A STUDENT'S GUIDE TO INTERNET SAFETY

FLORIDA DEPARTMENT OF
EDUCATION
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TABLE OF CONTENTS

INTRODUCTION

In 2023, Governor Ron DeSantis signed House Bill 379 into law. This bill focused on the development of school district policies relating to student usage of wireless communication devices such as cell phones and the usage of social media on district networks. It further added the social, emotional and physical effects of social media on individuals to section 1003.42, Florida Statutes, Required instruction. In order to facilitate instruction on these topics, House Bill 379 directed the Florida Department of Education to make available online instructional materials aligned to the new requirements.

In 2024, in an effort to further combat the dangers posed to children and adolescents by the Internet and social media websites, Governor Ron DeSantis signed into law House Bill 3. This bill prohibits individuals under the age of 14 from being an account holder on a social media platform and allows individuals aged 14 or 15 to hold an account with explicit permission from their parent or guardian.

This resource was developed by the Florida Department of Education and is aligned to Florida's state academic standards. This resource is designed for use as a supplementary resource to complement a district's instruction on the dangers of the internet and strategies for students to stay safe when online. This resource is developed for student usage at home with their parent(s) or guardian(s) and does not constitute complete instruction on the topic of Internet safety.

UNDERSTANDING THE NEGATIVE EFFECTS OF SOCIAL MEDIA ON STUDENT HEALTH

The use of social media can impact one's health and overall well-being. The use of social media, whether it be everyday use or a few times a week, can have several negative effects including the addiction to or dependence on social media. There are many reasons why these effects occur. One of these is social media usage stimulating the release of dopamine. Dopamine is a hormone and chemical messenger that affects the parts of our brain that deal with focus, interest and happiness among other things. Social media is designed to cause the brain to release dopamine in a way that makes one want to keep using the platform. Becoming aware of the effects of social media may improve the ability to make healthy choices, despite the potentially harmful influence of social media on health behaviors. Self-awareness and self-management should be practiced when using technology to prevent the negative effects of social media.

IN GRADES SIX THROUGH TWELVE, STUDENTS MAY BEGIN
- Increasing the use of technology under a variety of circumstances.
- Using technology, such as social media, to gather health data or communicate with friends.
- Making decisions that impact their health based on interactions on social media.

IN GRADES SIX THROUGH TWELVE, STUDENTS LEARN HOW TO
- Analyze how social media can influence one's health behaviors.
- Interpret the potential impact of social media on one's physical and mental health.
- Analyze the influences of social media on physical, emotional and social health for individuals and a community.

SKILLS TO PRACTICE
- ✓ Evaluate the effect of the Internet and social media on personal and family health.
- ✓ Investigate a variety of technologies to gather health information, including appropriate sources on the Internet.
- ✓ Analyze 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.

UNDERSTANDING THE EFFECTS OF SOCIAL MEDIA
- Social Comparison: Spending too much time on social media can lead to comparison, which may result in low self-esteem and pressure to conform.
- Cyberbullying: Online harassment and bullying on social media platforms may cause anxiety, depression and even thoughts of self-harm.
- Sleep Disturbances: Excessive use of social media, especially before going to bed, can disrupt sleep patterns and contribute to insomnia.
- Personal Wellness: Constant exposure to content on social media may have a compounding impact on mental well-being including loneliness, isolation, interpersonal conflicts and susceptibility to predatory behavior.
- Addiction: The addictive nature of social media, characterized by compulsive use and difficulty disconnecting from electronic devices or online platforms, may negatively impact individual and interpersonal behaviors. Additionally, allowing push notifications can increase the risk of addictive behaviors.

RECOGNIZING SIGNS OF SOCIAL MEDIA DEPENDENCY

- Excessive Preoccupation: Constantly checking notifications and updates on social media, even when it interferes with other activities or responsibilities.
- Difficulty Reducing Use: Feeling unable to reduce social media use despite recognizing its negative impact on other areas of life.
- Experiencing Distress: Irritability, anxiety or other types of distress when unable to access social media.
- Neglecting Responsibilities: Prioritizing social media over academic obligations, hobbies or spending time with friends and family.
- Withdrawal Symptoms: Experiencing agitation or restlessness when attempting to decrease social media usage.

Push notifications are 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.

