



Teaching and learning activities for addressing concerns about pornography in Health Education Years 9-13

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Teaching and learning activities for addressing concerns about pornography in Health Education, Years 9-13

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Introduction

Purpose of this resource:

- To provide activity ideas that can be used with Years 9&10; and
- Guidance on how issues related to pornography could be incorporated into learning leading to assessment for the Achievement Standards at years 11-13 (NCEA Level 1-3).

These activities are provided in addition to the:

- Family Planning *'What's in a story? A resource for working with young people addressing the role of pornography'* (2013) – suitable for Years 9&10, and
- *Social and Ethical Issues in Sexuality Education* by Gillian Tasker (2004) – see Section 7 pages 163-188

1. Rationale: Why include learning activities on pornography in a Health Education programme?

In recent years, the ease of access to internet pornography has resulted in most young males and many (but fewer) females viewing video of explicit, and often violent, sexual acts. The concerns raised about the impact this material is having on young people's well-being, and the attitudes that subsequently surface in class, has resulted in an increased need to address the issue of pornography in Health Education programmes.

2. Definitions and language: With so many definitions of 'pornography' which one should we use?

Defining pornography is problematic and there are many versions of such a definition. For Health Education teaching and learning, and critical analysis purposes, there is a need to move students toward the definition used in SEISE - *Social and Ethical Issues in Sexuality Education* by Gillian Tasker (2000, 2004)– see Section 7 pages 163-188.

The SEISE resource (p163) uses the definition:

Pornography ... is defined as sexual action which depicts harm towards another human being ie degrades, violates, connects violence with sex, or involves the use of power over another individual or a group.

Activity 1 in SEISE is a definitions activity suitable for years 12&13. A suggested activity for Years 9&10 follows in this resource.

Pornography has its own language culture which seems to change quickly. It is a language that contains many slang and euphemistic terms which may not be known to teachers and some students – but known to other students who use it in school and other social settings. In addition to engaging students in a language activity to determine names and terms for body parts and sexual acts appropriate for use in Health Education (typical of many junior secondary sexuality education programmes), a teacher may need to cautiously inquire into terminology being used by students for any association it has with pornography. Where it becomes apparent that the language reflects and reinforces

the violence prevalent in pornography, and therefore its lack of suitability for classroom use, it could be used in subsequent learning activities to highlight how language contributes to the negative impacts of pornography on well-being.

3. Research: What is it telling us about the incidence of young people's viewing of pornography?

The Family Planning *'What's in a story? A resource for working with young people addressing the role of pornography'* (2013) contains a brief and useful statement about main research findings which could be used as a class resource.

Depending on the research accessed, the reported percentage of teenagers viewing of pornography will vary. However figures reporting that over half and almost 100% of boys have viewed pornography are not uncommon. One recurrent statistic is that on average boys usually first view pornography at age 12.

It is recommended that up to date research is accessed for statistics about young people's viewing of pornography and the impact this is having on well-being. Although internet pornography has been around for many years, it is the more recent development of personal hand held digital technologies like smart phones and tablets means that pornography can be accessed more readily than ever before.

If it is safe to do so, and school leadership and students agree, a simple, anonymous survey of students could be carried out to gather local and school-relevant data, perhaps as part of a senior Health Education investigation. An activity and possible questionnaire for this is provided.

4. Sources of information for teachers and senior secondary school students

Research

An online search for 'research' and 'teen/adolescent' and '(impact of) pornography' surfaces a small number of studies and news items (which can be backtracked to their research source). Some of these may be useful for senior programmes. It is recommended that very recent reports be used for statistics as the way pornography has come to dominate the internet, and the use of smartphones for example, mean the way teens can access pornography has got easier and easier in recent years.

It would appear (end of 2015) there are a number of research projects in development with some initial documents emerging from these. Search for:

- (NZ) Pornography in the public eye: ethics and the art of engagement project briefing document. March 2013. Nicola Gavey Chief researcher. <http://www.sexualpoliticsnow.org.nz/wp-content/uploads/2013/06/Pornography-in-the-Public-Eye-Brief-2013.pdf>
- (UK) Dr Christine Barter, NSPCC Senior Research Fellow based at Bristol's School for Policy Studies who headed a research project in England between 2013-2015, undertaken by a team of researchers from the Universities of Bristol and Central Lancashire. The study, was also carried out in Norway, Italy, Bulgaria and Cyprus as well as England. It is one of the biggest of its kind ever undertaken in Europe, involving a school-based survey of 4,500 children and 100 interviews with young people. Short articles from this research can be found in newspapers.

Documentaries

1. Check the latest TED talks for talks dealing with the issue of pornography. That nature of TED talks means they should be suitable for in-school screening. www.ted.com

A recent documentary that may be suitable for screening with a year 12 or 13 class – but teachers will need to view them first to judge whether or not they are suitable for screening at school.

'*Tyger takes on porn*' is a BBC 3 UK-based documentary by (then 18 year old) Tyger Drew-Honey, released in 2014. Tyger's parents were porn stars so he has many insights into the industry. It focuses on how porn is affecting young people into today's society and contains many interviews with young people that highlight the impact it has on relationships and self-worth. It contains material highly relevant to teaching and learning in Health Education and could be readily analysed in relation to the underlying concepts required in year 12 and 13 programmes (NZC Levels 7&8/NCEA Levels 2&3). The video avoids any explicit images and excessively explicit language.

5. What is most concerning? Research and anecdote

The days when concerns about young people viewing sexual imagery were simply about young people seeing images of conventional heterosexual intercourse have been superseded by the often violent and degrading acts that can now be readily viewed on the internet. Although it is difficult to substantiate, documentaries like '*Hot girls wanted*' referenced above would suggest that over 50% of internet pornography depicts acts of sexual violence and degrading and demeaning sexual acts – almost always of men being violent towards women, and these women are often teenagers.

