Australian Curriculum Outcomes

LEVEL 1-2

CURRICULUM CONNECTION — Online Safety

DIMENSIONS	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY			
	LESSON				LESSON				LESSON				LESSON			
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
Values, Rights and Responsibilities		★	★	★	★	★	★	★		★	★	★	★	★	★	★
Wellbeing	★		★	★	★	★	★	★	★	★	★	★	★	★	★	★
Respectful Relationships	★		★		★	★	★	★		★		★	★	★	★	★
Digital Media Literacy		★	★		★	★	★		★	★		★				
Informed and Safe Use of Information and Devices		★	★		★	★	★	★		★		★				

LEARNING AREA OUTCOMES

Health and Physical Education — Personal, Social and Community Health
Digital Technologies

ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY			
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
Being healthy, safe and active	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities.		★		★	★	★	★		★	★	★			★
	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation.	★			★	★	★			★		★	★		★	
	Recognise situations and opportunities to promote health, safety and wellbeing.		★	★		★	★	★	★	★	★	★	★	★	★	
Communicating and interacting for health and wellbeing	Describe ways to include others to make them feel they belong.					★	★	★						★	★	★
	Identify and practise emotional responses that account for own and others' feelings					★	★						★			
Contributing to healthy and active communities	Explore actions that help make the classroom a healthy, safe and active place		★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected	★		★		★			★	★		★	★			
Processes and Production Skills	Explore how people safely use common information systems to meet information, communication and recreation needs		★	★	★	★	★	★	★	★		★		★	

GENERAL CAPABILITIES

Critical and Creative Thinking
Ethical Understanding
Personal and Social
Intercultural Understanding
Information and Communication Technology

ELEMENTS	CONTENT DESCRIPTION	RESPONSIBILITY				INTEGRITY				STRENGTH				EMPATHY			
		01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
Inquiring - identifying, exploring and organising information and ideas	Pose questions to identify and clarify issues, and compare information in their world		★	★		★			★				★		★	★	
	Identify and explore information and ideas from source materials			★													
	Organise information based on similar or relevant ideas from several sources			★													
Generating ideas, possibilities and actions	Build on what they know to create ideas and possibilities in ways that are new to them	★	★	★	★	★	★	★	★	★	★			★	★	★	★
	Identify and compare creative ideas to think broadly about a given situation or problem			★	★	★	★	★	★	★	★			★	★	★	★
	Investigate options and predict possible outcomes when putting ideas into action			★	★	★			★		★		★				★
Reflecting on thinking and processes	Describe the thinking strategies used in given situations and tasks	★	★		★	★							★		★	★	
	Outline the details and sequence in a whole task and separate it into workable parts		★												★		
	Use information from a previous experience to inform a new idea	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★
Analysing, synthesising and evaluating reasoning and procedures	Identify reasoning used in choices or actions in specific situations					★	★	★		★		★		★	★		
	Identify alternative courses of action or possible conclusions when presented with new information					★		★			★	★				★	
	Evaluate whether they have accomplished what they set out to achieve		★	★					★		★			★	★		
Understanding ethical concepts and issues	Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	★		★	★	★	★				★	★	★	★	★	★	★
	Discuss ethical concepts within a range of familiar contexts			★		★	★	★		★				★	★	★	★
Reasoning in decision making and actions	Discuss how people make decisions about their actions and offer reasons why people's decisions differ			★	★	★				★	★	★	★	★	★	★	★
	Describe the effects that personal feelings and dispositions have on how people behave					★							★		★	★	
	Give examples of how understanding situations can influence the way people act			★		★					★		★	★	★		
Exploring values, rights and responsibilities	Discuss some agreed values in familiar contexts					★	★	★			★	★	★				
	Identify their rights and associated responsibilities and those of their classmates			★		★	★	★	★	★	★						
	Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views					★							★	★		★	
Self awareness	Identify a range of emotions and describe situations that may evoke these emotions					★							★		★	★	
	Identify their likes and dislikes, needs and wants, and explore what influences these		★			★	★		★	★	★	★	★	★	★	★	
Self management	Express their emotions constructively in interactions with others					★							★		★	★	
	Follow class routines to assist learning		★								★						
	Attempt tasks independently and identify when and from whom help can be sought	★			★		★	★	★	★		★					★
	Identify situations that feel safe or unsafe, approaching new situations with confidence					★	★					★	★				
Social awareness	Acknowledge that people hold many points of view			★		★			★		★	★	★				
	Describe ways they can help at home and school					★	★							★	★	★	★
	Explore relationships through play and group experiences	★		★	★									★	★	★	
Social management	Identify positive ways to initiate, join and interrupt conversations with adults and peers					★	★										
	Share experiences of cooperation in play and group activities			★	★	★					★			★	★		
	Identify options when making decisions to meet their needs and the needs of others	★		★	★	★				★	★	★	★		★	★	★
	Listen to others' ideas, and recognise that others may see things differently from them			★	★	★	★	★	★		★	★	★	★	★	★	★
	Identify ways to take responsibility for familiar tasks at home and school			★	★	★	★	★	★		★	★	★		★	★	★
Recognising culture and developing respect	Identify and describe the various groups to which they belong and the ways people act and communicate within them	★		★	★												
	Describe and compare the way they live with people in other places or times	★						★	★								
Interacting and empathising with others	Express their own perspectives on familiar topics and texts, and identify the perspectives of others					★	★		★								
	Imagine and describe the feelings of others in familiar situations					★							★				
Reflecting on intercultural experiences and taking responsibility	Discuss the effects of acceptance and inclusion in familiar situations	★				★											
Applying social and ethical protocols and practices when using ICT	Recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others					★	★	★	★		★						
	Follow class rules about applying selected standard guidelines and techniques to secure digital information		★	★		★	★	★	★		★						
	Follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences		★	★		★	★	★	★	★	★		★		★		
	Identify how ICT is used at home and at school		★			★	★	★	★	★	★		★		★		