TIPS FOR SUPPORTING MENTAL HEALTH

- Open Communication: Talk to your parent or another trusted adult about your use of social media.
- Set Boundaries: Establish clear guidelines and limits for your social media usage, including designated screen-free times and technology free zones.
- Monitor Your Usage: Keep track of how much time you spend on social media. Be mindful of its impact on your health and ability to make responsible decisions.
- Engage in Offline Activities: Balance your time on social media with offline activities such as hobbies, sports and spending time with family and friends in person.
- Develop Coping Strategies: Practice healthy coping mechanisms to overcome challenges without relying solely on social media.

SEEKING HELP

If you are struggling with social media dependency or experiencing mental health challenges related to your online activities, do not hesitate to seek support from a parent, caregiver, school counselor, school resource officer or another trusted adult. Remember it is okay to ask for help. There are resources available to support you in managing your social media usage and building resiliency.

ACTIVITIES

Keep a journal noting the amount of time you spend participating in online activities during each day of a given month. You can do this by checking your screen usage in your device settings. At the end of the month, look back on your data and see if you notice any evident trends. Are there any ways that you could reduce the amount of time you spend online each month?

Track your push notifications for a given week. How many did you receive and, of those, which were necessary to your daily life? Determine if there are any applications you can update to remove push notifications. Track your data again after you have made your updates to see how much of an impact that update had on your number of notifications.

THE DISTRIBUTION OF MISINFORMATION ON SOCIAL MEDIA

When using social media, it is important to keep in mind that not all information is accurate. Misinformation can easily be spread by account holders on various social media platforms since all account holders are not reliable sources of information. While not all misinformation is spread intentionally, there are times in which misinformation is spread deliberately to deceive a group of people. When assessing the validity of information shared on the Internet, consider its accuracy, context and relevance. Remember to use responsible decision-making skills when consuming or interacting with content on social media platforms. To help keep you and others safe, ensure you are able to report misinformation on social media, when necessary.

> An **account holder** is 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.

IN GRADES SIX THROUGH TWELVE, STUDENTS MAY BEGIN
- Using technology to gather health information.
- Researching marketing strategies behind health-related messages online.

IN GRADES SIX THROUGH TWELVE, STUDENTS LEARN HOW TO
- Identify the ways social media influences how you see and interact with the world around you.
- Interpret the potential impact of social media on one's thoughts, feelings and behaviors.
- Analyze how social media can influence one's thoughts, feelings and opinions.

SKILLS TO PRACTICE
- ✓ Interpret the potential impact of permanent content on the Internet, including on social media accounts.
- ✓ Evaluate ways consumer health messages and communication techniques can target different audiences using public service announcements, social media posts and other online platforms.
- ✓ Demonstrate being a responsible user of technology by only sharing appropriate information.

HOW TO ASSESS THE VALIDITY OF INFORMATION

STEP 1: CHECK INTENTIONS
Ask: What made you scroll to read this social media post? Did the content influence your thoughts or behaviors?
Do: Remember that social media algorithms are designed to keep you scrolling, liking and sharing. Platforms analyze what posts you engage with and fill your feed with similar content.

STEP 2: CHECK SOURCE(S)
Ask: Who posted this content? What is the intent of the post (whether it be yours or someone else's)?
Do: Examine the account to ensure the account belongs to an authentic account holder. Think about the content and relevancy before you post information.

STEP 3: PAY ATTENTION TO DETAILS
Ask: What are the important details mentioned in the online content or social media post? Is the content based on facts or opinions? Did the author properly cite his or her source(s) of information?

Do: Journalists are often instructed to identify every fact within an article; this includes names, dates, events, quotes and claims. It is not necessary to do all that work; however, noting the facts as you navigate digital content is a good practice.

STEP 4: VERIFY THE IMAGE AND/OR VIDEO

Ask: When was this image taken, who is in the image, and does it appear to be edited?

Ask: Is the video blurry, distorted, pixilated or choppy? Who is in the video and what is occurring?

Do: One of the most effective ways to identify a fake photo is to use the reverse image search function on your browser. Notice if other versions of the same image appear or if there are versions that have been edited differently.

Do: Be aware of manipulated videos. In this type of video, people's faces can be manipulated onto other people's bodies or features of the video can be completely manufactured.

