

CELL PHONE LESSON PLAN

Subject/Topic/Grade

Comprehensive Health and Sex Education, Consent, High School (can be modified for other grades)

Lesson Goal

To give students an opportunity to practice consent skills in a low-risk scenario with trauma-informed guidance.

Learning Objectives

By the end of the lesson, SWBAT:

- Demonstrate, asking for and giving consent.
- Reflect on how feelings and attitudes affect giving and receiving consent, and not receiving consent.

Materials

- Printed Consent Activity sheets
- Cell phone(s)
- Exit slips (google forms)
- Journal log (optional)

Standards

NHES:

Communication 4.12.4
Practices & Behaviors 7.12.4
Analyze Influences 2.12.1

NSES:

Consent &
Healthy Relationships
CHR.10.SM.1

Lesson Overview

During this lesson, students will engage in a variety of activities about consent for sexual activity. As a lesson within a consent series, it gives students a chance to practice consent communication. Students will also participate in a discussion about their experiences with the process and analyze their feelings during the rejection of consent. Other lessons in the series include discussions of verbal vs non-verbal consent, responding to no's, and managing feelings of disappointment, rejection, etc.

Procedure:

- Explain to students that you will be asking them to practice consent giving, receiving, denying, and responding using their cellphones.
- Students should pair up and work together for this activity. Ask students to take their cellphones out for the activity, but to keep them on silent. Be mindful that there may be students who do not have cell phones, or are unable to use them for another reason, like the battery being low. In these cases, ensure that students are paired with another student who does have a phone or are in a group of three. A good way to make sure students don't feel uncomfortable is to say, prior to the activity, "If you don't have a cell phone with you, or yours doesn't work, no problem. Team up with someone who has theirs."
- Once the pairs have been determined, which should take no longer than 2 minutes, hand out the list of activity questions on the board.
- Instruct the students to follow the order of the questions to ask, as they get increasingly personal in nature. Remind students that their partners can say yes or no to each request, and nothing on the list is mandatory. Also, remind them that if they say yes, the task must be done; it is not a pretend activity. Keep in mind that there will be students who do not want to do some of these things on the list; students are allowed to opt-out of questions that they don't feel comfortable asking and they can add questions to the list as well. *Note: See attached questions for students use.

Procedure (cont.):

- Have students work through the consent questions activity for 5-7 minutes. Wander around the classroom to formatively assess for task completion and class behavior. Take note of how students react in positive and negative ways when their partner doesn't give consent. Also, take note of any common non-verbal clues you may see during the activity. These notes will help in the facilitation of the discussion.
- Depending on the dynamics of the class, different students will have different experiences, applications, and concerns about the use of their cell phones. All of this is okay, and will be reflected on in the lesson as well as the next lesson's Socratic discussion.
- Discussion: Facilitated by you, using the Educator Guide as needed, lead the students in a discussion about consent. If the class is struggling or remains un-participatory or anxious/embarrassed in sharing in a larger whole-class discussion, have them discuss their answers with their partners first, then share out with the larger group. You can bring them together at the end, or when it seems that they are 'warmed-up' to the discussion. This may vary from one class group dynamic to another, so make sure to be flexible in how you facilitate this discussion. You may also have the journal about the questions first, then share out.

Assessment Opportunities

Exit Slip:

What did you learn about consent?
So, what does this mean for you?
Now, what will you do in a consent situation(s)?

Performance Assessment:

Peer-to-Peer modeling & checklist
Dialogue Development
Digital Advocacy Project

Adaptations

- Use the Pizza Model instead of cellphones (Al Vernacchio)
 - Show **inspiration video** as an example
 - Add 1-2 lessons about navigating and coping with emotions like disappointment, rejection & embarrassment.
- Allow students to modify for language, so they practice how *they* would actually speak.

Sample Student questions:

- Can I hold your phone?
- Can I take the case off?
- Will you tell me the password? Or Will you open it for me?
- Can I look at your music?
- Can I take a selfie?
- Can I read your text messages?
- Can I look through your pictures/videos?
- Can I post to your TikTok/IG/FB, etc.?
- Can I put my number in your phone?
- Can I text a random person in your phone?
- Can I call your parents or someone in your family?
- Students can add questions to the list

Processing Questions:

- While you were the person asking for consent, what activities did your partner give consent for? How did it make you feel when they said 'yes' to something? How did you feel when they said 'no'?
- Was there a time when your partner said no, but you asked again or begged? Explain how that situation happened. Why did you continue to ask for consent after the first 'no'?
- Were there certain activities that you did not ask consent for? Why?
- While you were the person giving/denying consent, which tasks did you find to be the most 'personal' and how did it feel when your partner started asking to complete these tasks?
- Were there any tasks that you said no to? Explain why you said no.
- Was there ever a time that you felt pressured to say yes to a task? Explain how you felt? How were you pressured?
- Might you have given different answers if you had been paired with someone else in the class? Explain why or why not.
- Think about the entire activity, both when you were asking for consent and giving/denying it. Now, how might this situation relate to consent for sexual activities? What might this look/sound like in a sexual situation? Compare and contrast how you might feel?
- Do you feel like getting consent for sexual activity is important? Why or why not? (try to go beyond legal reasons in your thinking)
- How could you talk about consent for sexual activity with a partner in a positive way?
- How might your feelings and actions about consent be affected by things like desire? Love? Alcohol or drugs?
- When someone does not give consent, how can you respond in a way that respects their boundaries? How can you cope with feelings like rejection, embarrassment, or disappointment?

INSPIRATION & RESOURCES

[Let's talk about sex – and pizza: Al Vernacchio at TED2012](#)

[2 Minutes Will Change the Way You Think About Consent](#)