

THINKUKNOW LINKS TO AUSTRALIAN CURRICULUM



The ThinkUKnow Youth presentations and associated resources have been aligned with the following key learning areas and general capabilities within the current Australian Curriculum.

Grade

K/Prep/
Foundation

Objectives

Introduce a basic understanding about what the internet is, safe online practices, the importance of parent/carer supervision and identify adults who can help if something goes wrong.

Outcomes

1. Students will learn what the internet is and how it connects people.
2. Students will recognise the importance of seeking permission from a parent or carer before using the internet and the reasons why there are rules to follow to keep them safe.
3. Students will identify who they can go to when they feel unsure or unsafe when using the internet.

Learning areas

Digital Technologies

ACTDIP005 - Explore how people safely use common information systems to meet information, communication and recreation needs

- recognising and discussing the need for cyber-safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity.

ACTDIP006 - Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments

- making ethical decisions when using images for public viewing and using the work of others, for example asking the question 'What is fair and just?' to compare images of events or activities and decide whether or not to publish
- participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces.

Health and Physical Education

ACPPS003 - Identify people and demonstrate protective behaviours and other actions that help keep them safe and healthy

- identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported
- naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios.

ACPPS005 - Identify and describe emotional responses people may experience in different situations

- learning and using appropriate language and actions to communicate their feelings in different situations.

Australian Curriculum

General capabilities

Information and Communication Technology (ICT) Capability learning

Critical and Creative Thinking

Personal and Social Capability

Grade	Objectives	Outcomes	Learning areas	General capabilities
1 - 2	Develop their understanding of the importance of parent/carer supervision, explore the concept of personal information, explore the difference between online and offline friends and identify trusted adults who can help if something goes wrong.	<ol style="list-style-type: none"> 1. Students apply their understanding of parent/carer supervision and permission by responding to questions within an interactive presentation. 2. Students recognise what information is considered private and not to share with anyone online. 3. Students will identify who they can go to when they feel unsure or unsafe when using the internet. 	<p>Digital Technologies ACTDIP005 - Explore how people safely use common information systems to meet information, communication and recreation needs</p> <ul style="list-style-type: none"> • recognising and discussing the need for cyber-safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity. <p>ACTDIP006 - Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments</p> <ul style="list-style-type: none"> • making ethical decisions when using images for public viewing and using the work of others, for example asking the question 'What is fair and just?' to compare images of events or activities and decide whether or not to publish • participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces. <p>Health and Physical Education ACPPS017 - Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation</p> <ul style="list-style-type: none"> • identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends • locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero • identifying situations that require the help of emergency services • describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe. <p>ACPPS020 - Identify and practise emotional responses that account for own and others' feelings</p> <ul style="list-style-type: none"> • identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses. 	<p>Information and Communication Technology (ICT) Capability learning</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p>
3 – 4	Build on students understanding of the importance parent/carer supervision, develop an understanding of simple internet safety rules and identify trusted adults who can help if something goes wrong.	<ol style="list-style-type: none"> 1. Students apply their understanding that parent/carer supervision is necessary when online and that following the rules can help keep themselves safe. 2. Students can distinguish what content is and isn't appropriate for their age group when online. 3. Students can determine what information is considered private and not to share with anyone, as not everyone is who they say they are online. 4. Students will identify who they can go to when they feel unsure or unsafe when using the internet. 	<p>Digital Technologies ACTDIP013 - Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols</p> <ul style="list-style-type: none"> • considering ways of managing the use of social media to maintain privacy needs, for example activating privacy settings to avoid divulging personal data such as photographs, addresses, and names and recognising that all digital interactions are difficult to erase (digital footprints) • making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging digital products created by others, for example making a decision based on how individuals would like to be treated by others. <p>Health and Physical Education ACPPS035 - Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <ul style="list-style-type: none"> • recognising physical responses that indicate they are feeling uncomfortable or unsafe. 	<p>Information and Communication Technology (ICT) Capability learning</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p>