STEP 5: ANALYZE DATA

Ask: Who or what specifically is this data about? When was the data collected and by whom? Is the data from one source or multiple sources?

Do: Ensure infographics are not constructed in a manner that misrepresents data.

ACTIVITIES

Visit an online platform and find five posts that make a claim. These could be things such as a news article, online advertisement for a product or a post by someone in your community. Fact check those five posts. Was every post completely true? Were any false? If so, how false?

With your family, work together to create a short checklist of things to do before sharing a post. Think back to the above steps, are there any steps you think you should add when checking the validity of information?

HOW SOCIAL MEDIA MANIPULATES BEHAVIOR

The Internet and social media may be used to design and distribute memes, videos and public service announcements that influence one's behaviors. There are several types of behaviors that can be influenced including health, legal and ethical behaviors. While the Internet can have a positive impact on students, technology can also negatively influence personal behaviors. Influences on the Internet, including social media, have the power to affect the knowledge, behaviors and decisions of someone, others and a community. Practicing strategies to use the Internet safely and avoid online risks will improve your ability to make healthy and safe decisions. When using the Internet, including social media, be sure to assume personal responsibility for the content you share and how you interact with others.

IN GRADES SIX THROUGH TWELVE, STUDENTS BEGIN
- Increasing screen time on school, personal and in-home devices.
- Considering the effects of excessive screen time such as cognitive capacity, stress management capabilities and interpersonal skills.

IN GRADES SIX THROUGH TWELVE, STUDENTS LEARN HOW TO
- Identify the ways in which others will influence your thoughts, feelings and behaviors on social media.
- Analyze your impact on the thoughts, feelings and behaviors of others on social media.
- Evaluate the effects of social media on personal, family and community beliefs and behaviors.

SKILLS TO PRACTICE
- ✓ Analyze how the Internet and social media influence personal and peer behaviors by using marketing strategies to appeal to specific audiences.
- ✓ Evaluate how the influences of social media affect the ability to make healthy choices.
- ✓ Propose strategies to avoid risks on social media and other online platforms.

Health behaviors are actions that can impact health outcomes.

Legal behaviors are behaviors that are required or prohibited by rules, policies or laws.

Ethical behaviors are a set of standards that govern the conduct of a person.

INFLUENCE OF SOCIAL MEDIA ON HEALTHY BEHAVIORS

Social media can have a significant impact on students, including the influence of celebrities, companies and even strangers. Account holders can create unrealistic portrayals of their lives or themselves, negatively impacting your self-esteem and leading to pressure to conform or consume. However, social media can also be a powerful tool used to encourage people to support health initiatives or products.

WARNING SIGNS OF SOCIAL MEDIA MANIPULATING BEHAVIOR

CHANGES IN HEALTH BEHAVIORS AND PRACTICES CAN INCLUDE:
- Increased isolation.
- Unusual stressors.
- Low self-esteem.
- Changes in sleep or eating habits.

CHANGES IN SOCIAL MEDIA USE CAN INCLUDE:
- Excessive time spent online.
- Secrecy around online activity.
- Engaging with inappropriate content.
- Cyberbullying.

ADDRESSING THE EFFECTS OF SOCIAL MEDIA

- Open Communication: Talk to a parent or another trusted adult about your use of social media. Whether you communicate with a parent, guardian or another trusted adult at your school, sharing your concerns can give those around you a chance to provide mentorship and support.
- Learn and Understand: Take the time to explore what it means to practice Internet safety and be a good digital citizen, including appropriate use of social media. Be sure to understand computer-related laws and consider the impact on safe Internet use.
- Set Boundaries: Establish boundaries for your social media use to avoid negative health effects. This could include limiting screen time, unfollowing accounts that promote unhealthy behaviors and taking regular breaks from social media.
- Promote Healthy Alternatives: Explore activities and hobbies other than social media that you enjoy. Whether it is spending time with friends and family, pursuing creative interests, or enjoying outdoor activities, finding balance is vital to maintaining personal health and reducing health risks.
- Seek Support: If you are struggling with social media dependency, do not hesitate to seek help. Talk to a parent, school counselor, teacher or another trusted adult who can provide guidance. Remember, you are not alone and there are people who care about your well-being.
- Develop Critical Thinking and Problem-Solving Skills: Learn to evaluate the content you encounter on social media. Consider the credibility of information, be aware of potential manipulation tactics and contemplate the motivation behind posts and advertisements.
- Stay Informed: Educate yourself about the negative effects of social media on your health, including addiction. Stay informed about the latest research and resources available to assist you in navigating technology safely and making responsible decisions.
- Take Breaks: Take breaks from social media and other online platforms regularly, but especially when needed. Use your break time to focus on activities that improve or maintain your well-being. You can manage your screentime by setting a timer to remind you of daily limits for online activities.
- Remember, it is okay to ask for help and take steps to protect your health. By being mindful of your social media usage and prioritizing self-care, you can foster a positive digital environment for yourself and others.

