

## Ways to say “no”: A roleplay lesson



This lesson can take up to 45 minutes. It can be broken down into smaller lessons, or extended if required.

Ages 4-6

The lesson has been designed for learners aged 4-6. The “checkpoints” offer differentiation strategies to scale learning as required.

### About this lesson

- Overview	pg 2
- Learning intentions & success criteria	pg 2
Educator lesson notes	pg 3
Lesson instructions	pg 4
Resources	pg 6
Aligned curriculum	pg 13

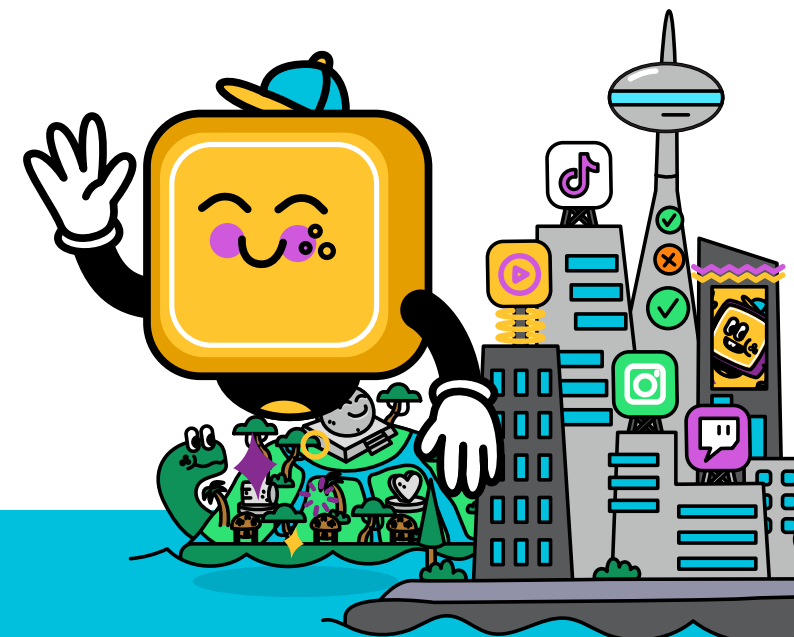


## This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program  
[be.esmart.org.au/dl/overview](https://be.esmart.org.au/dl/overview)



## Overview

In this lesson, learners will learn the important skill of saying "no" online in a strong and respectful way. Through discussion and roleplay, they will practice how to establish boundaries by recognising the importance of saying no in problematic online scenarios. This lesson is particularly well-suited for young learners who participate in online games.

Empowering learners to confidently navigate online interactions will not only help them stay safe while playing games, chatting, or browsing, but also instill a sense of respect for themselves and others in all digital communications.

## Setup

- ☐ Project the lesson slides onto a central screen. These can be found in this lesson plan pack, or downloaded as a PowerPoint in the Resources section of the lesson page.
- ☐ A space that is big enough for small groups/pairs to play.
- ☐ (Optional) Provide a digital version of the presentation for learners using assistive technology.
- ☐ (Optional) Drawing materials/playdough or communication boards for learners who require alternative means of expression.
- ☐ (Optional) A quiet space for students who may feel overwhelmed by loud noises or crowds, which may occur during group play.

## Learning intentions & success criteria

### Learners will:

- Learn when to say "no" online.
- Practise saying "no" in strong and respectful ways in response to online scenarios.

These intentions are evidenced when learners can:

- ☐ Identify at least one online situation when it is best to say "no", either to themselves or others.
- ☐ Explain how saying "no" can keep them safe in at least one online situation.

### Educators will:

- Deepen their understanding of the significance of teaching young learners how to establish and communicate boundaries effectively in online environments.
- Learn strategies to empower learners to navigate online interactions confidently, fostering a culture of respect and safety in digital communications.

These intentions are evidenced when educators can:

- ☐ Successfully lead discussions that help students recognise when and why it's important to say "no" online.
- ☐ Assist students in identifying at least one online scenario where saying "no" is necessary, ensuring they understand the context and importance of their response.

