

# Teaching and learning about pornography in health education

For students in Years 9-13



New Zealand Health Education Association (NZHEA)

# Teaching and learning about pornography in health education: For students in Years 9-13 (2020)

Resource compiled by NZHEA

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## Recommended citation:

NZHEA. (2020). *Teaching and learning about pornography in health education: For students in Years 9-13*. New Zealand Health Education Association.

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# Introduction

Since the release of the Ministry of Education *Sexuality education: a guide for principals, boards of trustees, and teachers* (2015) NZHEA has produced a succession of resources to support teachers make decisions around how to approach teaching about pornography as part of health education.

With ongoing queries from teachers about what to teach and at what levels, we thought it timely that we consolidate all of this material into one resource for ease of accessibility and use.

This resource now combines the following material:

- *Teaching and learning activities for addressing concerns about pornography in Health Education Years 9-13* (NZHEA, 2015)
- *Policy considerations for teaching and learning about pornography in Health Education* (NZHEA, 2018)
- Notes on using pornography as an influence for AS91235 (Health 2.5) (NZHEA, 2018)
- *NZ Youth and Porn: Teaching and learning ideas* (activities developed from the Office of Film and Literature Classification report, NZHEA, 2019)
- *“We’re doing porn” Careful consideration of the educational purposes of learning about pornography as a wellbeing issue* (2019 HPE conference workshop).

Included in this resource is also our current position statement describing how pornography could be included as part of curriculum teaching and learning, drawing on understandings of the HPE underlying concepts and Achievement Objectives across *New Zealand Curriculum* Levels 5-8.

We also offer guidance around teaching and learning about pornography in consideration of other education policy statements such as the Teaching Council’s *Our Code, Our Standards: Code of Professional Responsibility and Standards for the Teaching Profession*.

At this time we have added little new material to this collection of resource material, except for:

- some ideas for ways to inform **parents** about what students will be learning about pornography, and
- an item bank of **scenarios** to use as part of other sexuality education and mental health and wellbeing activities,
- an activity to use the NZ developed Light Project website, and
- A PLD discussion/workshop activity for teachers.

As the concerns about young people’s viewing of pornography are ongoing, and research still shows troubling levels of viewing and harm from viewing pornography, this will remain a changing and evolving issue for some time. As an association we will endeavour to revise and update our resources in a timely manner if and when social attitudes and practice change, regulatory measures are introduced, and as other useful, curriculum-relevant resources are produced.

# NZHEA Position Statement:

## Teaching and learning about pornography from a curriculum perspective

### 1. Defining ‘pornography’ for the purposes of teaching and learning in *The New Zealand Curriculum*

There are many definitions of ‘pornography’ – what it is and what it isn’t.

In order to give focus to concerns about violent, demeaning, dehumanising, exploitative, often non-consensual and unsafe sex depicted in pornographic videos, as distinct from sexually explicit or erotic materials that show or describe consensual and pleasurable sexual activity, we need a definition that captures this distinction.

For this reason the definition of **pornography** used in the health education resource *Social and Ethical Issues in Sexuality Education*<sup>1</sup> remains relevant.

#### *Social and Ethical Issues in Sexuality Education* 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 (p. 163).*

The HPE sexuality education key area of learning in the NZC aims to promote a breadth of understanding, described generally as ‘positive sexuality’ and sexual health. This includes consideration of healthy sexual relationships. It is important that we don’t demonise consensual, pleasurable sex when giving attention to the way some sexual imagery does not give helpful messages about healthy sexual relationships.

### 2. The concerns we are responding to

Current concern about the viewing of pornography by young people is in response to NZ research data that shows that:

*“One in four young people in New Zealand first saw porn by the age of 12. Three out of four have seen it by 17. Most young people were not seeking out pornography when they first saw it, but they came across it anyway – it found them. Accidentally seeing porn is one thing, but some young people are viewing it regularly (15% view porn at least monthly, weekly, or daily). The majority of these regular viewers started looking at porn monthly, weekly or daily by age 14. Porn is an issue for girls and boys. Boys are more likely to see porn earlier, to seek it out, and to view it more*

<sup>1</sup> *Social and Ethical Issues in Sexuality Education* by Gillian Tasker et al. (Christchurch College of Education, 2000, and revised 2004) – see Section 7, pages 163-188 of this resource.

*often. But girls are also exposed to pornography, often at a young age. The majority of 14-yearold girls have seen porn. Around 10 percent of girls view it regularly.”<sup>2</sup> (p8.)*

- That much of the easily accessed online pornography shows sexual acts that are violent, demeaning, dehumanising, or exploitative (especially of women, children, and young people), and with no consideration of consent, or pleasure for all involved.
- The negative impact on relationships and overall wellbeing as a consequence of viewing this type of pornography as it creates new unhealthy ‘norms’ and unrealistic expectations of sexual behaviour.

### 3. The purpose and focus of curriculum-based education about pornography *OR What teaching and learning about pornography IS*

As part of sexuality education students learn about the way viewing pornography can have negative impacts on wellbeing and relationships. Learning about these wellbeing impacts is as much about mental health education as it is about sexuality education.

Situations involving pornography may be considered when students learn about:

- What constitutes a safe, healthy and loving romantic or sexual relationship
- What giving consent means, and the interpersonal communication skills required for this
- Self-management and personal responsibility
- Rights and responsibilities in relationships and showing respect for self and others
- Power imbalances in relationships
- Ways of coping with stress and change
- Help seeking when wellbeing issues emerge
- Social responsibility, how to be an upstander, an activist and how to advocate for change
- Being safe online.

All of this knowledge is framed by the underlying concepts of the HPE learning area – that is a holistic understanding of wellbeing described by the concept of hauora and explored through Mason Durie’s te whare tapa whā model; the socioecological perspective which explores the interconnectedness of individuals with others and in context of their communities and society; health promotion (the process of taking individual and collective action); and attitudes and values related to show care and respect for self and others and the values of social justice such as fairness and inclusiveness.

### 4. What teaching and learning about pornography is NOT

Like all health education subject matter, learning about the wellbeing impacts of viewing pornography is not a prescribed body of one-size-fits-all knowledge and skills. Teaching and learning decisions are based on students’ learning needs which are identified through a range of data about student learning gathered by teachers as part of their everyday practice.

Although we are most concerned about the type of pornography that shows violent, degrading, dehumanising, often non-consensual and unsafe sex that appears to dominate a lot of online porn sites, under no circumstances do we allow students view pornography as part of their learning as this is against the teachers’ code of professional responsibility and the law. Nor will we engage students in detailed discussion about the specific content of pornographic videos.

<sup>2</sup> NZ Youth and Porn, Office of Film & Literature Classification (2018) <https://www.classificationoffice.govt.nz/news/latest-news/nzyouthandporn/>

# Curriculum and Teaching Considerations

To help give a *New Zealand Curriculum* teaching and learning perspective on this subject matter, the following sections of this resource draw attention to a range of policy-related considerations in order to:

1. Define what **‘pornography’** means in a way that is consistent with understandings of 'objectionable' and 'restricted' material described by the **Films, Videos and Publications Classification Act 1993**.
2. Draw attention to teachers’ ethical responsibilities and compliance requirements, as described in **The Teaching Council Code of Professional Responsibility**. Although the principles in the code are not specific to teachers teaching sexuality education, some aspects of the code have heightened relevance when teaching students about the issue of pornography.
3. Show how the **teaching as inquiry approach**, described in the effective pedagogy section of the NZC, can be used to decide learning focus and the teaching strategies for the aspects of the sexuality education programme that include consideration of the issue of pornography, and then evaluate the outcomes of the learning.
4. Illustrate how a selection of the **NZC HPE Achievement Objectives** can be used to frame learning intentions when learning about the issue of pornography.

## Background

Upon the release of the Education Review Office report *Promoting wellbeing through sexuality education*<sup>3</sup> the aspect of the document that appeared to gain a disproportionate amount of media attention was teaching about the issue of pornography, even though this is only one of many aspects of sexuality mentioned in the report.

“In schools with a good curriculum, the sexuality education programme was comprehensive and age-appropriate, covering the areas of: anatomy, physiology and pubertal change, friendship skills, relationships, conception and contraception, gender stereotypes, communication skills, consent and coercion, gender and sexuality diversity, sexually transmitted infections\*, sexting\*, **pornography\***, alcohol and drugs as they relate to sex\*, sexual violence\* (\* in secondary schools)” (ERO, 2018, p. 13).

The report goes on to say:

“International research<sup>4</sup> suggests that pornography is becoming an increasingly accepted and prevalent aspect of young people’s sexuality experiences. However, research also identifies a range of negative outcomes associated with viewing pornography, including mental and sexual health issues. Pornography rarely depicts meaningful consent, and often includes coercion and/or violence, particularly towards girls and women, as a normal part of sexual encounters. Upcoming draft survey findings from the Light Project<sup>5</sup> suggest that these patterns are also

<sup>3</sup> *Promoting wellbeing through sexuality education* (Education Review Office, 2018)

<http://www.ero.govt.nz/publications/promoting-wellbeing-through-sexuality-education/>

<sup>4</sup> See for instance: The Office for the Children’s Commissioner UK. (2013). “Basically...Porn is everywhere” - A Rapid Evidence Assessment of the effects that access and exposure to pornography have on children and young people. Available from:

<http://www.childrenscommissioner.gov.uk/publications/basically-porn-everywhere-rapid-evidence-assessment-effects-access-and-exposure> ; Australian senate inquiry into harm towards children through access to internet pornography. Available from: [http://www.aph.gov.au/Parliamentary\\_Business/Committees/Senate/Environment\\_and\\_Communications/Onlineaccessstoporn45/Report](http://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Environment_and_Communications/Onlineaccessstoporn45/Report)

<sup>5</sup> Pearson L., Powell M., Denholm N., Robertson J., Porn and Young People – what do we know? NZ Youth Stakeholder Survey. Auckland: The Light Project; 2018.



visible in the New Zealand context, and highlight that many young people in New Zealand are learning about sex through pornography. This creates unhealthy views about sex and relationships, and is leading young people to engage in physically and emotionally risky behaviours. It is therefore of some concern that ERO found pornography was one of the least well covered aspects of sexuality education. ERO therefore recommends further investigation into the impact of pornography on young people” (ERO, 2018, p. 18).

