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National eSmart Week 2025 eBook



Be Heard.
Be eSmart.



About National eSmart Week

National eSmart Week is an annual event run by eSmart, Australia's trusted provider of online-safety education and an initiative of the Alannah & Madeline Foundation. It is a celebration of all the great work of schools and libraries nationwide to help students stay safe, smart and responsible online. In 2025, National eSmart Week will run from Monday, 31 March to Sunday, 6 April.

The theme for 2025 is **Be Heard. Be eSmart.** This theme is all about empowering children and young people to use their voices to shape the online spaces they want and deserve.

 **Be Heard.**
Be eSmart.

How to use this eBook



In this eBook, we have brought together some of our most popular resources from across our diverse eSmart offering. We invite you to engage with the ones that resonate with you and your students. There is so much more available to explore on the eSmart website, too, including [printable posters](#) for your classroom.

You can use National eSmart Week to engage students in meaningful discussions centred around strengthening their voice: what does digital citizenship mean to them, and how can we work together to build it?

We have activities just for educators, too. Check out our [eSmart Events page](#) to see all the educator webinars on offer. These are designed to support you to build your own understanding of online safety and to implement eSmart in your classroom.



We would love to see what you get up to!

Please email us and share your 2025 National eSmart Week activities at esmart@amf.org.au or on social media, and tag us with the following handles:

Instagram @Alannahmadeline

Facebook @AlannahMadelineFoundation

LinkedIn @Alannah & Madeline Foundation

Navigating the 4Cs of Online Safety



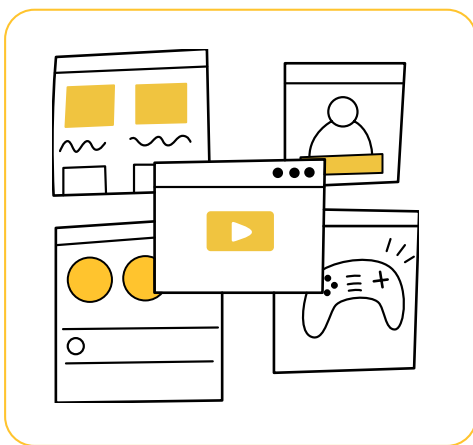
eSmart resources are structured around the 4Cs Framework, which identifies online safety risks with one of four risk areas: Content, Contact, Conduct, and Compulsion. This framework expands the European Union's 3Cs of Online Safety¹ by adding 'Compulsion' to address the behavioural impacts of technology use².

By completing lessons in each risk area, learners develop positive digital-literacy skills and commit to uphold children's rights, as outlined in the United Nations Convention on the Rights of the Child³.

In the last year, we have been busy co-designing new resources with students and educators guided by the 4Cs framework, ensuring a proactive, age-appropriate and rights-based curriculum that equips learners to navigate the digital world safely, responsibly and ethically.

This National eSmart Week, you can choose one of two options to engage with the theme **Be Heard. Be eSmart**. The first option is to guide your students toward the achievement of their full Digital Licence by the end of the week. The second option is to complete standalone lessons and utilise our resources to guide activities in your classroom.

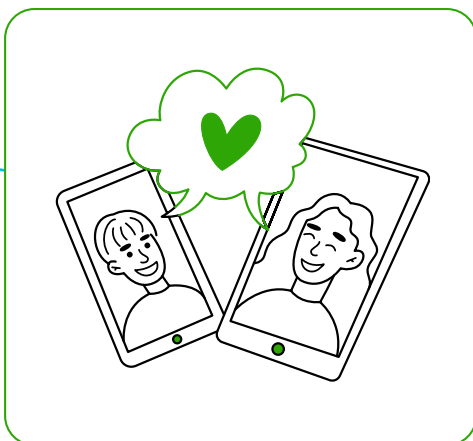
Content



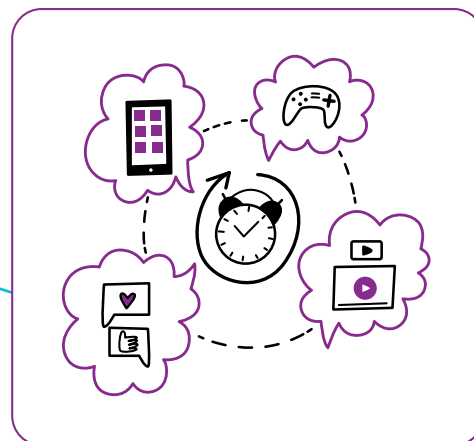
Contact



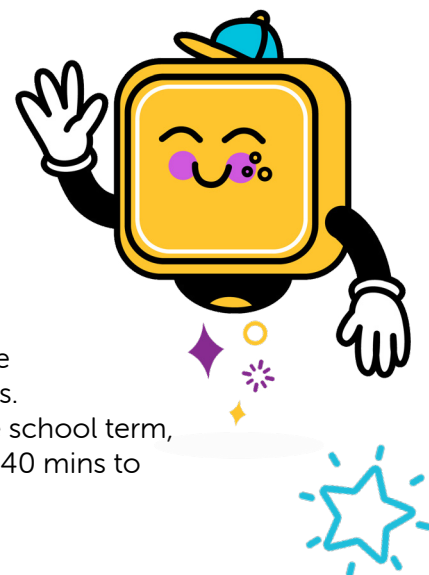
Conduct



Compulsion



What is Digital Licence?