There's a growing amount of anecdotal evidence from teachers and sexuality education providers, and some research projects that young people seem to be developing understanding that this is 'normal' behaviour – in the absence of any alternative images or information to say it is not. Girls are reporting that boys' viewing of pornography leads to boys to expect blow jobs, anal sex, and that pubic hair will be removed. Some boys are getting around religious values of 'no sex before marriage' with the interpretation that this only means vaginal sex and that anal sex 'doesn't count'. Doctors and health providers are reporting that the damage anal sex is causing to girls anal and rectal tissue and muscles, could result in long term health problems.

A couple of Health Education lessons is not likely to make any measureable impact on this problem in isolation of wider community and societal change BUT educationally we have a responsibility to challenge attitudes and behaviours that are harmful, especially when they surface in class, much as we require students to challenge and think critically about poor decision making and lack of problem solving related to relationship conflict, unhealthy food choices, smoking, excessive alcohol use and other drug use, unprotected sex, *and so on*.

6. Situations and scenarios that would indicate a need to give some focus to pornography issues in learning programmes

What would indicate that student viewing of pornography was impacting negatively on their attitudes, and possibly their behaviours?

- Inappropriate use of sexualised language by students, not only but especially boys.
- Students, especially girls, talking about expectations/pressure from boys to perform particular sexual acts.
- Boys saying/assuming girls want anal sex.
- Boys saying pubic hair is dirty and expecting girls to remove it, saying they wouldn't have sex with a girl who doesn't shave her public hair.
- Students having knowledge of sexual acts that would not appear in national broadcasting controlled TV programming or films in cinemas.
- Medical health information that may be made available through school health centres or community health networks (without naming anyone) highlighting concerns about the medical impact of violent sex eg anal tearing and related damage.

7. Where to include consideration of the impact of pornography in Health Education?

If sexuality focuses on promoting positive sexuality and healthy relationships, where should it be placed in the learning programme? The SEG reminds us:

Sexual violence

Sexuality Education: Guide for principals, boards of trustees and teachers (Ministry of Education, 2015, p23)

Programmes for the prevention of sexual violence are an important part of health education. Issues of coercion, consent, and safety in intimate relationships are important aspects to explicitly teach in sexuality education programmes. Assertive communication skills and awareness of personal values, ethics, and respect for the feelings and decisions of others are vital in this regard.

Sexuality education should not, however, be framed by notions of risk and safety (this can lead to programmes that are driven by fear and blame). Teachers may consider separating lessons that focus on sexual violence, safety, and abuse and addressing these issues in lessons on mental health, keeping safe, or during alcohol and other drugs education units. Effective sexuality education will enable young people to develop the confidence and knowledge needed to make good decisions.

The situations noted previously are most likely to surface in sexuality education contexts and need to be responded to in a timely manner, which may make the intent of the SEG statement difficult to achieve. As a suggestion, if issues related to pornography need to be addressed during a sexuality education programme, bring the focus back to well-being, and what can students do to take individual and collective responsibility for, to make school safe and relationships healthy.

8. Teacher's fears and reservations

It is perhaps not a world many teachers want to acknowledge or engage in, but teachers of Health Education (including sexuality education) need to be sufficiently informed about the issues related to viewing pornography. Teachers require insights that enable them to identify situations that are signalling the need to engage students in critical thinking about the impact pornography is having on well-being. *This is NOT saying teachers need to watch porn to be informed!* Recent research reports contain enough descriptive information to 'get the picture'.

Anecdotally it would appear that few teachers have yet been prepared to broach the subject of pornography with students. There is evidence from assessment tasks and exemplars of student learning in a few schools where Year 13 students have engaged in learning to investigate the impact of sexually explicit materials in public view in their community eg on billboards or shop windows, and one or two teachers have supported students to survey peers and investigate the impact of porn on young people's attitudes to sex and relationships.

It could be seen as an imposition on teachers' personal beliefs and values that they even need to address the issue with students. However, if teachers repeatedly encounter students' attitudes (and behaviours) that have been influenced by viewing pornography, and not 'dealing with it' or not recognising it, can undermine the intention of the learning if it goes unchallenged.

Safety guidelines for students

- Revisit the class safety guidelines and reinforce the importance of these when discussing issues related to pornography.
- Note particularly the right to pass, the boundaries of confidentiality, and reiterate where to get confidential help if students need to disclose experiences of sexual violence.

Safety guidelines for teachers

- Be familiar with the EDUCANZ Code of ethics – see also the NZHEA SEG PLD resource that helps teachers to unpack this and other policy documents related to ethical teacher practice.
 - Under no circumstances can a teacher show or recommend students view pornography.
 - It is not appropriate for teachers to disclose to their students that they watch pornography.
- Talk with the guidance counsellor before any learning around pornography. They may have information (without naming names) of what to avoid and any students in vulnerable situations. By letting the Guidance department know ahead of time they are forewarned of the potential of some students wishing to disclose instances of sexual violence.
- Bear in mind that some students may have been subject to sexual pressure or violence from other members of the class, which makes classroom discussion and activities highly problematic and potentially harmful for some students. If this becomes apparent, seek support from the school guidance counsellor or other trusted member of senior staff.
- Plan ahead of time and give students notice of the activities that focus on issues related to viewing pornography.
- Be clear in your own mind about how much is too much information for the group of students you are teaching.
- Keep the teaching and learning focused on, and responsive to, identified learning needs.

9. Teacher values and giving clear messages

Including consideration of issues related to pornography in a teaching and learning programme can be a difficult area for teachers to navigate. When engaging students in learning around the issue of pornography it is probably safer that teachers lean toward taking the moral high ground.