This last sentence is not a teaching and learning recommendation as such. The only recommendations related to teaching and learning was that, *‘ERO recommends that schools: ... implement a comprehensive sexuality education programme, making sure sufficient time is provided for delivery and that students at all levels have opportunities to engage with sexuality education’* (ERO, 2018, p. 20).

The earlier Ministry of Education document, *Sexuality education: a guide for principals, boards of trustees, and teachers*<sup>6</sup> makes little mention of the topic but does highlight the changes in health and sexuality education (since the previous guidelines statement in 2002) noting that *‘social media, internet sites with sexual content and sexual bullying via instant messaging and apps are new issues that need consideration. For example, some young people receive unwanted sexual material (e.g. **pornographic images**, videos, or words) on their mobile phone and/or on the internet’*<sup>7</sup>. We note that in 2020 some minor revision will be made to the sexuality education guidelines.

## Definition of pornography

We need to use a definition of pornography consistent with the **Department of Internal Affairs** statement on objectionable and restricted materials, as described in the **Films, Videos and Publications Classification Act 1993** – see following extract.

In health education we often talk of **‘sexually explicit material’** which tends to be an overarching term for:

- A range of materials that are viewed in the public arena (e.g. in advertising) that rely on references to sex, sexualised images of bodies, sexual messages (etc) to promote and sell products.
- **Erotica** – materials that show or describe sexual activity intended to arouse sexual feelings.
- **Pornography** – the definitions of which vary from source to source and include the definition of erotica above.

In order to give focus to the particular concerns about the type of violent, demeaning, dehumanising, or exploitative pornography dominating easily-accessed online sources, we need a definition that captures this distinction.

For this reason the definition of **pornography** used in the health education resource *Social and Ethical Issues in Sexuality Education*<sup>8</sup> remains relevant.

<sup>6</sup> *Sexuality education: a guide for principals, boards of trustees, and teachers* (Ministry of Education, 2015) <http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

<sup>7</sup> Citing Clark, T. C., Fleming, T., Bullen, P., Denny, S., Crengle, S., Dyson, B., Fortune, S., Lucassen, M., Peiris-John, R., Robinson, E., Rossen, F., Sheridan, J., Teevale, T., Utter, J. (2013). *Youth’12 Overview: The health and wellbeing of New Zealand secondary school students in 2012*. Auckland, New Zealand: The University of Auckland. <https://www.fmhs.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/2012-overview.pdf>

<sup>8</sup> *Social and Ethical Issues in Sexuality Education* by Gillian Tasker et al (Christchurch College of Education, 2000, and revised 2004) – see Section 7, pages 163-188 of this resource.

## ***Social and Ethical Issues in Sexuality Education* 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 (p. 163).*

## **Department of Internal Affairs: Films, Videos and Publications Classification Act 1993**

### **[Extract] What is 'objectionable' and 'restricted' material<sup>9</sup>?**

#### **Objectionable**

Objectionable is defined under the Films, Videos and Publications Classification Act 1993 as: "a publication...(that) describes, depicts or expresses, or otherwise deals with matters such as sex, horror, crime, cruelty or violence in such a manner that the availability of the publication is likely to be injurious to the public good."

**All objectionable material is banned.** In deciding whether a publication is objectionable, or should instead be given an unrestricted or restricted classification, consideration is given to the extent, degree and manner in which the publication describes, depicts, or deals with:

- acts of torture, the infliction of serious physical harm or acts of significant cruelty
- sexual violence or sexual coercion, or violence or coercion in association with sexual conduct
- sexual or physical conduct of a degrading or dehumanising or demeaning nature
- sexual conduct with or by children, or young persons, or both
- physical conduct in which sexual satisfaction is derived from inflicting or suffering cruelty or pain
- exploits the nudity of children, young persons, or both
- degrades or dehumanises or demeans any person
- promotes or encourages criminal acts or acts of terrorism
- represents that members of any particular class of the public are inherently inferior to other members of the public by reason of any characteristic of members of that class being a characteristic that is a prohibited ground of discrimination specified in the Human Rights Act 1993.

#### **Restricted**

Restricted material is material which is only made available to people who are over a certain age.

Typically, this is R18 or adult material similar to that which can be legally purchased from video or magazine outlets. This material is available on the Internet providing the person accessing it can prove they meet the age required.

Anybody who knowingly supplies, distributes, exhibits or displays a restricted publication to any person who does not meet the age criteria is committing an offence. A restricted publication is objectionable if made available to a person underage, and an individual can receive up to three months imprisonment or a fine not exceeding \$10,000. Examples of offences that could occur - This would include (but is not restricted to):

- a video outlet renting a restricted DVD to an underage youth; or
- a parent supplying an R18 computer game to underage children; or
- an adult sending sexually explicit text or images to a person under 18.

The Act seeks to maintain a balance between control of objectionable and restricted publications and individual freedom of choice. There is a tension between the concept that the availability of some types of material may be

<sup>9</sup> Source: <https://www.dia.govt.nz/Censorship-Objectionable-and-Restricted-Material> and

[https://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Resource-material-Our-Policy-Advice-Areas-Censorship-Policy?OpenDocument#four](https://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Resource-material-Our-Policy-Advice-Areas-Censorship-Policy?OpenDocument#four)

'injurious to the public good', and section 14 of the Bill of Rights Act 1990, which states that everyone 'has the right to freedom of expression, including the freedom to seek, receive, and impart information and opinions of any kind in any form.'

See also the *Plain English guide to offence provisions in the Films, Videos, and Publications Classification Act 1993 and its Regulations (2015 update)*<sup>10</sup>.

## Safe and ethical teacher practice when teaching students about pornography

"For sexuality education to be effective, it is critical that it be taught by well-trained, confident and capable teachers" (ERO, 2018, p. 15).

The Teaching Council **Code of Professional Responsibility** applies to ALL teachers. However, when teaching sexuality education, and especially contexts like pornography, some aspects of the code have high relevance, as highlighted among the extracts below.

### Extracts from: **The Code of Professional Responsibility: Examples in Practice**<sup>11</sup>

<b>2. COMMITMENT TO LEARNERS</b>	<b>Examples of behaviour that promotes learners' wellbeing and protects them from harm include:</b>	<b>Examples of behaviour that does not promote learners' wellbeing and may cause harm include:</b>
<b>2. 1 Promoting the wellbeing of learners and protecting them from harm*.</b>	<ul style="list-style-type: none"> <li>creating learning environments (including online spaces) that are safe and inclusive, and that promote the dignity and emotional wellbeing of all learners</li> </ul>	<ul style="list-style-type: none"> <li>using verbal or body language that is unreasonable and inappropriate (for example, using aggressive, threatening or humiliating language, or using an intimidating stance and demeanour)</li> </ul>
<b>2. 2 Engaging in ethical and professional relationships with learners that respect professional boundaries.</b> We recognise that : <ul style="list-style-type: none"> <li>teachers are in a unique position of trust, care, authority and influence over our learners</li> <li>the teacher–learner relationship is not equal, and there is always an inherent power imbalance</li> <li>teachers have a duty of care to ensure that the physical and emotional wellbeing of learners is safeguarded</li> <li>teachers have the responsibility to ensure and maintain professional boundaries with their learners.</li> </ul>	<ul style="list-style-type: none"> <li>being careful to manage professional boundaries both within and beyond the learning environment</li> <li>taking steps to establish and maintain positive and professional relationships focused on their learning and their wellbeing</li> <li>taking steps to ensure that my learners understand the limits and boundaries of the teacher–learner relationship</li> <li>being transparent about actions that could be interpreted as blurring professional</li> </ul>	<ul style="list-style-type: none"> <li>fostering online connections with a learner outside the teaching context (for example, 'friending') or privately</li> <li>meeting with them outside the education setting without a valid context</li> <li>adopting a role with a learner that is inappropriate and beyond the scope of my teaching position, such as treating the learner as a friend</li> <li>communicating with them about very personal and/or sexual matters without a valid context [see following discussion]</li> <li>engaging in a romantic relationship or having sexual or intimate contact with a learner or with a recent former learner**</li> </ul>

<sup>10</sup> Plain English Guide to offence provisions in the Films, Videos, and Publications Classification Act 1993 and its Regulations (2015 update)  
<https://www.classificationoffice.govt.nz/assets/PDFs/plain-english-guide-to-the-offence-provisions.pdf>

<sup>11</sup> Source: *The Code of Professional Responsibility: Examples in Practice* (Note particularly pages 11-14)  
<https://www.educationcouncil.org.nz/sites/default/files/Code%20Guidance%20FINAL.pdf>

	boundaries, by informing, and seeking authorisation from, my professional leader.	<ul style="list-style-type: none"> <li>making jokes or innuendo of a sexual nature toward a learner, or making inappropriate comments about their physical appearance.</li> </ul>
<b>2. 3 Respecting the diversity of the heritage, language, identity and culture of all learners.</b>	<ul style="list-style-type: none"> <li>fostering a learning culture that celebrates diversity and inclusion, and protects against discrimination</li> <li>understanding my world views may be different from those of my learners</li> <li>using the correct pronoun for a learner's preferred gender identity</li> </ul>	<ul style="list-style-type: none"> <li>making discriminatory or derogatory comments about a learner's heritage, language, identity, beliefs or culture</li> <li>dismissing or belittling a learner's personal, cultural, religious or spiritual beliefs</li> <li>displaying a lack of respect for a learner's cultural or customary protocols</li> </ul>

\*Harm is defined as any detrimental effect on the learner's (physical, emotional, social, intellectual or spiritual) wellbeing. This includes neglect, deprivation, abuse, discrimination, exclusion, threats of physical harm and harassment. It does not include accidental harm that does not involve negligence or misconduct.

