

## Pornography Lesson Plan

S3

### Lesson 1 – Sex, gender and stereotypes and the media

#### CfE Experiences & Outcomes

- 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 3-46b/4-46b**

#### Learning Outcomes (Share and display these for the duration of the lesson)

We are learning to –

- understand how we can be influenced by the media and how this might affect what we do, buy or how we behave

#### Success Criteria (Share and display these for the duration of the lesson)

- I can find the meaning of, and discuss, the terms, “sex”, “gender” and “stereotype”
- I can identify gender stereotypes in the media and explore the effects of these on expectations of behaviour for women and men

**Safety warning** – We will be talking about sexual acts and images and some may find talking about pornography upsetting. You can take time out (with permission) your teacher will check on you or can discuss any issues you have with teacher later. You will not be asked or expected to answer the question, “Do you use pornography”.

#### Resources

- IWB or flip chart
- A2 sheets of paper – 2 per group
- Marker pens
- Sex, gender and stereotype definitions laminates
- Critical Questions list for display on IWB or printed out
- Advertisements – 1 per group
- Post-it notes for exit pass

#### Activating Prior Knowledge

(10 mins)

Carousel – Divide group/class into 3 groups each with one sheet of A2 marked either “Sex”, “Gender” or “Stereotype” written on. Have groups’ carousel and add ideas about the meaning of each term to the sheets.

Each group feedback their meanings to the whole class. Use these contributions to agree definitions and discuss any misconceptions that arise. Confirm the definitions of the terms using the laminated sheets.

Leave these displayed.

#### Activity

(35 mins)

Divide the class into mixed groups and give each group a different advertisement to explore. Each group will try to identify how sex, gender and/or stereotypes have been used in their advert and discuss the messages this sends to consumers.

Deconstructing the Advertisement

Display the Critical Questions list on the IWB or print out and display – encourage the groups to consider each of the questions and then feed back to the whole class. Each group can record their findings on a mind map or list and use the photograph to create a class display.

Discussion

- Does what we see in the adverts reflect gender stereotypes?

	<ul style="list-style-type: none"> <li>• Do the adverts encourage positive, respectful equal relationships? If not, why not?</li> <li>• If we see images like these daily, what effect might this have on our expectations of behaviour for women and men?</li> </ul>
<b>Plenary</b> <b>(10 mins)</b>	<p>Recap meanings of sex, gender and stereotypes and link this to groups' findings when they explored the advertisements.</p> <p>Advertising is a very powerful medium and is used to sell products. Advertisers use attractive women and men to sell more products – people buy into the idea that the product will make them attractive too.</p> <p>Advertising and images in the media, including in music videos, television, films and computer games, give us ideas about how to behave and what expectations there are on us. If we are aware of some of the techniques advertisers use, we can make informed decisions about what is right for us.</p> <p><b>Exit pass</b> – Share one thing you learned today. Record this on a post-it note and leave this with the teacher/facilitator as you leave the room.</p>
<b>Linked CfE Experiences &amp; Outcomes</b>	<p>I <b>reflect</b> on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. <b>HWB 3-46a / 4-46a</b></p> <p>I am <b>developing skills</b> for making decisions about my relationships and sexual behaviour. I am able to <b>apply</b> these to situations that may be challenging or difficult. <b>HB 3-46c / 4-46c</b></p> <p>I <b>understand</b> my own body's uniqueness, my developing sexuality, and that of others. <b>HWB 3-47a / 4-47a</b></p> <p>Using what I have <b>learned</b> I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. <b>HWB 3-47b / 4-47</b></p>
<b>Notes</b>	<p>All of the following websites can be accessed safely by young people to research the topic. Both Childline and ZT have FAQ Sections on porn which are particularly helpful and in appropriate language.</p> <ul style="list-style-type: none"> <li>• <a href="http://www.womenssupportproject.co.uk">www.womenssupportproject.co.uk</a> including Pleasure V's Profit resources (Postcards and DVD's)</li> <li>• <a href="http://www.zerotolerancescotland.org.uk">www.zerotolerancescotland.org.uk</a></li> <li>• <a href="http://www.childline.org.uk/explore/onlinesafety/pages/fapz-fight-against-porn-zombies">www.childline.org.uk/explore/onlinesafety/pages/fapz-fight-against-porn-zombies</a></li> <li>• <a href="http://www.thinkyouknow.co.uk">www.thinkyouknow.co.uk</a></li> <li>• <a href="http://www.fifedirect.org.uk/internetsafety">www.fifedirect.org.uk/internetsafety</a></li> <li>• <a href="http://www.stopitnow.org.uk">www.stopitnow.org.uk</a></li> <li>• <a href="http://www.healthyfife.net">www.healthyfife.net</a></li> </ul>

## Evaluation – Lesson 1

What went well? Consider both children and staff.

What was challenging? Consider both children and staff.

Next Steps