

eSmart Schools Scope and Sequence

Victorian Curriculum - Secondary 7-10

2021

- This eSmart Scope and Sequence reflects the eSmart Schools Framework and addresses *Domain Five – An eSmart Curriculum*
- This scope and sequence recommends teaching resources aligned with the Victorian Curriculum, from Levels 7 to 10, to support the explicit teaching of bullying and its dynamics, related social/emotional skills, cyber risks and cyber safety
- As with the Victorian Curriculum content itself, the eSmart Scope and Sequences aim to offer flexibility for teachers to tailor our recommendations to their own pedagogies and settings; providing opportunities for engaging and relevant learning
- This tool provides suggestions only and should be used as and when teachers and planning teams/groups deem appropriate, for each student. Schools are encouraged to view the externally linked content prior to use, to ensure they are accessible and suitable for their student cohort
- When planning with this scope and sequence, consider leveraging significant annual events, activities and/or celebrations, such as:
 - [National Day of Action against Bullying and Violence](#) [Friday 19 March]
 - [Harmony Week](#) [15-21 March]
 - [Do it for Dolly Day](#) [Friday 14 May]
 - **National eSmart Week [Monday 6 – Sunday 12 September] ***REGISTER FOR 2021 [HERE](#)*****
 - [R U OK? Day](#) [Thursday 9 September]
 - [Media Literacy Week](#) [Monday 25 – Saturday 30 October]
 - [National Children’s Week](#) [Saturday 24 – Sunday 1 November]
 - [Safer Internet Day 2022](#) [Tuesday 8 February]
- eSmart Scope and Sequences include featured activities, also linking to schemes of work:
 - *Appy Hour* is a short online activity to reinforce key lessons and promote discussions
 - *Cross Domain Activities* are opportunities for addressing other eSmart Framework Domains and attributes, and extending the learning beyond the classroom
- Email addresses and passwords are required for some of the linked content – remember to keep these details private.

eSmart Coordinators:

- Aligned eSmart Framework actions are identified **in green (i.e. Domain 3.4)** and should be marked complete in the System tool when selected and used in your school. Please login to **mark actions as complete** at: <https://esmart.amf.org.au/> using your school username and password
- Please help us keep this scope and sequence relevant by reporting any broken links or resource changes to esmart@amf.org.au Thank you.

A note on curriculum alignment

The following Victorian Curriculum alignments have been made in areas with the most explicit links to the eSmart Framework. The curriculum learning areas, capabilities and links to content descriptors (e.g. [VCECD003](#)) and their elaborations are based on what students should typically be able to do by the end of the specified level or range of levels.

TABLE 1: Explicit Victorian Curriculum learning areas and capabilities aligned to the eSmart Framework:

Curriculum learning area / capability	Breadth Levels 7 – 8	Pathways Levels 9 – 10
The Arts - Visual Communication Design		
Health and Physical Education		
The Humanities – Civics and Citizenship		
Technologies – Digital Technology		
Critical and Creative Thinking		
Ethical Capability		
Intercultural Capability		
Personal and Social Capability		

It is noteworthy that eSmart is applicable, critical and relevant to the entire Victorian Curriculum. Most learning areas require students to use technology and involve peer interaction. Therefore, before or after eSmart Status is achieved – depending on school readiness and eSmart Coordinator capacity to influence this change, we encourage all school subject leaders to consider how their lesson plans can incorporate the principles of being smart, safe and responsible online and offline.

This could be from as little as all classroom teachers regularly leading/encouraging students to lead **eSmart lesson starters and plenaries**; to teachers and planning teams/groups designing in-depth **eSmart inquiry-based projects** including components (e.g. debate, examination, critique etc.) on cyber safety and anti-bullying best practice, in: English, Mathematics, Science, The Arts, Economics and Business, Design and Technology, History, Geography and Languages.

We believe the possibilities are endless.