\*\*Inappropriate relationships: The length of time between the conclusion of the teacher–learner relationship and the beginning of an intimate relationship is only one of a number of factors that might determine the appropriateness of a teacher's conduct. Other considerations might include the age difference between the learner and the teacher; the vulnerability and emotional or social maturity of the learner, and whether the relationship was formed while there was a teacher–learner relationship (Australasian Teacher Regulatory Authorities. (2015). Managing Professional Boundaries: Guidelines for teachers (ATRA).

## Communicating with students about sexual matters without a valid context

Formally and purposefully planned and taught mental health and sexuality education, framed by NZC understandings and the sexuality education guidelines, **should** provide a legitimate and valid context for communicating with students about sexual matters.

However, it raises questions about how far that goes in context of learning about the issue of pornography.

What is clear is that the **Films, Videos, and Publications Classification Act 1993, Clause 127 - Exhibition to persons under 18** makes it a crime for teachers to show objectionable material to any person under the age of 18.

### Films, Videos, and Publications Classification Act 1993<sup>12</sup>

#### Clause 127 - Exhibition to persons under 18

(1) Every person commits an offence against this Act who exhibits or displays an objectionable publication to any person under the age of 18 years.

(2) Every person who commits an offence against subsection (1) is liable on conviction,

(a) in the case of an individual, to a fine not exceeding \$10,000;

(b) in the case of a body corporate, to a fine not exceeding \$30,000.

(3) It shall be no defence to a charge under subsection (1) that the defendant had no knowledge or no reasonable cause to believe that the publication to which the charge relates was objectionable.

(4) Every person commits an offence against this Act who exhibits or displays an objectionable publication to any person under the age of 18 years knowing or having reasonable cause to believe that the publication is objectionable.

(5) Every person who commits an offence against subsection (4) is liable on conviction,

(a) in the case of an individual, to imprisonment for a term not exceeding 10 years;

<sup>12</sup> Films, Videos, and Publications Classification Act 1993. Clause 127 Exhibition to persons under 18

[http://www.legislation.govt.nz/act/public/1993/0094/latest/whole.html?search=ts\\_act\\_classification\\_resel&p=1#DLM314155](http://www.legislation.govt.nz/act/public/1993/0094/latest/whole.html?search=ts_act_classification_resel&p=1#DLM314155)

(b) in the case of a body corporate, to a fine not exceeding \$200,000.

What is less clear is 'talking about it' and how explicit is too explicit? This will need to be judged in context of the students, the school, and the school community.

It is recommended that HPE middle leaders and teachers (and a senior leader) discuss and reach agreement around:

- What is OK for a teacher to talk about in a planned and deliberate way? What situations or scenarios can a teacher provide (or cannot use) as a way to promote discussion to help students understand the wellbeing concerns associated with viewing pornography?
- How are teachers expected to respond (and not respond) if/when students contribute to class discussion their knowledge of violent and demeaning acts of sexual behaviour?
- How are teachers expected to respond if a student discloses sexual knowledge or behaviour that causes them concern?

*Think of it this way*, if a student takes home the sensationalist and sexually explicit aspects of their learning about pornography – and this is OUT of context (with the broader learning intentions removed) – and then a complaint is made to school that you are teaching obscenities - how are you going to deal with that? More is the point, how will you plan to prevent such a situation occurring?

What it brings into question is the effectiveness of the biennial consultation by schools with their communities about the broader intentions and focus of the health education programme. See the ***Sexuality education: a guide for principals, boards of trustees, and teachers*** (Ministry of Education, 2015), and ***Promoting wellbeing through sexuality education*** (Education Review Office, 2018) for further information about this matter.

## Teacher's fears and reservations

It is perhaps not a world many teachers want to 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 learning that provides them with the opportunity to think critically 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'.

While some research reports suggest a lack of teacher preparedness to include learning about the impact of pornography on wellbeing, there is also evidence that many are. For example, 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 such as that seen on billboards or shop windows, and 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 Teaching Council's Code of Professional Responsibility.
  - 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**.

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

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:

- 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 some* 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.



## Informing parents

Many parents will naturally, and understandably, have concerns about what their child is being taught about pornography at school. Whether it is a part of the biennial community consultation process, or an issue that surfaces while sexuality education programmes are being taught, it is worth having to hand a prepared statement about your school's approach to teaching and learning about pornography.

The following template of ideas can be adapted to suit your school context.

### [Name] College statement: Teaching and learning about pornography in health education

#### Health education

As part of sexuality education students at this school learn about the way viewing pornography can have negative impacts on wellbeing and relationships. Scenarios related to the viewing of pornography feature in our **Year 9&10 programme** when we learn about: *[adapt this as applicable to your school]*

- What constitutes a safe, healthy and loving relationship
- What giving consent means
- Rights and responsibilities in relationships and showing respect for self and others
- Ways of coping with stress and change
- Help seeking when wellbeing issues emerge
- Being safe online

In our **senior programme** we .... *[describe where pornography comes into senior health education and NCEA assessment]*

*[If applicable]* As part of our *[junior/senior]* programme we also include a presentation/programme delivered by an external provider. [Name] provides ... *[briefly describe what is provided and a link to their website]*

We are most concerned about the type of pornography that shows violent, degrading, dehumanising, often non-consensual and unsafe sex that appears to dominate a lot of online porn sites. Under no circumstances will student view pornography as part of their learning as this is against the teachers' code of professional responsibility and the law. Nor will we engage students in detailed discussion about the specific content of pornographic videos.

If you wish to discuss this further please contact *[name and details]*.

#### Misdemeanours

Our school does not tolerate students viewing pornography at school. Although we are able to block access on our school computers, we have limited control over personal phone use *[explain your school's approach here]*. As part of our cybersafety programme we .... *[Explain the main features of your school's cybersafety education programme]*. In situations where students are found to be viewing pornography on their personal devices, the consequences are .... *[Explain the process your school takes for dealing with such misdemeanours]*

If you have concerns about your child's cybersafety or the material they are viewing online, or simply want to know more about this issue, please use the links in the resources section below.

#### New Zealand based resources for parents

**Light Project** – see particularly the section for whānau and parents <https://thelightproject.co.nz/>

**NZ Youth and Porn** – 2018 research report from the NZ Office and Film & Literature Classification <https://www.classificationoffice.govt.nz/news/latest-news/nzyouthandporn/>

Netsafe - Advice on how to talk to your child about porn <https://www.netsafe.org.nz/porn-advice-parents/>

Legal information about objectionable materials <https://www.dia.govt.nz/Censorship-Objectionable-and-Restricted-Material>

## PLD discussion or workshop for teachers

This PLD discussion/workshop for use in departments or cluster meetings has been developed from the 2019 HPE conference session *“We’re doing porn”: Careful consideration of the educational purposes of learning about pornography as a wellbeing issue.*

### Aims of this PLD discussion workshop

- To consider how (and where) we position teaching and learning about pornography in health education – is it a sexuality education issue and /or a mental health education consideration?
- To consider issues of teacher boundaries and professional safety when teaching about the impact of pornography on wellbeing.

### A matter of definition

To draw attention to the concerns about the negative impacts of viewing pornography on wellbeing in our teaching and learning programmes, we need a definition that gives us more scope than definitions that only talk about its purpose for sexual arousal. From a wellbeing perspective ... keep these definitions in mind.

The NZ Health education resource *Social and Ethical Issues in Sexuality Education* (2004, p. 163) 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.*

*"Erotica is about sexuality, but pornography is about power."* Gloria Steinem

The Mental Health Foundation defines mental health *as the capacity to feel, think and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual wellbeing that respects the importance of culture, equity, social justice and personal dignity.*

The World Health Organisation defines mental health as being *a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.*

### What are the concerns about porn?

Discussion in groups:

- make a list of the ways viewing pornography is impacting young people’s wellbeing
- share these with the workshop participants
- what do these concerns suggest the health education teaching and learning focus needs to be?

Select 2-3 of the wellbeing concerns from the previous list. Write these on the A3 sheet (provided)

- If these are the wellbeing concerns, what does the teaching and learning need to focus on?
- Construct a mindmap of possible learning ideas or activities students could engage in, in relation to these concerns.
- Collapse these ideas into 2-3 key learning outcomes from learning about the impact of pornography on wellbeing – what are the main purposes of the learning?
- What knowledge is needed to develop students’ understanding of the impacts of pornography on wellbeing?

Unpack this mindmap further. To develop deeper understanding of pornography as a wellbeing issue, add to your mindmap examples of knowledge – what students will actually need to learn - to develop understanding of:



- How and why viewing pornography impacts wellbeing, and
- How to promote wellbeing in situations involving pornography.

Share some of these knowledge ideas with the workshop participants

## Making NZC HPE links

Further annotate your mindmap to highlight where this knowledge includes consideration of:

- Hauora and wellbeing
- Personal, interpersonal and societal considerations (the SEP)
- Individual actions and collective strategies for promoting wellbeing
- Considerations of care and respect for self and others, fairness and other social justice issues (A&V).

## So is it sexuality education and/or mental health education?

Based on your broader understandings of the topics and themes that are considered to be part of mental health and sexuality education in HPE in the NZC .... In groups respond to the following question, with justification:

- Is teaching and learning about the impacts of pornography on wellbeing (and how to promote wellbeing in relation to pornography) sexuality education and/or mental health education?

## What to focus on and at which year levels?

Thinking about the opportunities and constraints of your existing health Education programme across years 9 to 13 (or selected years within this):

- What factors are considered when deciding what to teach about pornography across the year levels – and why?

Discuss in groups and share main ideas with all participants.

## So if taking a teaching as inquiry approach to planning what and how to teach about the impacts of pornography on wellbeing ....

What data or information about your students (as learners) helps you to decide:

- Where your students are 'at' with respect to their knowledge about the impacts of pornography on wellbeing and how to promote wellbeing in situations involving pornography? [focusing inquiry]
- What will be important to focus on? [focusing inquiry], and ...
- What teaching and learning strategies will best help students to learn about the impacts of pornography on wellbeing? [teaching inquiry]

Group discussion and brief feedback to whole group.

