

Pornography Lesson Plan

S3

Lesson 3 – Pornography and Relationships

CfE Experiences & Outcomes

- I am **developing skills** for making decisions about my relationships and sexual behaviour. I am able to **apply** these to situations that may be challenging or difficult. **HB 3-46c / 4-46c**

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

We are learning to

- develop skills in making decisions about relationships and sexual behaviour

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

- I can discuss the effect pornography can have on relationships
- I can give examples of some of the issues pornography use can raise
- I apply what I have learned about pornography to decisions in my own relationships

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 you can discuss any issues you have with your teacher later. You will not be asked or expected to answer the question, “Do you use pornography”.

Resources

- IWB or flip chart
- Flip chart paper or large sheets of paper
- Marker pens
- Discussion cards x 1 set per group or divide full set between groups
- Scenario Cards

Activating Prior Knowledge

(5 mins)

Recap of Lessons 1 & 2 – Remind how men and women were portrayed in the media and the links with gender stereotypes and expectations of behaviour.

Go over pornography definition and how pornography is harmful to women, children and men and is an industry that exists to make money. Remind children of legal aspects around viewing and creating porn.

Activity 1

(40 mins)

This lesson will examine pornography and the potential effect it can have on young people’s relationships. We will be comparing porn-related sex with healthy sex.

Divide the class into mixed groups. Give each group one set of discussion cards or alternatively divide the full set between the groups. You may wish to be selective about which cards you use given the differing abilities and levels of understanding within your class. Use your professional judgement.

There is a statement on each card. Each group will discuss the statement and decide if the information given is representative of **porn-related sex** or **healthy sex** before deciding which would be most appropriate in a positive relationship.

Once all of the cards have been sorted into the two categories, go over these choices with the full class, seeing if other groups agree with the choices made.

What is the impact on relationships of confusing porn-related sex with healthy sex?

Look at the healthy sex cards – have each group consider features of healthy, equal relationships. How do the discarded statements compare? Why were these cards rejected? It may be helpful to suggest some of the points below as areas for discussion.

You might want to consider aspects such as -

- Sex as part of a relationship between equal partners
- Respect, emotions and feelings for your partner
- Sex in private v public
- Safe sex e.g. use of condoms, boundaries,
- Number of sexual partners at a time
- Consent – unwanted sex, co-ercion
- Body image and self-esteem e.g. porn star bodies v “real” bodies, big breasts, flat stomachs, lack of pubic hair, large penis, muscular etc.
- Sexual acts you may be uncomfortable with that are “normal” in porn e.g. anal sex or sexual pleasure for only one person
- Worries about sexual performance, e.g. porn sex is loud, lasts for ages – film is edited and actors often use Viagra
- What are the advantages of a positive, healthy relationship?

We know what is seen in pornography is manufactured; it does not represent real relationships so why would we compare our own relationships to what we see in pornography? We wouldn't – it's not healthy and it's not respectful.

Porn sex involves sexual acts that men buying porn want to see and often shows acts that are cruel and degrading to women. Porn is generally made by straight men for straight men and reflects power and gender inequalities. It sends messages about what bodies are expected to be like (think back to advertising) and how women and men are expected to behave – but it is not a real representation of relationships or of sex. It is **NOT** sex education.

<p>Plenary (10 mins)</p>	<p>Additional activity - “Hotseat”</p> <p>Either divide the class into groups and hand out a Scenario Card to one volunteer in each group or have one volunteer for the class. The volunteer should sit in the “Hotseat” and read the card to the group in character.</p> <p>The group can then ask the character questions about his/her scenario to get fuller information before providing a group solution to the problem.</p> <p>This could also be done as an individual written exercise as an evaluation or as a homework exercise.</p>
<p>Linked CfE Experiences & Outcomes</p>	<p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a / 4-46a</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 3-46b/4-46b</p> <p>I understand my own body’s uniqueness, my developing sexuality, and that of others. HWB 3-47a / 4-47a</p> <p>Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others’ sexual health and wellbeing. HWB 3-47b / 4-47b</p>
<p>Notes</p>	<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"> • www.womenssupportproject.co.uk including Pleasure V’s Profit resources (Postcards and DVD’s) • www.zerotolerancescotland.org.uk • www.childline.org.uk/explore/onlinesafety/pages/fapz-fight-against-porn-zombies • www.thinkyouknow.co.uk • www.fifedirect.org.uk/internetsafety • www.stopitnow.org.uk • www.healthyfife.net

Evaluation – Lesson 3

What went well? Consider both children and staff.

What was challenging? Consider both children and staff.

Next Steps