

# ThinkUKnow Links To Australian Curriculum



The ThinkUKnow student presentations and associated resources have been aligned with the following key learning areas and general capabilities within the current Australian Curriculum, Version 9.0

## Foundation

### Learning goal

Develop a foundation level understanding around how the internet connects us with others, why the implementation of basic online safety measures can keep us safe and determine a clear understanding around the importance of adult supervision and support when online.

### Learning outcomes

1. Students identify what the internet is and how it connects us with others online.
2. Students consider the role of rules both offline and online in regard to their safety.
3. Students distinguish the difference between online and in-person friends.
4. Students explore the concept of personal information.
5. Students identify trusted adults they can go to for help.

### Australian Curriculum links V9

Learning area	Content descriptor	Relevant elaborations	General Capabilities
Digital technologies	<p>AC9TDIFK01 - recognise and explore digital systems (hardware and software) for a purpose</p> <p>AC9TDIFP01 - identify some data that is personal and owned by them</p>	<ul style="list-style-type: none"> <li>• Recognising digital systems that they interact with at home and school, for example smartphone, laptop or programmable toy</li> <li>• Listing things that contain personal and public data, for example photos of themselves with their family (private) and photos of local community sites (public)</li> </ul>	<p>Ethical Understanding</p> <p>Personal and Social Capability</p> <p>Critical and Creative Thinking</p> <p>Digital Literacy</p>

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		<ul style="list-style-type: none"> <li>Identifying apps and websites they use where their personal data could be made visible, for example photos of themselves on parents' or carers' social media, or their username being shown to others in an online games</li> </ul>	
<p>Health and Physical Education</p>	<p>AC9HPFP02 – Practice personal and social skills to interact respectfully with others</p> <p>AC9HPFP03 – express and describe emotions they experience</p>	<ul style="list-style-type: none"> <li>Identifying behaviours that may be disrespectful, and cause hurt or harm to others during play</li> <li>Identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused</li> <li>Learning and using appropriate language and actions to communicate their feelings in different situations</li> <li>Recalling and sharing emotional responses to different situations</li> <li>Reading and viewing stories about adventures, and talking about how characters feel and react when taking risk or responding to emergencies</li> </ul>	

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## Grades 1 – 2

### Learning goal

Develop student’s understanding around the concept of connecting with others online, the importance of differentiating between online and in-person friends, distinguishing what is personal information to ensure it is not shared with others online to maintain their safety and identify a range of trusted adults to go to for help.

### Learning outcomes

1. Students will recognise what the internet is and how it connects us with others online.
2. Students will consider the role of rules both offline and online and explore the ways these rules keep everyone safe.
3. Students will differentiate between online and in-person friends to determine what information they should and shouldn’t share.
4. Students will explore ways they can leave unsafe situations online to maintain their safety.
5. Students identify trusted adults they can go to for help and how these adults can help keep them safe.

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Learning area	Content descriptor	Relevant elaborations	General Capabilities
Digital technologies	<p>AC9TDI2K01 – identify and explore digital systems and their components for a purpose</p> <p>AC9TDI2P03 – discuss how existing digital systems satisfy identified needs for known users</p>	<ul style="list-style-type: none"> <li>• Using different digital systems to explore what they do and how to use them, for example selecting their camera icon allows them to take photos of things that are a familiar shape</li> <li>• Describing how familiar digital systems meet the needs of individuals, for example how different family members use a tablet for different needs – to play videos, read the news or follow a recipe</li> </ul>	<p>Ethical Understanding</p> <p>Personal and Social Capability</p> <p>Critical and Creative Thinking</p> <p>Digital Literacy</p>

