

LESSON PLAN		Consent (30-45 Minute Lesson)	Date:
<p>NY State ELA Anchor Standard for Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>What Students Should Be Able To Do, Know, Understand, Accomplish At End of Lesson/Goals:</p> <ul style="list-style-type: none"> <li>Define 5 relevant vocabulary words (e.g. consent, informed, coercion, enthusiastic, explicit)</li> <li>Consider the question: How Do I Use My Voice?</li> </ul>			
<p>Teacher Prep:</p> <ul style="list-style-type: none"> <li>Watch Video: <a href="#">Your Body Belongs to You</a></li> <li>Watch Video: <a href="#">Ask. Listen. Respect: A Video about Consent</a></li> <li>Watch Video: <a href="#">Tea Consent</a></li> <li>Presentation should include 5 related vocabulary words/key words</li> </ul>			
<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>Access to <a href="#">Your Body Belongs to You</a> video on Vimeo.com</li> <li>Access to <a href="http://www.teachconsent.org/">http://www.teachconsent.org/</a></li> <li>Access to <a href="#">Tea Consent</a></li> <li>This Lesson Planning Sheet</li> </ul>			
<p><b>Opening:</b></p> <ul style="list-style-type: none"> <li>Inform students that we will be talking about sexual assault and consent in this lesson. Allow students to know that participation isn't mandatory and they can refrain from participating. If anyone would like to refrain from participating, provide an alternative activity for those students.</li> <li>Introduce Nyeesha Williams and read her commentary <ul style="list-style-type: none"> <li><a href="https://www.my-robin.com/our-coaches/nyeesha-d-williams/">https://www.my-robin.com/our-coaches/nyeesha-d-williams/</a></li> <li>"Life isn't an easy road to travel, but it is definitely worth it. I guess for me, it's always when we step inside ourselves that real change happens. Whether it's changing who we are for the better, changing our home, friendship circle, or our community. It begins and is founded solely on our inner superpower." - Coach Nyeesha</li> </ul> </li> <li>Watch <a href="#">Your Body Belongs to You</a> together as class <ul style="list-style-type: none"> <li><a href="https://vimeo.com/486087581">https://vimeo.com/486087581</a> (3 minutes)</li> </ul> </li> </ul>			<p><b>Time:</b> 5 min.</p>
<p><b>Prewriting Prompt:</b></p> <p>Ask students to spend 5 minutes answering the following questions:</p> <ul style="list-style-type: none"> <li>What do you think about when you hear the word "consent"?</li> <li>How would you explain consent to someone who doesn't know what it is?</li> <li>How do you know you have consent?</li> </ul>			<p>5 min.</p>

<p><b><u>Group Discussion:</u></b></p> <ul style="list-style-type: none"> <li>• Watch Video: <a href="#">Ask. Listen. Respect: A Video about Consent</a> together as a class (1 minute)</li> <li>• Ask students to name the examples of consent seen in the video             <ul style="list-style-type: none"> <li>▪ Answers: "Can I come over?", "Want to shoot some hoops?", "Do you want to play?", "Do you want to see a movie?", "You want to kiss?"</li> </ul> </li> <li>• How did each person in the video respond when the other said "no"?</li> <li>• In this video, the teens ask direct questions to see what the other person wants to do. How do you ask for consent with your friends? What do these conversations look like and sound like in your life?</li> </ul>	<p>5-10 min.</p>
<p><b><u>Small Group Activity:</u></b> (Optional): Watch <a href="#">Tea Consent</a> (3 mins)</p> <p>Define consent as:</p> <ul style="list-style-type: none"> <li>• A clear and enthusiastic "yes".</li> <li>• An active, voluntary, and verbal agreement.</li> <li>• A process and a conversation.</li> <li>• Something that can be withdrawn at any time.</li> </ul> <p>Divide students into pairs to practice giving and withdrawing consent. One student asks their partner to do something, the partner gives consent, and the student responds appropriately. Switch roles, then switch back. Make sure each student has the opportunity to practice saying "yes," "no," and giving an ambiguous answer. Then regroup to discuss as a class.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• How did doing this activity make you feel?</li> <li>• Were any parts easier than others?</li> <li>• Why do you think that is?</li> </ul>	<p>10-15 min.</p>
<p><b><u>Closing/Exit Ticket:</u></b></p> <p>Have students write a few paragraphs reflecting on the following questions:</p> <ul style="list-style-type: none"> <li>• Have you ever felt pressured into doing something you didn't want to do?</li> <li>• How did that make you feel?</li> <li>• How would you handle the situation differently if it came up again?</li> </ul>	<p>5-10 min.</p>