

ONLINE SAFETY – Years 3 and 4

Introduction

The Australian Curriculum Years 3 and 4 addresses learning about online safety in two ways:

- in content descriptions in Health and Physical Education, Digital Technologies, English, F–6/7 HASS and Media Arts
- where it is also identified in content elaborations in these learning areas/subjects.

The scope of learning in online safety reflects relevant content from across the Australian Curriculum.

The Australian Curriculum Connection: Online safety provides a framework for all young Australians to develop the skills needed to flourish as healthy, safe, confident and digitally literate citizens. The online safety connection has been presented in bands of schooling.



The following table identifies how the scope of online safety is evident in content descriptions from across the Australian Curriculum. From this information, teachers could develop a sequential program for online safety.

Year 3

Learning area/subject	Strand/sub-strand	Year 3 content descriptions	Dimension	Year 3 content elaborations
Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> Wellbeing Respectful relationships Digital media literacy 	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe
Digital Technologies (Years 3–4)	Digital Technologies processes and production skills	Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> investigating how information systems are used in communities and explaining what needs are being met, for example students jointly creating a short survey and collecting data about how many community residents use the online library borrowing system to download e-books and why they do or do not
		Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	<ul style="list-style-type: none"> Values rights and responsibilities Informed and safe use of information and devices 	<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) using a range of online tools to share information and being aware that information may be received at different times, for example adding entries to a class blog, participating in a web conference or

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				<p>online chat with an author, or participating in a forum on a specific topic</p> <ul style="list-style-type: none"> organising and creating different types of information for sharing and collaborating online, for example planning the sequence and appearance of an animation, and sharing it online with students from another school discussing digital citizenship rules and behaviours for participating in an online environment, for example not using all capital letters when expressing a strong viewpoint about a contentious matter and ensuring that the audience is aware of your identity 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
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect information and data from different sources, including observations (ACHASSI053)	<ul style="list-style-type: none"> Values, rights and responsibilities Digital media literacy 	<ul style="list-style-type: none"> locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys Interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community) acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries

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		Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline appropriate conventions (ACHASSI054)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> using information technologies to record and organise information in tables, databases and digital concept maps (for example, creating a consequence chart to show what happens when school rules are not followed, or when human settlement damages a component of the natural environment) creating tables or picture and column graphs to show patterns in data collected from observations or other sources (for example, to show similarities and differences between places; the results of class votes on issues or decisions, participation in community activities, number of local monuments) placing graphs and other data on electronic maps to visualise differences between types and patterns of settlements. constructing and annotating maps (for example, to show the natural and human features of Australia) using the appropriate cartographic conventions including map symbols, title and north point
	Inquiry skills <i>Analysing</i>	Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> interpret data to identify patterns of change over time using graphic organisers (for example, a Venn diagram using data collected from different times and groups to compare Australia Day celebrations over time; a scattergram of cemetery headstone information to make inferences about changing life expectancy) identifying differences in the representation of a place on a map, in an aerial photo and in a satellite image and discussing how different methods of representation give different information about distributions and patterns.

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				<ul style="list-style-type: none"> interpreting cartographic information such as titles, map symbols, north point, compass direction, grid references and major lines of latitude. using maps, ground and aerial photographs and satellite images or a digital application (for example, European Space Agency, NASA World Wind or Google Earth), to identify, locate and describe geographical patterns and distributions (for example, different types and patterns of settlements in Australia and Asia)
	Inquiry skills <i>Evaluating and reflecting</i>	Interact with others with respect to share points of view (ACHASSI059)	<ul style="list-style-type: none"> Respectful relationships 	<ul style="list-style-type: none"> respecting ways to ensure others' points of view are shared in group situations (for example, adhering to and defending strategies that enable turn-taking and eliminate talking over others). valuing for and against arguments when making personal and group decisions
	Inquiry skills <i>Communicating</i>	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)	<ul style="list-style-type: none"> Values, rights and responsibilities Digital media literacy 	<ul style="list-style-type: none"> arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing in their community, the need to preserve an endangered species) and making effective use of persuasive language such as 'I think' and 'I dis/agree that' to gain the support of others
	Knowledge and understanding <i>Civics and Citizenship</i>	Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK070)?	<ul style="list-style-type: none"> Values, rights and responsibilities 	<ul style="list-style-type: none"> making a decision as a class by allowing everyone to have a say and a vote building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents). identifying places and situations in communities where decisions are made democratically

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English	Language <i>Language variation and change</i>	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	<ul style="list-style-type: none"> Respectful relationships 	<ul style="list-style-type: none"> learning that a word or sign can have different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately
	Language <i>Language for interaction</i>	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	<ul style="list-style-type: none"> Respectful relationships 	<ul style="list-style-type: none"> identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing usual feedback, promoting and checking individual and group understanding)
	Literacy <i>Creating texts</i>	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> use features of relevant technologies to plan, sequence, compose and edit multimodal texts
Media Arts (Years 3–4)		Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	<ul style="list-style-type: none"> Digital media literacy Informed and safe use of information and devices 	<ul style="list-style-type: none"> seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet

Year 4

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Health and Physical Education (Years 3–4)	Personal, social and community health <i>Being healthy, safe and active</i>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	<ul style="list-style-type: none"> Respectful relationships Digital media literacy 	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, near water or roads, in the park or when someone makes them feel uncomfortable or unsafe
Digital Technologies (Years 3–4)	Digital Technologies processes and production skills	Explain how student solutions and existing information systems meet common personal, school or community needs (ACTDIP012)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> investigating how information systems are used in communities and explaining what needs are being met, for example students jointly creating a short survey and collecting data about how many community residents use the online library borrowing system to download e-books and why they do or do not
		Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols (ACTDIP013)	<ul style="list-style-type: none"> Values rights and responsibilities Informed and safe use of information and devices 	<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) using a range of online tools to share information and being aware that information may be received at different times, for example adding entries to a class blog, participating in a web conference or online chat with an author, or participating in a forum on a specific topic organising and creating different types of information for sharing and collaborating online, for example planning the sequence and appearance of an animation, and sharing it online with students from another school

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				<ul style="list-style-type: none"> discussing digital citizenship rules and behaviours for participating in an online environment, for example not using all capital letters when expressing a strong viewpoint about a contentious matter and ensuring that the audience is aware of your identity 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
HASS F–6/7	Inquiry skills <i>Researching</i>	Locate and collect information and data from different sources, including observations (ACHASSI074)	<ul style="list-style-type: none"> Values, rights and responsibilities Digital media literacy 	<ul style="list-style-type: none"> identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, tallying) and choosing, with teacher guidance, the most effective sources of data (for example, the internet, thematic maps, photographs, satellite imagery, field data collection)
		Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline appropriate conventions (ACHASSI075)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> constructing maps, graphs or tables to display data and information (for example, changes in the distribution of different types of vegetation; the loss of native species; the movement of peoples over time; the population of places over time; resource distribution in places that have been colonised; social, cultural and religious groups in Australia's society) using digital applications as appropriate recording and sorting collected information using tally sheets, murals, surveys, graphs and tables, databases or spreadsheets

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	Inquiry skills <i>Analysing</i>	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> exploring different points of view about a familiar event (for example, Australia Day, National Sorry Day) or issue (for example, a school issue, an environmental issue) exploring different stories associated with a past event to discover the experiences, thoughts or feelings of the people at that time (for example, the points of view of male, female and child convicts, soldiers, free settlers, some Aboriginal and Torres Strait Islander people in the early colonial era) identifying differing viewpoints and considering their related ethical implications when discussing the past and present (for example, personal preference versus respecting the law such as personal freedom versus following the legal requirement to wear a bike helmet; different views over time about people's character such as convicts who stole food were sinful) exploring different viewpoints about the sustainable use of a place (for example, environmental management laws and Aboriginal and Torres Strait Islander Peoples' practices) sharing aspects of their cultural identity and considering how it might be similar and different to the cultural identity of others identifying stereotypes presented in texts and pictures, such as generalisations about gender roles, and talking about who is advantaged by stereotypes and who is disadvantaged
	Inquiry skills <i>Evaluating and reflecting</i>	Interact with others with respect to share points of view (ACHASSI080)	<ul style="list-style-type: none"> Respectful relationships 	<ul style="list-style-type: none"> participating in role-plays and simple debates which allow for equal presentation of viewpoints exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of Aboriginal People, convicts, guards, women and children on settling at Botany Bay) or the different views about a

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				<p>current event (for example, the views of farmers, activists and government decision-makers about a road going through an endangered habitat)</p> <ul style="list-style-type: none"> participating in cooperative strategies that enable decision-making about roles and responsibilities (for example, using de Bonos' hats)
	Inquiry skills <i>Communicating</i>	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> composing, in a range of different text types, information to communicate findings and conclusions (for example, information presented as imaginative recounts, biographies, journals, reports) selecting appropriate representations to suit and enhance their communication, including graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
English	Language <i>Language for interaction</i>	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	<ul style="list-style-type: none"> Respectful relationships 	<ul style="list-style-type: none"> recognising that we can use language differently with our friends and families, but that standard Australian English is typically used in written school texts and more formal contexts recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures recognising the importance of using inclusive language
		Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	<ul style="list-style-type: none"> Respectful relationships Digital media literacy 	<ul style="list-style-type: none"> identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'

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	Language <i>Text structure and organisation</i>	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	<ul style="list-style-type: none"> Digital media literacy 	<ul style="list-style-type: none"> participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information
	Literacy <i>Creating texts</i>	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	<ul style="list-style-type: none"> Informed and safe use of information and devices 	<ul style="list-style-type: none"> identifying and selecting appropriate software programs for constructing text
Media Arts (Years 3–4)		Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	<ul style="list-style-type: none"> Digital media literacy Informed and safe use of information and devices 	<ul style="list-style-type: none"> seeking permission to take photos of class members, to document a school excursion, for publication on the school intranet