

Topic — Porn, what you should know

POORN

Introduction

We have developed the short video *Porn, what you should know* and the accompanying lesson plan as a response to teachers' (and parents') calls for help to know how to talk about porn with 13-14 year olds. Our main concern is that sexually inexperienced young people have the chance to hear an alternative set of standards for how sex should be. That is, a mutually enjoyable and consensual experience; a joint (ad)venture rather than a thing done too or on someone.

While it is clear that sexually explicit media is readily available, it is important to keep in mind that not everyone in your class has seen or wants to see it. You will need to make a judgment about whether this session is relevant to your group. Clearly, you don't want the first education you provide to your students about growing up and becoming sexual to be about porn. This is why we suggest that you use this material in the context of a whole program like *The Practical Guide To Love, Sex and Relationships*. In this program we have covered: puberty and sexual development, sexual feelings, kissing, getting to know someone, the difference between flirting and sexual harassment, sexual expression, gender, relationships, standing up for yourself, and safe sex.

This session is not an in-depth investigation of other broader issues such as the ethics of making pornography. We have also not talked about setting up better Firewalls (although clear family rules and safeguards can make a difference) or the potential effects of pornography addiction. In keeping with the rest of this program we are mainly concerned with how porn and other sexual imagery might effect a young person's ideas about 'real-life' sex, gender, and consent.

Specifically when:

- nobody ever checks-in with the other person that they are ok and consenting
- everyone has pneumatic body parts
- no-one uses condoms
- a man is in charge and assumes that a range of sexual activities will be done to a woman rather than with her, at worst showing violent and oppressive behaviours.

This session is not dependent on people having watched porn (including you) and we do not want to set up a new norm that 'everyone watches porn'. We think that whether you've watched it or not, porn and other sexual imagery has entered the building, so we need to help young people ask it some serious questions.

Activities

1. Porn – what you should know

Time

40 minutes

Handouts

1. H1: Porn – what you should know

Video

- *Porn, what you should know* - Please note this video contains drawn images of a penis. Please preview it before showing your class.

Background information

http://www.itstimewetalked.com.au/wp-content/uploads/parent-tips-sheets/Online_parenting_resources.pdf

MediaSmarts, *Impacts on Young People* <http://mediasmarts.ca/digital-media-literacy/digital-issues/pornography/impacts-young-people>

PSHE Association UK (2015), 'The impact of sharing of sexual images and pornography on pupils' attitudes towards consent' in *Teaching about consent in PSHE education at key stages 3 and 4* www.pshe-association.org.uk



ACTIVITY 1: PORN — WHAT YOU SHOULD KNOW

Time: 20 minutes

Overview: The purpose of this session is to help your students become critical thinkers about pornography and other sexual imagery (which may not be classified as porn). We have a 6 minute video and card game which compares ‘pornisms’, that is, porn-type expressions of sex and relationships, contrasted with real life ideas about sex and relationships. We have also included some brief information about pornography and the law.

Key Messages

- Porn is not a good teacher for how to be human and be sexual. The people in porn are paid to look like they like it like that.
- Porn is made to ‘make you look’, just like an action movie.
- It is often very rough on women, and is confusing for young people (especially sexually inexperienced young people) because they think its ok to have sex like that.
- Watching porn all the time probably has the same effect as seeing images of beautiful people ALL THE TIME. We can know they are airbrushed and ‘not real’ but ideas still sneak into our heads and we contrast ourselves with them in a negative kind of way.
- Sexual feelings are normal and natural.

Preparation and Materials

- Prepare the H1: *Pornism* cards.

Method

1. You might begin the session by explaining that during this program, some references to pornography have come up and we have decided as a class that we would like to talk about it some more. It’s important to point

out that a lot of people do not watch or like porn – but there is concern that too many children and young people are learning about sex from pornography.

2. Ask:

- *What is porn? How would you define it?*

The Oxford English Dictionary defines pornography as:

‘Printed or visual material containing the explicit description or display of sexual organs or activity intended to stimulate sexual excitement’.