ACTIVITIES

Think about the last advertisement, public service announcement or health awareness initiative you saw. What strategies did the organization or company use to inform its intended audience, distribute health information or market a product?

Think about a health issue that is important to you. Pretend you are in charge of a social media campaign focused on bringing attention to that issue. Design a plan for how you would conduct this campaign to ensure people learn accurate information about this issue. What steps would you take? What things would you need to consider when designing your plan?

THE PERMANENCY OF SHARING MATERIALS ONLINE

Students using the Internet may use direct electronic communication functions, which involve the transfer of ideas, data, knowledge, information or visual content. Information shared on any online platform can be permanently stored on online servers or other devices, even if the user attempts to delete the content. Students should be especially cautious to avoid health risks on the Internet by reporting messages from unknown senders and avoiding sharing personal information online. Remember the permanency of sharing materials online when using technology. Once published, information shared online may remain publicly available for an undetermined amount of time.

Did you know?
The data captured when using the Internet includes online activity, social media posts, consumer patterns, online shopping and other information. This is called your digital footprint.

IN GRADES SIX THROUGH TWELVE, STUDENTS BEGIN

- Engaging in online communication using various media platforms and devices.
- Demonstrating responsible online behaviors such as respecting privacy, being honest and only sharing appropriate information.

IN GRADES SIX THROUGH TWELVE, STUDENTS LEARN HOW TO

- Discuss the permanency of data on the Internet.
- Interpret the potential impact of social media on one's personal information and security.
- Identify potential dangers to an individual's safety and security online.

SKILLS TO **PRACTICE**

- ✓ Analyze safe online practices, such as changing website privacy settings to be more secure and knowing when sharing personal information is safe and secure.
- ✓ Justify the use of appropriate technology or online sources to gather information.
- ✓ Describe ways your community can reduce or prevent adolescent health problems by encouraging responsible behaviors on the Internet, such as reporting cyberbullying.

DELETING MATERIALS ONLINE

It is practically impossible to completely delete information that has been shared online. Even after deleting an account from a social media platform, the company can maintain data associated with the account holder. Additionally, software that automatically finds, collects and stores information exists for the purposes of web scraping and digital archiving. Without you knowing it, the things you share online may be collected and sold automatically by third parties.

CLEARING THE BROWSER CACHE

Search engine companies may retain and sell information related to each user, such as search history and unique identifying numbers like your Internet Protocol (IP) address assigned to devices connected to the Internet. Deleted digital materials may be removed from a device but can remain for an unspecified time in online servers. Clearing your browser's cache can help you avoid being tracked online.

SCREENSHOTS

Anyone who sees a post can take a screenshot and share it. Once any post, text, picture or video leaves a device, control of the digital content is transferred to the recipient(s).

NAVIGATING SOCIAL MEDIA SAFELY

- Be sure the platform and content being accessed on the Internet is age appropriate. Do not post inappropriate content online.
- Be cautious of sharing personal media, opinions or information, even within a private group or amongst close friends.
- Do not post ideas, photos or videos immediately. Pause and think about the post more carefully before sharing. Ensure your content follows community guidelines and is not in violation of any Internet related laws.

ACTIVITIES

Create a personal action plan to manage your digital footprint. Think about your current online activities and ways you could reduce your digital footprint as you interact online. The action plan should include steps such as being mindful of your online interactions, thinking carefully before posting or only sharing appropriate information online.

Using your preferred search engine, search for the names of you, your family or friends? What kind of results do you get? How much information could you get about someone you know, just by searching their name?