As well as providing greater substance with which to critically analyse the impact of pornography on well-being, using the SEISE resource definition also gives teachers license to take a stand against teenagers (and others) viewing of pornographic materials (not only but especially violent and degrading porn) because it has negative impacts on well-being.

“Pornography ... is defined as sexual action which depicts harm towards another human being ie degrades, violates, connects violence with sex, or involves the use of power over another individual or a group.” (SEISEp163)

Legal considerations around censorship (and the fact that the internet porn is unable to be policed the same way as physical print materials and DVDs) also means teachers can defend a stance against teens viewing pornography on legal (censorship) grounds – even if internet accessed cannot be regulated.

There is one aspect of teaching and learning about the issue of pornography that is difficult to avoid and that is ‘beating up on the boys’. It appears from all available and current research that:

- Far more teenage boys than girls view porn;
- Porn videos invariably show sexual acts that position women in subordinate or submissive (sometimes powerless) roles;
- Porn videos are often degrading and violent toward women; and
- Porn videos are more often than not about men’s pleasure, not women’s (there are exceptions but the majority would appear fit this claim).

In other words, the well-being focus on the issue of pornography is heavily unbalanced from the outset. Teachers are encouraged to try and maintain a balanced and reasonable approach – not all boys watch porn, not all boys (or girls) are heterosexual (although gay porn is not exempt from this issue), not all boys will be excited by violent and degrading porn (etc) ... *but a lot* are and have had their attitudes (and in some cases their behaviour) influenced by viewing pornography.

It is important to leave students with clear, unambiguous messages about the unhealthy impacts of teenagers viewing pornography.

Tread cautiously and maintain a clear sense of the learning purpose and curriculum learning outcomes.

Existing teaching and learning materials:

These materials are intended to supplement existing teaching and learning activities currently available in:

- The Family Planning resource: *'What's in a story? A resource for working with young people addressing the role of pornography* (2013). This is a free resource designed for year 9&10 students obtained by emailing Family Planning. Click on the link for the resource from this page and send in an email request to receive it: <http://shop.familyplanning.org.nz/teaching-resources>
- *Social and Ethical Issues in Sexuality Education* by Gillian Tasker (2000, revised 2004) aimed at year 12-13 students. Note that while the activity ideas remain highly relevant, some of the resource (reading) material needs revision especially with the increase in internet porn over the past decade.
- The Netsafe kit for schools includes activities around cyber safety (sexting, online bullying of a sexual nature etc) – access this at <https://www.netsafe.org.nz/the-netsafe-kit-for-schools/>

It is not the intent of the activities in this resource to repeat material already available. A summary of the FP and SEISE content and activities is listed below for reference. Teachers are encouraged to access these materials and select and adapt activities to meet learners' needs.

'What's in a story? A resource for working with young people addressing the role of pornography. Family Planning	<i>Social and Ethical Issues in Sexuality Education</i> by Gillian Tasker – see Section 7 pages 163-188.
<ul style="list-style-type: none"> • Key points about why education in necessary • The FP definition of pornography • Overview of research related to teenage viewing of pornography (to 2013) • Censorship in NZ • Legal consequences for breaching laws related to viewing, selling, possession importing and making objectionable material, and ages of criminal responsibility • An approach to working with young people • And a safety statement about disclosure <p>There are 4 activities:</p> <ol style="list-style-type: none"> 1. At the movies – looking at movie genres to consider how sex and relationships are portrayed in different genres 2. Gender – the difference between sex and gender, gender roles and expectations 3. Gender and media – fantasy romance movies and the difference between fact and fiction 4. Can you believe it - A continuum activity to explore the fantasy and reality of content and images typical in pornography – <i>this activity is the one the deals directly with pornography</i> 	<p>Activity 1: Pornography/erotica – Is there a difference? This section contains a number of definitions, including a comprehensive definition that is useful for developing detailed understanding of pornography to be able to analyse its impact on well-being. <i>The literacy demands make this version of the activity more suited to Years 12-13. An alternative is provided in this resource for junior secondary.</i></p> <p>Activity 2: Points of view on pornography – readings to explore a censorship and a porn industry point of view. <i>The literacy demands make this version of the activity more suited to Years 12-13.</i></p> <p>Activity 3: Beliefs attitudes and pornographic practices – values continuum activity suitable for Years 11-13 <i>The FP resource continuum activity is more suited to Years 9&10.</i></p> <p>Activity 4: talking bac to sexual pressure – reading activity to analyse impact of porn on relationships and the effect of laws polices etc. <i>The literacy demands make this version of the activity more suited to Year 13.</i></p>

Overview of the learning activities

The activities have been organised by recommended year level. The Year 9&10 activities could be readily incorporated and built on at Years 11-13. The processes in the Year 12&13 activities are not suitable for junior levels as they need committed time to collect data and work through the analysis of the evidence that forms the basis for the investigation.

Year Level	Activities
Year 9&10	<p><i>Activities to supplement the Family Planning “What’s in a Story” resource</i></p> <ol style="list-style-type: none"> 1. Definitions and language 2. Class survey 3. Challenging attitudes and changing the talk
Year 11	<p>Using the context of pornography to develop understanding of:</p> <ol style="list-style-type: none"> 1. Rights and responsibilities in relationships, 2. Personal and interpersonal strategies required to exercise these rights and responsibilities <p><i>Suitable for including with assessment evidence for AS90974 (Health 1.5)</i></p>
Year 12	<p>Using the context of pornography to develop understanding of:</p> <ol style="list-style-type: none"> 1. How pornography influences attitudes gender role expectations in sexual relationships 2. Social justice and pornography <p><i>Suitable for including with assessment evidence for AS91239 (Health 2.5)</i></p>
Year 13	<p>Using the context of pornography to:</p> <ol style="list-style-type: none"> 1. Investigate pornography as a NZ Health Issues <p><i>Suitable for including with assessment evidence for AS91461 (Health 3.1)</i></p> <ol style="list-style-type: none"> 2. Examining pornography as an ethical dilemma <p><i>Suitable for including with assessment evidence for AS91464 (Health 3.4)</i></p>

Year 9&10 teaching and learning activities

Note that these activities are intended to supplement the Family Planning "What's in a Story" resource.

