

ONLINE SAFETY Years 7 and 8 (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
Values, rights and responsibilities	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.
Wellbeing	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.
Respectful relationships	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.
Digital media literacy	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.
Informed and safe use of information and devices	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.

Year 7

Dimension 1: Values, rights and responsibilities

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
Digital Technologies (Years 7–8)		Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)	<ul style="list-style-type: none"> establish a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander peoples discussing policies about the use of information systems in a range of settings, for example using mobile phones for learning and accessing social media websites at school
HASS F–6/7	Knowledge and understanding <i>Civics and citizenship</i>	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197)	<ul style="list-style-type: none"> identifying values shared by Australians and deciding which ones could also be considered universal values identifying how human rights values are consistent with Australian values
	Civics and citizenship knowledge and understanding <i>Citizenship, diversity and identity</i>	How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)	<ul style="list-style-type: none"> identifying values shared by Australians and deciding which ones could also be considered universal values identifying how human rights values are consistent with Australian values

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
English	Language <i>Language variation and change</i>	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)	<ul style="list-style-type: none"> exploring languages and dialects through building webcam relationships with schools across Australia and Asia investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email
Media Arts (Years 7–8)		Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	<ul style="list-style-type: none"> promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made justifying their choices for distribution of media artworks for a particular audience understanding Aboriginal and Torres Strait islander cultural protocols for using images of people considering viewpoints –societies and cultures: For example –What features have been omitted or exaggerated in stereotype? What are the differences between the private sector and the public sector television programming?

Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
Health and Physical Education (Years 7–8)	Personal, social and community health <i>Being healthy, safe and active</i>	Practise and apply strategies to seek help for themselves or others (ACPPS072)	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation discussing emotional responses to interactions within relationships, and proposing strategies to seek help

Dimension 3: Respectful relationships

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
Digital Technologies (Years 7–8)	Digital Technologies processes and production skills	Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)	<ul style="list-style-type: none"> establish a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander peoples discussing policies about the use of information systems in a range of settings, for example using mobile phones for learning and accessing social media websites at school
HASS F–6/7	Inquiry skills <i>Evaluating and reflecting</i>	Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160)	<ul style="list-style-type: none"> identifying where there is a common understanding in a discussion and using points of agreement as a basis for resolving a conflict or differences, recognising their own emotional reactions when interacting with people who are different from themselves or who disagree with their views identifying examples of negotiation and peaceful dispute resolution (for example, arbitration, Reconciliation) used in the wider community to problem-solve

Dimension 4: Digital media literacy

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
Digital Technologies (Years 7–8)	Digital Technologies processes and production skills	Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)	<ul style="list-style-type: none"> establishing a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander peoples discussing policies about the use of information systems in a range of settings, for example using mobile phones for learning and accessing social media websites at school
Health and Physical Education (Years 7–8)	Personal, social and community health <i>Being healthy, safe and active</i>	Practise and apply strategies to seek help for themselves or others (ACPPS072)	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation discussing emotional responses to interactions within relationships, and proposing strategies to seek help

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
HASS F–6/7	Inquiry skills <i>Analysing</i>	Examine primary sources and secondary sources to determine their origin, purpose and reliability (ACHASSI156)	<ul style="list-style-type: none"> differentiating between primary sources in history (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations) using a range of methods to determine the origin, purpose and reliability of different sources, such as determining when the source was written, why it was written and by whom
	Inquiry skills <i>Evaluating and reflecting</i>	Evaluate and synthesise evidence to draw conclusions (ACHASSI159)	<ul style="list-style-type: none"> evaluating and connecting information from various sources to draw evidence-based conclusions
		Develop and use criteria to make informed decisions and judgements (ACHASSI161)	<ul style="list-style-type: none"> applying social, economic and/or environmental criteria when making decisions about alternative responses to an issue or challenge (for example, applying these criteria to alternative responses to sustainable living in high and low socioeconomic regions or to possible purchasing decisions)
History	Historical skills <i>Historical questions and research</i>	Identify and locate relevant sources, using ICT and other methods (ACHHS208)	<ul style="list-style-type: none"> using web search techniques to refine a search for information/images related to a historic site (for example, use of place names, dates and search words such as 'photo gallery') identifying information within a source that can be used as evidence to support an interpretation
	Historical skills <i>Analysis and use of sources</i>	Identify the origin and purpose of primary and secondary sources (ACHHS209)	<ul style="list-style-type: none"> differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)
		Locate, compare, select and use information from a range of sources as evidence (ACHHS210)	<ul style="list-style-type: none"> creating categories (that is, concepts) with which to organise information obtained from sources

