people see.
* Students should understand different techniques advertisers and health campaigns use to communicate messages to specific audiences.
* Students should understand the potential for both positive and negative health outcomes from targeted messaging.

Instructional Tasks

*Instructional Task 1*

Research how social media platforms collect and use user data to target health messages.

*Instructional Task 2*

Part A. Design a health message, tailored for a specific audience, that encourages healthy behaviors.

Part B. Explain the communication techniques used to develop the health message.

*Instructional Task 3*

Examine how different audiences might receive and interpret the same health message.

*Instructional Task 4*

Role-play as marketers designing a campaign to target a specific audience and as consumers evaluating the campaign’s effectiveness.

*Instructional Task 5*

Part A. Determine whether algorithms are helpful or harmful when targeting health-related messages.

Part B. Discuss your point of view with a partner that agrees with you.

Part C. Discuss your point of view with a partner that disagrees with you.

Instructional Items

*Instructional Item 1*

How do algorithms influence the health content you see online?

*Instructional Item 2*

Have you ever noticed a health-related ad or message that felt like it was meant just for

you?

*Instructional Item 3*

What are the potential risks of tailoring health messages to specific audiences?

*Instructional Item 4*

How can you tell whether a health message is trustworthy or biased?

*Instructional Item 5*

How would you adapt a health message to make it more effective for different audiences?

*Instructional Item 6*

Why do advertisers use algorithms to target specific audiences?

*Instructional Item 7*

Should there be limits on how companies use algorithms to deliver health messages?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.7.CH.2** *Internal and External Influence*

### HE.7.CH.2.1

Benchmark

HE.7.CH.2.1 Analyze ways consumer health messages can target different audiences through internet and social media sources.

Benchmark Clarifications:

*Clarification 1:* Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.

Connecting Benchmarks/Horizontal Alignment

* HE.7.PHC.2.1
* HE.7.CEH.2.3
* HE.7.CEH.3.1
* HE.7.CH.2.2
* SC.7.HS.3.3
* SC.7.TI.1.3
* SC.7.TI.1.5
* SC.7.TI.2.2

Terms from the K-12 Glossary

* Consumer Health Messages
* Demographics
* Engagement Strategies
* Influencers
* Public Service Announcement
* Social Media
* Target Audience

Vertical Alignment

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| **Previous Benchmarks**   * HE.6.CH.2.1 | **Next Benchmarks**   * HE.8.CH.2.1 |
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Purpose and Instructional Strategies

In Grade 6, students illustrated ways health messages and communication techniques can be targeted for different audiences through Internet and social media sources. In Grade 7, students analyze ways consumer health messages can target different audiences through Internet and social media sources. In Grade 8, students will evaluate ways consumer health messages and communication techniques can be targeted for different audiences.

* Instruction includes how organizations and companies use a variety of public service announcements, celebrities, social media posts and platforms.
* Instruction includes analyzing examples of health campaigns that successfully target specific audiences. This may include fitness brands using influencers for teens.
* Instruction includes exploring how public service announcements are designed to appeal to specific demographics.
* Instruction includes discussing how celebrity endorsements can impact the effectiveness of health messages.
* Instruction includes evaluating the credibility of health messages on different platforms.
* Instruction includes understanding how companies use platform-specific strategies to spread consumer health messages.
* Instruction includes examining the ethical implications of targeting in health campaigns.
* Students should understand how companies and organizations tailor health messages to reach different audiences using social media and other online platforms.
* Students should understand the role of public service announcements, celebrities and influencers in shaping consumer health behaviors.
* Students should understand techniques to make health messages more engaging and persuasive.
* Students should understand how social media platforms amplify certain messages based on user engagement.
* Students should understand the potential benefits and risks of targeted health messages, including misinformation.

Instructional Tasks

*Instructional Task 1*

Part A. Analyze a health-related Public Service Announcement (PSA) and identify its target audience, key message and persuasive strategies.

Part B. Analyze a social media campaign and identify its target audience, key message and persuasive strategies.

Part C. Compare the target audience, key message and persuasive strategies of the PSA and social media campaign. Evaluate their effectiveness in reaching audiences.

*Instructional Task 2*

Role-play as influencers, creating content to promote a healthy lifestyle or behavior.

