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Online safety

**Curriculum connection: Online safety**

Key aspects mapped to curriculum content

Years 7 and 8



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Online safety: Years 7 and 8

The following table identifies how the key aspects of online safety are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for online safety by connecting the key aspects of learning with learning area and subject specific content descriptions.

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| Years 7 and 8 |
| Key aspect 1: Students’ rights and responsibilities |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04) | * analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
* recognising the impact bullying and harassment can have on relationships, including online relationships
* showing respects for cultural norms and sensitivities when building relationships with people from different cultural backgrounds
* examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships
 |
| **Personal, social and community health**Interacting with others | explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denyiiing consent (AC9HP8P07) | * understanding and applying online and social protocols to enhance relationships with others and protect their own wellbeing, including recognising and responding to online content that may be harmful for themselves or others (such as grooming or image-based abuse), respectfully communicating needs or concern s to others
* examining the nature of consent in different types of relationships, and proposing and practising strategies for seeking, giving and denying consent respectfully
 |
| **Personal, social and community health**Making healthy and safe choices | refine protective behaviours and evaluate community resources to seek help for themselves and others (AC9HP8P08) | * examining scenarios to highlight how emotions, dispositions, social supports , and gender and cultural norms can affect a person’s willingness to seek help
* exploring strategies for dealing with online abuse and bullying when there is an imbalance of power, such as grooming, image-based abuse or nrgative social interactions, and reporting the situation to appropriate authorities, trusted adults and through online tools
* analysing how bystanders play a role in ensuring online spaces are positive and safe, and examining how support services such as kidshelpline and the eSafety commissioner can provide support for young people who feel unsafe, bullied or abused online
 |
| **Personal, social and community health**Making healthy and safe choices | investigate how media and inifluential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing (AC9HP8P09) | * analysing the credibility, validity and relevance of health messages conveyed by different sources 9including news sites, bloggers, influencers and social media advertising) and applying credible information to health-related decisions
* analysing how mwssages related to sexual relatiionships are portrayed in different forms of media and how they may influence the way people act within relationships
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| Years 7 and 8 |
| Key aspect 2: Wellbeing, resilience and risk |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04) | * analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
* recognising the impact bullying and harassment can have on relationships, including online relationships
* showing respects for cultural norms and sensitivities when building relationships with people from different cultural backgrounds
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| Years 7 and 8 |
| Key aspect 3: Respectful relationships and consent |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**Interacting with others | examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04) | * analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family
* recognising the impact bullying and harassment can have on relationships, including online relationships
* showing respects for cultural norms and sensitivities when building relationships with people from different cultural backgrounds
* examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships
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* analysing how mwssages related to sexual relatiionships are portrayed in different forms of media and how they may influence the way people act within relationships
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| **Digital Technologies** | **Processes and production skills**Collaborating and managing | select and use a range of digital tools effectively and responsibly to share content online, and plan and manage individual and collaborative agile projects (AC9TDI8P12) | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse
 |
| **Processes and production skills**Privacy and security | explain how multi factor authentication protects an account when the password is compromised and identify phishing and other cyber security threats (AC9TDI8P13) | * explaining how multi-factor authentication prevents unauthorised access by prompting the account owner for a token or single-use-password, for example demonstrating how a funds transfer from their bank account requires not only logging in, but provision of a one-time password received via SMS
* identifying the common techniques used in phishing scams to identify and exploit susceptible users, for example using an email address from an unofficial domain when pretending to be an online retailer, or including grammatical errors to help filter out users who are more likely to detect the scam
 |
| **Processes and production skills**Privacy and security | investigate and manage the digital footprint existing systems and student solutions collect and assess if the data is essential to their purpose AC9TDI8P14) | * reviewing and managing their digital footprint across online digital tools that they use, for example selecting their default privacy and sharing settings on social media accounts
* investigating how recommendation algorithms used in media services rely on data that tracks user habits, for example how music streaming services generate playlists that contain songs from genres and artists that are similar to those you listen to regularly
* assessing the appropriateness and relevance of data collected by surveys from other students and organisations they complete online, for example identifying that providing your address data is not necessary for a survey asking about your food preferences but providing the address for the census would be appropriate
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| Years 7 and 8 |
| Key aspect 4: Digital citizenship and digital media literacy |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Digital Technologies** | **Processes and production skills**Collaborating and managing | select and use a range of digital tools effectively and responsibly to share content online, and plan and manage individual and collaborative agile projects (AC9TDI8P12) | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse
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* assessing the appropriateness and relevance of data collected by surveys from other students and organisations they complete online, for example identifying that providing your address data is not necessary for a survey asking about your food preferences but providing the address for the census would be appropriate
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| Years 7 and 8 |
| Key aspect 5: Managing and operating digital tools |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Digital Technologies** | **Processes and production skills**Collaborating and managing | select and use a range of digital tools effectively and responsibly to share content online, and plan and manage individual and collaborative agile projects (AC9TDI8P12) | * collaborating effectively online using cloud storage, for example setting up and managing a shared space in an online repository to co-develop content for an app which presents and checks safety aspects of working in a specific setting such as a kitchen, lab, workshop or greenhouse
 |
| **Processes and production skills**Privacy and security | explain how multi factor authentication protects an account when the password is compromised and identify phishing and other cyber security threats (AC9TDI8P13) | * explaining how multi-factor authentication prevents unauthorised access by prompting the account owner for a token or single-use-password, for example demonstrating how a funds transfer from their bank account requires not only logging in, but provision of a one-time password received via SMS
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* investigating how recommendation algorithms used in media services rely on data that tracks user habits, for example how music streaming services generate playlists that contain songs from genres and artists that are similar to those you listen to regularly
* assessing the appropriateness and relevance of data collected by surveys from other students and organisations they complete online, for example identifying that providing your address data is not necessary for a survey asking about your food preferences but providing the address for the census would be appropriate
* explaining the risks associated with sharing personal data due to the ease with which generative AI models can create new content; for example, from short videos and audio recordings it is possible for convincing deep fake videos to be generated and distributed for malicious purposes
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