gdhr | Growing & developing healthy relationships

Curriculum links

WA HPE Curriculum

Sub-strand: Staying safe

- Skills to deal with challenging or unsafe situations:
  - refusal skills
  - initiating contingency plans
  - acting assertively
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships.

Sub-strand: Healthy and active communities

- Impact of external influences on the ability of adolescents to make safe and informed choices relating to:
  - sexual health behaviours
  - alcohol, drugs and other harmful substances
  - risk-taking

Sub-strand: Interacting with others

- Characteristics of respectful relationships and how these can prevent violence and abuse.

WA Curriculum General Capabilities

Personal and social capability

Ethical understanding

Digital literacy

International technical guidance on sexuality education

Key concept 2.3 Culture, society and sexuality

- Social, cultural and religious factors influence what is considered acceptable and unacceptable sexual behaviour in society, and these factors evolve over time

Key concept 3.2 Gender equality, stereotypes and bias

- Gender equality can promote equal decision-making about sexual behaviour and life planning.

Key concept 4.3 Safe use of information and communication technologies (ICTs)

- Sexually explicit media and images can be sexually arousing and potentially harmful.

Key concept 5.4 Media literacy and sexuality

- Some media portray unrealistic images about sexuality and sexual relationships, which can influence out perceptions of gender and self-esteem.

Materials

- Laugh and learn video - Porn (4min 40sec)
- Keep It Real Online - Pornography - Porn (30 sec)
- Graffiti wall display cards activity - who, what, where, when, how, why, why not - 1 set
- Graffiti wall display cards - Teacher answer sheet

- Sticky notes or small scraps of paper (Approximately 6-10 pieces per student)

Before you get started

Before you get started

- Protective interrupting - Teachers need to know and understand how to use this technique to prevent students form potentially disclosing sensitive information or abuse in front of other students.
- Dealing with disclosures - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- Question box: Give out some small scrap pieces of paper and allow students time to write any questions they have for the question box. To ensure confidentiality, ask all students to write something on the scrap paper at the same time (even if the just draw a smiley face or scribble) and place it in the question box.
- Remind students that Get the Facts has a completely confidential 'Ask a question' service that they may wish to use. All questions are answered by a qualified health professional within a week.
- Preview Laugh and Learn video - Porn (4min 40sec) to determine suitability for your students.
- Be aware that some students undertaking this lesson may have viewed pornography either purposely or accidentally. Some may not be aware of what porn is at all. Emphasise that you do not want to know who has or hasn't seen porn.
- Consider your own thoughts, opinions, attitudes and values about pornography and be aware of how they may influence the way you present this activity.
- Background professional reading:
  - Educator note: Porn: the accessibility and influence
  - Porn and the law - Youth Law Australia (external site)
  - We need a new definition of pornography - with consent at the centre - ABC opinion piece (external site). New definition of porn 'Material deemed sexual, given the context that has the primary intention of sexually arousing the consumer and is produced and distributed **with the consent of all persons involved**).

Learning activities

Group agreement

5 min

Teaching tip: This lesson should only be facilitated by a teacher that knows the class very well and is aware of student's background and knowledge. Extensive work developing a safe space to discuss sensitive topics and a well-established group agreement is vital before facilitating this lesson. Read about how to safely establish a group agreement and what to include.

1. Revise or create the class group agreement.
2. Remind students that throughout the lesson they can write any questions down and add them to the question box at the end of the lesson (if they do not wish to ask them during the lesson).
3. Say:

"This lesson covers the topic of pornography which some students might find challenging. Please let me know if you need to take a break. I want to also stress the group agreement point, no personal stories. Do not share personal stories about watching porn"

Teaching tip: Strict timing of activities is essential in order to keep students focused and on track with this lesson and to avoid too much 'side conversation'. It may be useful to have additional adults in this session (e.g. Community health nurse)

Defining pornography

5 min

4. Ask:

   What does the word pornography or porn mean?
   (V*ideos of people having sex, sex online, pop-up ads, sexy videos on your phone*. Less likely answers may include: *nudes, nude magazines, etc*.

Teaching tip: Young people may also list websites where porn can be accessed and/or name categories or types of porn. Teachers need to consider how this discussion will be managed and directed).