Years 7-8

Learning area / capability	Term 1	Term 2	Term 3	Term 4
<p>The Arts – Visual Communication Design</p> <ul style="list-style-type: none"> Present and perform (VCAVCDP003) Respond and interpret (VCAVCDR004, VCAVCDR005) <p>Digital Technologies:</p> <ul style="list-style-type: none"> Data information (VCDTDI039) Creating digital solutions (VCDTCD044) <p>Health and Physical Education – Personal, Social and Community Health:</p> <ul style="list-style-type: none"> Being healthy, active and safe (VCHPEP123, VCHPEP124, VCHPEP125, VCHPEP126) Communicating and interacting for health and wellbeing (VCHPEP127, VCHPEP128) Contributing to healthy and active communities (VCHPEP130, VCHPEP132) <p>The Humanities – Civics and Citizenship</p> <ul style="list-style-type: none"> Citizenship, diversity and identity (VCCCC025, VCCCC026) <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Questions and possibilities (VCCCTQ033) Reasoning (VCCCTR035, VCCCTR036) Meta-cognition (VCCCTM042) <p>Ethical Capability</p> <ul style="list-style-type: none"> Understanding concepts (VCECU014, VCECU015) Decision making and actions (VCECD017, VCECD018) <p>Intercultural Capability</p> <ul style="list-style-type: none"> Cultural diversity (VICCCD016) <p>Personal and Social Capability</p> <p>Self-awareness and Management:</p> <ul style="list-style-type: none"> Recognition and expression of emotions (VCPSCSE034) Development of resilience (VCPSCSE035, VCPSCSE036) <p>Social Awareness Management:</p> <ul style="list-style-type: none"> Relationships and diversity (VCPSCSO038, VCPSCSO039, VCPSCSO040) Collaboration (VCPSCSO042) 	<p>Start the eSmart Secondary Digital Licence [Domains 3, 5, 6.2]</p> <p>Start the eSmart Media Literacy Lab [Domains 3, 5, 6.2]</p> <p>Module 5 Media & Democracy – teachers can facilitate sessions with:</p> <ul style="list-style-type: none"> Fourth Estate Team (Year 7) – role of the press & news media in a democracy Bias Team (Year 8) – political bias, cartoons and news consumption <p>Advice [Domains 2.3, 3.1, 5.1, 5.2, 6.2]</p> <ul style="list-style-type: none"> Write/update Acceptable Use Agreements with strong student voice and parent engagement. Alongside understanding their school's policy and intervention response to cyber bullying, it is important students understand how to Lodge a Cyber bullying Complaint through the Office of the eSafety Commissioner. In support of this, teachers can guide students through reporting methods in their favourite Games, Apps and Socials (social networking sites) with this regularly-updated list <p>Values focus: [Domain 3]</p> <p>Encourage students to examine how values can promote cohesion within Victorian communities by immersing in this Google Arts & Culture exhibit, Of Kind and Kin. Artefacts from Public Record Office Victoria 1900-2016</p> <p>Game/interactive: [Domains 5.1, 5.2] Be Internet Awesome – an interactive game from Google exploring their 5 Internet Awesome pillars. Includes lessons plans and teaching resources.</p> <p>Lesson Plan [Domains 5.1, 5.2] What's your brand? – A slidedeck and lesson plan to educate students and promote discussion around building a positive digital brand for yourself.</p> <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 1 and 2 this term covering 'Emotional Literacy' and 'Personal Strengths' respectively</p>	<p>Continue or complete the eSmart Secondary Digital Licence [Domains 3, 5, 6.2]</p> <p>Explore the eSmart Media Literacy Lab [Domains 3, 5, 6.2]</p> <p>Module 5 Media & Democracy – teachers can facilitate sessions with:</p> <ul style="list-style-type: none"> Fourth Estate Team (Year 7) – role of the press & news media in a democracy Bias Team (Year 8) – political bias, cartoons and news consumption <p>eSmart Student Voice Project: [Domains 3 & 5]</p> <p>Students write, develop, present, perform and publish podcasts or vodcasts, using existing school/BYOD apps, or downloading apps like Podbean or Powtoon. In each episode students provide advice to peers, based on their researched eSmart topics, such as: cyber risks, online safety, privacy/security, messaging/chatting, geo-location and geotagging, IP and User Generated Content (UGC), live streaming, digital footprint etc.