*Instructional Task 3*

Debate whether celebrity endorsements are more effective than public service announcements in promoting health messages.

*Instructional Task 4*

Discuss whether companies that target teens with specific health campaigns, especially for profit-driven reasons, are acting appropriately.

*Instructional Task 5*

Part A. Explore how platforms use algorithms and engagement metrics to promote health-related content.

Part B. Create a message to promote health-related content.

Part C. Present the health message to different mock audiences.

Part D. Evaluate audience reactions to determine if and how the message might need to be adjusted.

Instructional Items

*Instructional Item 1*

Have you ever been influenced by a health message shared by a celebrity or influencer?

*Instructional Item 2*

How do online platforms amplify certain health messages more than others?

*Instructional Item 3*

What are some challenges companies face when targeting health messages to specific audiences?

*Instructional Item 4*

How could you effectively design a health message to reach teens and adults?

*Instructional Item 5*

What strategies ensure health messages on social media are trustworthy?

*Instructional Item 6*

How does the use of influencers or celebrities make a health message credible?

*Instructional Item 7*

Should companies have restrictions on the ways they target health messages to certain populations? Why or why not?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.7.CH.2.2

Benchmark

HE.7.CH.2.2 Analyze how messages from media/social media influence health behaviors.

Example: Examples include sports figures promoting fast food and provocative images on media/social media.

Benchmark Clarifications:

*Clarification 1:* Instruction includes cyberbullying affecting mental well-being.

*Clarification 2:* Instruction includes the compounding influence of “likes” and “comments” on posts and how they activate the reward centers in the brain.

Connecting Benchmarks/Horizontal Alignment

* HE.7.PHC.2.1
* HE.7.CEH.2.3
* HE.7.CEH.3.1
* HE.7.CH.2.1
* SC.7.HS.3.3
* SC.7.TI.1.3
* SC.7.TI.1.5
* SC.7.TI.2.2

Terms from the K-12 Glossary

* Algorithm
* Addiction
* Bias
* Engagement
* Influencer
* Target Audience
* Trend

Vertical Alignment

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| --- | --- |
| **Previous Benchmarks**   * HE.6.CEH.2.3 | **Next Benchmarks**   * HE.8.CH.2.3 |
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Purpose and Instructional Strategies

In Grade 6, students examined how media/social media influences peer and community health behaviors. In Grade 7, students analyze how media/social media messages influence health behaviors. In Grade 8, students will analyze the influence of technology on personal and family health.

* Instruction includes discussing how cyberbullying may affect mental well-being.
* Instruction includes the compounding influence of “likes” and “comments” on posts and how they activate the reward centers in the brain.
* Instruction includes examining the psychological effects of social media engagement.
* Students should understand that social media interactions activate reward centers in the brain and affect emotional and mental well-being.
* Instruction includes analyzing how endorsements from public figures impact perception and behavior.
* Instruction includes exploring the role of media messaging in shaping perceptions of health, fitness and beauty.
* Students should understand media often presents idealized or unrealistic standards of beauty, fitness or behavior that can influence self-esteem and decision-making skills.
* Instruction includes discussing the emotional and mental health effects of cyberbullying, including strategies for prevention and response.
* Instruction includes critically evaluating health-related messages to determine their credibility, intent and potential consequences.
* Students should understand how media messages, including endorsements and imagery, can directly and indirectly influence health behaviors.
* Students should understand negative online experiences, such as cyberbullying, can significantly impact mental and physical health.
* Students should understand that companies and influencers use intentional strategies to shape opinions, habits and purchasing behaviors related to health.

Instructional Tasks

*Instructional Task 1*

Part A. Analyze a social media post or advertisement and identify its target audience, intent and potential health impacts.

Part B. Compare two media messages promoting opposing health behaviors and analyze which is more persuasive and why.

*Instructional Task 2*

Read or watch a case study about cyberbullying and evaluate its impact on mental health, proposing strategies for prevention and support.

*Instructional Task 3*

Part A. Evaluate how likes and comments can influence students’ decision-making skills or emotional well-being

Part B. Discuss strategies students can use to reduce dependence on external validation.

*Instructional Task 4*

Design a simulated social media post or media campaign promoting positive health behaviors to counteract negative influences.