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	<p>AC9TDI2P05 – use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults</p> <p>AC9TDI2P07 – discuss that some websites and apps store their personal data online</p>	<ul style="list-style-type: none"> <li>• Applying agreed standards of behaviour when sharing content with classmates, for example using language that is considered by all students and the teacher to be appropriate when they are writing messages to each other</li> <li>• Considering the need for online safety when sharing information, for example recognising that personal information such as a photo can be used inappropriately</li> <li>• Discussing the importance of asking permission from a parent or carer before entering personal details online such as address, phone number and date of birth</li> </ul>	
<p>Health and Physical Education</p>	<p>AC9HP2P02 – identify and explore skills and strategies to develop respectful relationships</p> <p>AC9HP2P03 – identify how different situations influence emotional responses</p>	<ul style="list-style-type: none"> <li>• Describing behaviours that may cause hurt or harm to others, or cause them to feel disrespected, including verbal and physical forms of bullying</li> <li>• Recognising own emotions and demonstrating ways to manage how they express their emotions in different situations</li> <li>• Recognising how self and others are feeling in a range of situations</li> </ul>	

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AC9HP2P04 – practice strategies they can use when they need to seek, give or deny permission respectfully

- Identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses
- Identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends
- Proposing strategies they can use at school and home that promote healthy use of digital tools
- Recognising photos and locations of safe places and a network of people who can help
- Discussing the importance of seeking help when problems are too big to solve by themselves
- Exploring how characters in texts use protective behaviours and help seeking strategies to keep themselves and others safe

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## Grades 3 – 4

### Learning goal

Assist students to conceptualise the difference between online and in-person friends to determine what personal information and content should be kept private, recognise potential unsafe interactions and to encourage students to seek help and support from trusted adults if they are ever unsure.

### Learning outcomes

1. Students will explore the concept of adult supervision and guidance when navigating online interactions.
2. Students will recognise the difference between people they know online and in-person and indicators of potential unsafe online interactions.
3. Students will analyse examples of personal information and personal content and how this can be inadvertently shared online.
4. Students will formulate practical ways to ensure their personal information and content is kept private.
5. Students will identify trusted adults and when to seek help.

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Learning area	Content descriptor	Relevant elaborations	General Capabilities
Digital technologies	<p>AC9TDI4P06 – use the core features of common digital tools to create, locate and communicate content, following agreed conventions</p> <p>AC9TDI4P07 – use the core features of common digital tools to share content, plan tasks, and collaborate, following agreed behaviours, supported by trusted adults</p>	<ul style="list-style-type: none"> <li>• Discussing and creating as a class a set of steps they need to follow to safely find information online</li> <li>• Demonstrating safe sharing of content with a select audience, for example sharing a holiday adventure without revealing exact dates, specific names or other personal information</li> </ul>	<p>Ethical Understanding</p> <p>Personal and Social Capability</p> <p>Critical and Creative Thinking</p> <p>Digital Literacy</p>

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	<p>AC9TDI4P09 – identify what personal data is stored and shared in their online accounts and discuss any associated risks</p>	<ul style="list-style-type: none"> <li>• Discussing how personal data stored in online accounts forms a person’s digital identity and can reveal detailed information about people, for example looking at photographs of themselves, friends or fictional characters that reveal details about a person’s location habits or home</li> </ul>
<p>Health and Physical Education</p>	<p>AC9HP4P04 – select, use and refine personal and social skills to establish, manage and strengthen relationships</p> <p>AC9HP4P07 – rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required</p>	<ul style="list-style-type: none"> <li>• Predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them</li> <li>• Practicing and refining strategies for seeking consent; for example, giving consent for their photo to be shared</li> <li>• Exploring actions they can take if someone has done something hurtful or disrespectful to them without their permission or consent including in online environments</li> </ul>

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Health and Physical Education	AC9HP4P08 – describe and apply protective behaviours and help seeking strategies in a range of online and offline situations	<ul style="list-style-type: none"><li>• Describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe</li><li>• Examining protective behaviours to stay safe in different situations, including near water or roads, in the park, when they are online or when someone makes them feel uncomfortable or unsafe</li><li>• Proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe</li><li>• Proposing strategies for managing online safety by recognising when they feel uncomfortable or unsafe, and identifying steps for reporting negative or harmful behaviour</li><li>• Discussing different protective behaviours and help seeking strategies characters in texts use to keep themselves and others safe</li></ul>	
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## Grades 5 – 6

### Learning goal

Provide opportunity for students to explore the ethical and legal obligations involved when interacting and sharing content with others online, how what they share can affect their personal safety, and assist students to identify inappropriate interactions to empower them with the knowledge of what to do and where to go for help.