## Informing parents

Scenario ... if, as part of community consultation, you need to make a clear statement about what will be taught (about pornography) and how it will be taught ...

- In 2-3 sentences, what would your response to parents say?

Noting that a statement like this would form part of the required consultation delivery statement.

## Keeping it safe and ethical - for teachers

What's OUT of scope for classroom teaching about pornography? Think about what you can ask students related to their own experiences with pornography, what you can show/screen in class, what you can describe or talk about, etc.

What are teachers' fears and concerns about teaching and learning around the issue of pornography? Why these concerns?

What guidance do the teaching council teaching standards and code of professional responsibility offer about teacher boundaries and ethics when teaching about issues like pornography?

## Closing thoughts:

What we need to be careful of ... That we .....

- Don't demonise (pleasurable) sex and assume all visual depictions of sexual activity and sexuality are included among our current concerns...that is, make a distinction between erotica and pornography (but consider what is age-appropriate when teaching young people who don't yet have adult experiences or knowledge of the world).
- Keep the critique and concerns about those forms of pornography that are degrading, dehumanising and violent, that are unrealistic, where there is no consent to sex and no safer sex practices - that is, the forms of pornography that are having a negative impact on people's wellbeing (which includes relationships).
- That we don't unintentionally fuel students' curiosity, especially with talk of and reference to some of the more extreme forms of sexual behaviour depicted in some genres of pornography. Think of the teachers' code of professional responsibility here.

## Resources

*New Zealand Youth and Porn* report (December 2018) <https://www.classificationoffice.govt.nz/news/latest-news/nzyouthandporn/>

The Light Project <https://thelightproject.co.nz/>

## Curriculum links:

### Using the HPE underlying concepts to frame the scope of teaching and learning about pornography

When teaching about the issue of pornography is framed by the **underlying concepts** of the Health and Physical Education learning area in The New Zealand Curriculum, the scope of what could be covered looks like this:

*(Note that the following section provides illustrations of the ways these underlying concepts are woven across the HPE Achievement Objectives.)*

#### Hauora

Students can recognise the various ways that all dimensions (social, mental and emotional, spiritual and physical) of their own wellbeing, and that of romantic or sexual partners can be affected as a result of viewing violent, demeaning, or exploitative pornography. *Conversely, when learning about positive sexuality they can recognise the qualities of healthy sexual and romantic relationships, and the effects of these qualities on wellbeing.*

#### Socio-ecological perspective

Students can recognise the ways viewing pornography impacts the wellbeing of **individuals**, their **relationships with others** (not just romantic or sexual relationships but also friendships and other peer and family relationships), as well as the wellbeing of **groups or communities**.

Students understand that whether or not young people choose to view pornography is influenced by a range of **personal factors** (e.g. own values and beliefs), **interpersonal factors** (e.g. peer pressure and expectations), and **societal factors** (e.g. media, internet and social media, cultural constructs of masculinity or other sub-cultures).

Students also understand that taking action to reduce the negative impacts of pornography and promoting healthy relationships and positive sexuality requires a combination of **personal, interpersonal and societal actions** (see *health promotion following*).

#### Health promotion

Students understand that reducing and eliminating the negative effects that viewing pornography has on wellbeing and relationships requires a combination of **individual actions** whereby people use their knowledge and skills to take responsibility for their own behaviours, and how they treat others.

Students also understand that these individual actions need to be supported by **collective action** that promotes a climate that does not tolerate negative, anti-social, or discriminatory attitudes, values, beliefs and behaviours that result from viewing violent, demeaning, or exploitative pornography, but instead promotes pro-social and inclusive attitudes, behaviours (etc) that support wellbeing and encourage healthy relationships.

#### Attitudes and values

Across all learning students can identify instances where viewing pornography results in thoughts and behaviours that do not show **respect and a sense of care and concern** for self and others (*and conversely, when learning about positive sexuality they can recognise instances of thoughts and behaviours that do show respect and a sense of care and concern for self and others*).

Students understand that when identifying strategies to support wellbeing in sexual and relationship situations, the suggested individual actions show **respect and a sense of care and concern** for self and others.

Students also understand that when recommending forms of collective action to promote the wellbeing of groups or communities in sexual and relationship situations, that these actions are **fair and inclusive, and reflect the values of social justice**.

## Possible learning intentions (linked to the HPE Achievement Objectives) related to learning about pornography

The following tables are not intended to show complete coverage of the intent of each Achievement Objective (AO), but instead show how learning about the issue of pornography *could* contribute to learning for a selection of the AOs.

The italicised part of each illustration is included to provide context and an indication of the learning process that led to the learning outcome.

This section of this resource is also being used to highlight a range of possible teaching and learning approaches and activity ideas, the details of which feature in a range of health education and sexuality education specific resources.

**It is expected that this learning will be comprehensively supported by learning knowledge and skills, and developing evermore complex understandings, about positive and healthy, romantic and sexual relationships.**

<b>Strand A: Personal Health and Physical Development</b>	<b>NZC Level 5 Students will:</b>	<b>Learning related to this AO in context of pornography could include:</b>
<b>1 Personal growth and development</b>	Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.	<i>After revising their understanding of the concept of hauora, and analysing scenarios where a teenager's viewing of pornography was placing unrealistic expectations on their partner, students working in groups and contributing to class discussion are able to describe possible impacts of pornography on healthy romantic or sexual relationships AND describe how viewing pornography may impact all dimensions of wellbeing – social, mental and emotional, spiritual and physical AND how healthy relationship impact positively on all dimensions of wellbeing.</i>
<b>3 Safety management</b>	Investigate and practise safety procedures and strategies to manage risk situations.	<i>After exploring rights and responsibilities in romantic or sexual relationships, students working in groups are able to identify risks to wellbeing in situations where 'learning' about sex from pornography means that one or both people in a relationship expect to copy risky sex practices; and students can (in a rehearsed skills practice/roleplay situation) communicate consent to sex/non-consent to risky sexual behaviour.</i>
<b>4 Personal identity</b>	Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.	<i>After viewing an extract from a documentary about the impact of pornography on young people's attitudes and behaviours, students can, working in groups and contributing to class discussion, identify ways that viewing pornography influences people's identity (how they define themselves and what is important to them), and how this affects their wellbeing; and if a teenager's values and beliefs are shaped by what they 'learn' from viewing pornography, student can describe how this person might then regard others and what they see as (un)desirable attributes in other people.</i>
<b>Strand C: Relationships with Other People</b>		
<b>1 Relationships</b>	Identify issues associated with relationships and describe options to achieve positive outcomes.	<i>After exploring a range of scenarios where relationships have either been influenced or not influenced by watching pornography, students working in pairs use a talking frame (a list of discussion questions provided by the teacher) to identify (and record) how viewing pornography affects the quality of romantic or sexual relationships and the wellbeing of the people in the relationship.</i>
<b>2 Identity, sensitivity, and respect</b>	Demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.	<i>Using the same scenarios and as an addition to the talking frame above, students are able to identify the different attitudes and values of each person in a romantic or sexual relationship, and how these influence how safe each person feels in the relationship and/or the expectations placed on each person.</i>
<b>3 Interpersonal skills</b>	Demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.	<i>After revising assertiveness skills, students can demonstrate the use of assertiveness skills (in a skills rehearsal/roleplay situation) to resist pressure from another person, in a scenario where one person expects to have rough or degrading sex; or unprotected sex, like they saw in a pornography video.</i>
<b>Strand D: Healthy Communities and Environments</b>		

<b>1 Societal attitudes and values</b>	Investigate societal influences on the well-being of student communities.	<i>After learning from university research and a school wide survey about the percentages of students who have viewed pornography, students can think critically to suggest how this might be affecting the wellbeing of young people (early, mid and later teens) in romantic or sexual relationships, and be preventing some relationships from forming. OR after analysing themes in popular youth oriented films and TV programmes that feature romantic or sexual relationships, students can identify how messages in entertainment media depict a mix of reality and fantasy and how these could influence what young people believe about sex and relationships.</i>
<b>2 Community resources</b>	Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.	<i>After learning about community support services that help young people with sexual health and relationship issues (which may include pornography-related relationship issues), students prepare a resource for their peers (for the school intranet) with the names and contact numbers for local support agencies, along with information about what these organisations do (what issues they can help with).</i>
<b>3 Rights, responsibilities, and laws</b>	Identify the rights and responsibilities of consumers and use this information to evaluate health and recreational services and products in the community.	<i>After a heated classroom debate over individual rights and freedom of expression (to view whatever pornography a person wanted to view) versus controlling what pornography could be viewed as a matter of public good, the students undertook an online search to find out about the various laws that either restricted or gave choice around what sexually explicit materials people could view. The results of the search were compiled into an e-resource that was shared with the school community on the school intranet and used to raise student and parent awareness of the legal situation related to viewing pornography and provide links to further information.</i>
<b>4 People and the environment</b>	Investigate and evaluate aspects of the school environment that affect people's well-being and take action to enhance these aspects	<i>After investigating aspects of the school's social and emotional environment through surveys and interviews with peers, students identified that the level of sexually explicit talk often heard in the playground, and sometimes in class (typical of that heard in pornography videos) did not support mental and emotional wellbeing. They planned and implemented a series of actions to raise awareness of the language being used that was deemed offensive or insensitive, and left some students feeling disgusted, and provided a list of actions that students could use to challenge the use of this language when they heard it being used, and reduce its use around school.</i>