*Instructional Task 5*

Research and create infographics or videos debunking a health-related myth commonly perpetuated on social media.

*Instructional Task 6*

In small groups, role-play responding to cyberbullying or encountering unhealthy messaging online, practicing strategies for managing emotions and promoting positivity.

*Instructional Task 7*

In small groups, analyze how platforms present health-related content differently and discuss mental and physical health implications.

*Instructional Task 8*

Dissect the components of a health-related advertisement, identifying persuasive techniques and subliminal messages.

*Instructional Task 9*

Evaluate a series of health messages for bias, including overuse of images, celebrity influence or exaggerated claims.

Instructional Items

*Instructional Item 1*

How do you feel when your posts receive a lot of likes or comments? How does this influence your mood or decisions?

*Instructional Item 2*

Have you ever been influenced by a celebrity endorsement or social media post? How did it affect your behavior or choices?

*Instructional Item 3*

What are some ways media messages can be misleading or harmful? How can you tell if a health-related message is credible?

*Instructional Item 4*

Why do companies or influencers use photos, videos or other digital content to promote their messages?

*Instructional Item 5*

How can you create a social media post that promotes healthy behavior while staying authentic?

*Instructional Item 6*

What strategies can you use to respond to cyberbullying or avoid engaging with harmful media messages?

*Instructional Item 7*

How do you think the compounding effects of likes and comments shape the way people present themselves online?

*Instructional Item 8*

Should celebrities and influencers be held accountable for the health-related messages they share? Why or why not?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.8.CH.2** *Internal and External Influence*

### HE.8.CH.2.1

Benchmark

HE.8.CH.2.1 Evaluate ways consumer health messages and communication techniques can be targeted for different audiences.

Benchmark Clarifications:

*Clarification 1:* Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.

Connecting Benchmarks/Horizontal Alignment

* HE.8.PHC.2.1
* HE.8.PHC.2.2
* HE.8.CEH.2.3
* HE.8.CH.2.2
* SC.8.HS.3.1
* SC.8.TI.1.1

Terms from the K-12 Glossary

* Algorithm
* Consumer Health Messages
* Credibility
* Endorsements
* Ethical Behaviors
* Influencer
* Marketing Strategies
* Misinformation
* Public Service Announcement (PSA)
* Social Media Campaign
* Target Audience

Vertical Alignment

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| --- | --- |
| **Previous Benchmarks**   * HE.7.CH.2.1 | **Next Benchmarks**   * HE.912.CH.2.1 |

Purpose and Instructional Strategies

In Grade 7, students analyzed ways consumer health messages can target different audiences through Internet and social media sources. In Grade 8, students evaluate ways consumer health messages and communication techniques can be targeted for different audiences. In Grades 9-12, students will adapt health messages and communication techniques to a specific target audience using various media.

* Instruction includes how organizations and companies use a variety of public service announcements, celebrities, social media posts and platforms.
* Instruction includes analyzing health advertisements to identify the message, techniques used and target audience.
* Instruction includes examining how companies tailor messages based on demographic data, interests and interpersonal behaviors.
* Instruction includes recognizing persuasive techniques, including emotional appeals, logical reasoning and authority endorsements.
* Instruction includes exploring how social media algorithms amplify health messages to specific groups.
* Instruction includes discussing the ethics of health messaging, such as transparency, accuracy, respect for different backgrounds and acknowledgement of other viewpoints.
* Students should understand why and how companies target specific audiences with health messages.
* Students should understand how emotional, logical and ethical appeals influence audience decisions.
* Students should understand how algorithms affect the visibility of health messages and their reach to target audiences.
* Students should understand how to evaluate the credibility, accuracy and intent of health messages.

Instructional Tasks

*Instructional Task 1*

Part A. Determine how to identify unreliable or misleading content when using technology to gather health information.

Part B. Propose strategies to prevent the distribution of misinformation online.

*Instructional Task 2*

Part A. Evaluate a selection of health-related public service announcements, social media posts and advertisements to identify the target audience, techniques and effectiveness.

Part B. Debate the effectiveness of the selected public service announcements, news articles and advertisements by critiquing or supporting the persuasive technique used to target audiences.