</p> <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 3 and 4 this term covering 'Positive Coping' and 'Problem Solving' respectively</p> <p>Watch/listen: [Domains 3.1, 5.1, 5.2] The Interview – in the context of pathways and career education, share and teach to this video on the potential impact of our digital footprint. By Office of the eSafety Commissioner</p> <p>Other resources to consider using/adapting:</p> <ul style="list-style-type: none"> Hot Topics [Childnet International] – internet safety advice for study/ research Playing by the Rules Cyber Safety Program [FUSE] – Digital Demons AFL/cyber bullying resource Tagged [Office of the eSafety Commissioner] –resources on the impact of online rumours 	<p>Continue or complete the eSmart Secondary Digital Licence [Domains 3, 5, 6.2]</p> <p>Explore the eSmart Media Literacy Lab [Domains 3, 5, 6.2]</p> <p>Module 5 Media & Democracy – teachers can facilitate sessions with:</p> <ul style="list-style-type: none"> Fourth Estate Team (Year 7) – role of the press & news media in a democracy Bias Team (Year 8) – political bias, cartoons and news consumption <p>Advice [3.3, 5.4, 5.5 and Domain 6]</p> <p>Register and take part in our National eSmart Week activities, 6-12 September 2021</p> <p>Online learning: [Domains 3.1, 5.2] Bullystoppers – online interactive student learning modules from DET. Topics include social media and bullying.</p> <p>Scheme of work: [Domains 3.1, 5.1, 5.2, 5.5] I Heard It 'Round the Internet: Sexual health education and authenticating online information – a lesson plan by Media Smarts (Canada) designed to facilitate pragmatic classroom discussion on online sexual health information. Encourages students to critically evaluate messaging</p> <p>Appy Hour: [Domains 3.1, 5.1, 5.2, 5.5] Image Up – a tool by Telethon Kids to support students keep track of what they've posted on Instagram, Twitter and Facebook Students. An opportunity to revise. Available on Apple only.</p> <p>Other resources to consider using/adapting:</p> <ul style="list-style-type: none"> Cyber Issues [Office of the eSafety Commissioner] – current trends in cyber safety issues for study/ research Make Beliefs Comix – desktop comic generator for e.g. to share cyber safety trend advice <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 5 and 6 this term covering 'Stress Management' and 'Help-seeking' respectively</p>	<p>Hold a eSmart Secondary Digital Licence awards ceremony, involving the parents and school community [Domains 3, 5 and 6.2]</p> <p>Complete the eSmart Media Literacy Lab modules [Domains 3, 5, 6.2]</p> <ul style="list-style-type: none"> Fourth Estate Team (Year 7) – role of the press & news media in a democracy Bias Team (Year 8) – political bias, cartoons and news consumption <p>Game/interactive: [Domains 5.1, 5.2] The Lost Summer – Office of the eSafety Commissioner. An engaging, immersive role-playing video game designed to build digital intelligence skills and encourage online safety. Apple / Google Play / Desktop Download</p> <p>Scheme of Work: [Domains 5.2, 5.4] 1980s and 1970s Safety Signs and Posters – responding to these artefacts listed on Trove, instruct students to create new visual designs, that communicate to the Australian public common cyber issues, outlined here by the Office of the eSafety Commissioner.</p> <p>Extension: Vary messaging style, audience and issue-type i.e. cyber bullying, image-based abuse, unwanted contact etc.</p> <p>Watch/listen: [Domains 5.1, 5.2] The Amazing Mind Reader – this video by Duval Guillaume provides an opportunity to teach/revise topics of privacy, security and students' digital footprint</p> <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 7 and 8 this term covering 'Gender Identity' and 'Positive Gender Relations' respectively. Lead any topic areas that may need revision</p> <p>Cross-Domain Opportunities: Domains 3, 5 & 6</p> <ul style="list-style-type: none"> Consider facilitating lessons with these resources/apps in buddy pairs/groups, and with younger/older students. Provide opportunities for parents and teachers to play/watch/view the content their children have created