For primary school:

This free national program consists of four core lessons (to achieve the Digital Licence) and two optional introduction and conclusion sessions. It is recommended to complete these sessions over the course of one school term, but it can be condensed or spread out as required. Each session takes 40 mins to 1 hour, scalable to a normal lesson. Learn how to get started [here](#).

For early secondary school:

This free national program consists of self-guided online modules to help your students earn their Digital Licence. They'll gain the knowledge, attitudes and skills to become positive digital citizens. Check if your school is registered [here](#).

Quickstart Guide

How to complete the eSmart Digital Licence program

For full links and resources,
[view this online.](#)

STEP Prepare your materials

1

Ensure four lesson plans have been chosen - one from each of the four online safety risk areas. All lessons are included in this resource pack. Next: prepare your materials. The resource pack comes with worksheets representing each risk area as an 'island' to visit. These can be used individually with learners and assembled to create a progression map. These printables link to the videos and are a fun way to track progress through the program.

STEP Run the introduction session

2

Introduce learners to the eSmart Digital Licence quest using the animated video provided. Set goals with your class that will help shape your online-safety journey. Use our [introduction page](#) to help focus your discussion.

STEP Run four lessons - one from each online-safety risk area

3

Prior to starting a lesson, show learners the relevant risk area video and discuss the themes that will be covered. Work through the lesson plan and ensure that every learner meets the exit pass criteria at the end. Once the lesson is complete, hand out the corresponding island map and celebrate learning progress.

STEP Complete the evaluation to obtain Licence templates

4

Once all the lessons have been completed, fill in a brief survey about your learning journey to access printable templates for the eSmart Digital Licences.

STEP Run the conclusion session and award the Licences

5

Celebrate the end of the eSmart Digital Licence program by distributing the Licences. Acknowledge and celebrate the completion of your journey to becoming positive digital citizens. Tips on this can be found [here](#).

eSmart Digital Licence+



A free online learning tool to help your students develop the digital literacy skills they need to thrive in an online world.



Digital technology is part of everyday life for children and young people as they live, learn and play.

By developing their digital literacy, young people can harness the opportunities and overcome any challenges they face in a digital world. These skills can help to develop the foundations they need to thrive as they continue their learning journey.

By completing each module, students work towards attaining their digital licence.

Discover modules that cover:

- Self-regulation
- Kindness
- Vigilance
- Empathy

To help your students gain the knowledge they need to become positive digital citizens in their class and community!

eSmart Digital Licence+ is:

- Australian curriculum-aligned.
- Interactive and engaging.
- Contains relatable scenarios and guided reflections for students.
- A great tool for students in Years 4 – 6, with content also relevant to surrounding year levels.



**Free for all
Australian
schools!**

learn more at esmart.org.au/digitallicenceplus >

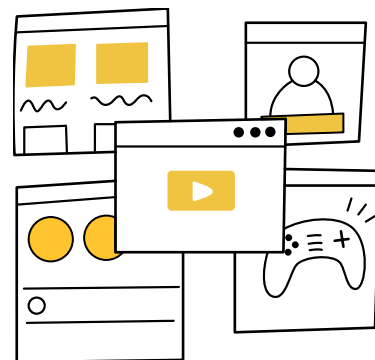
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foundation**



Content



'Content' refers to the media and information learners encounter online, including videos, articles and images. In content lessons, students are taught strategies to identify misinformation, critically evaluate the reliability of information and recognise bias. By building media literacy and critical-thinking skills, students are empowered to navigate the digital world safely while enjoying content that fosters a positive online experience.

