

SECTION 3: Teaching and learning activities



YEARS 9 AND 10

Activity 6: Porn

LEARNING INTENTIONS: After completing the activities students will:

- Know the social, emotional and legal implications of pornography and sharing explicit photos
- Understand the risks associated with pornography and sharing explicit photos with others
- Be able to identify the impact that pornography can have on ourselves and others (both now and in the future)

CURRICULUM LINKS:

Australian/ Victorian Curriculum

Achievement standard elements

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations

Students apply decision-making and problem solving skills when taking action to enhance their own and others' health, safety and wellbeing

NSW Curriculum

Stage 5 Outcomes

PD5-3

Analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-6

Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-9

Assesses and applies self-management skills to effectively manage complex situations

PD5-10

Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

Australian/ Victorian Curriculum	NSW Curriculum
<p>Content descriptions</p> <ul style="list-style-type: none"> • Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092/VCHPEP147) • Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095/VCHPEP148) • Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096/VCHPEP149) 	<p>Content</p> <ul style="list-style-type: none"> • Investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships • Practise and evaluate their ability to use interpersonal skills to develop and maintain respectful and inclusive relationships, e.g. informed consent, conflict resolution, seeking help, providing feedback, asserting a stance on an issue • Plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091) • Practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, e.g. sexual relationships • Propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, e.g. drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use • Demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, e.g. posting offensive material online, bullying, harassment • Analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092) • Explore external influences on sexuality and sexual health behaviours and recognise the impact these can have on their own and others' health, safety and wellbeing

ACTIVITY DESCRIPTION



Teacher note: *It is important to tailor these activities to suit the context of your individual school setting. You may need to include discussion around the influence that cultural and religious beliefs can have on levels of intimacy and attitudes towards sexual intercourse and contraception.*

Introducing the concept



GALLERY WALK: WHAT IS PORN?

Have five A3 pieces of paper around the room with the following questions on each one:

1. What is porn?
2. How do you think it is an issue in our society?
3. What messages do you think porn sends to people?
4. Where are some places that people might see sexual images?
5. What is 'revenge porn'?

Have students write words or phrases that convey their thoughts on the questions above.

BLIND VOTE PRE-ASSESSMENT ACTIVITY.

Students are going to be doing a blind vote activity, where they will respond to a number of statements without knowing how other students are responding.

Students are to close their eyes with heads down on the desk so that they do not know how others are voting.

Tip: An alternative option could be to use Plicker cards to maintain anonymous responses



Watch the Talk Revolution video:

Consent - how to give and gain consent and how to say no in different ways (SXT090910)



Read the following statements aloud and ask students to raise one hand and make a fist if their response is 'NO', OR a thumbs up if their response is 'YES'.

1. Do you think it is dangerous to send an explicit picture of yourself to another person?
2. Do you think it is OK to show an explicit photo of your boyfriend or girlfriend to another person?
3. Do you think it is OK to share an explicit image of someone else if it has been shared with you?
4. Do you think engaging with pornography is common among your friends?
5. Do you think pornography has an impact on how people act in their relationships?
6. Have you ever been exposed to pornography?
7. Do you see evidence of pornography in our society?
8. Do you think it is expected that young people engage with pornography?

Record the number of 'yes' and 'no' responses for later reference.

PORNOGRAPHY STICKY-NOTE-SLAM:

Provide students with **three** sticky-notes.

On the whiteboard, write –

'Pornography is...'

Students are to write one word on each sticky-note that represents their understanding of pornography and then place them on the board under the statement, 'Pornography is...'

Go through the notes and see if the class can categorise them into similar themes (attitudes, impacts, practices, differences, similarities, etc).

Extension – Have some students try to come up with a definition of pornography.





Watch the Talk Revolution video:

Porn - Sex vs love. Real vs internet. Power and disrespect (SXT100910)

As a class discuss thoughts, comments, ideas and answer any questions

'PORN-WORLD' VS 'REAL-WORLD':

Divide the class into four groups. Give each group a set of the category cards (Porn-world; Real-World; 'Both'; 'Neither') and 'Porn-world' vs 'Real-world' statement cards (**Appendix A**).