*Instructional Task 3*

Create mock health campaigns. Be sure to select a target audience and explain how the health message aligns with the audience’s characteristics and interests.

*Instructional Task 4*

Part A. Create a simulation that represents how algorithms and influencers might promote a health message.

Part B. Identify and discuss the ethical considerations of promoting health messages.

*Instructional Task 5*

Compare advertisements that use emotional appeals, logical reasoning and authority endorsements, evaluating their impact on audience behavior.

*Instructional Task 6*

Discuss the ethics of using celebrities or influencers in health campaigns, considering potential risks and benefits.

Instructional Items

*Instructional Item 1*

How can the spread of misinformation online influence student behavior?

*Instructional Item 2*

What strategies can be used to ensure the validity of information shared on the Internet?

*Instructional Item 3*

What is a strategy for reporting misinformation distributed online?

*Instructional Item 4*

What makes a health message effective for its target audience?

*Instructional Item 5*

How can the same message affect people differently based on their demographics or experiences?

*Instructional Item 6*

What steps can you take to evaluate the credibility and accuracy of health messages on social media?

*Instructional Item 7*

Why is it important to question the intent behind health messages, even if they seem helpful?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.8.CH.2.2

Benchmark

HE.8.CH.2.2 Research marketing strategies behind health-related media/social media messages.

Example: Social glorification of substance use, negative body image messaging, and normalization of violence.

Benchmark Clarifications:

*Clarification 1:* Instruction includes identifying and researching strategies that media companies use to create trends.

Connecting Benchmarks/Horizontal Alignment

* HE.8.PHC.2.1
* HE.8.PHC.2.2
* HE.8.CEH.2.3
* HE.8.CH.2.1
* SC.8.HS.3.1
* SC.8.TI.1.1

Terms from the K-12 Glossary

* Algorithm
* Consumer Health Messages
* Credibility
* Demographics
* Endorsement
* Public Service Announcements (PSA)
* Target Audience

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.7.CH.2.2 | **Next Benchmarks**   * HE.912.CH.2.2 |
|  |  |

Purpose and Instructional Strategies

In Grade 7, students analyzed how media/social media messages influence health behaviors. In Grade 8, students research marketing strategies behind health-related media/social media messages. In Grades 9-12, students will evaluate the effect of media/social media on personal and family health.

* Instruction includes identifying and researching strategies that media companies use to create trends.
* Instruction includes analyzing consumer health messages to identify the content’s purpose, target audience, persuasive techniques and underlying messages.
* Instruction includes recognizing persuasive techniques, including emotional appeals, logical reasoning, authority endorsements and fear-based messaging used in health communication.
* Instruction includes analyzing real-life examples of public service announcements (PSAs), social media campaigns and health-related advertisements to evaluate how the media messaging effectively targets specific audiences.
* Instruction includes analyzing the role of celebrity endorsements, trending social media challenges and platform algorithms in amplifying health messages.
* Students should understand how health messages are designed to influence behaviors by tailoring content to specific audiences and sharing this content on various online platforms.
* Students should understand the various persuasive techniques used in health communication and how these techniques impact the spread of misinformation.
* Students should understand how algorithms on social media platforms amplify health messages and help target specific demographics.
* Students should understand the ethical considerations behind health messaging and how to evaluate the effectiveness and credibility of health-related campaigns.

Instructional Tasks

*Instructional Task 1*

Part A. Determine how to identify unreliable or misleading content when using technology to gather health information.

Part B. Propose strategies to prevent the distribution of misinformation online.

*Instructional Task 2*

Part A. Identify examples of public service announcements aimed at different demographics.

Part B. Analyze the tone, message and visual elements to determine how these were tailored for specific audiences.

*Instructional Task 3*

Part A. Assign roles and collaborate to design a health message campaign for a specific audience.

Part B. Explain the choice of communication methods and persuasive strategies used in the health campaign.

*Instructional Task 4*

Analyze a consumer health ad focusing on the intended message, visuals, language, target audience and effectiveness.

*Instructional Task 5*

Part A. Research how celebrities promote health-related products or behaviors.

Part B. Facilitate a debate on whether this is an effective and ethical practice.

*Instructional Task 6*

Part A. Discuss how social media algorithms function and the role algorithms play in amplifying health messages.