MAINTAINING PERSONAL SECURITY AND IDENTIFYING CYBERBULLYING, PREDATORY BEHAVIOR AND HUMAN TRAFFICKING ON THE INTERNET

While navigating the Internet, including social media, it is important to develop strategies to combat cyberbullying, online harassment, human trafficking and other predatory behaviors. Cyberbullying includes, but is not limited to, sharing harmful, false, personal or private information about someone online. Human trafficking occurs when a person is sold or used for the purposed of labor; often this person in being harmed, deceived, forced or manipulated into working. Harassment, which can be encountered on the Internet, may include language or behaviors that threaten, intimidate or demean a person. By establishing strategies to maintain personal security, you will be better prepared to recognize and report the signs of human trafficking, cyberbullying and other suspicious behavior on the Internet.

IN GRADES SIX THROUGH TWELVE, STUDENTS BEGIN

- Selecting healthy options when making decisions to improve personal health and reduce health risks online.
- Assessing personal health practices, including maintaining personal safety while using the Internet.

IN GRADES SIX THROUGH TWELVE, STUDENTS LEARN HOW TO

- Construct strategies to combat cyberbullying or online harassment.
- Evaluate the risks to personal information and behavior while accessing the Internet.
- Identify potential dangers to an individual's safety and security online.

> **Predatory behaviors** are the manipulation of others for personal gain.
> **Cyberbullying** is the use of technology to send, post or share negative, false or mean content.
> **Human trafficking** is unlawfully subjecting individuals to exploitation, fraud, or coercion for the purpose of forced labor.
> **Online harassment** is the unwanted and unwelcome behavior directed at another person that occurs through technology or social media.

SKILLS TO PRACTICE

- ✓ Identify strategies to report suspicious behaviors such as cyberbullying, harassment and human trafficking.
- ✓ Evaluate how the influences of social media affect the ability to make healthy choices, including maintaining personal security.
- ✓ Identify computer related laws like digital privacy, security, intellectual property and network access, and analyze the impact of these laws on Internet safety.
- ✓ Maintain your personally identifiable information (PII). This is 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 like fingerprints.

PROTECTING PERSONAL SECURITY ONLINE

1. Use Strong Unique Passwords: Create passwords that are difficult for others to determine. Use a long string of random and unrelated words along with numbers and symbols. Avoid using easily identified information like your name or birthdate.
2. Enable Two-Factor Authentication: Add an extra layer of security to your accounts by enabling two-factor authentication. This usually involves receiving a code on your phone or email that you need to enter along with your password.
3. Update Privacy Settings: Review the privacy settings on your social media accounts and adjust accordingly to control who can see your posts and information. Limiting who can view your profile can help protect your privacy. This includes interactions with online gaming.

4. Be Cautious with Personal Information: Avoid sharing sensitive personal information online, such as your address, phone number or financial details. Be cautious about what you post and who you share personal information with.
5. Beware of Phishing Attempts: Be on the lookout for phishing attempts, where scammers try to deceive you into revealing personal information. Do not click on suspicious links or download attachments from unknown sources.
6. Secure Your Devices: Keep devices like your computer, smartphone and tablet up to date with the latest security features and software. This can help protect you from malware and other cyber threats.
7. Be Mindful of Wi-Fi Security: When using public Wi-Fi networks, be cautious of the information you share and receive. Avoid accessing sensitive accounts or sharing personal information on public networks.
8. Trust Your Instincts: If something is concerning online, take steps to protect yourself immediately. Do not hesitate to report suspicious activity to a trusted adult such as a parent, school counselor or school resource officer.

ADDRESSING SUSPICIOUS ACTIVITY ENCOUNTERED ONLINE

1. Stay Calm: It is important to stay calm and not let harmful comments or other negative content affect you. Remember that you are not alone and there are trusted adults who can help.
2. Talk to Someone: Reach out to a trusted adult like a parent, teacher, school counselor or school resource officer to report what is happening. He or she can provide support and help you determine your next steps.
3. Block and Report: Most social media platforms and websites have tools for blocking and reporting abusive behavior. Use these functions to block the account holder who is making you uncomfortable and report the incident(s) to the platform administrators.
4. Save Evidence: Keep a record of the inappropriate messages, comments or posts by taking screenshots or saving copies of the conversations as evidence.
5. Do Not Respond: It is best not to engage with suspicious, unwanted or unsafe situations online, as responding could create unintended consequences.
6. Take a Break: Consider taking a break from social media or the Internet for a while. Focus on activities that you enjoy and spend time with friends and family.
7. Respecting Yourself and Others: Do not let cyberbullying decrease your self-esteem. Remember, you should be respected both online and in person.
8. Seek Help: If you are overwhelmed or need someone to talk to, do not hesitate to reach out for assistance. There are resources available to support you, your peers, friends and family during challenging times.
9. Stay Safe: Take steps to protect your digital privacy and safety online. Review your privacy settings, be cautious about sharing personal information and avoid meeting strangers in person.