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
		Draw conclusions about the usefulness of sources (ACHHS211)	<ul style="list-style-type: none"> recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society distinguishing between a fact (for example, 'some gladiators wore helmets') and an opinion (for example, 'all gladiators were brave')
	Historical skills <i>Perspectives and interpretations</i>	Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)	<ul style="list-style-type: none"> identifying the possible meaning of images and symbols in primary sources
Geography	Geographical inquiry skills <i>Collecting, recording, evaluating and representing</i>	Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)	<ul style="list-style-type: none"> applying ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities considering the reliability of primary and secondary data by finding out how and when it was collected, by whom and for what purpose
Civics and Citizenship	Civics and Citizenship skills <i>Questioning and research</i>	Identify, gather and sort information and ideas from a range of sources (ACHCS055)	<ul style="list-style-type: none"> using a range of sources of information to show religious diversity in Australia, such as articles, graphs, charts and statistics
Economics and Business	Economics and Business skills <i>Questioning and research</i>	Gather relevant data and information from a range of digital, online and print resources (ACHES022)	<ul style="list-style-type: none"> identifying sources of data and information (for example, Australian Bureau of Statistics for information on types of employment (full-time, part-time, casual))
English	Language <i>Language variation and change</i>	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)	<ul style="list-style-type: none"> exploring languages and dialects through building webcam relationships with schools across Australia and Asia investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
Media Arts (Years 7–8)		Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	<ul style="list-style-type: none"> • promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints • distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made • justifying their choices for distribution of media artworks for a particular audience • understanding Aboriginal and Torres Strait islander cultural protocols for using images of people • considering viewpoints –societies and cultures: For example–What features have been omitted or exaggerated in stereotype? What are the differences between the private sector and the public sector television programming?

Dimension 5: Informed and safe use of information and devices

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
Digital Technologies (Years 7–8)	Digital Technologies processes and production skills	Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)	<ul style="list-style-type: none"> establishing a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander Peoples discussing policies about the use of information systems in a range of settings, for example using mobile phones for learning and accessing social media websites at school
Health and Physical Education (Years 7–8)	Personal, social and community health <i>Being healthy, safe and active</i>	Practise and apply strategies to seek help for themselves or others (ACPPS072)	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation discussing emotional responses to interactions within relationships, and proposing strategies to seek help
History	Historical skills <i>Explanation and communication</i>	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)	<ul style="list-style-type: none"> creating an audiovisual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site
Geography	Geographical inquiry skills <i>Communicating</i>	Present findings, arguments and ideas in a range of communication	<ul style="list-style-type: none"> presenting a report, supported by graphic representations, to communicate a reasoned

Learning area/subject	Strand/sub-strand	Year 7 content descriptions	Year 7 content elaborations
		forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)	argument (for example, to propose actions to ensure future water security)
English	Literacy <i>Creating texts</i>	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	<ul style="list-style-type: none"> presenting a report, supported by graphic representations, to communicate a reasoned argument (for example, to propose actions to ensure future water security)
Media Arts (Years 7–8)		Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	<ul style="list-style-type: none"> promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made justifying their choices for distribution of media artworks for a particular audience understanding Aboriginal and Torres Strait islander cultural protocols for using images of people considering viewpoints - societies and cultures: For example - What features have been omitted or exaggerated in stereotype? What are the differences between the private sector and the public sector television programming?

Year 8

Dimension 1: Values, rights and responsibilities

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
Digital Technologies (Years 7–8)	Digital Technologies processes and production skills	Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031)	<ul style="list-style-type: none"> judging the quality of a student solution based on specific criteria such as meeting an economic need or contributing to sustainability
		Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)	<ul style="list-style-type: none"> establishing a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander peoples discussing policies about the use of information systems in a range of settings, for example using mobile phones for learning and accessing social media websites at school
English	Literacy <i>Texts in context</i>	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)	<ul style="list-style-type: none"> identifying and explaining how mobile technologies are influencing language uses and structures analysing the ways that identity may be created in digital contexts identifying how meanings or words change or shift depending on context, for example the word 'cool' is used to describe temperature or to express approval when used in informal contexts
Media Arts (Years 7–8)		Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	<ul style="list-style-type: none"> promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
			<ul style="list-style-type: none"> distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made justifying their choices for distribution of media artworks for a particular audience. understanding Aboriginal and Torres Strait islander cultural protocols for using images of people considering viewpoints –societies and cultures: For example –What features have been omitted or exaggerated in stereotype? What are the differences between the private sector and the public sector television programming?