<b>Strand A: Personal Health and Physical Development</b>	<b>NZC Level 6 Students will:</b>	<b>Learning related to this AO in context of pornography could include:</b>
<b>1 Personal growth and development</b>	Investigate and understand reasons for the choices people make that affect their well-being and explore and evaluate options and consequences.	<i>After viewing a segment of a documentary investigating the impact of pornography on young people, the students (working in groups) can discuss and identify the reasons why the people interviewed in the documentary watched pornography and the impact this was having on their mental and emotional, social, (and where possible physical and spiritual) wellbeing.</i>
<b>3 Safety management</b>	Demonstrate understanding of responsible behaviours required to ensure that challenges and risks are managed safely in physical and social environments	<i>After hearing a presentation about the risks to wellbeing from viewing violent and demeaning pornography, students can (as a class group) make a list of a range of behaviours that people can take personal responsibility for, to prevent pornography being watched by young people – themselves or others.</i>
<b>4 Personal identity</b>	Demonstrate an understanding of factors that contribute to personal identity and celebrate individuality and affirm diversity.	<i>In addition to the task above (after the presentation) students can suggest alternative behaviours (other than viewing pornography) that will support positive self-worth and identity when people engage in romantic and sexual relationships.</i>
<b>Strand C: Relationships with Other People</b>		
<b>1 Relationships</b>	Demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.	<i>After reading a summary of a recent research report that showed that large numbers of young people – especially boys, had viewed violent and degrading pornography, students (working in groups) can think critically to suggest reasons why there is a gender difference between the proportions of young males and females viewing pornography, how young people influence each other to view pornography, and how adolescent wellbeing (as a population group) might be affected when so many young people are viewing pornography.</i>
<b>2 Identity, sensitivity, and respect</b>	Plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.	<i>After revising the many skills that could be used to keep safe in sexual situations, the students (as a result of group discussion) contribute to a set of agreed protocols for the class that protect people's rights in relationships and in particular, sexual situations (including consideration of consent).</i>
<b>3 Interpersonal skills</b>	Plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.	<i>After revising assertiveness skills, including I statements and expressing feelings, and giving constructive feedback, students can demonstrate the use assertiveness skills (in a skills rehearsal/roleplay situation) to resist pressure and request a behaviour change of another person, in a scenario where one person expects to have rough or degrading sex; or unprotected sex, like they saw in a pornography video.</i>



<b>Strand D: Healthy Communities and Environments</b>		
<b>1 Societal attitudes and values</b>	Analyse societal influences that shape community health goals and physical activity patterns.	<i>After analysing newspaper headlines in the aftermath of the ERO sexuality education report, students analyse the attitudes and values in the articles that highlight why some people/ organisations think that students learning about pornography at school is a good idea.</i>
<b>2 Community resources</b>	Advocate for the development of services and facilities to meet identified needs in the school and the community.	<i>After surveying all students at the school about whether or not they had viewed pornography, and where and with which digital devices students viewed pornography, students working as a class composed and sent a letter to the principal and BoT (based on the survey findings) to recommend that the school strengthen the digital citizenship programme, and investigate ways to better block students' ability to view pornography on their own devices at school.</i>
<b>3 Rights, responsibilities, and laws</b>	Compare and contrast personal values and practices with policies, rules, and laws and investigate how the latter contribute to safety in the school and community.	<i>After locating the Department of Internal Affairs statement about objectionable and restricted materials, students (working in groups) can compare the values and practices of students in a scenario (from a previous learning activity), with selected parts of the statement, to draw conclusions about the ways the statement aims to protect young people from harm.</i>
<b>4 People and the environment</b>	Investigate the roles and the effectiveness of local, national, and international organisations that promote well-being and environmental care.	<i>After investigating the role of the Chief Censor and the Office of Film and Literature Classification, students draw conclusions about the opportunities and limitations of the Chief Censor to prohibit or restrict sexually explicit materials when the internet cannot be policed with these laws.</i>
<b>Links with Level 1 Achievement Standards</b>	<ul style="list-style-type: none"> <li>Interpersonal communications skills assessed in <b>AS90973 (Health 1.4) Demonstrate understanding of interpersonal skills used to enhance relationships</b> could use scenarios featuring communication issues associated with pornography.</li> <li>Consideration of issues related to viewing pornography could be used as part of the evidence for <b>AS90974 (Health 1.5) Demonstrate understanding of strategies for promoting positive sexuality.</b></li> </ul>	



<b>Strand A: Personal Health and Physical Development</b>	<b>NZC Level 7 Students will:</b>	<b>Learning related to this AO in context of pornography could include:</b>
<b>4 Personal identity</b>	Critically evaluate societal attitudes, values, and expectations that affect people's awareness of their personal identity and sense of self-worth in a range of life situations.	<i>After viewing a documentary on the impact of pornography on young people's expectations for sex and the 'norms' being created based on what young people 'learn' from watching pornography, students (working in groups and then reporting to the class) analyse the documentary to support or refute the claim that 'these days, young people's sex education is by pornography'.</i>
<b>Strand C: Relationships with Other People</b>		
<b>1 Relationships</b>	Analyse the nature and benefits of meaningful interpersonal relationships.	<i>After brainstorming and recalling prior learning about healthy romantic and sexual relationships, students (working in groups) are able to identify a range of ways that 'learning' from pornography helps or hinders learning about healthy relationships – using evidence from prior learning (documentaries, websites scenarios, presentations, etc) to support their claims.</i>
<b>2 Identity, sensitivity, and respect</b>	Analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways in which these shape people's choices at individual, group, and societal levels.	<i>After viewing a documentary, analysing a support website, or reading an article about the impact of viewing pornography on young people, students (working in groups) extract from the resource(s) examples of ways that viewing pornography reinforces stereotypes – e.g. gender stereotypes around dominance and submission, who has the knowledge, who makes the decisions (etc).</i>
<b>3 Interpersonal skills</b>	Evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.	<i>After revising decision making and problem solving skills, students can demonstrate the use problem solving skills (in a skills rehearsal/roleplay situation, short video or written script) to manage a situation in a scenario where one person always expects to have rough or degrading sex; or unprotected sex, like they saw in a pornography video.</i>
<b>Strand D: Healthy Communities and Environments</b>		
<b>1 Societal attitudes and values</b>	Analyse ways in which events and social organisations promote healthy communities and evaluate the effects they have.	<i>After participating in a community event aimed at promoting awareness around issues of consent/resisting the negative impacts of pornography on relationships (as relevant), students (working as a class) collect data from their peers to determine the impact of the event on the knowledge and attitudes of students at the school.</i>

<b>2 Community resources</b>	Evaluate school and community initiatives that promote young people's well-being and develop an action plan to instigate or support these.	<i>(Combined with above)</i>
<b>3 Rights, responsibilities, and laws</b>	Evaluate laws, policies, practices, and regulations in terms of their contribution to social justice at school and in the wider community.	<i>After locating the Films, Videos, and Publications Classification Act 1993 and a range of resources aimed to make this law easy to understand by the public – such as the statement about objectionable and restricted materials, students (working in groups) can compare the values and practices of people portrayed in a documentary, research article, or scenario (from a previous learning activity), with selected parts of the Act, to draw conclusions about the ways the Act aims to protect people from harm.</i>
<b>4 People and the environment</b>	Analyse ways in which the environment and the well-being of a community are affected by population pressure and technological processes.	<i>Building on prior learning about digital citizenship and cyber safety, students prepare a debate to explore the moot “to protect young people from the harms of online pornography, people should have to be 18 years old before they can own and be in possession of a smart phone” OR “the internet does more harm than good for promoting relationships and sexual wellbeing” OR “it’s too late to do anything about reducing harm from internet pornography”.</i>
<b>Links with Level 2 Achievement Standards</b>	<ul style="list-style-type: none"> <li>Depending on the context selected by the examiner, the issue of pornography could feature as an adolescent health issue for <b>AS91235 (Health 2.1) Analyse an adolescent health issue.</b></li> <li>Promoting internet safety (which could include consideration of pornography) could be used as the context for <b>AS91237 (Health 2.3) Take action to enhance an aspect of people's well-being within the school or wider community.</b></li> <li><b>Analyse issues related to sexuality and gender to develop strategies for addressing the issues.</b></li> <li>Some learning about pornography as it relates to power imbalances in relationship may be useful for <b>AS91238 (Health 2.4) Analyse an interpersonal issue(s) that places personal safety at risk.</b></li> <li>Issues about the way pornography impacts sexual and gender identity could be used as part of the assessment for <b>AS91239 (Health 2.5)</b></li> </ul>	

<b>Strand A: Personal Health and Physical Development</b>	<b>NZC Level 8 Students will:</b>	<b>Learning related to this AO in context of pornography could include:</b>
<b>1 Personal growth and development</b>	Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being.	<p><i>After ethically* designing and administering a school wide survey to determine the proportion of students who had watch pornography and other information related to this (the data form which could be used by other year levels levels), the class analysed the data and decided on a series of actions in response to the data they had collected that they thought could be undertaken by the students themselves to reduce the level of pornography viewed (with some of these actions delegated to other year levels).</i></p> <p><i>*Refer to the NZHEA resource 'Teaching and learning activities for addressing concerns about pornography in Health Education Years 9-13' (2016) for a list of considerations for carrying out ethical data collection.</i></p>
<b>3 Safety management</b>	Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.	<p><i>After exploring a range of viewpoints from people who either support the freedom to express yourself and show people what they want to see as a matter of individual right and free speech, versus others who think violent pornography should be banned from all sources as a matter of public good, students working in groups make a case for viewing pornography as individual right versus banning pornography as a public good – making clear the values, attitudes and beliefs of people supporting each side of the dilemma OR after students explore definitions and meanings of terms like 'sexually explicit', 'erotica' and 'pornography' they draw conclusions about the strengths and limitations of these definitions especially when people interpret and apply them differently.</i></p>
<b>4 Personal identity</b>	Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.	<p><i>After exploring constructs and expressions of masculinity in New Zealand (and/or internationally) as part of an investigation into influences on gender identity, students working in groups justify (or not) the claim that pornography serves to further reinforce stereotypical and dominant attitudes and behaviours of males.</i></p>
<b>Strand C: Relationships with Other People</b>		
<b>1 Relationships</b>	Critically analyse the dynamics of effective relationships in a range of social contexts.	<p><i>After considering the social expectations and pressures on people in a range of sexual relationships (e.g. same sex, opposite sex, or both), students can suggest ways that viewing pornography by people in these relationships may or may not have a lesser or greater impact on their wellbeing (depending on the types of relationships), and then seek to find reputable evidence that either supports or refutes their ideas.</i></p>
<b>2 Identity, sensitivity, and respect</b>	Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.	<p><i>After recalling a wide range of factors that support the development and maintenance of harmonious romantic or sexual relationships, students use a range of reputable sources to identify how viewing pornography leads to conflict in relationships (paying attention to the attitudes and values and therefore the behaviours of people viewing the pornographic material).</i></p>