ACTIVITIES

Check your device, browser or social media account settings. Is your information private? Can others access your location using the device or platform? Update your digital privacy settings as necessary.

Develop a social media code of conduct with your family. As a starting point, your code of conduct could include engagement time limitations, what media can be shared, how often information can be shared, limitations on family plans or personal matters, and whatever else is important to the needs of your family.

REPORTING SUSPICIOUS BEHAVIOR ENCOUNTERED ON THE INTERNET

While using the Internet, students may encounter account holders exhibiting suspicious behaviors, which can include unsafe, unwanted or dangerous activities. Students may or may not know the perpetrator of these suspicious behaviors. If encountered, reporting suspicious behavior can be done using the device, Internet browser or social media privacy settings. Maintain healthy online boundaries and know when to contact trusted adults if these boundaries have not been respected. Be mindful of peer pressure when applying a thoughtful decision-making process in health-related situations.

IN GRADES SIX THROUGH TWELVE, STUDENTS BEGIN
- Anticipating how unhealthy behaviors on the Internet may impact community health.
- Proposing ways to reduce health risks by safely using social media.

IN GRADES SIX THROUGH TWELVE, STUDENTS LEARN HOW TO
- Examine the positive outcomes when someone reports suspicious behavior on the Internet.
- Justify the use of valid technology to gather information and report suspicious behavior.

SKILLS TO PRACTICE
✓ Describe safe practices when participating in online communities such as reporting unsafe, dangerous or unwanted activity.
✓ Analyze the impact of computer-related laws on Internet safety.
✓ Promote safe and legal practices like recognizing and reporting the signs of human trafficking and cyberbullying.

HOW TO REPORT SUSPICIOUS BEHAVIOR ENCOUNTERED ON THE INTERNET
1. Document the Details: Take note of any relevant information regarding the suspicious behavior, such as the website or platform where it occurred, the username of the person involved, the date and time of the incident and the nature of the inappropriate activity. Gather all evidence you have in any form, such as screenshots, emails or messages.
2. Report to the Platform: Most websites and social media platforms have mechanisms for reporting suspicious behavior. Look for options like "Report Abuse" or "Flag Content" and follow the prompts to report the behavior to the platform's administrators. Some platforms have specific reporting tools for different types of suspicious behavior such as harassment, cyberbullying or scams. Use these tools to provide detailed information about the incident.
3. Contact Law Enforcement: If you believe that the suspicious behavior involves illegal activity or poses a serious threat to your safety or the safety of others, immediately seek help from a trusted adult to report the danger to your local law enforcement agency. Discuss with a trusted adult when and how contacting law enforcement is appropriate. Authorities can investigate the matter further and take appropriate action. Provide the law enforcement professional(s) with as much information as possible, including the evidence you have collected.
4. Contact Financial Institutions: If the incident involves financial fraud or unauthorized transactions, inform your parent or guardian. Ensure a trusted adult contacts the associated bank or financial institution immediately. The financial institution can assist your parent or guardian in taking steps to protect your accounts and recover any lost funds.
5. Seek Help: If you are unsure about what to do or need assistance in reporting suspicious behavior, do not hesitate to reach out to a trusted adult for help. He or she can provide guidance and support throughout the process.

6. Stay Informed: Stay informed about the latest cybersecurity threats and scams to protect yourself from future attacks. Educate yourself about cybersecurity best practices and take steps to secure your electronic devices and online accounts.

With your parent or guardian, visit your most used website or social media platform. Research how you should report suspicious behaviors if you ever encounter any on that site. Determine who can assist in completing the reporting process.

Design a public service post focused on the reporting of suspicious behavior online. Try to make one that is both creative and informative.