Australian Curriculum Outcomes

LEVEL 3-4

Curriculum Connection — Online Safety

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

Learning Area Outcomes

			RESPONSIBILITY LESSON				INTEGRITY LESSON				STRENGTH LESSON				EMPATHY LESSON			
LEARNING AREA OUTCOMES	ELEMENTS	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
Health and Physical Education — Personal, Social and Community Health	Being healthy, safe and active	Explore strategies to manage physical, social and emotional change											★	★				★
		Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe						★	★				★	★	★	★		
		Identify and practise strategies to promote health, safety and wellbeing	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
	Communicating and interacting for health and wellbeing	Describe how respect, empathy and valuing diversity can positively influence relationships						★					★	★	★	★	★	★
		Investigate how emotional responses vary in depth and strength											★	★	★	★		
	Contributing to healthy and active communities	Describe strategies to make the classroom and playground healthy, safe and active spaces	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Digital Technologies	Processes and Production Skills	Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols	★	★	★	★	★	★	★	★			★			★		★

General Capabilities

			RESPONSIBILITY LESSON				INTEGRITY LESSON				STRENGTH LESSON				EMPATHY LESSON			
GENERAL CAPABILITIES	ELEMENTS	CONTENT DESCRIPTION	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
Critical and Creative Thinking	Inquiring - identifying, exploring and organising information and ideas	Identify main ideas and select and clarify information from a range of sources						★										
		Collect, compare and categorise facts and opinions found in a widening range of sources						★										
	Generating ideas, possibilities and actions	Expand on known ideas to create new and imaginative combinations	★	★	★	★	★	★		★	★	★	★	★	★	★	★	★
		Explore situations using creative thinking strategies to propose a range of alternatives	★			★	★	★	★		★	★	★	★	★	★	★	★
		Experiment with a range of options when seeking solutions and putting ideas into action					★	★			★	★		★				★
	Reflecting on thinking and processes	Reflect on, explain and check the processes used to come to conclusions	★			★	★	★	★	★			★					
		Identify pertinent information in an investigation and separate into smaller parts or ideas	★	★	★		★	★										
		Transfer and apply information in one setting to enrich another				★		★	★		★	★	★	★	★		★	★
	Analysing, synthesising and evaluating reasoning and procedures	Identify and apply appropriate reasoning and thinking strategies for particular outcomes	★		★		★	★			★	★	★				★	
		Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion	★	★	★		★	★			★	★	★	★			★	
		Explain and justify ideas and outcomes	★	★	★		★	★			★	★	★			★		
Ethical Understanding	Understanding ethical concepts and issues	Identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes					★	★					★				★	★
		Discuss actions taken in a range of contexts that include an ethical dimension	★		★		★	★	★	★			★				★	★
	Reasoning in decision making and actions	Explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	★				★		★	★			★				★	
		Examine the links between emotions, dispositions and intended and unintended consequences of their actions on others						★					★	★	★		★	
		Consider whether having a conscience leads to ways of acting ethically in different scenarios						★					★				★	
	Exploring values, rights and responsibilities	Identify and describe shared values in familiar and unfamiliar contexts						★					★				★	
		Investigate children's rights and responsibilities at school and in the local community	★	★	★		★	★	★				★				★	★
		Describe different points of view associated with an ethical dilemma and give possible reasons for these differences					★		★				★				★	
Personal and Social	Self awareness	Describe the influence that people, situations and events have on their emotions											★	★		★	★	
		Describe personal strengths and challenges and identify skills they wish to develop									★	★				★	★	★
	Self management	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situation											★		★	★		
		Explain the value of self-discipline and goal-setting in helping them to learn										★						
		Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful									★							★
	Social awareness	Discuss the value of diverse perspectives and describe a point of view that is different from their own					★						★				★	
		Identify the various communities to which they belong and what they can do to make a difference	★													★	★	★
		Describe factors that contribute to positive relationships, including with people at school and in their community	★		★		★			★		★	★	★	★	★	★	★
	Social management	Identify communication skills that enhance relationships for particular groups and purposes	★										★	★	★	★	★	★
		Describe characteristics of cooperative behaviour and identify evidence of these in group activities														★	★	★
		Contribute to and predict the consequences of group decisions in a range of situations					★		★				★				★	
		Identify a range of conflict resolution strategies to negotiate positive outcomes to problems											★	★	★	★		
		Discuss the concept of leadership and identify situations where it is appropriate to adopt this role													★	★	★	
Intercultural Understanding	Interacting and empathising with others	Recognise there are similarities and differences in the ways people communicate, both within and across cultural groups											★			★		
		Imagine and describe the feelings of others in a range of contexts					★					★	★	★	★	★	★	★
Information and Communication Technology	Applying social and ethical protocols and practices when using ICT	Independently apply standard guidelines and techniques for particular digital systems to secure digital information		★	★	★		★		★								
		Apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	★	★	★	★	★	★	★	★								
		Identify the value and role of ICT use at home and school	★	★	★	★	★	★	★	★	★	★						
	Investigating with ICT	Explain why located data or information was selected					★	★	★									
	Communicating with ICT	Use appropriate ICT tools safely to share and exchange information with appropriate known audiences	★	★	★		★	★	★		★	★		★		★		
		Understand that computer mediated communications are directed to an audience for a purpose	★	★	★		★	★	★	★			★			★		