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Online safety

**Curriculum connection: Online safety**

Key aspects mapped to curriculum content

Years 9 and 10



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Online safety: Years 9 and 10

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 9 and 10 | | | |
| 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 | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04) | * investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments |
| **Personal, social and community health**  Interacting with others | examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships (AC9HP10P07) | * investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions * reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do not do harm to others |
| **Personal, social and community health**  Making healthy and safe choices | plan rehearse and eavaluate strategies for managing situatiions where their own or others’ health, safety or wellbeing may be at risk (AC9HP10P08) | * investingating a range of behaviours to determine positive, safe, legal and ethical behaviour when using digital tools and environments and recognising what actions can be taken when behaviour becomes abusive |

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| Years 9 and 10 | | | |
| 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 | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04) | * investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments |
| **Personal, social and community health**  Interacting with others | examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships (AC9HP10P07) | * investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions * reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do not do harm to others |
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| Years 9 and 10 | | | |
| 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 | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04) | * investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments |
| **Personal, social and community health**  Interacting with others | examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships (AC9HP10P07) | * investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions * reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do not do harm to others |
| **Personal, social and community health**  Making healthy and safe choices | plan rehearse and eavaluate strategies for managing situatiions where their own or others’ health, safety or wellbeing may be at risk (AC9HP10P08) | * investingating a range of behaviours to determine positive, safe, legal and ethical behaviour when using digital tools and environments and recognising what actions can be taken when behaviour becomes abusive |
| **Digital Technologies** | **Processes and production skills**  Collaborating and managing | use simple projet management tools to plan and manage individual and collaborative agile projects, accounting for risks and responsibilities (AC9TDI10P12) | * using relevant legislation or guidelines to inform their solutions, for example correctly controlling and treating data collected from users by applying techniques that ensure data protection, privacy and copyright requirements are followed |
| **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 9 and 10 | | | |
| 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 | use simple projet management tools to plan and manage individual and collaborative agile projects, accounting for risks and responsibilities (AC9TDI10P12) | * using relevant legislation or guidelines to inform their solutions, for example correctly controlling and treating data collected from users by applying techniques that ensure data protection, privacy and copyright requirements are followed |
| **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 9 and 10 | | | |
| 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 | use simple projet management tools to plan and manage individual and collaborative agile projects, accounting for risks and responsibilities (AC9TDI10P12) | * using relevant legislation or guidelines to inform their solutions, for example correctly controlling and treating data collected from users by applying techniques that ensure data protection, privacy and copyright requirements are followed |
| **Processes and production skills**  Privacy and security | develop cyber security threat models, and explore a software, user or software supply chain vulnerability (AC9TDI10P13) | * using a data flow diagram to understand how private information moves through a system and when it would be the most likely target ofa cyber attack, for example mapping how data moves between the user and server when using a web application, and identifying that sending the data in plaintexgt would make it susceptible to a man-in-the-middle attack * exploring the impact of a cyber security threat by systematically following the steps involved in bypassing a known vulnerability in their own software, for example manually changing the value stored in a login cookie to that of another user to observe the impact of unauthorised access on the system * explaining how techniques like prompt injection can change the intended behaviour of generative AI models; for example, carefully chosen inputs can circumvent any protections or limitations that may have been included in the design of the model |
| **Processes and production skills**  Privacy and security | apply the Australian Privacy Priinciples to critique and manage the digital footprint that existing systems and student solutions collect (AC9TDI10P14) | * critiquing the extent to which online services allow them to control access to their data in line with the Australian Privacy Priinciples, for example assessing whether their social media accounts allow them to update their contact information if these details change, and who else can see that information on the platform * using the Australian Privacy Priinciples as a reference to evaluate the steps they are taking to protect user information in their application, for example explaining how they are storing passwords using cryptographic hashing algorithms so that a data breach does not expose their users to security vulnerabilities due to password re-use |