Teaching tip: Pornography can be difficult to define, as there is a general lack of agreement over exactly what constitutes pornography. The definition is largely influenced by the time and context as well as cultural and moral values.

5. Say:

   "There are many definitions of pornography. The Oxford Dictionary definition of pornography is the one we are going to use in this activity. Pornography is: Printed or visual material containing explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.

   Pornography has existed throughout history in the forms of cave drawings, erotic fiction, nude magazines, video tapes and DVDs. In the online era, pornography can be in the form of online videos, online images, live video cams, sexting, social media, dating apps, messaging, pop-ups, the list goes on. Young people today generally do not consider still images or text as pornography.

   Whether a photograph is considered pornography is largely down to context. For example, a picture of a naked person in a magazine such as National Geographic would not typically be considered pornographic, because it is not designed to sexually arouse. A photo featuring an individual in the same stages of undress will likely be considered pornography when it is displayed in the pages of an adult magazine that is intended to elicit arousal."

Laugh and learn videos

10 min

6. Watch

   Keep It Real Online - Pornography (30 sec).

   Laugh and learn - porn video (4min 39sec).

7. Ask:

   What is one thing that surprised you in these videos?
   (*Didn't think that it was fantasy; hadn't thought about consent or safer sex issues before; thought it would have been more realistic; etc*).

Teaching tip: It is vital to only ask for **volunteers** to contribute to class discussions on sensitive topics such as porn. See group agreement - 'right to pass' for further information.

Graffiti wall: The who, what, where, when, how, why and why not

15 min

Teaching tip: It is not advised that this activity be carried out in small groups due to the sensitive nature of the topic. Teachers need to facilitate this activity carefully, being prepared to protectively interrupt and ensure discussions remain respectful and 'on track'.

8. If room allows, have students sit in a horseshoe arrangement and place the Graffiti wall display cards in the middle of the group to allow for close monitoring of student discussions/input. (If space is not available, the Graffiti wall display cards can be placed on the walls around the room).

Teaching tip: This activity could be run outside or in a hall as long as the area provides enough privacy for students to feel safe to participate in the lesson.

9. Place the 'What?' Graffiti wall display card in the centre of the floor space/wall. Provide students with small scraps of paper or sticy notes to write on.
10. Place the 'Who?' Graffiti wall display card on the floor/wall and ask students to **silently** and **individually** think about their own answers to the question.
11. After 30 seconds, invite students to write answers on sticky notes/scraps of paper and place them around the 'Who?' card. Remind students that you do not want personal stories or names of people.

Teaching tip: Answers will vary greatly depending on values and experiences. Teachers may need to address stereotypes (e.g. only guys watch porn) and values (e.g. weirdos watch porn).

12. Say:

    "All sorts of people watch porn guys, girls, older peoples, teenagers, couples. There is just not one type of people who watch porn. From research, we know that 84% of year 10, 11 and 12 students in Australia have viewed porn."

13. Repeat this process for the 'Where?', 'When?', 'How?', 'Why?' and 'Why not?' cards allowing students to first think about their answers silently and individually before calling upon students to place their sticky notes/scraps of paper.

    Where?

    (online, on phone, pop-up ads. Students are less likely to suggest *nude magazines, sexting, naked sexual photos of themselves or peers (nudes), porn DVDs, naked video cams, sex phone lines, erotic novels* as porn.)

Teaching tip: Some students may list porn sites - it is important to think about how you want to guide this discussion depending on the experiences of other students in the room. Discussions on whether some *music videos, billboards, artwork and TV/magazine adverts* could be considered porn could be included. Students may also listed places such as in a bedroom, at a party, at a friend's house, etc.

When?

(Any time, accidentally, in the bedroom, when you are 18+)
How?

(Online, on purpose/accidentally, on your phone/computer/iPad, sex store, friends sending it to you, group chat, pop-ups, buy online, buy in shop.

Teaching tip: It is important that these answers come from students. The aim is not to inform students of places to access porn but to make them aware that it is easy to come across porn accidentally. It is also to educate young people that some sexting and group chat messages could be considered porn.

Why?

(Curiosity, it's funny, because they are horny, because they want to masturbate, enjoyment, to be part of a crowd, to learn about sex.)