Part B. Create a flowchart to show how a message might reach specific audiences.

Instructional Items

*Instructional Item 1*

How can students identify persuasive techniques used by organizations and companies to promote health-related messages?

*Instructional Item 2*

How can the spread of misinformation online influence student behavior?

*Instructional Item 3*

What strategies ensure the validity of health-related information shared on the Internet?

*Instructional Item 4*

How do companies adapt their messaging for different demographics?

*Instructional Item 5*

Do you think public service announcements (PSA) are more or less effective than social media campaigns? Why?

*Instructional Item 6*

Have you ever been influenced by a health message on social media? How did it impact your decisions?

*Instructional Item 7*

Should companies or influencers be held accountable for the accuracy or ethics of their health-related messages? Why or why not?

*Instructional Item 8*

How can individuals evaluate the credibility of health messages encountered online?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

**HE.912.CH.2** *Internal and External Influence*

### HE.912.CH.2.1

Benchmark

HE.912.CH.2.1 Adapt health messages and communication techniques to a specific target audience using various media.

Example: Positive messaging in music, creating a positive social media message.

Connecting Benchmarks/Horizontal Alignment

* HE.912.CH.2.2
* HE.912.CEH.3.6
* HE.912.PHC.2.8
* HE.912.CEH.4.1

Terms from the K-12 Glossary

* Communication Techniques
* Consumer Skills
* Dietary Habits
* Engagement
* Health Campaign
* Marketing Strategies
* Target Audience
* Trending

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.8.CH.2.1 | **Next Benchmarks** |
|  |  |

Purpose and Instructional Strategies

In Grade 8, students evaluated ways consumer health messages and communication techniques can be targeted for different audiences. In Grades 9-12, students adapt health messages and communication techniques to specific target audiences using various media.

* Instruction includes exploring the influence of various media types on students’ ability to make healthy choices. Examples include the impact of positive messaging in music or uplifting social media content.
* Instruction includes evaluating communication techniques used to create social media campaigns that influence physical and mental health outcomes.
* Instruction includes identifying the target audience of health messages based on demographics, geographical location, perceived priorities and online behaviors.
* Instruction includes evaluating the effect of collaboration with community leaders, celebrities, social media influencers and government agencies to share health messages online and on social media.
* Instruction includes exploring which online platforms specific audiences are most likely to engage with health messaging. Online platforms may include government agency websites, streaming apps, webpages for news outlets and social media platforms.
* Instruction includes analyzing the health values, attitudes and beliefs of specific audiences to inform targeted health messaging.
* Students should understand how individuals, organizations and companies create content that is relevant to the target audience’s interests, priorities and concerns.
* Students should understand how social media content such as memes, public service announcements and informative videos can be used to promote healthy behaviors for specific audiences.
* Instruction includes examining the impact of health literacy on the language, imagery and animation included in health messages available online.
* Instruction includes developing health awareness resources that encourage positive health choices for a specific audience. This may include healthy dietary habits, safe driving practices and obtaining a cardiopulmonary resuscitation (CPR) certification.
* Students should understand how content engagement data can be used to enhance or modify communication techniques.
* Students should understand the effect of marketing elements, such as hashtags, slogans and call-to-action phrases on target audience engagement.

Instructional Tasks

*Instructional Task 1*

Part A. Create a positive health campaign that promotes healthy behaviors for a specific audience.

Part B. Develop a marketing plan for the health campaign that includes tailoring the content to different online platforms that reach the target audience, a content distribution schedule and an evaluation of the campaign’s effectiveness.

*Instructional Task 2*

Part A. Research examples of health-related messaging shared on social media using infographics, photos and videos.

Part B. Evaluate how well each health-related message reached its target audience and communicated valid health information.

Part C. Propose improvements to each health-related message that would increase audience engagement and maximize impact.

*Instructional Task 3*

Part A. Analyze how different social media platforms use algorithms to determine the health-related content users may encounter.

Part B. Predict how user engagement data can be used to inform each algorithm.

*Instructional Task 4*

Part A. Develop a targeted advertisement that encourages a specific audience to use a health service, product or resource.

Part B. Evaluate the benefits and risks of sharing the targeted advertisement on various social media platforms.