Years 9-10

Learning area / capability	Term 1	Term 2	Term 3	Term 4
<p>The Arts – Visual Communication Design</p> <ul style="list-style-type: none"> Present and perform (VCAVCDP009) Respond and interpret (VCAVCDR010) (VCAVCDR011) <p>Digital Technologies:</p> <ul style="list-style-type: none"> Data information (VCDTDI049) Creating digital solutions (VCDTCD054) <p>Health and Physical Education – Personal, Social and Community Health:</p> <ul style="list-style-type: none"> Being healthy, active and safe (VCHPEP142), (VCHPEP144), (VCHPEP145) Communicating and interacting for health and wellbeing (VCHPEP146), (VCHPEP147) Contributing to healthy and active communities (VCHPEP149), (VCHPEP151) <p>The Humanities – Civics and Citizenship</p> <ul style="list-style-type: none"> Citizenship, diversity and identity (VCCCC036), (VCCCC037), (VCCCC038) <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Questions and possibilities (VCCCTQ045) Reasoning (VCCCTR046), (VCCCTR047), (VCCCTR049) Meta-cognition (VCCCTM051), (VCCCTM053) <p>Ethical Capability</p> <ul style="list-style-type: none"> Understanding concepts (VCECU019), (VCECU020) Decision making and actions (VCECD022) <p>Intercultural Capability</p> <ul style="list-style-type: none"> Cultural diversity (VICCCD020) <p>Personal and Social Capability</p> <p>Self-awareness and Management:</p> <ul style="list-style-type: none"> Recognition and expression of emotions (VCPSCSE043) <p>Social Awareness Management:</p> <ul style="list-style-type: none"> Relationships and diversity (VCPSCSO047), (VCPSCSO048), (VCPSCSO049) Collaboration (VCPSCSO051) 	<p>Start the eSmart Secondary Digital Licence [Domains 3, 5, 6.2]</p> <p>Start the eSmart Media Literacy Lab [Domains 3, 5, 6.2]</p> <p>Teachers can facilitate sessions with:</p> <p>Module 1 – What is Media? Establishes the role of media in the 21st Century, who creates it and how it is constructed; analysis of media and the messaging within.</p> <p>Module 2 – My Relationship with Media Looks at when we are creating, consuming, or being consumed by media; unpacks students own habits to enhance critical engagement.</p> <p>Advice [Domains 2.3, 3.1, 5.1, 5.2, 6.2]</p> <ul style="list-style-type: none"> Write/update Acceptable Use Agreements with strong student voice and parent engagement. Alongside understanding their school’s policy and postvention response to cyber bullying, it is important students understand how to Lodge a Cyber bullying Complaint through the Office of the eSafety Commissioner. In support of this, teachers can guide students through reporting methods in their favourite Games, Apps and Socials (social networking sites) with this regularly-updated list <p>Values focus: [Domain 3] Exploring your Cultural Iceberg – an online questionnaire encouraging students to explore the visible and hidden aspects of their own cultural identities. By Together for Humanity, includes teacher notes.</p> <p>Watch: [Domains 3.1, 5.1, 5.2] The Hunting – SBS TV series exploring the impact of a nude teen photo scandal. Use the education resources include discussion guides, posters and shorter clips.</p> <p>Scheme of work: [Domains 3.1, 5.1, 5.5] The Yes Project – using this digital and social health program by Office of the eSafety Commissioner, teach Theme 1: 'How do I fit in the digital world?' this term, discussing online cultures, and the importance of being open-minded and challenging assumptions and can assist in developing.</p> <p>Extension: Incorporate this Stanford.edu definition of Insight Bias</p> <p>Project: [Domains 3, 5.1, 5.5] Karen Armstrong’s TED Talk and Charter for Compassion – using these resources as source material, present to students the inquiry</p>	<p>Continue or complete the eSmart Secondary Digital Licence [Domains 3, 5, 6.2]</p> <p>Explore and complete the eSmart Media Literacy Lab [Domains 3, 5, 6.2]</p> <p>Teachers can facilitate sessions with:</p> <p>Module 3 – Information Disorder A deep dive into fact vs opinion, fact-checking and how Mis, Dis & Mal-Information impacts society at personal, local, national and global levels.</p> <p>Module 4 – Filter Bubbles, Algorithms, AI and Big Data Examines the impact technology on our media production, consumption and on our understanding of ourselves and the world.</p> <p>eSmart Student Voice Project: [Domains 3 & 5] Students write, develop, present, perform and publish podcasts or vodcasts, using existing school/BYOD apps, or downloading apps like Podbean or Powtoon.</p> <p>In each episode students provide advice to peers, based on their researched eSmart topics, such as: cyber risks, online safety, privacy/ security, messaging/chatting, geo-location and geotagging, IP and User Generated Content (UGC), live streaming, digital footprint etc.</p> <p>Scheme of work: [Domains 5.1, 5.2, 5.4, 5.5] The Yes Project – using this digital and social health program by Office of the eSafety Commissioner, teach Theme 2: How do I support and connect with others?' this term, emphasising empathy and ethical decision-making in respectful relationships.</p> <p>Extension: Using the story of being trolled by young Australian trailblazer Jade Hameister, teach about appropriate bystander behaviour in any kind of online interactions.