## Knowledge to guide discussion: Saying “no” in online situations.

### The lesson: Key messages

- Saying “no” is a powerful way to stay safe online.
- There are many ways to say “no”. For example: politely (“no thank you”), with a reason, or firmly (“no”).
- We must respect ourselves by saying “no” when needed and listen to others when they say “no”.

### The importance of teaching “no” to young learners

Teaching young learners to say “no” is essential for their safety, empowerment, and development of healthy relationships. Saying “no” helps children assert their boundaries when they feel uncomfortable or unsafe, whether in online or offline interactions.

This skill builds their confidence and autonomy, enabling them to navigate social situations effectively. In online spaces, it protects them from inappropriate requests and potential dangers. Understanding the concept of consent through the ability to say “no” lays the groundwork for future healthy relationships. Overall, empowering children to say “no” is a vital step in promoting their wellbeing and resilience.

### Answer key: Introduction and main activity

**The answer to all scenarios provided in this pack is “no”.**

Validate answers that say “no” due to:

- Protecting personal information from threats and/or misuse.
- Prioritising mental and physical wellbeing (i.e. needing rest).
- Avoiding unwanted interactions and preventing harassment.
- Encouraging healthy relationships by saying “no” to peer pressure.
- Respecting their own feelings and choices, and their right to set boundaries.

### Five rules for a confident “no”

#### Rule 1: “No” is enough

Learners should know that saying “no” doesn’t need an explanation. It is a complete answer that deserves respect. For example, if someone asks for personal info online, they can simply say, “No, I’m not sharing that”.

#### Rule 2: Respect others’ “no”

It’s important to respect when someone else says “no”, whether in play or conversation. This helps create a safe environment. For instance, if a friend doesn’t want to join a group chat, they should not be pressured to do so.

#### Rule 3: Safety first

Safety is the top priority online and offline. Learners should feel free to say “no” if they feel uncomfortable or unsafe. For example, if a stranger asks to meet up, they should say “no” to protect themselves.

#### Rule 4: Trust your feelings

Learners should listen to their instincts when something feels wrong. For example, if they see a suspicious message, they should not reply to it and tell a trusted adult for help.

#### Rule 5: Share concerns

Sharing experiences and concerns with others provides support and validation. It helps reinforce their right to say “no”. For example, if they find a suspicious link, they should tell an adult for safety.

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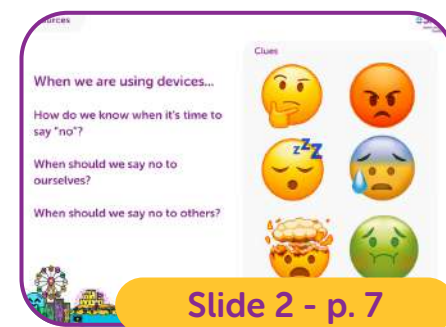
## Introduce the lesson

### Discussion: Should we say "yes" or "no"?

- Using Slide 1, discuss if it would be appropriate to say "yes" or "no", and explain why.
  - All answers are "no".
  - Explanation: It's important to say "no" when we feel uncomfortable, unsafe, or when something could hurt us or others.



Slide 1 - p. 6



Slide 2 - p. 7

### Create a list: How we know to say "no"?

- What tells us when to say "no"? Create a class list of signals.
  - Prompts are provided on Slide 2.
  - Discuss signs, bodily sensations or feelings like worry or anxiety.

### Checkpoint: Make it work for everyone

#### Differentiate the lesson by assessing the discussion.

Modify instruction as appropriate, based on whether learners can:

- Identify that "no" is the appropriate response to the scenarios.
- Relate to the use of devices presented in the scenarios.

#### Options:

- Relate the idea of saying "no" to offline experiences, for instance in the playground.
- Customise the online scenarios to reflect diverse experiences.
- Pair students with different abilities together to provide support and encouragement.
- Run the next activity as a guided discussion before moving on to roleplay.

2

## Main activity

Note: students can record their performances on tablets to play back to the class, rather than performing live.

### Assign scenarios, or have learners create their own.

- Split into small groups/pairs.
- Give each group/pair a scenario (Slides 3-4).

### 10 minutes: Develop the scenario.

- Come up with a story around the scenario that demonstrates how they would say "no" in the situation and why.

