

# Be an eSafe kid:

## Online boundaries - It's OK to say 'no'



Students can use these scenarios and practise how to respond to difficult situations.

Learning to negotiate and resolve conflict are skills that are listed in the Australian Curriculum under 'Personal and Social Capability'. Developing the ability to communicate clearly in a difficult situation is important, whether the person is a friend or a stranger.

This activity will help to build student confidence. It will teach students about dealing with online conflict and how to respond when someone crosses their boundaries

The scenarios encourage students to think about:

- the feelings that arise when they say 'no'
- how to build the skills needed to refuse permission or consent
- the different ways of asking for permission
- how to respect another person's response or answer.

Each lesson or activity can stand-alone or be included in a comprehensive online safety program. You can also read the [Student voice survey](#) (Years 4 to 6) for an insight into student perspectives before you begin lesson planning.

**You can tailor these scenarios according to your students' level of understanding. Alternatively, ask the class to create their own situations.**

### Scenario one

A friend asks to borrow your password so they can play Fortnite or another game. You do not want to share your password.

- How does this make you feel?
- Why do you feel this way?
- What do you think will happen if you say 'no'?

**Activity:** Create a script you could use to practise saying 'no' with a friend. Do you feel more comfortable saying 'no' after doing this activity?

### Scenario two

Your teacher asks you to give them your passwords and login details, so they can keep them safe for you. Discuss with the class how you would feel accepting or refusing your teacher's offer.

- How do you feel about giving your details to your teacher?
- What things could you say or do?

### Scenario three

You are playing online with friends and a random person asks to join.

- Do you let them? Why or why not?
- What if they are a friend of a friend? Does this make a difference? Why or why not?
- How do you feel when others want to let them join, but you do not?

**Activity:** Use this scenario to create a list of guidelines for everyone to sign when they are playing online together.

### Scenario four

Your mum, dad or carer has posted a photo of you on Facebook. Your friend takes a screen shot and alters it, making fun of you. Then your friend reposts it without your permission.

- How do you feel?
- What can you do?
- How would it be different if they asked your permission before they did this?

**Activity:** Think about ways you could respond.

Use the following prompts to write a script and then practise with a friend:

1. You tell your friend you don't like what they did and ask them to fix it.
2. You ask your mum, dad or carer to get your consent before they post your photo.
3. You ask your mum, dad or carer to help you work out what to say to your friend.

### Scenario five

You are playing Pokémon Go and the app asks to access the location settings on your phone.

- What would you do?
- Why?
- What are the consequences of this?

### Scenario six

You have been chatting to someone online and they ask you to send your photo to them.

- How does this make you feel?
- What do you need to do or consider when you get a request like this?
- Would it make a difference if you knew the person or not? How? Why?

**Activity:** Create responses that you could use in this situation, depending on who the person is. For example, a friend, family member or a stranger.

Practise with a friend and see which response you feel most comfortable using.

### Scenario seven

A photo is posted of your friend in their swimmers. You know your friend does not want their image posted or shared, but others are pressuring you to like, comment and share the photo.

- How does this make you feel?
- How do you think your friend feels?
- What do you need to do or consider?

**Activity:** Create a list of things you could say in this situation. Practise saying them with a friend and see which one you feel most comfortable using.

### Scenario eight

You have sent a picture of yourself to your friend and they put it on Facebook. You do not want this.

- How does this make you feel?
- How do you think your friend feels?
- What do you need to do or consider?

#### Activity:

Create a script you could use to practise:

- telling your friend how it made you feel and asking them to fix it
- telling your friend to ask for your consent before they post your photo.

### Scenario nine

You want to join your friends on a website platform. You need to give your name, phone number and home address to join.

- What will you do?
- Why?
- What might happen if you share this information?

### Scenario ten

You have been talking to someone online for a few months and consider them to be a friend. They seem really nice and you have loads in common with them. They have sent you a photo of themselves and now want a photo of you.

- How does this make you feel?
- Why do you feel this way?
- What do you think might happen if you say 'no'?
- What do you need to do or consider?

**Activity:** Create some responses that you could use in this situation. Practise saying them with a friend and see which one you feel most comfortable using.

### Scenario eleven

You ask to borrow a friend's password to play Roblox or another game, but they say 'no'

- How does this make you feel?
- Why do you feel like that?