***NZ Youth and Porn*:**

**Teaching and learning ideas**

****

*New Zealand Youth and Porn* is a recent research report from the Office of Film and Literature Classification (December 2018). The report, and supporting information, can be accessed at: <https://www.classificationoffice.govt.nz/news/latest-news/nzyouthandporn/>

This NZHEA document contains some ideas for teaching and learning using information from the abovementioned research report. All need to be amended to suit, so this document is being published in Word for easier adaptation. The resource material below will hopefully spark ideas for further or different activities, depending on your learners and the learning focus. The full report goes into detail in a wide range of areas, so **we encourage that you access this** to see what other uses it may have in your learning programme.

The activities have been written with curriculum level 5/6 in mind (year 10/11) but could be adapted to suit other levels of learning. When planning for teaching and learning experiences around the issue of pornography, the following NZHEA-produced documents will be helpful, and they contain links to further information and resources:

* [Policy considerations for teaching and learning about pornography](https://healtheducation.org.nz/wp-content/uploads/2018/11/1-nzhea_policy-considerations-for-teaching-and-learning-about-pornography-in-the-nzc_oct_2018.pdf) (2018)
* [Activities for exploring the issue of pornography](https://healtheducation.org.nz/wp-content/uploads/2018/11/r-nzhea-seg-activities-for-exploring-the-issue-of-pornography-20161.pdf) (2016)

**Contents:**

|  |  |
| --- | --- |
| **Material from report and activity ideas**  | **Page** |
| Quotations –influences, wellbeing, critical thinking, attitudes and values | 2 |
| Statements – fact/myth/opinion, continuum or debate  | 5 |
| Interpreting statistical information  | 6 |

**Quotations**

There are many ways in which the quotations below could be used. Select the quotations that best meet your learners’ needs and the focus for the learning.

Activity ideas focusing on **influences, wellbeing and critical thinking** follow the quotes – these ideas could be combined – ie, looking at influences and wellbeing at the same time.

|  |
| --- |
| “On a positive note, porn exposes you to different genres of sex and diversity within roles, but a negative is that people can get exposed to an unrealistic standard of sex, hyper masculinity or hyper femininity” – 17-YEAR-OLD GIRL |
| “Positive: It shows young people, who may not have received any decent sexual education, how the mechanics of sexual interaction happens. It also shows some people that their desires are not unnatural or immoral. Negative: It sets a benchmark that is way too high for many young people, in terms of their performance. Males who can’t ‘bang away’ for hours, and girls who won’t take anal or accept cum on their faces, feel that they will fail to satisfy their partners, and so encourages depression and social withdrawal” – 17-YEAR-OLD BOY  |
| “... By looking and learning it helps with the anxiety and a basic knowledge of what to do... Some porn is brutal and violent and degrading to the woman and it is this that I believe is the problem. As being young and seeing that, you are led to believe that is how you treat a woman, which in my eyes is wrong!” – 15-YEAR-OLD BOY  |
| “I think although it is inappropriate before I watched [porn] I didn’t really know how sex worked and I think it educates kids on what actually happens. It also assists with masturbation which can be a good stress release method. The negative impacts are that porn sex is usually fake and we expect too much when we actually have sex. Also some boys might not be able to orgasm without porn” – 14-YEAR-OLD GIRL |
| “Porn is often derogatory towards women and objectifies them, so people could be influenced by this to treat women in a negative way. Porn also does not really show consent and there are often scenes where sex is done by force” – 17-YEAR-OLD GIRL  |
|  “Porn is about promoting sexual activity, and females are seen as sex machines rather than human beings. So I guess it promotes that men should treat women as something to meet their sexual desires” – 15-YEAR-OLD BOY |
| “They get wrong ideas of what a body looks like and tells people hurting people in sex is ok” – 17-YEAR-OLD-BOY |
| “I have some friends that get asked to try something but they don’t even know what it is because they don’t watch porn and they feel pressure to watch so they don’t feel dumb not knowing” – 14-YEAR-OLD GIRL  |
| “Makes things normal. People copy what they see” – 15-YEAR-OLD BOY |
| “They think that’s what females are into! All the hard core porn, they think it’s normal. And if you don’t do it all then you’re a prude” – 17-YEAR-OLD GIRL |
| “Sometimes I look at porn because it arouses me when I’m not around my boyfriend to be aroused. And there are a few videos that I like looking at” – 17-YEAR-OLD GIRL  |
| “I think it shows that there are many different ways of being with someone, and I’m not weird or the only person to like certain things” – 15-YEAR-OLD BOY   |
| “My parents have said to imagine that the person in the videos is someone I know, and would I really want that done to them? It makes me feel bad so I’m not sure I like what I have seen” – 16-YEAR-OLD BOY  |
| “It can be positive because it can be accessed easily and give young people a way to release tension and stresses. However it can also be negative because possible harmful and scarring images can be easily accessed” – 15-YEAR-OLD GIRL  |
| “Often I spend less time looking when my life is busier, and have a lot less free time. And I also try to cut down the time on it too” – 16-YEAR-OLD BOY |
| “... It gives you a better idea of different sexual acts but some of the violent ones should not be viewed at all” – 17-YEAR-OLD BOY |
| “Porn is acting. ‘Pornstars’ are actors and so therefore do not depict real life sex. The videos are made more dramatic and over portrayed for entertainment. So when people have sex for the first time it will definitely not have the same experience as the videos. Pornography gives everyone having sex unreal expectations” – 17-YEAR-OLD GIR |
| “For people my age, images and porn are kind of all we know what sex looks like. Lots of those inappropriate pics and vids pop up online even with spam blocks. Or first time together..that’s what it is. Plus, to be honest, the images I’ve seen and lots of my mates watch porn..lots of girls don’t look like that.it makes me feel self-conscious about my body. And what if some boys expect porn from their girlfriends and force them to act that way” – 14-YEAR-OLD GIRL |
| “Pornography often displays unrealistic activities from what you’d expect in a normal sexual relationship” – 17-YEAR-OLD BOY |
| “Viewing pornography before a person is knowledgeable and mature enough to safely commit sexually to a relationship can be given incorrect and misleading information that can cause misunderstandings that can damage social relations with their peers” – 17-YEAR-OLD BOY |
| “I think that it teaches boys in particular, that girls are objects. I feel that it also teaches girls that they have to live up to the expectations of the actors onscreen” – 14-YEAR-OLD GIRL |
| “While it doesn’t educate people about sex it is a good leap for both boys and girls into discovering more about their own bodies and things like masturbation which is good for you. However, porn is not a realistic view of sex which can lead both boys and girl into having sex that is uncomfortable for them” – 17-YEAR-OLD GIRL |