### Invite volunteers to perform (or discuss).

- After each scenario, discuss how saying "no" was handled.
  - Use the "Five rules" tips in the Educator lesson notes to help guide discussion.

### Checkpoint: Check understanding

#### Observe activity participation. Modify instruction if learners struggle to:

- Stay on task; too much free play, or completely off topic.
- Identify or explain why saying "no" is important in the scenario offered.

#### Options:

- Bring the class together. Choose a scenario and discuss why saying "no" is important, before they continue working.
- Model a short example of saying "no" in a related scenario to provide a concrete reference.



Slide 3 - p. 8



Slide 4 - p. 9



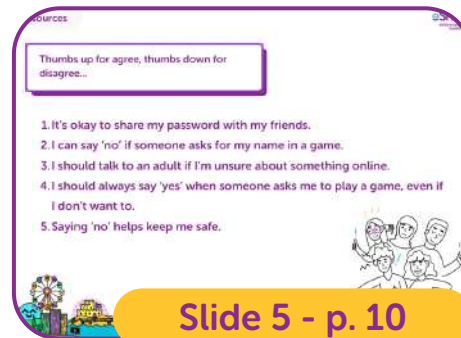
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## Exit pass

### In-class discussion.

#### Discussion: Thumbs up for "agree", thumbs down for "disagree".

- Read the statements on Slide 5.
  - Invite volunteers to explain why they agree or disagree, and why. Discuss as a group.
- If some learners struggle with the concepts, consider a breakout group to work on the "Top-up" activity on Slide 6.



Slide 5 - p. 10

### Checkpoint: Learning intentions & success criteria

#### Assess the "Exit pass" to ensure learners have met the following success criteria:

- Identify at least one online situation when it is best to say "no", either to themselves or others.
- Explain how saying "no" can keep them safe in at least one online situation.

#### Next steps:

If some learners didn't meet the criteria, do the "Top-up" activity in the following section. Discussion about the lesson's themes can be continued at home by setting the extension task as homework.

#### Important Note:

If this lesson is part of the eSmart Digital Licence, you'll need to ensure that all learners have met the success criteria before accessing the Digital Licences.

4

## (Optional) Top-up or extend the lesson

### Top-up the lesson

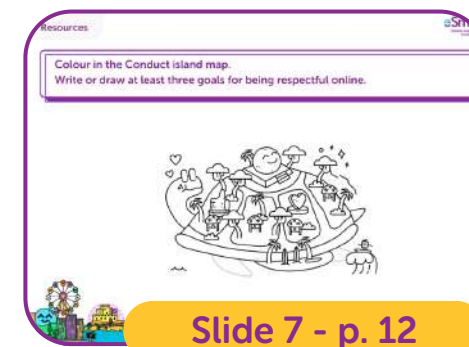
For learners who need more help meeting the learning intentions & success criteria.



Slide 6 - p. 11

### Extend the lesson

For learners who have met the learning intentions & success criteria, and need a bit more of a challenge.

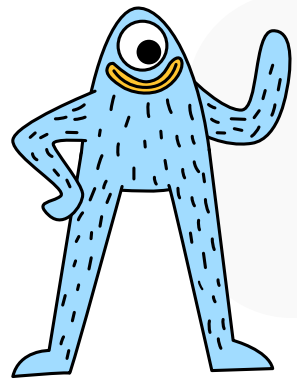


Slide 7 - p. 12

Using Slide 6, Present two examples of saying "no" in response to an online scenario. Discuss which response is better and why. Explain that the first response is better because it is clear, confident, and directly states that sharing the address is unsafe. The second response is uncertain and might encourage the stranger to keep asking. Check understanding by returning to one of the scenarios in the main activity ask for an explanation why "no" would be really important.

In class or at home, ask learners to colour in the Conduct Island map provided on Slide 7. Around it, they should write or draw three things they will say "no" to when using technology. Families, carers, or trusted adults can add their ideas. For example, they might write, "I say "no" to too much screen time!"

Conduct Island is part of the eSmart Digital Licence quest. If your class is not already on the quest and would like to explore other islands, please visit [be.esmart.org.au/dl/overview](http://be.esmart.org.au/dl/overview).



