

## ONLINE SAFETY Foundation to Year 2 (Dimensions)

### Introduction

The Australian Curriculum addresses learning about online safety in two ways:

- in content descriptions such as in Health and Physical Education, Digital Technologies, English, F–6/7 HASS /Civics and Citizenship, 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 presents five interrelated dimensions of learning, which have been developed in consultation with the eSafety Commissioner. The following pages show how online safety can be delivered through learning areas and subjects by connecting the dimensions of learning to content descriptions.

Dimension	Description
<b>Values, rights and responsibilities</b>	As students spend time in both digital environments and by using digital tools, they develop a broad range of skills and knowledge that contribute to a deep understanding of both their rights and other's rights in a range of online spaces. They learn that they have a responsibility in the way they behave and at times there are legal implications that may arise in online contexts. In this way, students are able to effectively use digital technologies with an understanding of equity, ethics and personal and social values.
<b>Wellbeing</b>	As students spend time in a world where technology is always present, they learn the importance of help-seeking behaviours and healthy online practices. With support from adults and peers, they learn the importance of balancing their time online with offline experiences. Through a supported online environment, they begin to recognise safe and unsafe online situations and develop appropriate strategies to handle these situations.
<b>Respectful relationships</b>	As students spend time with others, they begin to develop broad knowledge about the nature of relationships, both face-to-face and online. They are able to practice their communication and conflict resolution skills, build resilience and empathy and take into consideration, differences across cultures, places and times. Students build an understanding of self-image and their online identity. They learn the importance of respecting themselves, others and the wider community.
<b>Digital media literacy</b>	As students spend time using the internet, smartphones, video games, and other non-traditional forms of media, they learn the importance of making informed and safe choices. Students learn to recognise trusted content and sources and recognise the influence of context, bias, norms and stereotypes. They develop an understanding of copyright and ownership of online content and the importance of credibility and validity.
<b>Informed and safe use of information and devices</b>	As students engage more with online environments, they learn the importance of protecting and managing their own safety, privacy and the security of their data. They gain an understanding of why our data is wanted by organisations, what they do with it and any implications that can occur as a result. Students develop strategies for determining a safe and unsafe device, app, game or website. They learn how to critique e-commerce sites including, site reviews, purchasing risks and identity theft.

The following table identifies how the scope of online safety dimensions are evident in content descriptions from across the Australian Curriculum. From this information, teachers could develop a sequential program for online safety by connecting the dimensions of learning with learning area and subject specific content descriptions.

### Foundation

#### Dimension 1: Values, rights and responsibilities

Learning area/subject	Strand/sub-strand	Foundation content descriptions	Foundation content elaborations
<b>HASS F–6/7</b>	Inquiry skills <i>Researching</i>	Collect data and information from observations and identify information and data from sources provided (ACHASSI002)	<ul style="list-style-type: none"> <li>exploring sources (for example pictures, photographs, story books, artefacts, excursions to places, family interviews) to gain information about the past</li> </ul>

#### Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Foundation content descriptions	Foundation content elaborations
<b>Health and Physical Education</b>	Personal, social and community health <i>Being healthy, safe and active</i>	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	<ul style="list-style-type: none"> <li>identifying different relationships, they have with people and which of these relationships make them feel loved, safe and supported</li> <li>suggesting safe places at home, at school, while playing or while shopping and identifying what makes those places safe</li> </ul>
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Identify and describe emotional responses people may experience in different situations (ACPPS005)	<ul style="list-style-type: none"> <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 and representing this in a variety of ways</li> <li>talking about connections between feelings, body reactions and body language</li> <li>exploring how someone might think and feel during an emergency</li> </ul>

<b>English</b>	Literacy <i>Interacting with others</i>	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	<ul style="list-style-type: none"> <li>• learning how to use different voice levels appropriate to a situation, for example, learning about 'inside voices' and 'outside voices'</li> <li>• participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions</li> <li>• listening to others and contributing ideas</li> <li>• listening and responding to oral and multimedia texts including rhymes and poems, texts read aloud and various digital texts</li> <li>• asking and answering questions using appropriate intonation</li> </ul>
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### Dimension 3: Respectful relationships