Learning context: Pornography - definition

Planning overview	Pornography definition
Scenario - what situation would lead a teacher to including an activity like this	The teacher was aware of a lot of language being used by the boys that would appear to have come from watching pornography. Suggestions made by boys to sexual pressure scenarios and other sexuality education activities reflected an unhealthy attitude toward females. This was similar in nature to concerns raised in recent research about the way porn was 'normalising' young people's ideas about sexual behaviour.
Learning intention(s)	Students will understand what is meant by 'pornography' and (briefly) how viewing pornography can result in unrealistic expectations in relationships and unhealthy attitudes to sexual behaviour.
Links to NZC Achievement Objective(s)	Introductory learning leading to a combination of 5A1 5A3 5A4 5C1 5C2 5D1
Resources	The definition of pornography in SEISE p 163. Section 7 in SEISE is useful teacher knowledge for this activity. The Family Planning 'What's in a story' resource may supplement this activity.
Approximate time	30minutes
Learning activities this could build on or lead towards	Other sexuality language activities Cyber safety activities

Introductory discussion:

- Ask students what they think 'pornography' means, and what they think 'erotica' refers to.
- Use online dictionaries to find dictionary meanings.
- Provide students with the SEISE resource definition and the Family Planning definition of pornography:

Health Education definition of pornography	Family Planning definition of pornography:
<i>.... is defined as sexual action which depicts harm towards another human being ie degrades, violates, connects violence with sex, or involves the use of power over another individual or a group.</i>	<i>Pornography is a form of sexually explicit material that is intended primarily for the purpose of sexual arousal.</i>

- With support, help the students to unpack the language and see the difference in the definitions.
- Ask students if they think pornography is 'an issue' or 'why is it a concern?'
- Support them to see that the ease of access to the internet by anyone (especially with smart phones and other devices) means that censorship laws and "R18" rating on films, TV, magazines and video games means

these can be easily bypassed and (very) young people can view this material. There are also concerns about what internet pornography is 'teaching' young people is normal sexual behaviour. There is also concern that a lot of internet porn shows violent behaviour toward women.

Validate why the Health Education definition is used.

Note: From a Health Education perspective the Family Planning definition would seem to better fit a definition of 'erotica'.

The Family Planning "What's in a Story" Values continuum statements are a recommended follow-up after this activity.

Leaning context: Challenging attitudes and changing the talk

Planning Overview	Challenging attitudes and changing the talk
Scenario - what situation would lead a teacher to including an activity like this	[Following on from definition activity] The teacher was aware of a lot of language being used by the boys that would appear to have come from watching pornography. Suggestions made by boys to sexual pressure scenarios and other sexuality education activities reflected an unhealthy attitude toward females. This was similar in nature to concerns raised in recent research about the way porn was 'normalising' young people's ideas about sexual behaviour.
Learning intention(s)	Student will be able to recognise inappropriate sexualised talk and request respectful responses from their peers.
Links to NZC Achievement Objective(s)	A combination of 5A1 5A3 5A4 5C1 5C2 5D1
Resources	(For skills development activities) Taking Action: Life Skills for Health Education (Tasker et al, Learning Media, 1994) Mental Health Matters Mental Health Foundation
Approximate time	30 minutes (plus previous learning to develop skills)
Learning activities this could build on or lead towards	Personal and interpersonal communication skills Qualities of, and skills for, friendships and relationships

Students will need to learn and/or revise:

- Using "I" statements, including expressing feelings
- Problem solving when someone else owns the problem
- Making an assertive response to requests a behaviour change
(See Taking Action: Life Skills in Health Education for teaching and learning activities)

Working in groups, students select a scenario (or develop their own based on situations discussed in class) and rehearse a response to achieve a healthy outcome, using all of the skills above.

<p>Scenario 1. Scene: school playground</p> <p>Situation: a group of boys are calling out to girls as they walk past. They are asking if the girls wants to perform a sex act (one they have seen in a porn video)</p>	<p>Scenario 2. Scene: classroom</p> <p>Situation: a group of students are talking loudly near another group students. They are using expressions taken from watching porn videos that relate to females having oral sex with males (or performing some other sex act) ...</p>
<p>Scenario 3. Scene: changing room</p> <p>Situation: a group of girls is giggling about one of the other girls who has public hair (the group of girls all shave/wax theirs because they think their boyfriends expect it)</p>	<p>Scenario 4. Scene: party at a private house</p> <p>Situation: a girl has gone to a party with a group of friends – most of whom have gone with their boy/girlfriend. Being ‘single’ she is being continually ‘hit on’ by boys propositioning her and asking if she wants to go and find a bedroom and perform a sex act they have seen in a porn video.</p>

Learning context: Finding out about the amount of viewing of pornography by teenagers

Planning overview	Anonymous class survey - how many people in our class have viewed pornography?
Scenario - what situation would lead a teacher to including an activity like this	Students were reluctant to openly admit to viewing pornography, even though their language and comments would indicate they had.
Learning intention(s)	Students will know the extent to which their peers view pornography and the potential problems with this.
Links to NZC Achievement Objective(s)	A combination of 5A1 5A3 5A4 5C1 5C2 5D1
Resources	Survey forms An recent example of research on teenage viewing or pornography (NZ if possible) to compare with class results
Approximate time	5-10 minutes for conducting the survey (eg at end of a lesson) plus processing time for the teacher before next lesson 15-30 minutes in next lesson to discuss results Alternatively, a Year 12 or 13 class may conduct the survey (with teacher supervision and principal's approval) as part of their investigation for AS91329 or AS 91461 and feed results back to the class.
Learning activities this could build on or lead towards	Build on questions or issues raised in previous lessons about the extent to which teenagers view pornography and how this affects their attitude to sex, relationships and gender.