*Instructional Task 5*

Part A. Analyze health trends, related to different aspects of health, that are communicated to the target audience using social platforms.

Part B. Analyze health trends with opposing messaging.

Part C. Compare the communication techniques used to promote the opposing trends to the target audience.

Instructional Items

*Instructional Item 1*

How has the media or social media influenced your decision to participate in trends related to physical or mental health?

*Instructional Item 2*

What techniques do companies and organizations use that encourage consumers to purchase health-enhancing products or services?

*Instructional Item 3*

Which type of social media content is most engaging to adolescent populations?

*Instructional Item 4*

What role does health literacy play in the development and distribution of a health-related social media campaign?

*Instructional Item 5*

How can various online platforms like social media be used to distribute evidence-based health awareness resources?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

### HE.912.CH.2.2

Benchmark

HE.912.CH.2.2 Evaluate the effect of media/social media on personal and family health.

Benchmark Clarifications:

*Clarification 1:* Instruction includes television viewing habits, consumer skills, susceptibility to ads of health-related resources, and participation in risky behaviors.

Connecting Benchmarks/Horizontal Alignment

* HE.912.CH.2.1
* HE.912.PHC.2.9
* HE.912.PHC.2.1

Terms from the K-12 Glossary

* Account Holder
* Addiction
* Consumer Skills
* Communication Techniques
* Digital Footprint
* Engagement
* Human Trafficking
* Mental Health
* Online Harassment
* Personal Identifiable Information
* Physical Health
* Target Audience
* Technology
* Trending

Vertical Alignment

|  |  |
| --- | --- |
| **Previous Benchmarks**   * HE.8.CH.2.3 | **Next Benchmarks** |
|  |  |

Purpose and Instructional Strategies

In Grade 8, students analyzed the influence of technology on personal and family health. In Grades 9-12, students evaluate the effect of media and social media on personal and family health.

* Instruction includes evaluating the effect of media and social media on television viewing habits, responsible consumer skills, encountering the advertisement of health-related resources and the unnecessary promotion of risky behaviors.
* Instruction includes analyzing the influence of social media on the ability to make healthy choices that impact physical and mental health outcomes. This may include healthy eating habits, adequate physical activity, avoiding harmful substances and maintaining a sleep schedule.
* Instruction includes analyzing the effect of social media interactions, such as comments, saves, likes and shares on students’ physical and mental health, including social media dependency.
* Instruction includes evaluating how health-related advertisements in the media and on social media can inform health beliefs and use of healthcare resources.
* Instruction includes examining trending consumer messages in the media or on social media that promote health-related resources, products and services.
* Instruction includes analyzing the impact of social media on interpersonal conflicts and healthy conflict resolution.
* Instruction includes exploring how social media encourages its users to share personally identifiable information in content and during interactions. Personally identifiable information may include but is not limited to, first and last name, birthdate or location.
* Instruction includes assessing the impact of the media and social media on students’ ability to manage stress and responsibilities. This may include the ability to develop and implement healthy coping strategies, time management techniques and resiliency skills.
* Instruction includes investigating the effect of social media use on in-person communication and interactions. This may include a decrease in quality time with family and friends, face-to-face conversations and interviews for academic and career opportunities.
* Instruction includes analyzing how the use of social media and other applications can increase students’ susceptibility to human trafficking, cyberbullying and online harassment.
* Students should understand how accurate information on social media can encourage healthy behaviors and misinformation can unnecessarily promote unhealthy behaviors.
* Students should understand that the state academic standards for health education suggest limiting screen time to less than two hours per day.

Instructional Tasks

*Instructional Task 1*

Part A. Discuss in groups how sharing personally identifiable information can increase the risk of human trafficking, cyberbullying and online harassment.

Part B. Create an infographic that highlights the potential dangers of sharing personally identifiable information and strategies to limit the risk of human trafficking, cyberbullying and online harassment.

*Instructional Task 2*

Part A. Evaluate ways social media can be used to disseminate health information.

Part B. Compare the effects of misinformation and disinformation on personal and family health.

Part C. Develop strategies to verify the credibility of health information shared by various individuals or organizations on social media.

*Instructional Task 3*

Part A. Analyze the potential effects of social media engagement on users’ physical and mental health, including social media dependency.