### Learning outcomes

1. Students will analyse how behaviours online can influence both their online and offline personal safety and recognise their role in maintaining their safety.
2. Students will consider their ethical and legal obligations when sharing or receiving content from others.
3. Students will develop strategies to make informed decisions around what they do and don't share online.
4. Students will recognise the difference between people they know in person and those they know online only, and common indicators of potential unsafe online interactions.
5. Students will identify trusted adults and when to seek help.

### Australian Curriculum links V9

Learning area	Content descriptor	Relevant elaborations	General Capabilities
Digital technologies	AC9TDI6P08 – select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours	<ul style="list-style-type: none"> <li>• Demonstrating agreed behaviours; following cultural protocols, including relevant permissions and attributions; acknowledging diversity, capability and strengths; and addressing risks and responsibilities such as privacy, security, and accuracy of data; for example, when sharing images of First Nations Australians' cultural artefacts.</li> </ul>	Ethical Understanding Personal and Social Capability Critical and Creative Thinking Digital Literacy

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<p>Health and Physical Education</p>	<p>AC9HP6P04 – describe and demonstrate how respect and empathy can be expressed to positively influence relationships</p> <p>AC9HP6P06 – apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <p>AC9HP6P07 – describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully</p> <p>AC9HP6P08 – analyse and rehearse protective behaviours and help seeking strategies that can be used in a range of online and offline situations</p>	<ul style="list-style-type: none"><li>• Examining the behaviours people demonstrate when treating others in respectful ways, and comparing to those behaviours that constitute forms of bullying, racism or gender-based violence</li><li>• Exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations</li><li>• Exploring the steps of seeking, giving or denying consent (asking, responding, listening and reacting) and practicing how to communicate their intentions effectively at each step</li><li>• Researching sources of health information and places where they can seek help, and prioritising those that are reliable and trustworthy</li><li>• Examining ways to normalise and de-stigmatise help-seeking behaviour so that all students feel more comfortable and confident to seek help when needed</li></ul>	
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AC9HP6P10 – analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities

- Discussing strategies for maintaining online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour
- Exploring actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without permission or when to step away from negative online social interactions
- Proposing strategies, they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust
- Practicing and refining assertive communication techniques that can be used in a range of situations where they may be asked to do something they don't believe is appropriate

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## Grades 7 – 8

### Learning goal

Introduce concepts around online child sexual exploitation as a prevention tool by discussing the legalities around the production, storing and distribution of self-generated child abuse material, current offender tactics and how the sharing of personal information and content online can affect students' safety and wellbeing.

### Learning outcomes

1. Students will consider how their behaviours online, like sharing personal information and content, can affect their personal safety.
2. Students will reflect on what the legislation means regarding their online interactions when sending or receiving content, including self-generated child abuse material.
3. Students will recognise the differences between respectful and consensual exchanges and those involving coercion, threats or exploitation.
4. Students will collaborate in developing strategies to make informed decisions around what they do and don't share online.
5. Students will explore, with guidance, the concept of online child sex offenders to help identify suspicious behaviours or inappropriate contact and respond accordingly.
6. Students will identify trusted people and when to seek help.

