

## Title: Pornography: What is porn and what is it doing to us? (V3)

Level: SENIOR

Code: S.15.1

### Links to Curriculum for Excellence

In terms of Curriculum for Excellence this level is concerned with extending or deepening what is described at Fourth Level.



Experiences and outcomes	Benchmarks
<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 4-46b</p>	<ul style="list-style-type: none"> <li>• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.</li> <li>• Explains how positive and negative body image can affect health, self-worth and behaviour, for example, self-reliance, beauty industry expectations, body building.</li> <li>• Evaluates how the media, including social media and pornography impact on physical and mental health.</li> </ul>

### Learning Intentions

- Young people recognise the impact that pornography has on self-image, choices and behaviours.
- Young people understand that what is represented in pornography is not 'real' but staged and performed.
- Young people learn that pornography is a global business.
- Pornography is viewed as a medium through which people can be objectified, hurt and exploited.
- Young people understand that they have choices and can choose to not watch pornography.
- Young people consider the impact that excessive exposure to pornography has on attitudes and brain development.
- Young people think critically about their own relationship with pornography.

### Success criteria

- I can describe the affect that exposure to pornography can have on the individual.
- I can explain that pornography presents behaviours that can be violent or degrading, and that these behaviours are not appropriate in real-life relationships.
- I understand the law on pornography.
- I can express my own views on pornography.

### Resources to support this activity

- PowerPoint slides
- Discussion Cards FACT/MYTH

The films and animations used in this activity have been produced to support ChildLine's work on supporting young people to understand pornography. They are funny and direct and support the delivery of key messages about pornography.

- WTF is Porn? <https://www.youtube.com/watch?v=oE5-RWDqUkk> (duration 6 minutes 17)
- Fight Against Porn Zombies episode 1 <https://youtu.be/Del1qAojCr8> (2 minutes 7)
- Fight Against Porn Zombies episode 2 <https://youtu.be/RyXwqMUzQWc> (2 minutes 19)
- Fight Against Porn Zombies episode 3 <https://youtu.be/NZsB7uwepII> (2 minutes 13)

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

## Activity

- 1. Introduce the activity along these lines:** That young people will be spending a couple of sessions on the topic of pornography, looking at how we can better understand what it is and what affects it might be having on us and our relationships. Clarify there will be no personal questions – that it is okay to have different views and opinions, but to respect each other’s privacy and even if it is occasionally funny or embarrassing, be nice to each other!
- 2. What is porn?** Start with this film. **WTF is Porn?** <https://www.youtube.com/watch?v=oE5-RWDqUkk> (duration 6 minutes 17) After viewing – what are the young people’s first thoughts? Anything new? Anything that they would strongly agree or disagree with? Explain that the film sets the scene for some more detailed conversations based on 3 questions. The first of which is:
- 3. How does porn affect boys?** Pose the question on the slide. The class/group may want to get straight into conversation and have lots to say, it might be a good idea to have young people work in small groups to identify anything they would want to offer, then feedback and discuss in the main group. After discussion introduce the first of the animations, explaining it is funny but will prompt discussion – this one is about what porn does to boys: **Fight Against Porn Zombies episode 1** <https://youtu.be/Del1qAojCr8> (2 minutes 7) Get any immediate responses before posing the next question:
- 4. How does porn affect girls?** Take a similar approach, small group and/or class discussion. And watch animation 2: **Fight Against Porn Zombies episode 2** <https://youtu.be/RyXwqMUzQWc> (2 minutes 19) again follow with any further discussion. Pose the next question:
- 5. Does porn put young people under pressure to have sex (or say they are doing it)?** Again, a similar approach, seek initial thoughts, and view **Fight Against Porn Zombies episode 3** <https://youtu.be/NZsB7uweplI> (2 minutes 13)
- 6. Porn: Fact or Myth** Introduce a group task. There are 10 statements on the sheet, in a small group decide which are PORN FACTS and which are PORN MYTHS. After some time, get feedback. All are actually PORN FACTS, the young people may have realised this, but check out views on this – any surprises?
- 7. Things to remember about porn.** Use the 6 PowerPoint slides to talk through some key things to remember, checking understanding or taking any points/questions as you go. (Young people may have a view on whether new age verification laws will work to prevent under 18s accessing online pornography).
- 8. Discussion.** Explain that a recent study amongst young people was called ‘**Porn is everywhere**’ (use the slide) Do the young people agree? Explain that partly this means that sexual imagery is very common. Have some small group discussion and feedback and conversation.
- 9. Task:** Ask the young people if they would be willing to take part in an experiment. Ask them to be aware in the next (few days/week) until the next session of what they see around them that presents really sexy/sexual or even pornographic images. This could be in pop-ups, adverts, anything they see in the street, online, anywhere. So the question is: *Just how much are we all*

*exposed to that is sexualised or pornographic in our day-to-day lives?* Ask them to remember what they see for reporting back next week. (As teacher/educator you need to do this task yourself to be able to inform discussion).

### **Connecting with home**

This term we are using two of our lessons in our Relationships, Sexual Health and Parenthood learning to talk about pornography. Research tells us that it is likely that nearly every young person has been exposed to pornography by their mid-teens. This activity allows young people to reflect on what pornography they may have seen, to develop their own views on pornography and how it may affect their views of relationships and sex.

This guidance from the NSPCC can help you think about how to speak with your child about pornography:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-porn/>

We are also telling young people that ChildLine offers good information and advice for them here:

<https://childline.org.uk/fapz>

### **Further learning activities are available that connect to this RSHP curriculum content**

- S.15.2 Pornography: What's the problem?

### **Practitioner Notes**