Note for teachers:

- ▶ 'Porn-world' – the world created by pornography, ie. what messages, imagery and behaviours porn portrays
- ▶ 'Real-world' – the world we see around us in real life, ie. home, schools, workplace
- ▶ 'Media-world' – the world we see in films, television, advertising

Students are to read through the statements in their groups, reading one card at a time. Discuss each statement and place it in the category they think it belongs in. Share with the class where they put the statements and why.



Teacher note: *This activity is aimed at highlighting many of the unrealistic and harmful messages that can be conveyed through pornography and to emphasise the ways in which these differ from respectful and intimate relationships.*



Discuss the following questions to encourage students to think critically about 'porn-world' vs 'real-world'.

1. Look at the statements under 'porn-world'. How respectful does 'porn-world' seem? Does it seem like a power relationship where one person has control over another? Is this control part of a healthy relationships? Why? Why not?
2. What sorts of risks are there to young people if they are learning about sex from pornography?
3. What are the messages that pornography portrays? How can these messages be harmful to you and others (both now and in the future)?
4. Are there any other statements that you would like to include and discuss?



Note to teacher:

*In this era of new and accessible technology, young people are very likely to be exposed to pornography. Exposure may be accidental or deliberate.
(Flood 2010, Fleming et al. 2006)*

*Porn is shaping social and sexual interactions and expectations. A young person's capacity to critique the messages in porn does not automatically equip them with the skills to make choices to reject pornography's negative influence. In a culture in which the consumption of 'hardcore' porn is normalised and is playing a role in shaping young people's concepts of sex and gender, it can be difficult to imagine – and to choose – something healthier
(Crabbe & Corlett 2013 forthcoming)*



'WHAT'S THE END, YOU DECIDE...':

Divide the class into groups of three and give them a scenario (**Appendix B**). In their groups, students are to read the scenario together and discuss possible endings to the story. Students are then to present to the class:

- The endings to the stories that the main character can make
- The risks associated with each choice
- The benefits of each choice
- What advice you would give to the main characters

'IS THERE EVER 'GOOD PORN?' PITCH:

In the same groups, have students create a set of criteria for 'good porn'. It must meet the following:

- It is something that parents would not object to and feel it is safe for their teenagers to access
- Secondary teachers would feel safe teaching and discussing it in class
- Production companies could still make money from it

Students are then to present their pitch to the class.

Discuss the following questions:

1. Was there a successful 'new porn' alternative?
2. Is there ever 'good porn'?
3. Why is pornography harmful?



Note to teacher:



Pornography often objectifies women, and sometimes men too! It presents a fake, unreal, enhanced or 'abnormal' sexual relationship as well as an unrealistic perception of female/male bodies. It is often lacking respectful communication and consent within sexual relationships.



Watch the following YouTube clip - 'What does pornography do to your brain?'
https://www.youtube.com/watch?v=N_OXZhPugKc



RESEARCH PROJECT:

Research the following questions:

1. What laws are there about pornography?
2. What laws are there about creating, distributing and having it in your possession?
3. At what age are you allowed to purchase and view pornography?
4. Research the effects that pornography has on the brain. Explain the implications of this on future relationships?
5. But... there is help if pornography is an issue... where can people go to get help for pornography misuse?

Present your findings to the class





Re-read the following statements from the start of the lesson.

Remember to ask students to raise one hand - Make a fist if their response is 'NO' OR a thumbs up if their response is 'YES'.

1. Do you think it is dangerous to send an explicit picture of yourself to your boyfriend or girlfriend?
2. Do you think it is OK to show an explicit photo of your boyfriend or girlfriend to another person?
3. Do you think it is OK to share an explicit image of someone else if it has been shared with you?
4. Do you think pornography is common among your friends?
5. Do you think pornography has an impact on how people treat relationships?
6. Have you ever been exposed to pornography?
7. Do you see evidence of pornography in our society?
8. Do you think it is expected that young people engage in seeking pornography?

Record the number of 'yes' and 'no' responses – compare to the first blind vote.
Ask the students if their responses have changed – why/why not?

Check for understanding activities



FORMATIVE ASSESSMENT.

Encourage students to reflect on the lesson and write down three things they have learnt. How could you apply what you have learnt in a practical setting?



Exit Ticket

Identify 3 impacts that pornography can have on you and others.

- What did they learn?
- What were some strategies that they found helpful?
- What challenged them in the lesson?
- 3 things you didn't know before about pornography
- 2 things that surprised you about pornography
- 1 thing you want to start doing that you have learned