</p> <p>Optional videos: Jade’s #expandpossible TEDxMelbourne talk, and from 20:30mins in her ABC One Plus One interview</p> <p>Watch/listen: [Domains 3.1, 5.1, 5.2] The Interview – in the context of pathways and career education, and in revision, share and teach to this video on the potential impact of our digital footprint. By Office of the eSafety Commissioner</p> <p>Scheme of work [Domains 3.1, 5.2, 5.4, 5.5] That’s Not Cool – a US education resource project with a range of peer-to-peer (and potentially parent-inclusive) challenges promoting critical thinking, responsibility and awareness around online dating abuse. Common Sense Media Review</p> <p>Other resources to consider using/adapting:</p>	<p>Continue or complete the eSmart Secondary Digital Licence [Domains 3, 5, 6.2]</p> <p>Explore and complete the eSmart Media Literacy Lab [Domains 3, 5, 6.2]</p> <p>Teachers can facilitate sessions with:</p> <p>Module 5 – Media and Democracy Explores links between media and democracy, responsibilities of being a citizen, and considers challenges faced by democracy.</p> <p>Module 6 – Haters Gonna Hate Countering hate speech online, the crime, how it impacts views and how to respond. Highlights the importance of digital advocacy and becoming a changemaker.</p> <p>Advice [3.3, 5.4, 5.5 and Domain 6] Register and take part in our National eSmart Week activities, 6-12 September 2021</p> <p>Watch: [Domains 3.1, 5.1] Girl Asleep – An Australian film exploring the themes of friendship, respectful relationships, adolescence and peer pressure. Use the study guide, available to rent on Youtube.</p> <p>Scheme of work: [Domains 3.1, 5.2, 5.4] Relationships and Sexuality in the Media – a lesson plan by Media Smarts (Canada) designed to facilitate pragmatic classroom discussion on how gender, sex and relationships are communicated in advertising. Includes a quiz and opportunities to develop a presentation</p> <p>Scheme of work: [Domains 3.1, 5.2, 5.4] Think.You.Know. Sexting, Selfies & Pics An educative approach can help students understand the issue and make informed decisions about how they use technology as part of their relationships</p> <p>Set reading: [Domains 3.1, 5.1, 5.2] Warning: Explicit language and adult themes – review for suitability first and consider only reading excerpts. Not recommended for under 16s. Troll Hunting: Inside the World of Online Hate and Its Human Fallout – students engage with Journalist Ginger Gorman’s investigation in to cyber risks including trolling and associated crimes, with insights from the eSafety Commissioner. Booktopia / Find a Bookshop</p> <p>Other resources to consider using/adapting:</p> <ul style="list-style-type: none"> Perspectives on Cyber bullying [Common Sense Media] – different views on cyber bullying through the lens of television Digital Life 102 [Common Sense Media] – lesson plan with opportunity for student reflection on social media <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 5 and 6 this term covering ‘Stress Management’ and</p>	<p>Hold a eSmart Secondary Digital Licence awards ceremony, involving the parents and school community [Domains 3, 5 and 6.2]</p> <p>Using the eSmart Media Literacy Lab [Domains 3, 5, 6.2]</p> <p>Explore digital assets, and recommended partner resources, explore a youth social justice issue of interest to your students.</p> <p>Scheme of Work: [Domains 3.1, 5.1, 5.2, 5.5] The Earth Charter – this charter, initiated by the United Nations, has emerged a declaration of global ethical principles, based on common goals and shared values. For our online world, facilitate students to research in groups/independently then present arguments on the themes: conflict resolution, rights and responsibility, and divergent values/beliefs</p> <p>Scheme of work: [Domains 3.1, 5.2, 5.4] The Pornography Debate – a lesson plan by Media Smarts (Canada) designed to facilitate pragmatic classroom discussion on pornography and how it is portrayed in advertising</p> <p>Watch/listen: [Domains 5.1, 5.2] The Amazing Mind Reader – this video by Duval Guillaume provides an opportunity to revise topics of privacy, security and students’ digital footprint</p> <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 7 and 8 this term covering ‘Gender Identity’ and ‘Positive Gender Relations’ respectively. Lead any topic areas that may need revision.</p> <p>Other resources to consider using/adapting:</p> <ul style="list-style-type: none"> Rewrite Your Story [Office of the eSafety Commissioner] – intervention advice, what students can do to stay proactive and positive when things go wrong online, including after poor decision-making Bullystoppers – online interactive student learning modules from DET. Topics include social media and bullying. <p>Cross-Domain Opportunities: Domains 3, 5 & 6</p> <ul style="list-style-type: none"> Consider facilitating lessons with these resources/apps in buddy pairs/groups, and with younger students.

	<p>question: Does compassion lead to social cohesion?</p> <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 1 and 2 this term covering 'Emotional Literacy' and 'Personal Strengths' respectively</p>	<ul style="list-style-type: none"> • Put our Heads Together – [Student Wellbeing Hub] – respecting diversity and inclusion in communities' resource • Stand Up and Be Counted [Student Wellbeing Hub] – positive social decision making / bystander behaviour resource <p>Scheme of work: [Domains 3.1, 5.1, 5.5] Resilience, Rights and Respectful Relationships [FUSE] – Teach topics 3 and 4 this term covering 'Positive Coping' and 'Problem Solving' respectively</p>	<p>'Help-seeking'</p>	<ul style="list-style-type: none"> • Provide opportunities for parents and teachers to play/watch/view the content their children have created
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