<b>3 Interpersonal skills</b>	Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.	<i>After drawing on all of their previous learning about interpersonal skills, students working in groups visually represent (e.g. an infographic, flow chart, map etc) how each skill could be applied separately or in combination (as relevant) to relationship situations where 'learning' from pornography is having a negative impact on the relationships and the wellbeing of the people in the relationship.</i>
<b>Strand D: Healthy Communities and Environments</b>		
<b>1 Societal attitudes and values</b>	Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities.	<i>After locating the Films, Videos, and Publications Classification Act 1993 and a range of resources aimed to make this law easy to understand by the public, as well as the Netsafe guidelines around pornography and sexually explicit materials, and their school policy on cybersafety (etc), students working in groups contribute to a whole class report for the principal and BoT that draws conclusions about whether or not the policies that relate to schools are adequate for reducing the impact of pornography on the relationships and wellbeing of young people.</i>
<b>3 Rights, responsibilities, and laws</b>	Demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment.	<i>After identifying (through and other survey data) an aspect of wellbeing at school that involves considerations of the impact or pornography on relationships and wellbeing of students at the school, the students collectively design, plan, implement and evaluate a health promotion campaign that aims to improve an aspect of student mental and emotional wellbeing (see also level 5).</i>
<b>Links with Level 3 Achievement Standards</b>	<ul style="list-style-type: none"> <li>• Learning about the issues of pornography and its impact on wellbeing may be used as a context for <b>AS 91461 (Health 3.1) Analyse a New Zealand health issue.</b></li> <li>• Sexually explicit materials can be used as the context for <b>AS92464 (Health 3.4) Analyse a contemporary ethical issue in relation to well-being.</b></li> <li>• The aspect of the learning programme that includes the exploration of health promotion models for <b>AS91465 (Health 3.5) Evaluate models for health promotion</b>, could focus on promoting wellbeing in response to issues related to pornography (noting that the examination will use another unknown context).</li> </ul>	

# What to teach and how to teach: the Teaching as Inquiry approach

This section focuses on how to use a **Teaching as Inquiry** approach (NZC, 2007, page 35) for deciding **WHAT to teach**, **HOW to TEACH** and **HOW TO EVALUATE** the effectiveness of teaching and learning about pornography.

Deciding what to teach and how to teach about pornography in just 1-2 lessons of a junior programme (and perhaps a more extended programme at senior level), requires careful thought to ensure that the learning is meaningful and relevant to the students, is sensitive and responsive to a diversity of students (not all of whom will have viewed pornography), results in intended learning outcomes, and is managed safely and ethically by the teacher.

The teaching as inquiry approach<sup>13</sup> in the effective pedagogy section of the NZC provides a framework for making these decisions. The following table lists a range of questions for consideration when making decisions about what to include in a learning programme when the focus is on the issue of pornography.

Teaching as inquiry cycle NZC p.35	Questions for consideration
<p><i>What is important (and therefore worth spending time on), given where my students are at?</i></p> <p><i>The teacher uses all available information to determine what their students have already learned and what they need to learn next.</i></p>	<p><b>Where are my students 'at'?</b></p> <ul style="list-style-type: none"> <li>• <b>What do I notice moment by moment and lesson by lesson</b> about where my students are 'at'? When my students participate in activities, produce learning artefacts individually or in groups for their learning portfolio, or demonstrate skills, what is this telling me about where they are 'at'?</li> <li>• What situations or scenarios could I build into activities in my learning programme that would <b>provide evidence about what my students know</b> about the impact of viewing pornography on relationships and wellbeing?</li> <li>• What would indicate a need to give some focus to pornography issues in learning programmes? E.g. <b>What would I notice</b> if viewing of pornography by students was impacting negatively on their attitudes, and possibly their behaviours? <ul style="list-style-type: none"> <li>○ <i>Inappropriate use of sexualised language by students, not only but especially boys.</i></li> <li>○ <i>Students, especially girls, talking about expectations/pressure from boys to perform particular sexual acts.</i></li> <li>○ <i>Boys saying/assuming girls want anal sex.</i></li> <li>○ <i>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 pubic hair.</i></li> <li>○ <i>Students having knowledge of sexual acts that would not appear in national broadcasting controlled TV programming or films in cinemas.</i></li> <li>○ <i>Medical health information that may be made available through school health centres or community health networks highlighting local concerns about the medical impact of violent sex.</i></li> </ul> </li> <li>• What does the <b>evidence from previous learning</b> show about my students' understanding of the underlying concepts – hauora, the socio-ecological perspective (personal-interpersonal-community/societal), attitudes and values like respect, care and concern for others, and fairness, and skills for taking critical action that will be needed for thinking critically about pornography?</li> <li>• What are the <b>literacy</b> levels of my students for reading and writing and what are the implications of this for the activities I need to include in my teaching programme?</li> </ul>

<sup>13</sup> Teaching as inquiry cycle in *The New Zealand Curriculum* (Ministry of Education, 2007 p.35) and see also <http://nzcurriculum.tki.org.nz/Teaching-as-inquiry>

	<ul style="list-style-type: none"> <li>How <b>digitally literate and fluent</b><sup>14</sup> are my students – are they effective and responsible <b>digital citizens</b><sup>15</sup> (what's my evidence for this)?</li> </ul> <p>Other considerations to help answer the question <i><b>'What is important to focus on?'</b></i></p> <ul style="list-style-type: none"> <li>What direction does the <b>NZC</b> offer to help me decide 'what is important to focus on' when teaching about pornography? What are the key learning outcomes when learning about the issue of pornography?</li> <li>How well does my programme build on <b>prior learning</b> so that what I am planning to teach about pornography is grounded in other knowledge about wellbeing?</li> <li>Has my programme included learning around <b>how to act to support wellbeing</b> in situations related to the viewing of pornography or have I just focus on 'the problem'? Where can I include teaching and learning about strategies to promote wellbeing (building on prior learning of these)?</li> <li><b>What do I know about my learners as students and as people</b> (<i>as far as this is ethical to know</i>)? What other data is on the SMS about their cultural backgrounds, family situation, and health and social data? What do I need to be sensitive to when designing my learning programme?</li> <li>What else could I <b>ethically find out</b> from my students about their learning interests and priorities?</li> <li>What are the planned <b>learning and qualification pathways</b> for the students in my senior classes? Which health education Achievement Standards could this learning contribute to?</li> <li>What is my experience teaching this topic and what support might I need if I'm not confident that I can lead my students to a successful achievement outcome with this topic?</li> <li>What are my ethical boundaries and limits as a teacher around what I can discuss or show students when teaching about pornography?</li> <li>What pornography-related issues are of current interest in the community and in media, and do I have access to (or can I find) suitable teaching and learning resources for my students when they are learning about these issues?</li> <li>Are there any school wide approaches to promoting wellbeing (in general) that have relevance for learning about pornography which the learning could contribute to?</li> </ul>
<p><i><b>What strategies (evidence-based) are most likely to help my students learn this?</b></i></p> <p><i>In this teaching inquiry, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.</i></p>	<ul style="list-style-type: none"> <li>How will I ensure that my class is a <b>safe and inclusive</b> place to discuss and learn about the issue of pornography and the impact this has on wellbeing?</li> <li>What does the collection of <b>student voice</b> (and my observations of students learning in class) tell me about the ways my students learn best, especially when dealing with sensitive issues?</li> <li>How are these preferred (or successful) strategies connected with the <b>key competencies</b>? Are these learning strategies representative of all key competencies (or are there some ways of learning my students need to develop alongside their learning of health education knowledge?)</li> <li>How proficient are my students at using <b>critical thinking</b> and other strategies for constructing knowledge? Where can I build in deliberate act of teaching so that my students learn how to think critically about the issue of pornography?</li> <li>How do I <b>ethically and safely</b> engage students in discussion and learning about the impact viewing pornography has on wellbeing without showing</li> </ul>

<sup>14</sup> Ministry of Education digital fluency <http://elearning.tki.org.nz/Teaching/Digital-fluency>

<sup>15</sup> Netsafe digital citizenship <https://www.netsafe.org.nz/digital-citizenship-and-digital-literacy/>



	<p>them images or talking too explicitly about the sexual acts that are causing concern? How much (and what sort of) information can I ethically solicit from students to find out what they know and therefore where to 'pitch' my lessons about pornography?</p> <ul style="list-style-type: none"> <li>• <b>How do I respond</b> in situations where students clearly have knowledge of violent sexual acts featured in pornographic material, and the share these in class – despite my intentions to be sensitive to students who don't have knowledge of this material, and to keep within my ethical boundaries as a teacher and that the focus stays on the learning purpose?</li> <li>• How well do my students <b>work together</b> (are they cooperative, do they share ideas, can they work effectively in groups)? How well do my students work independently? How well do my students learn when working with digital tools? Therefore, what teaching and learning strategies do I need to include in my programme?</li> <li>• Given the sensitive nature of the topic matter, what other considerations will I need to address if the teaching and learning is to be <b>culturally responsive</b> (and what does this even mean when teaching around issues like pornography)?</li> <li>• Do I need to integrate <b>literacy strategies</b> into my lessons so that the intended meaning of the ideas about the issue of pornography are understood by all students?</li> <li>• Do I need to integrate strategies that help develop students' <b>digital fluency and digital citizenship</b> so that they become critical users of digital technology?</li> <li>• What <b>school wide initiatives</b> are there around implementing or strengthening pedagogy that I need to include to support student learning? e.g. differentiated approaches, culturally responsive approaches, strategies that enable e-learning.</li> <li>• Are there any <b>reputable external providers</b> that could make a meaningful contribution to my programme and enhance student learning? (<i>See NZHEA materials about effective use of external providers in learning programmes.</i>)</li> </ul>
	<b>Teaching and learning occurs</b>
<p><b>What happened as a result of the teaching, and what are the implications for future teaching?</b></p> <p><i>In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.</i></p>	<p>As I informally notice what my students are learning in class during these lessons about the impact of pornography on wellbeing, and as I (more formally) sight evidence compiled in their learning portfolio, or as they produce other learning artefacts:</p> <ul style="list-style-type: none"> <li>• What evidence do I have that my students have achieved the learning intentions? If they haven't, what do I need to do differently? If I don't know, how could I go about finding out?</li> <li>• If they have achieved the learning intentions, what are the next steps for learning – this year and/or in subsequent years of learning about the issue of pornography?</li> <li>• What do the students' reflections on their learning (collected as student voice) indicate worked well, and therefore what do I need to keep doing? What do I need to do differently to meet the learning needs for all or some of my students?</li> </ul>