Learning area/subject	Strand/sub-strand	Foundation content descriptions	Foundation content elaborations
<b>Health and Physical Education (Years 1 and 2)</b>	Personal, social and community health <i>Being healthy, safe and active</i>	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	<ul style="list-style-type: none"> <li>• identifying different relationships, they have with people and which of these relationships make them feel loved, safe and supported</li> <li>• suggesting safe places at home, at school, while playing or while shopping and identifying what makes those places safe</li> </ul>
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Practise personal and social skills to interact positively with others (ACPPS004)	<ul style="list-style-type: none"> <li>• discussing how it feels to be included in activities</li> <li>• accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation</li> </ul>
		Identify and describe emotional responses people may experience in different situations (ACPPS005)	<ul style="list-style-type: none"> <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 and representing this in a variety of ways</li> <li>• talking about connections between feelings, body reactions and body language</li> </ul>

			<ul style="list-style-type: none"> <li>exploring how someone might think and feel during an emergency</li> </ul>
<b>English</b>	Language <i>Language for interaction</i>	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	<ul style="list-style-type: none"> <li>recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations</li> </ul>
	Literacy <i>Interacting with others</i>	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	<ul style="list-style-type: none"> <li>learning how to use different voice levels appropriate to a situation, for example, learning about 'inside voices' and 'outside voices'</li> <li>participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions</li> <li>listening to others and contributing ideas</li> <li>listening and responding to oral and multimedia texts including rhymes and poems, texts read aloud and various digital texts</li> <li>asking and answering questions using appropriate intonation</li> </ul>
<b>HASS F-6/7</b>	Knowledge and understanding <i>History</i>	How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)	<ul style="list-style-type: none"> <li>engaging with the oral traditions, painting and music of Aboriginal and Torres Strait islander Peoples and recognising that the past is communicated through stories passed down from generation to generation</li> </ul>

**Dimension 4: Digital media literacy**

Learning area/subject	Strand/sub-strand	Foundation content descriptions	Foundation content elaborations
<b>Digital Technologies (Foundation–Year 2)</b>	Digital Technologies processes and production skills	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	<ul style="list-style-type: none"> <li>• sharing and describing ways that common information systems can be used to meet communication needs, for example computers can be used as phones and social networking tools allowing communication between families living in different regions</li> <li>• recognising and discussing the need for cyber safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity</li> <li>• sharing ideas about the ways information systems are being used by families and friends in everyday life, for example comparing current digital play equipment with play equipment of 20 years ago</li> </ul>
		Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	<ul style="list-style-type: none"> <li>• making ethical decisions when using images for public viewing and using work of others, for example asking the questions 'What is fair and just?' to compare images of events or activities and decide whether or not to publish</li> <li>• participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces</li> </ul>

**Dimension 5: Informed and safe use of information and devices**

Learning area/subject	Strand/sub-strand	Foundation content descriptions	Foundation content elaborations
<b>Digital Technologies (Foundation–Year 2)</b>	Digital Technologies knowledge and understanding	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	<ul style="list-style-type: none"> <li>learning about how data are represented by changing pixel density (resolution) in a photograph with support and noting the change in file size to successfully email to a friend</li> </ul>
	Digital Technologies processes and production skills	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	<ul style="list-style-type: none"> <li>sharing and describing ways that common information systems can be used to meet communication needs, for example computers can be used as phones and social networking tools allowing communication between families living in different regions</li> <li>recognising and discussing the need for cyber safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity</li> <li>sharing ideas about the ways information systems are being used by families and friends in everyday life, for example comparing current digital play equipment with play equipment of 20 years ago</li> </ul>
		Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	<ul style="list-style-type: none"> <li>making ethical decisions when using images for public viewing and using work of others, for example asking the questions 'What is fair and just?' to compare images of events or activities and decide whether or not to publish</li> <li>participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces</li> </ul>
<b>HASS F–6/7</b>	Inquiry skills <i>Researching</i>	Collect data and information from observations and identify information and data from sources provided (ACHASSI002)	<ul style="list-style-type: none"> <li>exploring sources (for example pictures, photographs, story books, artefacts, excursions to places, family interviews) to gain information about the past</li> </ul>

## Year 1

### Dimension 1: Values, rights and responsibilities

Learning area/subject	Strand/sub-strand	Year 1 content descriptions	Year 1 content elaborations
<b>Health and Physical Education</b> (Years 1 and 2)	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	<ul style="list-style-type: none"> <li>recognising own emotions and demonstrating positive ways to react in different situations</li> <li>predicting how a person or character might be feeling based on the words they use, their facial expressions and body language</li> </ul>

### Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Year 1 content descriptions	Year 1 content elaborations
See Values, rights and responsibilities and Respectful relationships			

### Dimension 3: Respectful relationships

Learning area/subject	Strand/sub-strand	Year 1 content descriptions	Year 1 content elaborations
<b>Health and Physical Education</b> (Years 1 and 2)	Personal, social and community health <i>Being healthy, safe and active</i>	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	<ul style="list-style-type: none"> <li>identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving problems with friends</li> <li>locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing phone call to triple zero</li> <li>identifying situations that require the help of emergency services</li> <li>recognising photos and locations of safe places and a network of people who can help</li> <li>describing warning signs (physical, emotional, external) that can help them to know if they are safe or unsafe</li> </ul>

	<p>Personal, social and community health</p> <p><i>Communicating and interacting for health and wellbeing</i></p>	<p>Identify and practise emotional responses that account for own and others' feelings (ACPPS020)</p>	<ul style="list-style-type: none"> <li>recognising own emotions and demonstrating positive ways to react in different situations</li> <li>identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses</li> <li>predicting how a person or character might be feeling based on words they use, their facial expressions and body language</li> <li>understanding how a person's reaction to a situation can affect others' feelings</li> </ul>
<b>English</b>	<p>Language</p> <p><i>Language variation and change</i></p>	<p>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</p>	<ul style="list-style-type: none"> <li>recognising how and where signs and symbols are used and placed in students' community</li> </ul>
	<p>Language</p> <p><i>Language for interaction</i></p>	<p>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)</p>	<ul style="list-style-type: none"> <li>recognising the effect of words, symbols, gestures and body language on the way communications are received by others</li> </ul>
		<p>Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)</p>	<ul style="list-style-type: none"> <li>learning the difference between questions and statements, requests and commands</li> <li>learning the difference between closed questions, for example 'Are you ready?', 'Did they enjoy their holiday?' and open questions, for example 'What made this text so exciting?'</li> </ul>
		<p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)</p>	<ul style="list-style-type: none"> <li>extending students' vocabularies for the expression of feelings and emotions</li> <li>considering how others might respond before students express their views and how students might respond to others' views in civil and constructive ways</li> </ul>



**Dimension 4: Digital media literacy**

Learning area/subject	Strand/sub-strand	Year 1 content descriptions	Year 1 content elaborations
<b>Digital Technologies</b> <b>(Foundation–Year 2)</b>	Digital Technologies processes and production skills	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	<ul style="list-style-type: none"> <li>• sharing and describing ways that common information systems can be used to meet communication needs, for example computers can be used as phones and social networking tools allowing communication between families living in different regions</li> <li>• recognising and discussing the need for cyber safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity</li> <li>• sharing ideas about the ways information systems are being used by families and friends in everyday life, for example comparing current digital play equipment with play equipment of 20 years ago</li> </ul>
		Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	<ul style="list-style-type: none"> <li>• making ethical decisions when using images for public viewing and using work of others, for example asking the questions 'What is fair and just?' to compare images of events or activities and decide whether or not to publish</li> <li>• participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces</li> </ul>
<b>Health and Physical Education</b> <b>Years 1 and 2</b>	Personal, social and community health <i>Being healthy, safe and active</i>	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	<ul style="list-style-type: none"> <li>• identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving problems with friends</li> </ul>

			<ul style="list-style-type: none"> <li>• locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing phone call to triple zero</li> <li>• identifying situations that require the help of emergency services</li> <li>• recognising photos and locations of safe places and a network of people who can help</li> <li>• describing warning signs (physical, emotional, external) that can help them to know if they are safe or unsafe</li> </ul>
<b>English</b>	Language <i>Language variation and change</i>	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	<ul style="list-style-type: none"> <li>• recognising how and where signs and symbols are used and placed in students' community</li> </ul>
	Literacy <i>Creating texts</i>	Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	<ul style="list-style-type: none"> <li>• creating digital images and composing a story or information sequence on screen using images and captions</li> <li>• adding images to digital written communications such as emails with pictures of self, classmates or location</li> </ul>