For early primary (F – Y2)

This learning experience will allow students to explore pop-up ads as a form of digital advertising through storytelling and roleplay. [Classroom pop-ups: A storytelling lesson | eSmart Academy](#)

For mid primary (Y3 – 4)

Students will learn important media literacy skills in distinguishing between AI-generated and human-created media, and they will create their own AI images using digital tools. [Spotting Artificial Intelligence \(AI\) Images](#)

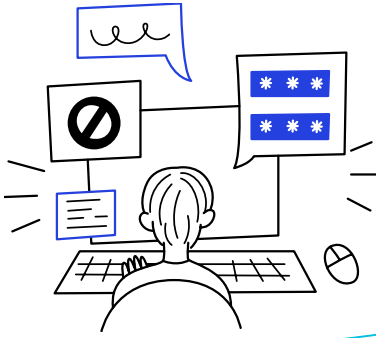
For upper primary (Y5 – 6)

Created in partnership with UNICEF, this lesson empowers learners to critically examine media through the lenses of fairness, authenticity and inclusion. Using real-world examples like movie posters, book covers, advertisements and articles, learners will explore the importance of fair representation in media and its connection to child rights. [Is it fair and authentic? Representation in online media | eSmart Academy](#)

For early secondary (Y7 – 8)

Ask students to visit the eSafety Commissioner's page on fake news and answer the following questions [Fake news | eSafety Commissioner](#), [Fake news and misinformation | eSafety Commissioner](#):

- What is the difference between misinformation and disinformation?
- Why does fake news exist? Can you give an example?
- List two tips from the eSafety Commission to spot fake news
- What are two ways to tell if photos and videos are real?
- Written reflection or class discussion: Do you think it's important to combat fake news? Why/ why not?



Contact

'Contact' refers to interactions that are initiated by others online, whether they are people or automated systems. This includes learning how to manage privacy settings, identify safe communication and handle unwanted contact, such as messages from strangers or suspicious accounts. In contact lessons, students are equipped with strategies to protect their personal information and respond appropriately to any contact that makes them feel unsafe.

For early primary (F – Y2)

You can either [join us for our virtual storytime](#) or run your own storytime with follow up activity, using the online book 'Swoosh, Glide and Rule Number 5'. This story is about two friends who have a sleepover with their cousins. While they're using screens, some unexpected things happen, and they have to make good choices about using the internet safely. [Story Time: Swoosh, Glide, and Rule Number 5 | eSmart Academy](#)

For mid primary (Y3 – 4)

In this activity, students explore some of the problems, dilemmas and decisions they will face in online environments. By offering an opportunity to consider a range of options in relation to online safety, the activity encourages boundary-setting and respectful interactions and emphasises the importance of assertiveness in online spaces. [Online Contact: A Conscience Alley Activity | eSmart Academy](#)

For upper primary (Y5 – 6)

In this lesson created in partnership with UNICEF, students will learn how to identify and respond to misinformation shared with them by family, friends, ads and other online sources. [Pause, notice, question, act: Stopping the spread of misinformation and disinformation | eSmart Academy](#)

For early secondary (Y7 – 8)

This lesson explores the 'Internet of Things' – what is it, how do we use it, and what strategies can we implement to make sure we are using it safely? This is the first of three lessons. If you would like to keep learning, visit [The Internet of Things | Cool.org](#)

For parents: print out these [conversation cards](#), split into two piles for 'young person' and 'adult.' To play, each person takes a card from their pile and has a go at answering the question.

Conduct



'Conduct' refers to how people behave online, including how they communicate and the content they choose to share. Conduct lessons emphasise respectful and empathetic engagement as students explore the importance of following community guidelines, understanding the consequences of their actions and preventing harmful behaviours like cyberbullying. The goal is to help students become safe, smart and responsible digital citizens who contribute to positive and supportive online spaces.

For early primary (F – Y2)

Students practice saying 'no' in online scenarios, fostering confidence and assertiveness to set personal boundaries safely. [Ways to say "no": A roleplay lesson | eSmart Academy](#)

For mid primary (Y3 – 4)

This lesson combines creative writing principles with an exploration of the digital-citizenship skills required for positive and fulfilling online gaming. Using a series of relevant and timely prompts, students will create imaginative scenarios that stimulate a discussion of respectful and empathetic online behaviour. [Gaming Rules: A Creative Writing Activity | eSmart Academy](#)

For upper primary (Y5 – 6)

Created in partnership with UNICEF. In this lesson, learners will explore the importance of positive behaviour in online spaces. They will learn how to identify and maintain good conduct, both in games and online activities, and understand what to do if someone breaks the team rules. [How to be a team player online | eSmart Academy](#)

For early secondary (Y7 – 8)

Use the [Respect Matters teaching guide](#) from the eSafety Commissioner to teach learners about upstanding, bystanding and respectful online behaviour.

For classrooms: print out this [poster on supporting each other while gaming](#).

For teachers/parents: Share these steps on reporting cyberbullying from Dolly's Dream and display the [poster](#) in your classroom.