Surveying students safely will need to involve:

- Making the purpose for conducting the survey clear
- Ensuring anonymity and how this will be achieved eg tick box answers, all use a blue pen etc
- Making known who will process the survey data and what will be done with the results.

Before conducting the survey, ask students what they will expect to happen next if:

- We find lots of people watch porn?
- We find very few people watch porn?
- There's a difference between boys and girls (in co-ed schools)?

Teachers: Be prepared to follow through on this. It may mean negotiating where to next with students and helping them to see where their learning needs to develop.

It may also be useful to have a recent research study to look at beforehand and to later compare the school/class results with.

SAMPLE SURVEY – adapt to meet agreed focus and survey needs, and within the boundaries of what you have permission to include.

This survey is completely anonymous. Please use an ordinary pen to tick or cross the box for each item 1-4 that best relates to you. Fold the paper over and pass it back to your teacher who will count up the results and report back to the class. Your honesty would be appreciated.					
1. Have you ever watched a video that you would consider to be pornography?	<i>Don't wish to answer</i>	Yes	No never – this is the end of the survey for you. Fold your paper over and return to the teacher when everyone else does.		
2. If yes how many times have you viewed a pornographic video?	<i>Don't wish to answer</i>	Just once	Just a few times (2-4)	Several times (5-10)	Lots - more than 10 times
3. If yes, how recently have you viewed a pornographic video?	<i>Don't wish to answer</i>	Ages ago – last year or earlier	Earlier this year	Last month	This week
4. If yes, on what sort of technology did you (mostly) view the pornographic video?	<i>Don't wish to answer</i>	Video on TV	On a computer	On a tablet	On a smart phone or similar hand held device
5. How old were you when you first viewed a pornographic video?	<i>Don't wish to answer</i>	10 years or younger	11-12	13	14
6. How did it make you <u>think and/or feel</u> ? Tick up to 3 thoughts or feelings that apply to you.	<i>Don't wish to answer</i>	Aroused and turned on in a sexual way	Shocked and disgusted	Scared	Didn't understand what I was watching
		Thrilled and excited in a non-sexual way	Embarrassed or ashamed	Troubled or disturbed	None of these
7. Do you identify as ...	<i>Don't wish to answer</i>	Male	Female		

- Teacher (or senior students) – count and summarise the number of responses to each questions.
- Present the result back to the class.
- Compare with an example of recent research.

Ask students:

- What surprises you the most? Why?
- What doesn't surprise you? Why?
- What (if anything) concerns or worries you about these results? Why?
- What do you think we can do about our concerns? Ask for suggestions and look at taking action in relation to school cyber safety guidelines and other policy and practices in the school.

Year 11 teaching and learning activities

Note that the Year 9&10 activities, including the Family Planning “What’s in a Story?” resource could be (re)used at Year 11.

Learning context: Rights and responsibilities in romantic and sexual relationships

Planning Overview	Rights and responsibilities in sexual relationships
Scenario - what situation would lead a teacher to including learning activities like these?	<i>(Similar to Year 9&10 above)</i> Students thought that viewing pornography led to expectations of sexual behaviour that took away their rights.
Learning intention(s)	Students will identify rights and responsibilities in sexual pressure situations <i>(where unrealistic ideas gained from viewing pornography are impacting on the situation)</i> .
Links to NZC Achievement Objective(s)	A combination of 6A1 6A3 6A4 6C1 C62 C63 (and with support from 6D3)
NCEA link	AS90974 (Health 1.5) Demonstrate understanding of strategies for promoting positive sexuality. To demonstrate understanding of strategies for promoting positive sexuality, students need to show knowledge of strategies that enhance interpersonal (sexual) relationships which includes knowledge of rights, responsibilities and effective communication. Critical explanations will include a relevant combination of the more essential actions integral to a strategy, how a strategy reflects the attitudes and values of the learning area, the interconnections between different strategies,
Resources	The <i>Health Education Level 1 Learning Workbook</i> by R. Dixon & J. Robertson (2011, ESA Publications) contains a framework for investigating rights and responsibilities and strategies and actions needed to exercise rights and responsibilities.
Approximate time	3-4 lessons in context of a amore broadly focused sexuality education programme
Learning activities this could build on or lead towards	Year 9&10 pornography definition activity Personal and interpersonal communication skills Strategies for promoting positive sexuality in other contexts

Knowledge of rights and responsibilities

After checking on students understanding about how respect, care and concern is shown in romantic and sexual relationships, discussion engages students in establishing:

- What is meant by **rights and responsibilities** in romantic and sexual relationships; and
- What are some examples of ‘**fair**’ and ‘**unfair**’ and **respectful and disrespectful behaviour** (of one person to another) in romantic and sexual relationships? Why are these behaviours fair/ unfair or respectful/disrespectful? What impact do they have on well-being?

Posing the scenario that one person in the relationship often viewed pornography and had expectations of sexual behaviour that the other person was not prepared to participate in.

Note: this could be a same or opposite sex scenario. This example works with the more likely mid/late-teenage situation that it is the male placing pressure on female.