## Where to include the issue of pornography in health education

If sexuality focuses on promoting positive sexuality and healthy relationships, where should learning about the impact of pornography be placed in the health education programme? **If pornography – by definition and as a matter of concern - is about sexual violence and ‘risk’, is it part of sexuality education?**

The SEG<sup>16</sup> reminds us:

### Sexual violence

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.

**Mental Health** as a **Key Area of Learning (KAL)** was established with the 1999 HPE curriculum. The mental health KAL stated that learning included .... *“knowledge, understandings, and skills to recognise and respond to situations of abuse and harassment”* (MoE, 1999, p.37).

Under the **sexuality education** KAL was stated that *“programmes for the prevention of sexual abuse are an important part of health education. However, these must be balanced at all levels by separate sexuality education programmes that emphasise the positive aspects of sexuality. To ensure that students do not receive confusing or mixed messages, **these two programmes should not be taught concurrently or consecutively**”* (MoE, 1999, p.39). The sentiment of this earlier statement remains in the 2015 sexuality education guidelines statement noted above.

It is perhaps more useful to see the way learning about pornography spans two KALs – **the risk aspects** associated with the violent, demeaning and exploitative nature of pornography **lie with the mental health KAL**, whereas the learning of **knowledge and skills needed to promote and maintain healthy relationships sits within sexuality education**.

There is no specific requirement to have dedicated lessons about the negative impacts that viewing pornography may have on wellbeing and relationships. Teachers may focus whole lessons on this subject matter or they may use situations involving pornography across a wide range of other teaching and learning experiences. For example, situations involving pornography may be considered when students learn about:

- What constitutes a safe, healthy and loving romantic or sexual relationship
- What giving consent means, and the interpersonal communication skills required for this
- Self-management and personal responsibility

<sup>16</sup> *Sexuality Education: Guide for principals, boards of trustees and teachers* (Ministry of Education, 2015, p23)

<http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

**Note** that the 1999 document remains a useful resource to explain the intent of the underlying concepts and the KALs but it is no longer the mandated curriculum document. It has been superseded by the 2007 NZC which is the current policy document that provides direction for teaching and learning in New Zealand schools.



- Rights and responsibilities in relationships and showing respect for self and others
- Power imbalances in relationships
- Ways of coping with stress and change
- Help seeking when wellbeing issues emerge
- Social responsibility, how to be an upstander, an activist and how to advocate for change
- Being safe online

# Teaching and Learning Activities

## 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>. Foundation learning for teaching and learning about pornography features across several Family Planning resources – see the *Navigating the Journey: Sexuality Education* series for year 5&6, years 7&8, year 9 and year 10.
- *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"> <li>• Key points about why education is necessary</li> <li>• The FP definition of pornography</li> <li>• Overview of research related to teenage viewing of pornography (to 2013)</li> <li>• Censorship in NZ</li> <li>• Legal consequences for breaching laws related to viewing, selling, possession importing and making objectionable material, and ages of criminal responsibility</li> <li>• An approach to working with young people</li> <li>• And a safety statement about disclosure</li> </ul> <p>There are 4 activities:</p> <ol style="list-style-type: none"> <li>1. At the movies – looking at movie genres to consider how sex and relationships are portrayed in different genres</li> <li>2. Gender – the difference between sex and gender, gender roles and expectations</li> <li>3. Gender and media – fantasy romance movies and the difference between fact and fiction</li> <li>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 that deals directly with pornography</i></li> </ol>	<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&amp;10.</i></p> <p>Activity 4: talking back to sexual pressure – reading activity to analyse impact of porn on relationships and the effect of laws policies etc. <i>The literacy demands make this version of the activity more suited to Year 13.</i></p>

## Overview of the learning activities

Year Level	Activities
	Most of these activities have been organised by recommended year level. The Year 9&10 activities could be readily incorporated and built on at Years 11-13.
<b>Year 9&amp;10</b>	<i>Activities to supplement the Family Planning “What’s in a Story” resource</i> <ul style="list-style-type: none"> <li>• Definitions and language</li> <li>• Class survey</li> <li>• Challenging attitudes and changing the talk</li> </ul>
<b>Year 11</b>	Using the context of pornography to develop understanding of: <ul style="list-style-type: none"> <li>• Rights and responsibilities in relationships,</li> <li>• Personal and interpersonal strategies required to exercise these rights and responsibilities</li> </ul> <i>Suitable for including with assessment evidence for AS90974 (Health 1.5)</i>
	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.
<b>Year 12</b>	Using the context of pornography to develop understanding of: <ul style="list-style-type: none"> <li>• How pornography influences attitudes gender role expectations in sexual relationships</li> <li>• Social justice and pornography</li> <li>• A framework of ideas for AS91239 (Health 2.5)</li> </ul>
<b>Year 13</b>	Using the context of pornography to: <ul style="list-style-type: none"> <li>• Investigate pornography as a NZ Health Issues <i>for AS91461 (Health 3.1)</i></li> <li>• Examining pornography as an ethical dilemma <i>for AS91464 (Health 3.4)</i></li> </ul>
<b>Youth and Porn report activities</b>	<ul style="list-style-type: none"> <li>• Quotations –influences, wellbeing, critical thinking, attitudes and values</li> <li>• Statements – fact/myth/opinion, continuum or debate</li> <li>• Interpreting statistical information</li> </ul> <i>NZC Level 5&amp;6 / Years 10&amp;11</i>
<b>The Light Project</b>	<ul style="list-style-type: none"> <li>• An activity for <i>all levels</i> using The Light Project website</li> </ul>
<b>Scenarios</b>	<ul style="list-style-type: none"> <li>• Item bank of pornography-themed scenarios to include across a range of health education activities. The collection contains a combination of <i>junior and senior secondary</i> focused situations.</li> </ul>

## 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:

<b>Health Education definition of pornography</b>  <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>	<b>Family Planning definition of pornography:</b>  <i>Pornography is a form of sexually explicit material that is intended primarily for the purpose of sexual arousal.</i>
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- 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.

### Learning 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><b>Scenario 1.</b> 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><b>Scenario 2.</b> 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><b>Scenario 3.</b> 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><b>Scenario 4.</b> 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 of 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>	<b>Yes</b>	<b>No never – this is the end of the survey for you. Fold your paper over and return to the teacher when everyone else does.</b>		
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 <b>up to 3</b> 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&amp;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.*

<b>Zac and Zara situation – ideas Zac has got from porn videos and his mates</b>	<b>Zac</b>	<b>Zara</b>
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 'rights' 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</i> (SEISE) by Gillian Tasker. See Section 7 of this resource.  The <i>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 <sup>st</sup> 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)		

A framework of ideas for including a focus on pornography among the influences on sexuality and gender for AS91239 (Health 2.5): *Analyse issues related to sexuality and gender to develop strategies for addressing the issues.*

<p><b>EN 2 (2017 version of the standard)</b></p> <p><i>Analyse issues related to <b>sexuality and gender</b> to develop strategies for addressing the issues involves:</i></p> <ul style="list-style-type: none"> <li>• explaining influences on <b>gender and sexual identity</b></li> <li>• recommending a relevant combination of personal, interpersonal and societal strategies to address the issues, which reflect the values of social justice.</li> </ul> <p><i>Analyse in depth, issues related to <b>sexuality and gender</b> to develop considered strategies for addressing the issues involves explaining:</i></p> <ul style="list-style-type: none"> <li>• why or how influences impact on <b>gender and sexual identity</b></li> <li>• how strategies to address issues reflect the values of social justice.</li> </ul> <p><i>Analyse comprehensively, issues related to <b>sexuality and gender</b> to develop strategies for addressing the issues involves engaging critically with the evidence to explain:</i></p> <ul style="list-style-type: none"> <li>• the interrelationships between the personal, interpersonal and societal aspects.</li> <li>• how recommended strategies to address issues reflect the values of social justice</li> </ul>	<p><b>EN2&amp;3</b></p> <p>Note that the shifting ways we've been using the language of sexuality over the past couple of decades means that the current wording of EN2&amp;3 may (now) distort the intended scope of the AS.</p> <p>The overall title and criteria talks to <b>sexuality and gender</b> – broadly, whereas the ENs could be seen now to unduly narrow the scope to being only about sexual identity (as this relates to sexual orientation) and gender identity. Assume the influences on sexual identity and gender identity can be direct or indirect and shaped through all manner of influences – including pornography.</p> <p>EN3 “Influences on <b>gender and sexual identity</b> can relate to individuals and/or groups in society and include a relevant selection of personal (eg biological), interpersonal (eg family or friends) and/or societal (eg culture, media) considerations. Strategies that reflect the values of social justice require personal and collective actions that contribute to a societal good and benefit the well-being of individuals, groups and communities.”</p>	<p><b>Sexual identity</b> here doesn't assume only straight, gay, lesbian, bisexual (etc) understandings (that is, ideas related only to sexual orientation) but also how we see ourselves as sexual people in the broader sense - how sex, relationships, our attitudes and values about sexual behaviour, our thoughts and feelings about our sexual bodies, how we express ourselves, as well as who we're sexually/romantically attracted to (or not), all in some way shape our (sexual) 'identity'.</p> <p>Influences on <b>gender identity</b> here can include the way people's ideas about gender are shaped by dominant cultural attitudes and values leading to beliefs and practices about 'gender roles' (which are typically man/woman, girl/boy – that is, binary and cisgender) .... or not.</p>
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Using the issue of pornography as an influence on sexuality and gender identity is a valid way to approach an aspect of the assessment for AS91239. However, teachers will need to think through the learning sequence to get students from pornography as a WELLBEING issue - to one that influences sexuality and gender identity – and then how we can act in ways to make the situation fairer for everyone. That is ...