**Dimension 5: Informed and safe use of information and devices**

Learning area/subject	Strand/sub-strand	Year 1 content descriptions	Year 1 content elaborations
<b>Digital Technologies (Foundation–Year 2)</b>	Digital Technologies knowledge and understanding	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	<ul style="list-style-type: none"> <li>learning about how data are represented by changing pixel density (resolution) in a photograph with support and noting the change in file size to successfully email to a friend</li> </ul>
	Digital Technologies processes and production skills	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	<ul style="list-style-type: none"> <li>sharing and describing ways that common information systems can be used to meet communication needs, for example computers can be used as phones and social networking tools allowing communication between families living in different regions</li> <li>recognising and discussing the need for cyber safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity</li> <li>sharing ideas about the ways information systems are being used by families and friends in everyday life, for example comparing current digital play equipment with play equipment of 20 years ago</li> </ul>
		Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	<ul style="list-style-type: none"> <li>making ethical decisions when using images for public viewing and using work of others, for example asking the questions 'What is fair and just?' to compare images of events or activities and decide whether or not to publish</li> <li>participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces</li> </ul>

<b>HASS F-6/7</b>	Inquiry skills <i>Researching</i>	Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020)	<ul style="list-style-type: none"> <li>recoding data about the location of places and their features on maps and/or plans (for example, labelling the location of their home and daily route to school on a map of the local area, drawing a plan of their classroom and labelling its activity spaces)</li> </ul>
	Inquiry skills <i>Analysing</i>	Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)	<ul style="list-style-type: none"> <li>finding the meaning of unfamiliar vocabulary relating to the past (for example, games such as jacks/knuckles and elastics; technology tools such as floppy discs or USBs, record player, cassette player)</li> </ul>
<b>English</b>	Literacy <i>Creating texts</i>	Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	<ul style="list-style-type: none"> <li>creating digital images and composing a story or information sequence on screen using images and captions</li> <li>adding images to digital written communications such as emails with pictures of self, classmates or location</li> </ul>

Year 2

**Dimension 1: Values, rights and responsibilities**

Learning area/subject	Strand/sub-strand	Year 2 content descriptions	Year 2 content elaborations
<b>Health and Physical Education</b> (Years 1 and 2)	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	<ul style="list-style-type: none"> <li>identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving problems with friends</li> <li>locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing phone call to triple zero</li> <li>identifying situations that require the help of emergency services</li> <li>recognising photos and locations of safe places and a network of people who can help</li> <li>describing warning signs (physical, emotional, external) that can help them to know if they are safe or unsafe</li> </ul>
<b>HASS F-6/7</b>	Inquiry skills <i>Researching</i>	Collect data and information from observations and identify information and data from sources provided (ACHASSI035)	<ul style="list-style-type: none"> <li>identifying information sources relevant to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) and sources relevant to learning about places (satellite images, globes, diagrams, measurements, field photographs)</li> </ul>

### Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Year 2 content descriptions	Year 2 content elaborations
<b>English</b>	Language <i>Language for interaction</i>	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)	<ul style="list-style-type: none"> <li>exploring how terms of address are used to signal different kinds of relationships</li> <li>exploring the differences between giving a presentation and talking to friends</li> <li>exploring culturally specific greetings and expressions of politeness</li> </ul>

### Dimension 3: Respectful relationships

Learning area/subject	Strand/sub-strand	Year 2 content descriptions	Year 2 content elaborations
<b>Health and Physical Education (Years 1 and 2)</b>	Personal, social and community health <i>Being healthy, safe and active</i>	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	<ul style="list-style-type: none"> <li>exploring how terms of address are used to signal different kinds of relationships</li> <li>exploring the differences between giving a presentation and talking to friends</li> <li>exploring culturally specific greetings and expressions of politeness</li> </ul>
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	<ul style="list-style-type: none"> <li>recognise own emotions and demonstrating positive ways to react in different situations</li> <li>identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses</li> <li>predicting how a person or character might be feeling based on words they use, their facial expressions and body language</li> <li>understanding how a person's reaction to a situation can affect others' feelings</li> </ul>
<b>HASS F-6/7</b>	Knowledge and understanding <i>History</i>	How changing technology affected people's lives (at home and in the ways they worked, travelled,	<ul style="list-style-type: none"> <li>examining changes in technology over several generations by comparing past and present</li> </ul>