Part B. Propose activities as alternatives to excessive screentime, device use and social media engagement.

*Instructional Task 4*

Part A. Evaluate the effect of specific health trends on social media on the purchasing decisions of a target audience.

Part B. Develop strategies to avoid the manipulation of consumer behaviors.

*Instructional Task 5*

Part A. Analyze how social media use can increase the likelihood of interpersonal conflicts.

Part B. Identify and compare techniques to maintain healthy communication when discussing various viewpoints in person and on social media.

Part C. Develop strategies to anticipate, avoid or deescalate interpersonal conflicts when in person or on social media.

Instructional Items

*Instructional Item 1*

How have health-related advertisements and online product reviews influenced your purchasing decisions?

*Instructional Item 2*

What techniques can you use to avoid being distracted by social media when fulfilling academic and personal responsibilities?

*Instructional Item 3*

How can you manage screen time while using social media applications to avoid physical and mental health risks?

*Instructional Item 4*

What topics discussed on social media are most likely to create interpersonal conflict? How can you avoid engaging in these types of discussions?

*Instructional Item 5*

How can the use of social media increase the risk of becoming a victim of cyberbullying or human trafficking?

\*The strategies, tasks and items included in this instructional guide are examples and should not be considered comprehensive.

# Appendix A. 6-12 Glossary

The following glossary is a reference list provided for educators to support the expectations aligned to Florida’s state academic standards, specifically for health education and computer science standards related to Internet safety and effects of social media for Grades 6-12. This glossary is not intended to comprise a comprehensive vocabulary list for educators or students. The Florida Department of Education recognizes that there may be alternative definitions for some terms that are also correct; however, the intention here is to provide common language and share understanding among all stakeholders in the state of Florida.

|  |  |
| --- | --- |
| **Vocabulary** | **Definition** |
| Account Holder | A person who opens an account, creates a profile or is identified by the social media platform by a unique identifier while using or accessing a social media platform. |
| Addiction | Dependence on a particular behavior or activity. |
| Advertisement | Communication created to inform, persuade or influence the use of a product or service. |
| Age Verification | A reasonable method used by an agency, business or independent third party for the purpose of verifying a user’s age. |
| Algorithm | A set of rules or calculations used by digital platforms to determine the content users see, often based on their preferences and behaviors. |
| Bias | A preference or inclination that influences how information is presented. |
| Body image | A person’s beliefs and perceptions about his or her physical appearance. |
| Communication | How people send and receive information. |
| Communication Techniques | Relating to a company’s or organization’s method of creating messaging for the public. |
| Consumer Skills | Decisions related to the access, use and purchase of products and services. |
| Credibility | The quality of being trustworthy or believable. |
| Cyber | Having to do with or involving computers or other online technology. |
| Cyberbullying | The use of technology to send, post or share negative, false or mean content. |
| Demographics | Defining characteristics of a person, group or population. |
| Dietary Habits | Patterns related to an individual’s or group’s choice to consume certain foods. |
| Digital Citizenship | The norms of appropriate, responsible and healthy behavior related to social media, including digital literacy, ethics, etiquette and security. |
| Digital Footprint | The data captured when using the Internet, including online activity, social media posts, consumer patterns, online shopping and other information. |
| Digital Privacy | The ability to protect personal information when using technology, including on the Internet. |
| Direct Electronic Communication | Transfer of ideas, data, knowledge, information or visual content through digital means. |
| Endorsement | Public approval, support or promotion of someone or something. |
| Engagement | Interactions with media content, such as likes, shares and comments. |
| End User | An individual or community that uses a product or service. |
| Ethical Behaviors | A set of standards that govern the conduct of a person. |
| Harassment | Words or behaviors that threaten, intimidate or demean a person. |
| Health Behaviors | Actions that can impact health outcomes. |
| Health Campaign | Organized, strategic efforts to promote a specific health awareness initiative. |
| Health Literacy | The ability to access, understand and apply health information and/or services that inform health decisions. |
| Human Trafficking | Unlawfully subjecting individuals to exploitation, fraud, or coercion for the purpose of forced labor. |
| Influencer | Someone who uses the media or social media platform(s) to impact others’ decisions, often regarding products or behaviors. |
| Intellectual Property | An idea or invention that is derived from the intellect of an individual or group. |
| Internet | A global computer network that provides information and means of communication. |
| Legal Behaviors | Behaviors that are required or prohibited by rules, policies or laws. |
| Live Streaming | A function that allows an account holder to broadcast live video content in real-time. |
| Marketing Strategies | Ways or methods in which companies or people promote products or services. |
| Media Literacy | The ability to access and identify the influence of information shared online. |
| Mental Health | Thoughts, behaviors and the ability to overcome challenges. |
| Misinformation | False or inaccurate information, especially when used deliberately to deceive. |
| Online Communities | A group of people who share common interests and interact with each other using the Internet. |
| Online Harassment | Unwanted and unwelcome behavior directed at another person that occurs through technology or social media. |
| Permanency | Not easily removed or erased. |
| Personally Identifiable Information (PII) | Any information that can be used to identify a person, either directly or indirectly, such as address, date of birth, social security number, phone number or biometric records such as a fingerprint. |
| Personal Security | Maintaining one’s safety to prevent unwanted or unsafe situations. |
| Predatory Behavior | Manipulation of others for personal gain. |
| Physical Health | How body parts and organs function. |
| Public Service Announcement | Communication created to inform an audience of a specific topic. |
| Publish | To communicate or make information available to another person or entity on a publicly available website or application. |
| Push Notification | Alerts sent by the online forum, website or application to inform a user about specific interactions, activities or events related to the user's account. |
| Screen Time | The amount of time spent using technology such as electronic devices, the Internet or social media. |
| Social Media Algorithm | A procedure that analyzes user data or information to determine selected content shown. |
| Social Media Dependency | Elevated use of social media that interferes with daily life. This may include physical or psychological signs and symptoms. |
| Social Media Influencer | Someone who can influence the behaviors of others with similar interests. |
| Social Media Platform | An Internet-based platform, including those accessed through an application, that can be used to create content online and share publicly available information. |
| Subliminal Message | A subtle or hidden message meant to influence behavior or beliefs. |
| Target Audience | A specific group of people to which information, content or an advertisement is directed toward. |
| Technology | Electronic devices and systems used for communication, processing, and storage of information. |
| Trending | Content or topics that are widely popular at a given time. |
| Two-Factor Authentication | Security feature that involves two methods to verify a user's credentials. |