**Influences [possible activity ideas]**

* Identify P, IP and S influences across a selection of quotes.
* Students work in small groups with a selection of quotes that relate to P, IP or S influences/factors. Looking across the quotes, the group writes a paragraph to explain the influences – what the factors are, and how they might influence teenagers (e.g. influence their thoughts/behaviours).
* Use a small number of quotes (in groups or as a whole class) to spark a discussion about what influences young people on a specific topic (e.g. influences sexual behaviour, influences their relationships with a romantic/sexual partner, influences their relationship with friends or parents).

**Wellbeing [possible activity ideas]**

* Again with a selection of quotes, students make links to the four dimensions of wellbeing – what aspect of wellbeing does the quote connect to, and how might pornography impact on people’s wellbeing?
* Use a wellbeing grid or similar chart/visual to brainstorm possible positive and negative impacts for wellbeing (as related to the quotes, or more generally in relation to the issue of porn).
* Discuss potential impacts for societal wellbeing (society or communities as a whole).

**Critical thinking**

Use a selection of quotations and some of the questions below to engage students critically in the messages conveyed in the quotations.

**Questions for critical thinking**

* *What is your response to this quotation – how do you feel about it?*
* *What are your beliefs about this knowledge? Why do you believe this?*
* *What information is missing from this quotation? Why is this information missing?*
* *Have the social, cultural, economic, political, and/or ethical aspects of this situation been considered?*
* *Whose interests are being served? Who has the power in this situation?*
* *Who is being advantaged? (How/why?)*
* *Who is not being heard or served?*
* *Who is being disadvantaged? (How/why?)*
* *What are the inequalities that exist in this situation?*
* *What needs to change for social justice?*
* *How can you contribute to this change?*

Source (adapted from): *The Curriculum in Action: Making Meaning Making a Difference Years 11-13* (Ministry of Education, 2004, p.27, based on Brookfield, 1995, and Smyth, 1992).

**Attitudes and Values**

Prior knowledge is needed about the wide range of attitudes and values held by people in society. For example, but not exclusively, the attitudes and values at the heart of the HPE learning area: <http://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/Attitudes-and-values> or those in the NZC: <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum> or the school’s values.

* Selecting a quotation(s), students discuss: what attitudes and values are apparent in this young person’s viewpoint?
* Does the viewpoint connect in any way to social justice, or the lack of social justice (fairness, inclusiveness, non-discrimination?)
* How could the quotation be revised to reflect the values of social justice? (or the HPE A&V more widely).

**Statements**

As with the quotations above, the statements below could be used in a variety of ways, including a fact/myth/opinion quiz, debate or continuum discussion – small groups or whole group discussion. Also see the critical thinking and A&V questions above – the statements could also work with these.

|  |
| --- |
| A minority of people in New Zealand have seen pornography  |
| Porn influences the way young people think and act  |
| Porn is influencing the sexual lives of young people |
| Porn is often troubling for young people  |
| Access to porn should be restricted  |
| Most people first see porn by accident or from being shown it by someone  |
| Heterosexual people are more likely to access porn than non-heterosexual people  |
| Porn is more likely accessed by young people on a smart phone than a computer  |
| Porn is a good way for young people to learn about sex  |
| Porn is leading people to have sex younger, or more young people to have sex  |
| Young people overall believe that sex education at school isn’t useful to them  |
| Most young people who access porn see something that makes them uncomfortable  |
| Young men are more likely to access porn than are young women |
| [add more statements if needed] |

**Interpreting statistical information**

**The following graphs show a selection of data from the*****New Zealand Youth and Porn* report.**

**Suggested approach:** Assign each group a table of data and ask the following questions:

1. What is this information telling us?
2. What surprises you the most? The least? Why is this?
3. What factors or circumstances do you think could account for these findings? Why do you say this?
4. What concerns about young people’s wellbeing are raised by this information?
5. Why do you think the report has provided separate data for boys and girls, and not only ‘all’ young people?
6. What other questions does this data raise*? See if you can find answers to your questions in other sections of the report.*

**Graph 1. Age of first exposure to pornography** (see page 22 of the report for further information)

**Graph 2. Frequency of exposure to pornography** (see page 23 of the report for further information)

**Graph 3. Where young people see porn online** (see page 28 of the report for further information)

**Graph 4. Behaviours young people see in pornography** (see page 31 of the report for further information)

**Graph 5. How young people perceive pornography influences attitudes and behaviours** (see page 39 of the report for further information)

**Graph 6.** **Reasons for looking at pornography** (see page 47 of the report for further information). *Note this is from the sample who viewed pornography in past 6 months.*

**Graph 7.** **Feelings and emotions felt when looking at pornography** (see page 47 of the report for further information). *Note this is from the sample who viewed pornography in past 6 months.*