Why not?

(It is not realistic, it can objectify and exploit women, often violent and aggressive towards women, doesn't portray respectful relationships, not a good way to learn about real and respectful sexual relationships,)

See Graffiti wall teacher answer sheet for more detailed lists of possible answers.

Teaching tip: This activity may be completed electronically using programs such as Mentimeter to allow students to contribute answers more anonymously (allowing them to feel safer to contribute without judgement from peers). However, this may make student answers harder to monitor/direct if 'off track'.

What to do if you don't want to see it

10 mins

14. Ask:

    If someone comes across porn that they do not want to see, what are some of the feelings they might have?
    (Uncomfortable, distressed, embarrassed, worried, disgusted, feel bullied, unsafe, guilty, shocked, icky,

sick, have 'butterflies' in their stomach, etc).

What actions can someone take if they feel this way? Create a list as students suggest answers and make sure to add any they have left out)

1. *Press delete.*
2. *Be assertive and tell the person showing you that you are not interested and ask them to stop.*
3. *Walk away.*
4. *Talk about your feelings with someone you trust (e.g. trusted adult in your family, or a friend or at school, counsellor, etc).*
5. *Report it officially (can be anonymously).*

15. Show the eSafety Commissioner home page and how to report offensive or illegal content. (The WA Police website - Internet safety also offers ways to report illegal content and abuse).

3-2-1 Reflection

Key words

10 mins

16. Say:

    "I am going to write 5 key words that I think came out of this lesson. I want you to consider what you think were the key ideas of this lesson and record your 5 words."

17. Write **consent, fantasy, reality, relationships, education** (these could be the board covered, on sticky notes, or a piece of paper folded).
18. Ask for suggestions from students as to what your key words might be. Compare with student suggestions to see if they were able to identify the key ideas/concepts of the lesson.

Teaching tip: It does not matter if the students get the same words or not. This activity will allow students to reflect on their learning and allow the teacher to gauge what students have learnt from the lesson. Key words are also a great exercise for CaLD students, students with lower literacy levels and/or special needs.

Optional activity: Porn - what you should know

40 mins

The practical guide to love, sex and relationships is a free national resource developed by the Australian Research Centre for Sex, Health and Society, La Trobe University. It contains lesson plans and resources for Years 7-10.

Porn, what you should know is a 6 min animated video with accompanying lesson plan and activities that is designed to explain the differences between real-life sexual relationships and porn sex to help young people to critically anaylse porn (and other media in general).



Porn, what you should know - lesson plan and resources (external link) (PDF 557KB).

Porn, what you should know - 6min video (external link).

Health promoting schools

Refer to Guiding principle: Health promoting schools - a whole school approach for further information on implementing a whole school approach.

Partnerships

Parents

Keep parents informed of issues of online pornography and their child by cutting and pasting the following information and links to your school newsletter and/or website.

Online pornography education

- eSafety research on parenting and pornography shows that 77% of families with children between 6 and 17, consider it their responsibility to educate them about pornography.
- How parents reacted to finding out their child had been exposed to pornography
  - spoke to them frankly - 61%
  - increased monitoring/supervision of what they do online - 19%
  - installed internet filters - 20%
  - talked to the person who sent/showed them the material - 19%
- While half of parents said they know where to access parental information and resources about children and pornography, a quarter of parents surveyed did not.

eSafety resources

The eSafety parent site offers clear guidance for families about how to discuss online pornography with children of different ages and includes conversation starters.

- 0-8 years: if they have seen it, avoid punishing them.
- 8-12 years: build trust and start an ongoing conversation.
- 12 years and above: start to talk about thoughts they may be having and the difference between pornography and real life.

Offensive or illegal content can be reported via the eSafety Commissioner (external link).

Further advice on talking to young people about pornography can be found on the Raising Children Network site (external link).

Agencies

It's time we talked has a range of resources to support you to understand and address pornography’s influence.

Porn Is Not The Norm aims to prevent pornography's harms to autistic young people by equipping them and their parents, carers, teachers and workers to understand pornography's prevalence, nature and impacts, and how they can safely navigate healthy and respectful relationships and sexuality in this context.



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