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Learning area	Content descriptor	Relevant elaborations	General Capabilities
Digital technologies	AC9TDI8P13 – explain how multi factor authentication protects an account when the password is compromised and identify phishing and other cyber security threats	<ul style="list-style-type: none"> <li>• 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</li> </ul>	Ethical Understanding Personal and Social Capability Critical and Creative Thinking Digital Literacy

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	<p>AC9TDI8P14 – investigate and manage the digital footprint existing systems and student solutions collect, and assess if the data is essential to their purpose</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	
<p>Health and Physical Education</p>	<p>AC9HP8P04 – examine the roles of respect, empathy, power and coercion in developing respectful relationships</p> <p>AC9HP8P07 – explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent</p>	<ul style="list-style-type: none"> <li>• Analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family</li> <li>• Recognising the impact bullying and harassment can have on relationships, including online relationships</li> <li>• Examining what constitutes disrespectful, harmful or violent behaviour within peer, family and intimate relationships</li> <li>• Exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships</li> </ul>	

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AC9HP8P08 – refine protective behaviours and evaluate community resources to seek help for themselves and others

- Understanding and applying online and social protocols to enhance relationships with others to 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 concerns to others
- Examining the nature of consent in different types of relationships, and proposing and practicing strategies for seeking, giving and denying consent respectfully
- Examining the nature of consent in different types of relationships, and proposing and practicing strategies for seeking, giving and denying consent respectfully
- Exploring different strategies they can use, and resources or help sites they can access or refer others to, if they are experiencing symptoms of anxiety or depression

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|  |  | <ul style="list-style-type: none"><li>• Examining scenarios to highlight how emotions, dispositions, social supports, and gender and cultural norms can affect a person's willingness to seek help</li><li>• Exploring strategies for dealing with online abuse and bullying when there is an imbalance of power, such as grooming, image-based abuse or negative social interactions, and reporting the situation to appropriate authorities, trusted adults and through online tools</li><li>• 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</li></ul> |  |
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## Grades 9 – 10

### Learning goal

Provide students with factual information regarding the legalities around the production, storing and distribution of self-generated child abuse material, insights into offender tactics and the importance of seeking help from an established support network.

### Learning outcomes

1. Students will analyse how behaviours online, like sharing personal information and content, can affect both their online and offline personal safety.
2. Students will consider their ethical and legal obligations when sharing or receiving self-generated child abuse material.
3. Students will recognise the differences between respectful and consensual exchanges and those involving coercion, threats or exploitation.
4. Students will collaborate in developing strategies to make informed decisions around what they do and don't share online.
5. Students will explore offender tactics to help identify suspicious behaviours or inappropriate contact and respond accordingly
6. Students will identify trusted people and organisations to go to for help and support.

### Australian Curriculum links V9

Learning area	Content descriptor	Relevant elaborations	General Capabilities
Health and Physical Education	AC9HP10P02 – refine, evaluate and adapt strategies for managing changes and transitions	<ul style="list-style-type: none"> <li>• Practicing skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans</li> <li>• Assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions</li> </ul>	Ethical Understanding Personal and Social Capability Critical and Creative Thinking Digital Literacy



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AC9HP10P04 – evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships

AC9HP10P07 – 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

- Rehearsing strategies to respectfully assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
- Investigating the characteristics of positive, respectful relationships and the rights if 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
- Investigating how demonstrating support for causes that promote truth-telling can build cultural awareness, empathy and respectful relationships
- Describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals' rights

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ACPHP10P08 – plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk

- 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 no harm to others
- Investigating 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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## Grades 11 - 12

### Learning goal

Ensure students have a thorough understanding of the law around sharing self-generated child abuse material so they can make informed decisions and recognise unsafe interactions to prevent further abuse and seek immediate help.

### Learning outcomes

1. Students will analyse how behaviours online, like sharing personal information and content, can affect both their online and offline personal safety.
2. Students will consider the legalities around sending, storing and receiving child abuse material in the context of their own actions but also the actions others.
3. Students will recognise the differences between respectful and consensual exchanges and those involving coercion, threats or exploitation.
4. Students will develop strategies to say no to unwanted contact or requests for personal content.
5. Students will recognise the tactics of online child sex offenders as a preventative tool.
6. Students will identify trusted people and organisations to go to for help and support.

**Refer to individual state's curriculum/syllabus for 11- 12**

Learning area	Content descriptor	Relevant elaborations	General Capabilities