Dimension 2: Wellbeing

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
Health and Physical Education (Years 7–8)	Personal, social and community health <i>Being healthy, safe and active</i>	Practise and apply strategies to seek help for themselves or others (ACPPS072)	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation discussing emotional responses to interactions within relationships, and proposing strategies to seek help

Dimension 3: Respectful relationships

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
Digital Technologies (Years 7–8)	Digital Technologies processes and production skills	Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)	<ul style="list-style-type: none"> establishing a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander peoples discussing policies about the use of information systems in a range of settings, for example using mobile phones for learning and accessing social media websites at school

Dimension 4: Digital media literacy

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
Digital Technologies (Years 7–8)	Digital Technologies processes and production skills	Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)	<ul style="list-style-type: none"> establishing a set of 'rules' about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander peoples discussing policies about the use of information systems in a range of settings, for example using mobile phones for learning and accessing social media websites at school
Health and Physical Education (Years 7–8)	Personal, social and community health <i>Being healthy, safe and active</i>	Practise and apply strategies to seek help for themselves or others (ACPPS072)	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation discussing emotional responses to interactions within relationships, and proposing strategies to seek help
History	Historical skills <i>Historical questions and research</i>	Identify and locate relevant sources, using ICT and other methods (ACHHS151)	<ul style="list-style-type: none"> compiling a list of different sources needed in an inquiry and their possible locations
	Historical skills <i>Analysis and use of sources</i>	Locate, compare, select and use information from a range of sources as evidence (ACHHS153)	<ul style="list-style-type: none"> creating categories to organise the information obtained from sources

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
			<ul style="list-style-type: none"> designing a table to list sources and the aspects of the past about which they provide information (for example, social structure, economy, governance)
		Draw conclusions about the usefulness of sources (ACHHS154)	<ul style="list-style-type: none"> recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society distinguishing between fact (for example, 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example, 'The Moai on Easter Island (Rapa Nui) are representations of gods')
	Historical skills <i>Perspectives and interpretations</i>	Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)	<ul style="list-style-type: none"> describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society
	Historical skills <i>Explanation and communication</i>	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)	<ul style="list-style-type: none"> creating an oral presentation, supported by audiovisual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world
Geography	Geographical inquiry skills <i>Collecting, recording, evaluating and representing</i>	Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)	<ul style="list-style-type: none"> gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, surveys and interviews, or photographs) about the ways to protect significant landscapes collecting geographical information from secondary sources (for example, topographic maps, thematic maps, compound column graphs and population pyramids, reports, census data, digital images and the media).

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
			<ul style="list-style-type: none"> conducting ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities
Civics and Citizenship	Civics and Citizenship skills <i>Questioning and research</i>	Identify, gather and sort information and ideas from a range of sources (ACHCS069)	<ul style="list-style-type: none"> identifying sources offering different perspectives on an issue (for example, finding out about the recognition of Aboriginal and Torres Strait Islander customary law) collating a list of different sources of information and prioritising the list based on an assessment of usefulness and reliability
Economics and Business	Economics and Business skills <i>Questioning and research</i>	Gather relevant data and information from a range of digital, online and print resources (ACHES033)	<ul style="list-style-type: none"> organising and categorising data and/or information (for example, constructing a table showing the differences between types of businesses) accessing reliable information (for example, from departments of fair trading) to access advice on the rights and responsibilities of consumers and businesses, or finding information on strategies to resolve consumer and business disputes
English	Literacy <i>Texts in context</i>	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)	<ul style="list-style-type: none"> identifying and explaining how mobile technologies are influencing language uses and structures analysing the ways that identity may be created in digital contexts identifying how meanings or words change or shift depending on context, for example the word 'cool' is used to describe temperature or to express approval when used in informal contexts

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
Media Arts (Years 7–8)		Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	<ul style="list-style-type: none"> • promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints • distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made • justifying their choices for distribution of media artworks for a particular audience. • understanding Aboriginal and Torres Strait islander cultural protocols for using images of people. • considering viewpoints—societies and cultures: For example—What features have been omitted or exaggerated in stereotype? What are the differences between the private sector and the public sector television programming?

Dimension 5: Informed and safe use of information and devices

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
Digital Technologies (Years 7–8)	Digital Technologies processes and production skills	Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031)	<ul style="list-style-type: none"> judging the quality of a student solution based on specific criteria such as meeting an economic need or contributing to sustainability
Health and Physical Education (Years 7–8)	Personal, social and community health <i>Being healthy, safe and active</i>	Practise and apply strategies to seek help for themselves or others (ACPPS072)	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation discussing emotional responses to interactions within relationships, and proposing strategies to seek help
History	Historical skills <i>Analysis and use of sources</i>	Draw conclusions about the usefulness of sources (ACHHS154)	<ul style="list-style-type: none"> recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society distinguishing between fact (for example, 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example, 'The Moai on Easter Island (Rapa Nui) are representations of gods')
Geography	Geographical inquiry skills <i>Communicating</i>	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS061)	<ul style="list-style-type: none"> presenting a report, supported by spatial technologies, to communicate a reasoned argument (for example, to advocate for actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations)

Learning area/subject	Strand/sub-strand	Year 8 content descriptions	Year 8 content elaborations
Media Arts (Years 7–8)		Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	<ul style="list-style-type: none"> • promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints • distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made • justifying their choices for distribution of media artworks for a particular audience. • understanding Aboriginal and Torres Strait islander cultural protocols for using images of people • considering viewpoints –societies and cultures: For example –What features have been omitted or exaggerated in stereotype? What are the differences between the private sector and the public sector television programming?