		communicated and played in the past) (ACHASSK046)	objects and photographs, and discussing how these changes have shaped people's lives (for example, changes to land, air and sea transport; the move from wood- fired stoves to gas/ electrical appliances; the introduction of transistors, television, FM radio and digital technologies; how people shopped and what they liked to buy, changes in the nature of waste and how waste is managed)
<b>English</b>	Language <i>Language for interaction</i>	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)	<ul style="list-style-type: none"> <li>exploring how terms of address are used to signal different kinds of relationships</li> <li>exploring the differences between giving a presentation and talking to friends</li> <li>exploring culturally specific greetings and expressions of politeness</li> </ul>
	Literacy <i>Interacting with others</i>	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	<ul style="list-style-type: none"> <li>discussing appropriate conventions to use in group discussions</li> <li>exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...', 'I agree that...', 'I have a different thought...', 'I'd like to say something different...'</li> <li>participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations</li> <li>demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities</li> <li>asking relevant questions and making connections with personal experiences and the contributions of others</li> <li>brainstorming topics, contributing ideas and acknowledging the ideas of others</li> <li>speaking clearly and with appropriate intonation</li> </ul>

**Dimension 4: Digital media literacy**

Learning area/subject	Strand/sub-strand	Year 2 content descriptions	Year 2 content elaborations
<b>Digital Technologies (Foundation–Year 2)</b>	Digital Technologies processes and production skills	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	<ul style="list-style-type: none"> <li>• sharing and describing ways that common information systems can be used to meet communication needs, for example computers can be used as phones and social networking tools allowing communication between families living in different regions</li> <li>• recognising and discussing the need for cyber safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity</li> <li>• sharing ideas about the ways information systems are being used by families and friends in everyday life, for example comparing current digital play equipment with play equipment of 20 years ago</li> </ul>
		Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	<ul style="list-style-type: none"> <li>• making ethical decisions when using images for public viewing and using work of others, for example asking the questions 'What is fair and just?' to compare images of events or activities and decide whether or not to publish</li> <li>• participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces</li> </ul>
<b>Health and Physical Education (Years 1 and 2)</b>	Personal, social and community health <i>Being healthy, safe and active</i>	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	<ul style="list-style-type: none"> <li>• identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving problems with friends</li> </ul>



			<ul style="list-style-type: none"> <li>• locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing phone call to triple zero</li> <li>• identifying situations that require the help of emergency services</li> <li>• recognising photos and locations of safe places and a network of people who can help</li> <li>• describing warning signs (physical, emotional, external) that can help them to know if they are safe or unsafe</li> </ul>
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**Dimension 5: Informed and safe use of information and devices**

Learning area/subject	Strand/sub-strand	Year 2 content descriptions	Year 2 content elaborations
<b>Digital Technologies (Foundation–Year 2)</b>	Digital Technologies knowledge and understanding	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	<ul style="list-style-type: none"> <li>• learning about how data are represented by changing pixel density (resolution) in a photograph with support and noting the change in file size to successfully email to a friend</li> </ul>
	Digital Technologies processes and production skills	Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	<ul style="list-style-type: none"> <li>• sharing and describing ways that common information systems can be used to meet communication needs, for example computers can be used as phones and social networking tools allowing communication between families living in different regions</li> <li>• recognising and discussing the need for cyber safety when using online information systems, for example recognising that shared personal information can be used for undesirable purposes and that using a password is a means of protecting identity</li> <li>• sharing ideas about the ways information systems are being used by families and friends in everyday life, for example comparing current</li> </ul>

			digital play equipment with play equipment of 20 years ago
		Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	<ul style="list-style-type: none"> <li>making ethical decisions when using images for public viewing and using work of others, for example asking the questions 'What is fair and just?' to compare images of events or activities and decide whether or not to publish</li> <li>participating in safe online environments, for example sharing ideas and information through intranets, messaging only to people they know, bookmarked websites and moderated online spaces</li> </ul>
<b>HASS F-6/7</b>	Inquiry skills <i>Researching</i>	Collect data and information from observations and identify information and data from sources provided (ACHASSI035)	<ul style="list-style-type: none"> <li>identifying information sources relevant to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) and sources relevant to learning about places (satellite images, globes, diagrams, measurements, field photographs)</li> </ul>