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5 – 6	Allow opportunity for students to apply their understanding of online safety including questioning suspicious interactions or behaviour, and the impact of oversharing personal content.	<ol style="list-style-type: none"> 1. Students are able to take steps to keep themselves safe online. 2. Students understand the importance of keeping their personal information private and can recognise that information can be shared within content such as images and usernames. 3. Students will explore the difference between knowing people online and knowing people offline and apply critical thinking skills when determining what is appropriate to share. 4. Students will identify a series of trusted adults who they can go to when they feel unsure or unsafe when using the internet. 	<p>Digital Technologies ACTDIP022 - Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols</p> <ul style="list-style-type: none"> • applying safe practices while participating in online environments, for example checking the default privacy settings to ensure maximum protection of personal details, being aware of online filtering techniques and policies used at school and at home • considering ways of managing the use of social media to maintain privacy needs, for example activating privacy settings to avoid divulging personal data such as photographs, addresses and names. • developing a set of 'rules' about appropriate conduct, language and content when communicating online, and using these rules as a basis for resolving ethical dilemmas. <p>Health and Physical Education ACPPS053 - Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <ul style="list-style-type: none"> • recognising physical responses that indicate they are feeling uncomfortable or unsafe. <p>ACPPS056 - Examine the influence of emotional responses on behaviour and relationships</p> <ul style="list-style-type: none"> • exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations. 	<p>Information and Communication Technology (ICT) Capability learning</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p>
7 - 8	Provide students with practical skills to ensure their safety including critical thinking for sharing personal information as well as online interactions, to encourage help seeking behaviour, to identify a support network for online issues.	<ol style="list-style-type: none"> 1. Students have awareness regarding their online safety and how it links to their day to day life is expanded and applied to their online interactions. 2. Students are able to carefully consider the content of messages to determine the legal and ethical implications prior to sending. 3. Students discuss their obligations as the receiver of personal images as well as their obligations as the sender of such images. 4. Students explore with guidance the concept of online sex offenders, identify suspicious behaviour online and the legislation that exists around this. <p>Students apply actionable steps to ensure their online safety and know where to go for help if something goes wrong.</p>	<p>Digital Technologies ACTDIP032 - Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account</p> <ul style="list-style-type: none"> • establishing a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander Peoples. <p>Health and Physical Education ACPPS070 - Investigate the impact of transition and change on identities</p> <ul style="list-style-type: none"> • examining online profiles and identities and developing strategies to promote safety in online environments. <p>ACPPS072 - Practise and apply strategies to seek help for themselves or others</p> <ul style="list-style-type: none"> • exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation. 	<p>Information and Communication Technology (ICT) Capability learning</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p> <p>Ethical Understanding</p>

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9 – 10	Equip students with the knowledge and skills to be able to take actionable steps to maintain their safety at all times, and be aware of the expectations both ethically and legally that are on themselves and those they interact with. Reinforce help seeking behaviours and the importance of an established support network for managing online issues.	<ol style="list-style-type: none"> 1. Students have awareness regarding their online safety and how it links to their day to day life is applied to their online interactions. 2. Students develop a clear understanding of their obligations as the receiver of personal images as well as their obligations as the sender of such images in order to maintain respectful relationships at all times. 3. Students discuss suspicious behaviour online and the presence of online sex offenders as well as the legislation that exists to protect them. 4. Students can distinguish the difference between a consensual and respectful exchange and one that involves coercion or threats and act accordingly. 5. Students will apply previous learning on reporting processes and where to seek support services to situations where they feel their privacy and/or safety is at risk. 	<p>Digital Technologies ACTDIP043 - Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities</p> <ul style="list-style-type: none"> • applying techniques to make ethical decisions when faced with dilemmas about security and ownership of data, for example selecting an action that results in the greatest benefit for the most number of people; avoiding the use of photos of deceased persons from Aboriginal and Torres Strait Islander communities. <p>Health and Physical Education ACPPS090 - Examine the impact of changes and transitions on relationships</p> <ul style="list-style-type: none"> • practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans. <p>ACPPS091 - Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk</p> <ul style="list-style-type: none"> • critiquing the appropriateness and effectiveness of help and support services available for young people in the local community <p>ACPPS093 - Investigate how empathy and ethical decision making contribute to respectful relationships</p> <ul style="list-style-type: none"> • investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships • investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful • demonstrating and advocating appropriate bystander behaviour when participating in online interactions, for example in situations where another person's photo has been tagged without permission, sexting and posting explicit content • practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans. 	<p>Information and Communication Technology (ICT) Capability learning</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p> <p>Ethical Understanding</p>
11- 12	Ensure students are aware that their privacy and safety is priority when interacting with anyone online and they understand the current legislation exists to help protect them. Remind students of the importance of seeking help through support services and personal networks.	<ol style="list-style-type: none"> 1. Students have awareness regarding their online safety and how it links to their day to day life is applied to their online interactions. 2. Students explore the role of technology in relationships and the expectation that everyone's boundaries will be respected and discuss strategies to assist them in doing so. 3. Students apply critical thinking skills when interacting with people online and ensuring their privacy and safety are priority at all times. 4. Students consider current legislation that exists around image based abuse and implications for non-consensual image sharing. 5. Students will apply previous learning on reporting processes and where to get help to situations where they feel their privacy and/or safety is at risk. 	Not applicable	<p>Information and Communication Technology (ICT) Capability learning</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p> <p>Ethical Understanding</p>