# Appendix B. Internet Safety and Social Media Instruction Resources

To support the implementation of required instruction on the effects of social media, the Florida Department of Education provides additional resources related to student safety, well-being, and digital citizenship. These resources align with state statutes and administrative rules and may be used to supplement instruction in areas such as online safety, cyberbullying, human trafficking prevention, and mental health.

**Internet Safety and Social Media Instruction Resources**

|  |  |
| --- | --- |
| Bullying and Cyberbullying Prevention | Safe Schools: Bullying Prevention  <https://www.fldoe.org/safe-schools/bullying-prevention.stml>    Section (s.) 1006.147, Florida Statutes (F.S.), Bullying and harassment prohibited |
| Human Trafficking Prevention | Healthy Schools: Human Trafficking Prevention [https://www.fldoe.org/schools/healthy-schools/human-trafficking.stml](https://www.fldoe.org/schools/healthy-schools/human-trafficking.stml%0d)    S. 787.06, F.S., Human trafficking |
| Substance Use and Abuse Prevention | The Facts. Your Future.  <https://thefactsyourfuture.org/>    S. 397.305, F.S., Legislative findings, intent, and purpose |
| Teen Dating Violence Prevention | Safe Schools: Teen Dating Violence Prevention  <https://www.fldoe.org/safe-schools/related-topics/teen-dating-violence-prevention.stml> |
| Resiliency Education | Resiliency Florida  <https://www.buildresiliency.org/>    Section 1003.42, F.S., Required instruction  Rule 6A-1.094124, Florida Administrative Code, Required Instruction Planning and Reporting |
| Suicide Prevention | Student Support Services: Suicide Prevention  <https://www.fldoe.org/schools/k-12-public-schools/sss/suicide-prevent.stml>    Rule 6A-1.094124, Florida Administrative Code, Required Instruction Planning and Reporting |