**Is it best to say "yes" or "no"?**  
What should we say? Why?



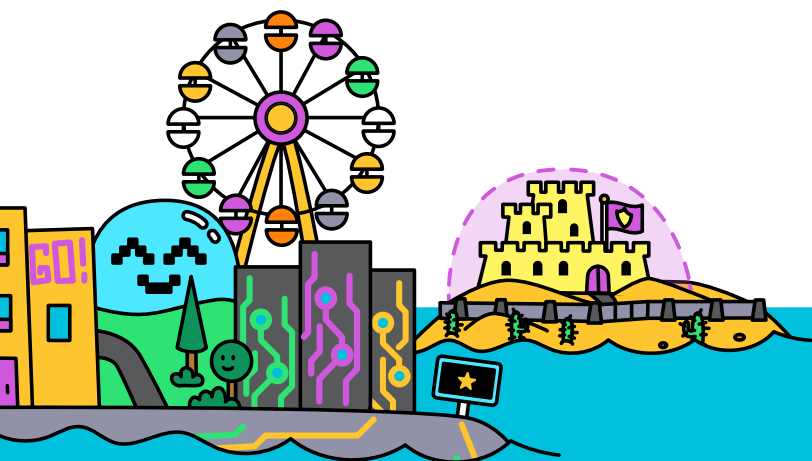
A friend asks you to play a new game, but you are sure an adult would say no.



Someone from a game you play wants to meet up at a park. You haven't met before in real life.



A person you don't know sends a message asking what school you go to.



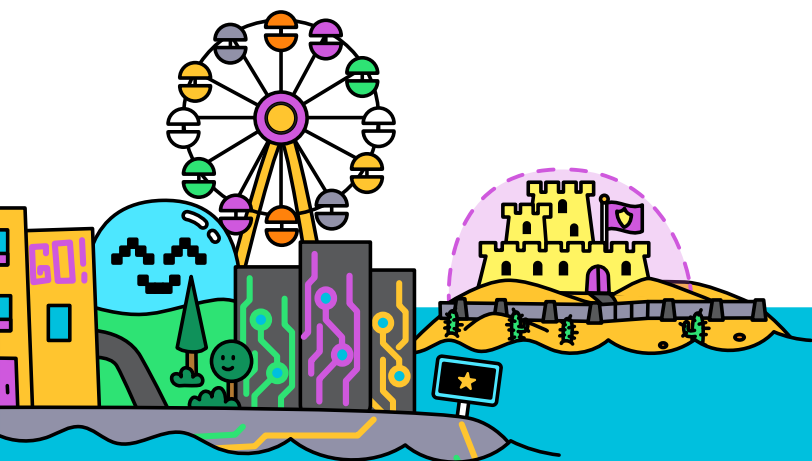
When we are using devices...

How do we know when it's time to say "no"?

When should we say "no" to ourselves?

When should we say "no" to others?