Compulsion

The lessons in this risk area encourage learners to find a healthy balance between their digital engagement and offline activities. Learners are taught to manage screen time, recognise signs of digital fatigue, and practice self-regulation, ensuring their relationship with technology supports their overall wellbeing and fosters positive social interactions both online and offline.

For early primary (F – Y2)

You can either [join us for our virtual storytime](#) or run our recommended Compulsion lesson. In this roleplay lesson, learners will create and act out scenes to explore how certain patterns of technology usage can affect their feelings and emotions, particularly in response to device overuse. This lesson aims to help learners develop more mindful online habits. [Emotion detectives: Roleplay to explore technology and emotion | eSmart Academy](#)

For mid primary (Y3 – 4)

In this roleplay lesson, learners will create and act out scenes to explore how certain patterns of technology usage can affect their feelings and emotions. By understanding how technology impacts their wellbeing and feelings, learners will begin to recognise the physical and emotional signs of device overuse and learn the skills necessary to develop more mindful online habits. [Emotion Detectives: Regulating Online Feelings | eSmart Academy](#)

For upper primary (Y5 – 6)

Created in partnership with UNICEF. In this reflection lesson, learners will think about how the online content that they consume and engage with may affect their feelings and wellbeing. They will look at what online content makes them feel good – those that ‘fill their bucket’ – and the content that may detract from their sense of wellbeing. [What fills your bucket? Mindful media consumption | eSmart Academy](#)

For early secondary (Y7 – 8)

Ask students to visit the eSafety Commissioner’s page on balancing time online and answer the following questions: [Balancing your time online | eSafety Commissioner](#)

- What is the name of the ‘feel-good’ addictive hormone released when online?
- Why is it important to balance your time online? What are the impacts if you don’t?
- How do you know when your time online becomes imbalanced?
- What are three strategies you can implement to ensure your time is balanced online?
- Class reflection: do you think people spend an appropriate amount of time alone? Why/why not? What makes finding a balance online difficult? How might we overcome this?

For teachers: Create an online tech agreement with your class using these [printable posters](#).

For parents: [Six ways to build healthy screen habits for your child](#).

Join us for virtual storytime!

[Register your spot >](#)

Join us for our Story Time Webinars, where our eSmart Schools Advisors will share some of their favourite stories exploring key themes of online safety. In addition, teachers will receive follow-up activities ahead of the session, designed to reinforce the important lessons from each story and support ongoing learning in the classroom.

Times and Dates



Foundation

Tuesday 1st April 12.00 pm (AEDT), and for Western Australians 9.00 am (AWST)
2.15 pm (AEDT), and for Western Australians 11.15 am (AWST)

Grade 1 - 2

Wednesday 2nd April 12.00 pm (AEDT), and for Western Australians 9.00 am (AWST)
2.15 pm (AEDT), and for Western Australians 11.15 am (AWST)

Grade 3 - 4

Thursday 3rd April 12.00 pm (AEDT), and for Western Australians 9.00 am (AWST)
2.15 pm (AEDT), and for Western Australians 11.15 am (AWST)

Foundation: The Fabulous Friend Machine

The Fabulous Friend Machine by Nick Bland is a delightful and cautionary tale about Popcorn, the friendliest chicken at Fiddlesticks Farm. This charming story, with its vibrant illustrations and engaging narrative is perfect for young readers and serves as a gentle introduction to the concepts of online safety and the importance of staying connected to those around us.



Grades 1-2: Raymond the Raccoon Misses His Friends

This fun and interactive webinar features the story "Raymond the Raccoon Misses His Friends," where students will learn about the importance of balance and consider the off-screen activities they enjoy. Through engaging discussions and activities, children will learn how excessive screen time affects their bodies and well-being and they will learn strategies to assist them in balance their screen time.



Grades 3-4: The Technology Tail

This story teaches children the importance of kindness and responsibility in their digital interactions, emphasising that everything they post online creates a permanent digital footprint. It also includes tips for teachers to guide children in navigating the digital world responsibly.



Other ways to **Be Heard. Be eSmart.**



This National eSmart Week, we are ensuring that students have the opportunity to **Be Heard. Be eSmart.** all year. We have a few exciting opportunities coming up! If you would like to know how your students can get involved, please reach out to us at esmart@amf.org.au.

Podcast

We are launching our first eSmart podcast lesson plan on the [eSmart website](#). To celebrate, we have launched our National eSmart Week podcast with segments from students across the country. Make sure you have [registered for National eSmart Week](#) to have the eSmart podcast sent to your inbox.

Student advocacy

There has been a lot of discussion around how young people use online spaces. To ensure their voices are embedded in those discussions we are launching a student advocacy project for students in early secondary school. If you would like to nominate a cohort of students from your school, please reach to us at esmart@amf.org.au.



Contact Us

eSmart.org.au

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