Scenario:

Zac and Zara are both 16 and have been going out for a few months. They have been sexually intimate with each other (touching) but have not had sexual intercourse or participated in oral sex. Zac's friends watch internet porn and when he's with them, he also watches. As well as this he has started watching pornographic videos by himself when he's alone. Zac's friends talk as though their girlfriends all have sex with them like in the videos they watch. He doubts this (since some of them don't have girlfriends) but they put pressure on him (knowing he has a girlfriend) that that's what he should be doing – they say it's 'what girls expect'.

- What are Zac and Zara's rights and responsibilities in each of these situations if each person is to support their own well-being, and that of the other person?
- What do they each need to say and do to exercise their rights and responsibilities if their relationship and their overall wellbeing is to be maintained? *Think of the immediate short term and the long term consequences of their actions.*

Zac and Zara situation – ideas Zac has got from porn videos and his mates	Zac	Zara
Zac expects Zara to give him oral sex after she said no to intercourse – he said she can't get pregnant that way and it will still give him pleasure	Rights	Rights
	Responsibilities	Responsibilities
Zac wants Zara to shave/wax off her pubic hair because he's been told it's dirty and it looks more sexy without it	Rights	Rights
	Responsibilities	Responsibilities
Zac threatens to dump Zara when she won't agree to having sex without condoms because 'everyone' says sex doesn't feel as good wearing condoms	Rights	Rights
	Responsibilities	Responsibilities
Zac describes what he would like to do with Zara (something he saw in a porn video). She was disgusted and told him to leave and he was never to speak like that again.	Rights	Rights
	Responsibilities	Responsibilities

- Is it possible to have a right and a responsibility for both Zac and Zara in every situation? Why or why not?
- How do each of the 'right's show respect for self? And for the other person?
- How do each of the 'responsibilities' show respect for self? And for the other person?
- Overall, how do the 'rights' show a sense of fairness'?
- Overall, how do the 'responsibilities' show a sense of fairness?
- What could happen in a relationship if one person's rights are not considered?

- What could happen in a relationship if one person not fulfilling their responsibilities?
- If a young person in a romantic or sexual relationship found that there was an imbalance of rights and responsibilities (for example that one person thought they had all the rights and power in the relationship, and that the other person had the 'responsibility' to do as they were told):
 - a) What effect would this have on the relationship?
 - b) What might the person without the power need to do to try and have a healthy relationship with this person?
 - c) If a healthy relationship was not possible to achieve, what would the person without the power need to do and why?
 - d) What is likely to be the long term effect on the well-being of people who stay in unhealthy relationships? Think of both the person without the power, and the person with the power.

Year 12 teaching and learning activities

Learning context: The impact of pornography on male and female expectations in sexual relationships

Planning overview	How does viewing pornography impact on males and females expectations in sexual relationships?
Scenario - what situation would lead a teacher to including learning activities like these?	In negotiating with the class which aspects of sexuality and gender would become the focus for the investigation into factors that impact on sexual identity and gender identity, students' own concerns about the level of pornography viewing by their peers and the amount of 'porn language' heard around the school meant this was selected as a focus for one aspect of the learning leading to the Health 2.5 assessment.
Learning intention(s)	Students will explain how viewing pornography impacts on young people's ideas about the expectations of males and females in sexual relationships. <i>In this context, these expectations could be seen as making a contribution to gender (and possibly sexual) identity.</i>
Links to NZC Achievement Objective(s)	Combination of 7A3 7A4 7C1 7C2 7C3 7D2 7D3
NCEA link	AS91239 (Health 2.5) Analyse issues related to sexuality and gender to develop strategies for addressing the issues. This requires explaining influences on gender and sexual identity and recommending a relevant combination of personal, interpersonal and societal strategies to address the issues, which reflect the values of social justice.
Resources	For learning activity ideas teachers are referred to the section on pornography in the teaching resource <i>Social and Ethical Issues in Sexuality Education (SEISE)</i> by Gillian Tasker. See Section 7 of this resource. <i>The Health Education Level 2 Learning Workbook</i> by R. Dixon & J. Robertson (2012, ESA Publications) contains a framework for investigating factors that impact on gender and sexual identity.
Approximate time	1 week as part of a 4-5 week investigation into a number of factors that impact on sexual and gender identity.
Learning activities this could build on or lead towards	All previous sexuality education and investigation of an adolescent issue (AS91235) and building resilience for managing change (AS91236).

Activity suggestions:

- Survey a year level of students using the surveying with the Year 9&10 activities.
- Read recent newspaper (or similar) articles highlighting concerns about young people's viewing or pornography.
- Watch (part of) a recent documentary about young people's viewing of pornography.

- Debate the reasons for and against watching pornography
- Participate in a values continuum to explore different views on pornography (see Family Planning 'What's in a story' resource, and other continuum or neutral chair debate ideas follow)

Through class discussion draw conclusions from the evidence collected to explain how viewing pornography is influencing young people's ideas about the way males and females are expected to behave sexual relationships. After debating what is fair and unfair about the way pornography is impacting what young people think (or assume or expect) is 'normal' sexual behaviour, students can recommend:

- A strategy that a community could support to achieve fairer outcomes for young people in relationships;
- An interpersonal action young people could use when communicating with or supporting each other that would contribute to this societal strategy;
- A personal action people could be responsible for that would contribute to this societal strategy;
And
- Overall explain how these strategies and actions work together to encourage social justice.

Additional ideas for Year 12 continuum statements and debates

These statements have been designed for a 4-corner 'agree'-disagree' and 'don't know-neutral' continuum but could be adapted for use in a range of values exploration activities. It is likely there will be some gender differences among students' responses. Make use of any apparent differences in responses to explore further what this is saying about the impact of pornography on males and females expectations in sexual relationships.

- Teachers will need to be selective as to which statements are OK to use in context of their school and their students.
- Some statements are variations on others. Select those that are likely to expand issues that have already surfaced in discussion.
- Teachers may wish to add other situations that surface during class discussion.