### Clues



## Scenario 1



**Someone gets a message in a game from a person they don't know.**

## Scenario 2

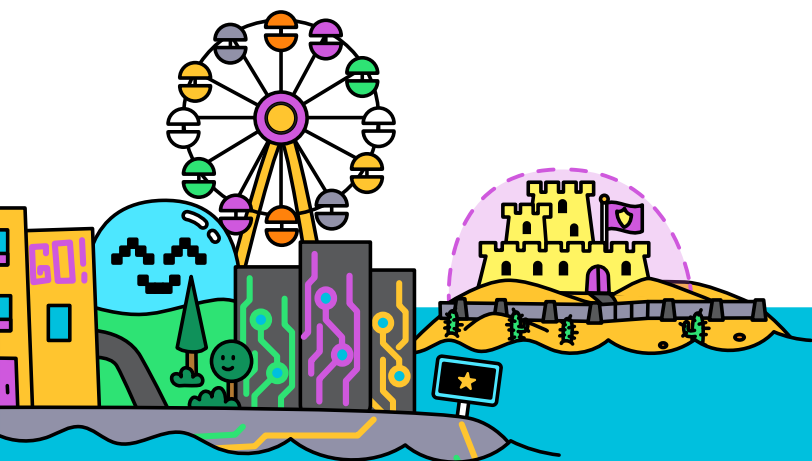


**A stranger asks someone to share their personal information, like their address or phone number.**

## Scenario 3



**An ad pops up in the middle of a game, showing a special game bundle that costs less money.**





## Scenario 4



**A friend asks  
someone to tell  
them their username  
and password for a  
game.**

## Scenario 5

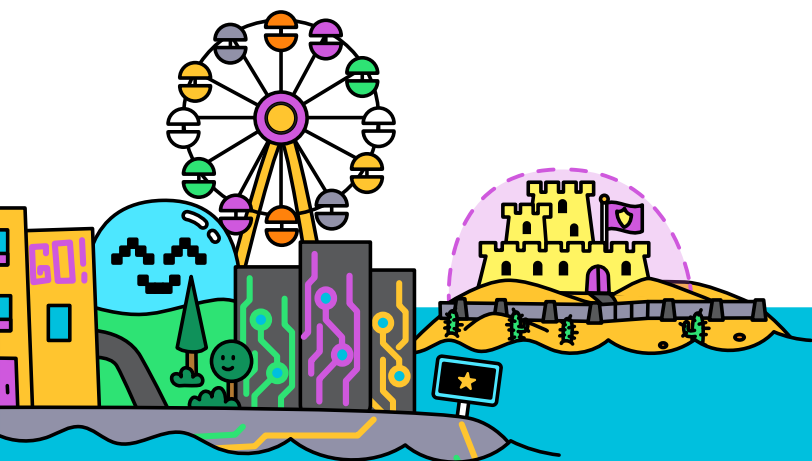


**Someone has to tell  
themselves "no"  
when they want to  
keep playing but they  
are very tired.**

## Scenario 6

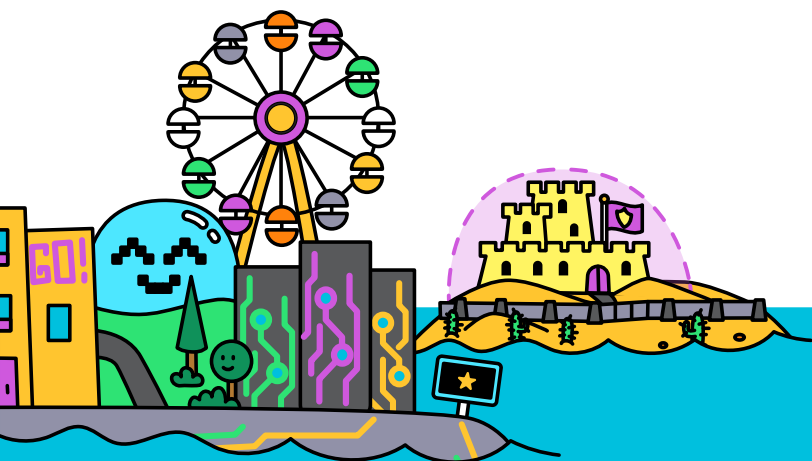


**Someone asks their  
friend to watch a  
scary movie, but  
the friend doesn't  
want to.**



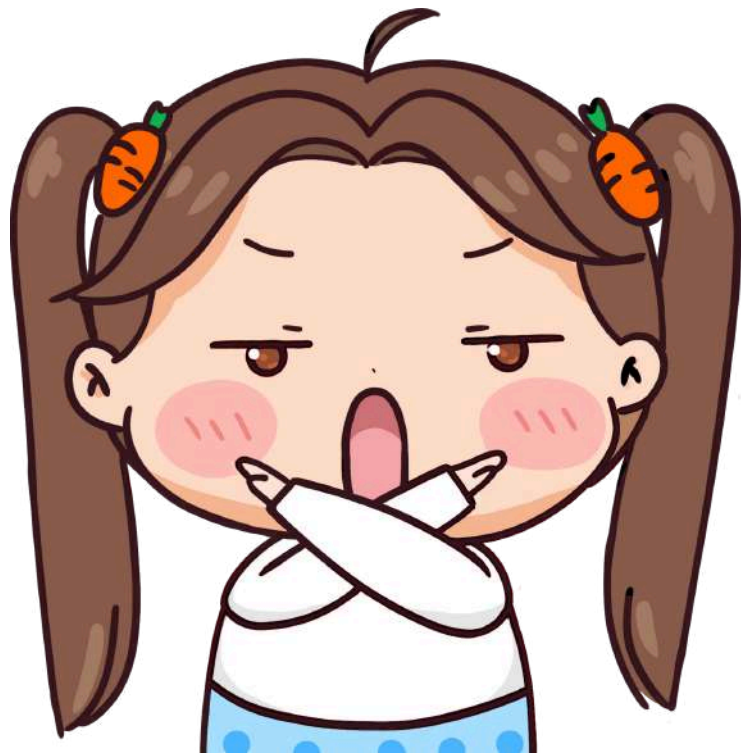
Thumbs up for agree, thumbs down for disagree...