Ask:

- *We don’t only get messages about sex or being sexual from porn – there are plenty of sexual images around. Can you name some places people might see sexual images? Write these on the board – if students are reluctant to start, they could Pair-share first. Note the question is worded in the third person. We are not asking students to talk about illicit images they may have found.*
 - *What do you notice many sexual images on your way to school, or on TV or the Internet? (Answer: They are everywhere).*
 - *Do you think there is an effect from them being so common? For instance if you only saw one or two sexual images in a year, instead of every time you go down the street? (Answer: the prevalence of them has a weight on our perception: of what’s real; what’s desirable; and what’s ‘normal’).*
 - *What messages do you think we might learn from them? (just get a few ideas, such as comments about body types, that you need certain accessories or clothing to be sexy, everybody wants sex, sex sells etc). We are going to watch a video now called *Porn, what you should know* - and we’ll talk about it afterwards.*
- After the video, ask the students what were the points made about porn (or sexual images) you can remember from the video

- Next we use the *Pornism* cards. These cards are to spark discussion and highlight key messages for students to critique.
- Layout the cards with the *Porn – what you should know* quotes face up. You might only choose some of the cards, depending on your group and what you think is most relevant. After laying out the cards, ask the students how they would respond to each point. For example:
 - *Pornism: Everybody wants to be sexy (or to look like they want sex NOW).*
 - Ask: Do you think that's true in real life? Does everybody want to be sexy? Is that a good or bad thing?
- Once you have heard some discussion, turn the card over to read the information on the back. In this case it says:
 - Not everybody wants to be sexy. Maybe we all want to be loved or liked. Sexuality is only one part of us – not the whole thing. Love me for all my bits, not just the sexy ones.
- Invite the students to add questions to the question box if any remain. Finish with the idea that:
 - There is nothing wrong with sexual interest and sexual feelings.
 - The problem with watching porn could be that a person's understanding of sex could get in the way of happy, equal relationships, and of their own experience of sex.
 - This is especially a problem if it encourages the mistreatment of women or men. If a person hasn't had sex, and they learn about it from porn, it can be difficult to distinguish the 'isms' from real life.

Pornism:

The penis is the star
of the show.

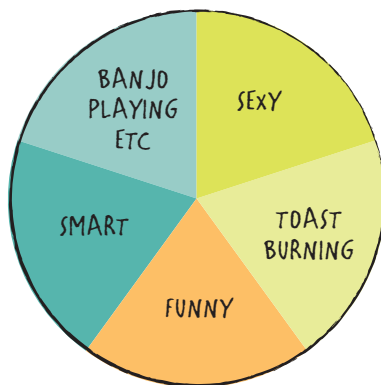
Pornism:

Everybody wants
to be sexy.

Pornism:

Sex and love only
happens between
men and women.

People, not body parts, have sex. Two people connect in lots of ways and it needs to be equal power.



Not everybody wants to be sexy. Maybe we all want to be loved or liked. Sexuality is only one part of us – not the whole thing. Love me for all my bits, not just the sexy ones.

Wrong. Ever since the world began people have been falling in love. They've also been having sex. Sometimes its between a man and a man, or a woman and a woman, or a woman and a man...its always been like that.

Pornism:

Breasts are big.
Vulvas are hairless.



Pornism:

I'm a great big dick
and I'm the star of
the show.



Pornism:

Hi!
Take your
clothes off...

Vulvas and breasts come in all shapes,
colours and sizes.

Just like ears.

Dear Dick, I have a few things to say,
Sex is meant to be nice for both people.

The best sex is not always involving a penis
(sorry to disappoint you but there are other
body parts).

In real life, people enjoy doing lots of other
sexual stuff, not just penis-starring stuff.

Real sex is slower than that. People don't just
switch on and off. Also sex involves people's
feelings in a big way.

Pornism:

I just walk in and
do it, there ain't
nothin' to it.

Pornism:

Women like sex to be
rough and mean.

Pornism:

No condoms.

In real life you have to check that both of you really want to be there. Sometimes people feel pressured to have sex. They might be worried or scared. You always have to check. And stop if they aren't into it.

OUCH. If women had sex like that in real life it would hurt. And they would feel very badly treated.

Condoms are used by young people 70% of the time.

Hooray!

Pornism:

Men have erections
ALL THE TIME.



Pornism:

There are no people
with disabilities.



Pornism:

Sex is always
super-great.

FEAR OF FAILURE ALERT!

Men's bodies do not do this in real life
(remember, porn is not meant to be
real life).

Yes it's true. People with disabilities
have sex.

Sometimes sex is YAWN, a bit
dull. Even when two people really
like each other – everybody has
down days.