Young people viewing porn is a not a social problem	Pornography always degrades women	Adults view porn just as much as young people
Males enjoy (and gain pleasure from) having sex like that shown in porn videos	Females enjoy (and gain pleasure from) having sex like that shown in porn videos	There is a difference between 'erotica' and 'pornography'
Females should shave or wax off all their pubic hair because boys think it is 'dirty'	Viewing pornography is 'normal' behaviour for male teenagers	Viewing pornography is 'normal' behaviour for female teenagers
Viewing pornography is 'normal' behaviour for all teenagers	Males find watching violent acts of sex (on females) exciting and arousing	Females find watching violent acts of sex exciting and arousing
Males or females who watch lots of pornography are sex addicts	Males are under a lot of pressure to behave like the males in pornographic videos	Females are under a lot of pressure to behave like the females in pornographic videos
Pornography always depicts men in positions of power and domination	Males or females who masturbate (after or while watching pornography) have a sexual problem	Males expect females to give blowjobs and like it (like in porn films)
Pornography depicting acts of violence is never OK	Males should always take the lead and decide what happens in sexual relationships	Pornography that shows women being 'powerful' is only to excite males
Same sex female porn is only made for heterosexual males	Females who refuse to behave like females in porn video are rejected by males	Males who refuse to behave like males in porn video are rejected by females

There is a place for pornography in society	Schools should have technology to block internet access through smart phones (and other devices) so student can't access internet porn at school	Cultures have always depicted sex in art, internet pornography is just a 21 st century version of this
There is too much easily-accessed porn on the internet	There is a place for erotica in society	Parents have no idea how much porn young people view
The use of 'porn language' at school (sexual expressions used in pornography) should be considered an act of sexual harassment and be unacceptable at school	If a straight teenage male enjoys watching same sex female pornography that's alright (or if a straight teenage female enjoys watching same sex male pornography) that's alright	If young children see porn it doesn't matter because they don't understand what's happening
If intermediate school age students view porn, that's not a problem because it's years before they will have sex	It's adults who make porn videos so they should be the ones to do something about it	If a teenage gay male or lesbian female enjoys watching same-sex pornography that's alright
Males don't like watching males having sex with other males so same-sex activity in porn is always female-to-female	Watching pornography affects the way females think and feel about sex	Watching pornography affects the way males think and feel about sex
Watching pornography affects what females do when they have sex	Watching pornography affects what males do when they have sex	Males assume females want to be talked to like in porn videos and that it's OK to use that language
Females are always having to deal with pressure from males who expect them to perform like the females in porn movies	Males are always having to deal with pressure from females who expect them to perform like the males in porn movies	Viewing porn makes males believe they can expect to get a blowjob from a female, but not perform oral sex on a female
All boys think girls like anal sex and expect to have anal sex (instead of or as well as vaginal sex)		

Year 13 teaching and learning activities

Possible NCEA links	
AS91461 Health 3.1 Analyse a New Zealand health issue. <i>5 credits Internal</i>	The student's investigation and analysis could focus on media portrayal of sexuality or pornography
AS91462 Health 3.2 Analyse an international health issue. <i>5 credits External</i>	If the assessment specifications can accommodate the topic, sex slavery or the internal pornography industry and the impact on wellbeing
AS91464 Health 3.4 Analyse a contemporary ethical issue in relation to well-being. <i>4 credits Internal</i>	Ethical issues could focus on censorship of sexually explicit materials including pornography.
AS91465 Health 3.5 Evaluate models for health promotion. <i>5 credits External</i>	Teachers can use sexuality contexts such as pornography for applying the models for health promotion – they may not be the context used in the exam but can still be used as the context for learning.

Learning Context: Media portrayal of sex and sexuality – with a focus on pornography

Planning Overview	Why viewing pornography is an issue for teenage New Zealanders
Scenario - what situation would lead a teacher to including learning activities like these?	After a class brainstorm of possible issues to investigate, and discussing recent media reports about: <ul style="list-style-type: none"> students at another school getting into trouble for taking naked photos of their peers and posting them on a fake Facebook page, and students at their own school being caught watching porn on their smartphones, the class decided they would investigate how much of an issue the viewing of pornography was at their school, why it was happening, and what the effect was on well-being.
Learning intention(s)	Students will: <ul style="list-style-type: none"> Investigate why teenagers are watching porn and what effect teens think this is having on their well-being; Analyse data and information to decide which factors are influencing teenage viewing of pornography; Make recommendations about what could be done to reduce the problems associated with teenage viewing or pornography.
Links to NZC Achievement Objective(s)	Links can be made with a combination of: 8A1 8A3 8A4 8C1 8C2 8C3 8D1 8D3 (partially 8D4)
NCEA link	AS91461 (Health 3.1) Analyse a New Zealand health issue.
Resources	For learning activity ideas teachers are referred to the section on pornography in the teaching resource <i>Social and Ethical Issues in Sexuality Education (SEISE)</i> by Gillian Tasker. See Section 7 of this resource. The <i>Health Education Level 3 Learning Workbook</i> by J. Robertson & R. Dixon (2014, ESA Publications) contains a framework for investigating the impact of sexually

	explicit material on well-being that could be applied to pornography, a reworked summary of which follows.
Approximate time	4-6 weeks of classroom learning and homework time.
Learning activities this could build on or lead towards	Determinants of health Models of health promotion Exploring ethical dilemmas and seeing issues from different perspectives

Starting the investigation and defining the issue:

- Students (with their teacher) establish clear guidelines to define which materials are ethical and appropriate for students to access and view, and which materials are not.
- Guidelines for what can be discussed in class are established.
- Establish meanings of 'pornography' and focus on one for the purpose of the investigation (see the SEISE definition for this purpose), and in relation to other terms such as 'sexually explicit' materials, 'soft' and 'hard core' porn etc. (See the activity in SEISE p163)
- Visit the Broadcasting Standards Authority (BSA) website and become familiar with laws around censorship. *What law restricts people's access to visual materials with sexual themes and images (film, television, print, internet)? What law or regulations restrict which images can be shown in public or on primetime television, for example? The internet cannot be policed and regulated in the same way that public television and other local and New Zealand media can be. Identify internet examples of where sexual content is restricted.*
- Debate with the class the idea that pornography (and censorship) present an 'ethical dilemma' and identify the different perspectives people have about pornography. (See the activity in SEISE p171)
- Find recent research data to identify the sorts of problems that come from (young) people's exposure to pornography and data on how many young people have viewed pornography.
- Carry out a school-wide survey to identify what students know, do and think about the issue – see the Year 9&10 survey in this resource.
- View a recent documentary about the impact of pornography on young people.
- Newspaper search: Have there been any recent news stories about young people's viewing of pornographic materials which show it an issue and cause for concern? If so, what is the nature of the concern, according to the articles?
- Debate and come to answers concerning the following. Is the issue of pornography mostly about the:
 - Huge amount of pornography on the internet?
 - Nature of the images? (sexual explicitness, level of violence and type of degrading behaviour)
 - Morality? (what is right and wrong and the cultural, religious and other values that decide this)
 - Values it promotes? (about the roles and expectations of women and men)
 - Insidiousness, or pervasiveness, or normalisation of the images?
 - Expectation that people will view pornography as a normal part of life?
 - The number of (young) people who view pornography
 - Conclusion: If sex and sexuality is promoted as a positive thing, and people's sexual journeys are life-long and part of who they are, what is the 'issue' with pornography – what is it that is 'cause for concern'?

Use the combination of your data as evidence to explain:

- Why pornography is a health and well-being issue.
- Why viewing pornography has implications for young people's well-being.
- Which factors that determine health and well-being are implicated in the issue.

To bring about healthy changes and more equitable health outcomes:

- What actions could improve well-being in situations where it can be shown that exposure to pornography is having a negative impact on well-being? Which of the actions can people take themselves? Which actions can people do for the good of their community? Which would require people to advocate change? Why would they need to advocate change – why can't they take these actions themselves?
- Think about these questions: How does taking action to limit people's exposure to pornography reflect the values of social justice? Why does taking action to limit people's exposure to pornography result in equitable outcomes for people's well-being?
- Use the collective action model or health promotion and one of the Bangkok or Ottawa Charter or Te Pae Mahutonga, to identify actions and strategies to reduce the impact of pornography on young people's well-being.

Learning Context: Pornography as an ethical issue

Planning overview	Pornography as an ethical issue
Scenario - what situation would lead a teacher to including learning activities like these?	A recent event that promoted highly sexualised imagery and nudity in public divided public opinion about what was ethical and 'right'.
Learning intention(s)	Students will explore the different perspective people hold about pornography to explain why it is an ethical dilemma and how current regulations (or lack of them) around pornography helps or hinders young people's well-being.
Links to NZC Achievement Objective(s)	8A3 with aspects of 8A4 and 8D1
NCEA link	AS91464 (Health 3.4) Analyse a contemporary ethical issue in relation to well-being.
Resources	<p>For learning activity ideas teachers are referred to the section on pornography in the teaching resource <i>Social and Ethical Issues in Sexuality Education (SEISE)</i> by Gillian Tasker.</p> <p>The <i>Health Education Level 3 Learning Workbook</i> by J. Robertson & R. Dixon (2014, ESA Publications) contains investigation framework that could be applied to an investigation of the impact of sexually explicit material and pornography on well-being.</p>
Approximate time	4-5 weeks of classroom teaching and learning plus homework.
Learning activities this could build on or lead towards	All previous sexuality education.

Why is pornography an ethical issue?

- What is meant by 'pornography'?
- What exactly is the dilemma? In general terms, what are the differing viewpoints?
- What makes pornography an 'ethical issue'? Base this on understanding of ethics and what it means to think ethically. Is it about the right to view (any) pornography? Is it about how it can be (easily) accessed? Is the issue about individual rights or a greater public good?

- What evidence is there to justify that pornography is an ethical issue (that it has different perspectives of what people consider is right and wrong, that is of concern and it relates to well-being)?
- Who is affected by pornography and how? Think of people immediately or directly impacted by the situation and other people in the community or country.
- What effect does pornography have on people as individuals and as a society – in New Zealand and/or overseas?
- What is the issue's importance – now and in the future?
- What is the current legal status or position (law or policy based), or current practice related to pornography in New Zealand (and overseas where relevant)?

Investigate different viewpoints on the issue using a range of material gathered from newspaper, research and internet sites:

The supporting view FOR pornography.	The opposing view AGAINST pornography.
<p>For each group, explain:</p> <ul style="list-style-type: none"> • Who they are. • What they believe and value, what their attitudes are towards the issue. • why they believe and value this, and hold these attitudes • links to at least one relevant ethical approach or normative principle (and if a medical position, links to medical codes of ethics) • Who is advantaged and disadvantaged by this viewpoint or perspective (and how). <p>For the investigation consider impacts on personal, interpersonal and societal well-being, for example:</p> <ul style="list-style-type: none"> • How does current practice (regulation of and access to pornography) impact on the well-being of individual people viewing pornography? • How does current practice impact on the well-being of interpersonal relationships between the individual(s) viewing pornography and others (friends, family, school or workmates)? • How does current practice impact on the well-being and cultural values of the country (and of communities), especially in the way it functions as a society? 	