1. It's okay to share my password with my friends.
2. I can say "no" if someone asks for my name in a game.
3. I should talk to an adult if I'm unsure about something online.
4. I should always say "yes" when someone asks me to play a game, even if I don't want to.
5. Saying "no" helps keep me safe.

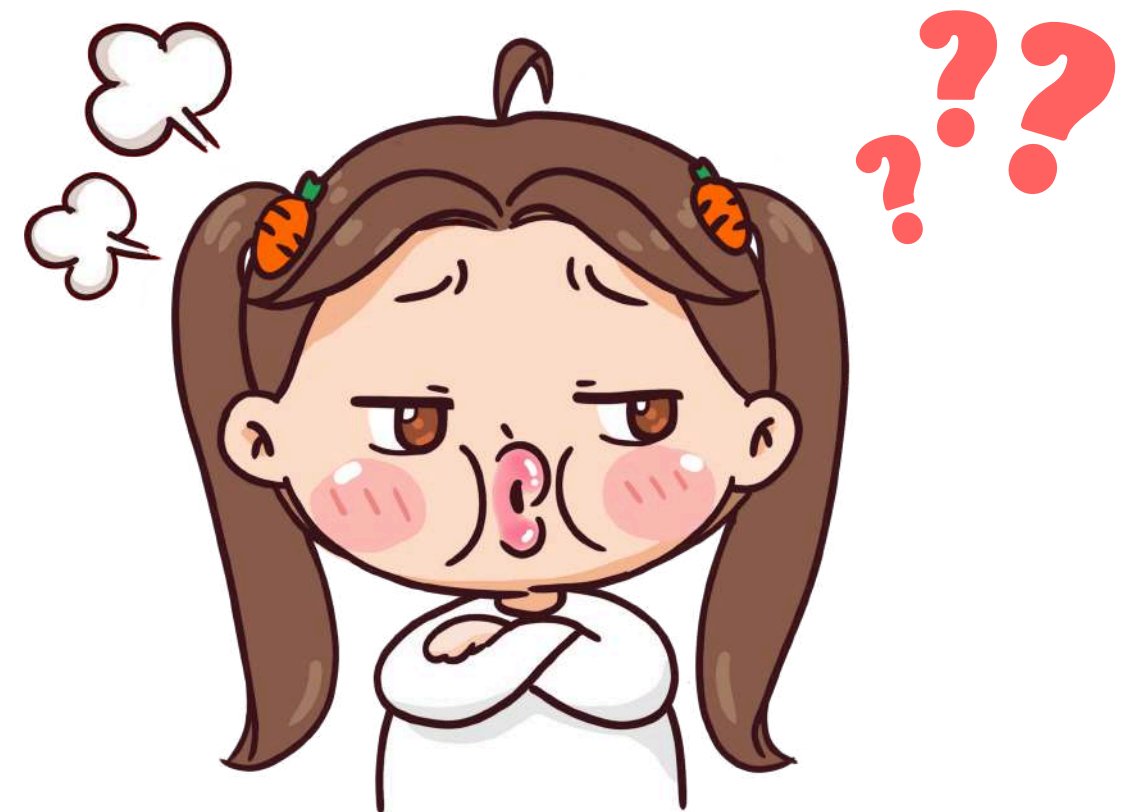


Here are two examples of someone trying to say "no" to a stranger asking for their address.

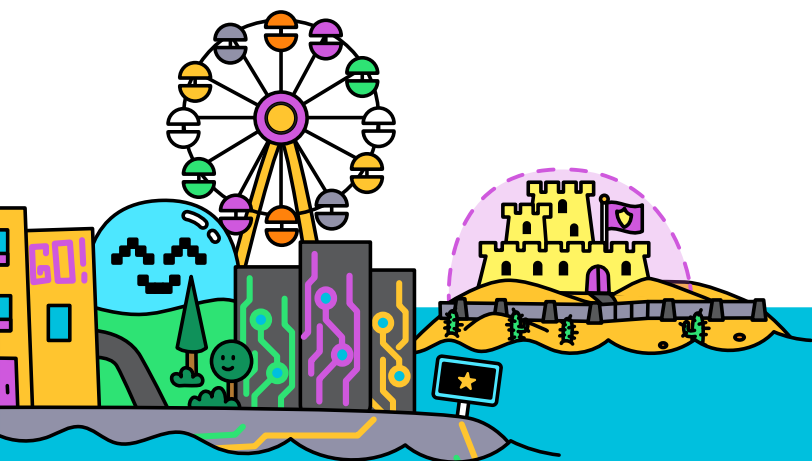
Circle the "no" that you think is the best and strongest.



"No, I'm not sharing my address with you. It's not safe."

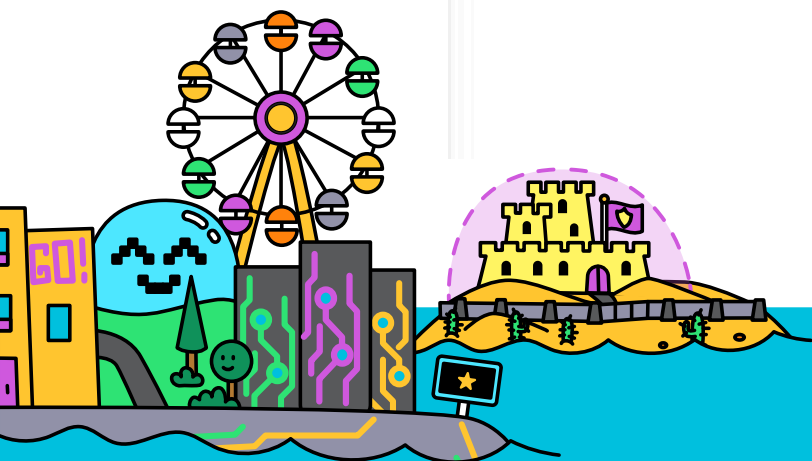


"Um, I don't think I should share my address with you... maybe I can tell you the area..."



## Colour in the Conduct Island map.

**Around it, write or draw three things that you will say “no” to when using devices.**





## Australian Curriculum (Version 9.0)



Personal & Social Capabilities

Drama

Health & Physical Education

### Foundation: Personal and Social Capability Empathy:

- Level 1: Demonstrate an awareness of the needs, emotions, cultures and backgrounds of others.

### Foundation: Health and Physical Education

- AC9HPFP02: Practise personal and social skills to interact respectfully with others.
- AC9HPFP04: Explore how to seek, give or deny permission respectfully when sharing possessions or personal space.

### Foundation: Drama

- AC9ADRFD01: Use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas.
- AC9ADRFC01: Create art works that communicate ideas.
- AC9ADRFP01: Share their art works with audiences.
- 

### Year One: Personal and Social Capability Relational Awareness:

- Level 2: Describe ways they can initiate and develop relationships, including identifying how others may feel in a range of contexts.

### Year One: Health and Physical Education

- AC9HP2P02: Identify and explore skills and strategies to develop respectful relationships.
- AC9HP2P03: Identify how different situations influence emotional responses.
- AC9HP2P04: Practise strategies they can use when they need to seek, give or deny permission respectfully.

### Year One: Drama

- AC9ADR2D01: Use the elements of drama and imagination in dramatic play and/or process drama.
- AC9ADR2C01: Create and co-create fictional situations based on imagination and/or experience.
- AC9ADR2P01: Share their drama in informal settings.

## My Time, Our Place



### Outcome 2: Children are connected with and contribute to their world.

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

This is evident when children:

- Communicate and demonstrate an understanding that they are a part of a world that shares and communicates using digital technologies.
- Demonstrate an ability to share and respect others' use of digital technologies.

## CASEL Framework



### Relationship skills:

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.