What's the current issue or cause for concern about pornography? How does pornography impact wellbeing?	Therefore, how does viewing pornography influence sexual identity (in the broadest sense)? AND Gender identity? <i>It impacts both ....</i>	Which strategies, that aim to reduce the negative impacts of viewing pornography, reflect the values of social justice?
What's the evidence for pornography being a wellbeing issue?	What does the evidence <i>suggest</i> about the way pornography is influencing sexuality and gender identity?	What does social justice come to mean in context of pornography? What is 'unfair' about pornography? In what ways do things need to be made fairer?

#### Introductory Q for students (and teachers)

With all the hype around pornography, what do young people understand is 'the issue' – why are we concerned about it?  Where are students (and teachers) getting their information from about the nature of these concerns)?	In the first instance, think of the issue from: <ul style="list-style-type: none"> <li>• A relationships (social wellbeing) perspective; and</li> <li>• An overall wellbeing perspective. <i>Think particularly of mental health sexual health.</i></li> </ul>
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### Something to consider:

Ever since the 2004 *Social and ethical issues in sexuality education* (SEISE) resource was published (which contained a whole section on pornography) it was apparent that unless students had some understanding of what images were depicted in pornography (which didn't assume they had actually viewed pornography, but somehow they had some knowledge of it) it was difficult for some students to understand what the issue was about and to 'get' the point of the learning.

With the results just published by the OFLC suggesting that **two thirds** of the survey participants, **aged 14 to 17 years-old** have been exposed to pornography (although 72% of teens had seen things that made them feel uncomfortable), and that **one in four** have seen pornography **before the age of 12**, does mean a reasonable percentage of students may be personally unfamiliar with the type of material that is cause for concern? However, they may be subject to language use and behaviours of peers who have viewed the type of degrading, demeaning, and violent pornography that is cause for concern, and have to 'deal with' the behaviour of others.

*As teachers, how do we resolve this dilemma now that research is showing that about 2/3 of young people have viewed pornography – but 1/3 haven't? What sense will non-viewers make of education about the harms of pornography if they don't have any experience or comprehension of what it is? What are the implications then for what does need to go into health education teaching and learning programmes - especially about healthy relationships?*

From a **teaching as inquiry** perspective you will need to consider what the starting point is for the learning (for any year level) by asking the focusing inquiry question **'What is important (and therefore worth spending time on), given where my students are at? How will you even know this?**

Bearing in mind you are likely to have students ranging from naïve through to 'experienced' pornography viewers, how will you manage your lessons so that it is safe for all students – and avoid creating unintended and heightened interest in viewing the material?

Consider this: When it is apparent that your students have little to no knowledge of the imagery depicted in pornography, how will you manage these situations so that the learning remains relevant and ethical and doesn't not create undue distress? Some of the questions (following) will be difficult to answer without some knowledge of what is depicted in pornography – BUT you can't show pornography to young people if under any circumstances as a matter of law.

### And for teachers as well .....

It's not expected that you have viewed the sort of pornography that is currently cause for concern (and there is NO expectation that you will or will need to!) *so how will you comprehend the extent of the issue and realise the nature of the concerns being highlighted in some of this research?* There is some useful documentary material around ....

Consider this:

- Some/many of your students will have viewed material that you haven't which means in some cases that they have knowledge and experiences (well) beyond yours. How will you manage situations when it's apparent your students have much more knowledge about pornography than you?

On the other hand, it is likely that some teachers have viewed pornography – and continue to do so as a personal choice (much like people every other sector of society) so how will you keep knowledge of your personal views and behaviours (and your attitudes and values about pornography) out of your teaching so that your choice of word when you are teaching don't undermine the purpose of the learning?

Consider this:

- If you happen to have viewed such material, how (in)appropriate / (un)ethical / (un)professional is it that your students come to know that you have also viewed such material? What are the implications for the messages you are trying to promote if your own adult behaviours do not reflect what you are teaching in class – and the students know this. *(This is a bit like when students ask the question – have you ever smoked dope?)*

## Suggested approach leading to assessment with 2.5 – firstly develop understanding of the ways viewing pornography can impact all dimensions of wellbeing.

The table below contains a range of prompt questions and ideas to expand upon (*don't be limited by these and do add to this*). The rationale for this approach is that in HPE in the NZC we're about promoting positive sexuality – which is intended to parallel understandings of wellbeing – so a positive sexual identity or gender identity is an integral part of 'wellbeing'.

### Social wellbeing – RELATIONSHIPS

**Overarching Q.** How does (or how could) viewing pornography impact on the quality of sexual (and other) relationships?

Use the research and documentaries to provide evidence for this

*Re-establish what is meant by having a high quality sexual relationship. (Trust, respect, safety etc ... all the qualities of friendships ...)*

#### Think about:

- Who has the power – who makes the decisions about what happens during sex in pornographic videos?
- Is sex in pornography consensual or not? Does 'no' mean 'no' in pornography? What are the implications of this?
- What is seen as 'normal sexual' behaviour in pornography? (e.g. One person in control and making all of the decisions – usually the man in hetero-pornography; one person more subservient /submissive – usually the woman – noting there are exceptions; no negotiation or permission given, just expectations that the other person will do it and like it; often rough or violent, degrading, demeaning sex acts.)
- What should be the rights and responsibilities of all people involved in any sexual relationship? If pornography does not show these rights and responsibilities what could pornography be 'teaching' young people about relationships where sex is involved?

Therefore (in hetero- relationships):

- How does the above influence what boys/men believe ... and what girls/women believe about themselves as sexual people and in terms of their gender role(s) in sexual relationships?

In same-sex relationships:

- Ask the same question again – are there differences in the responses to the answers above (noting there is gay and lesbian pornography made for gay and lesbian audience as well as 'lesbian pornography' made more for a heterosexual - usually male - audience)

In friendship or peer groups:

- When some members of a peer or friendship group encourage others in the group to watch pornography and it's an expected part of what they do when they hang out, how might this impact friendships?

Some people will claim that viewing pornography can have a positive impact on sexual relationships? Do you agree or disagree with this statement? Explain. (*Note that students may start to make a distinction between 'erotica' where consensual sexual acts are performed – these are less of a concern - and the more violent and degrading forms of pornography which are where the main concerns on viewing online pornography lie.*)

For people (mainly men?) who say having an online relationship with a woman who performs sexual acts for them that they view online is the only way they can have a 'sexual relationship' and they couldn't have a 'relationship' like this for real, do you think this sort of relationship supports or harms wellbeing? Explain.

### **Mental and emotional wellbeing**

**Overarching Q.** The negative impact of pornography on relationships goes hand in hand with impacts on mental and emotional wellbeing – how people think and feel.

*Re-establish what is meant by mental and emotional wellbeing*

#### **Think about:**

Why do you think young people watch pornography – what purpose does it serve for them? (*The OFLC report p46-47 has useful ideas for this*):

- Mentally (thoughts) .....
- Emotionally (feelings) .....

How do you think some people might think and feel after watching pornography – not only, but especially the more violent and degrading forms of pornography?

- Mentally (thoughts) .....
- Emotionally (feelings) ....
- Why do you think some people are uncomfortable or are troubled by watching pornography? Why do you think some people find watching pornography disgusting? What are their thoughts, feelings, values, and beliefs?
- Why do you think some people find watching pornography so compelling, perhaps developing a ‘sex addiction’ and can’t stop themselves viewing pornography? (*This is more complex to understand – but students are likely to bring it up.*)
- When people have sex, what’s emotionally pleasurable – for both/all? What positive thoughts and feelings may result from having consensual, physically pleasurable sex?
- In pornography when the sexual acts are violent, demeaning and degrading, what negative thoughts and feelings may result from having non-consensual, physically hurtful or harmful sex?

Thinking now about the ways viewing pornography impacts relationships and the thoughts and feelings of the people in the relationship. If a person in a sexual relationship is: not asked permission (to have sex); is expected to perform sexual acts that are not pleasurable for them/disgust them; and gets threatened with being dumped or told they are useless, or they are a prude (etc); what might their thoughts and feelings be:

- About themselves?
- About the person they are having sex with?

If a person’s only ‘education’ about how to have sex is from online pornography (and especially the violent, demeaning and degrading forms of this) what thoughts and feelings might they have about the place and purpose of sex as a part of their adult life?

### Physical wellbeing

**Overarching Q.** If people 'learn' what having sex involves from watching pornography, what do they learn about 'safer sex' and 'pleasurable' sex and what sort of body is a 'sexually desirable body'?

### SEXUAL HEALTH – safer sex

- Do you think protection against STIs and unplanned pregnancy ever a consideration in pornographic videos – why or why not? What are the implications of this for hetero- and same sex encounters?
- Why do you think sex without condoms (hetero- and gay sex) is a feature of pornographic videos? What are the implications of this for health and wellbeing?
- What's physically harmful about the sort of sex depicted in some pornographic videos? (*The issue of rough sex causing physical harm – bruising and tearing – make a professional judgement about how far this conversation goes in a classroom setting!*)

### PHYSICAL PLEASURE

- Does pornography typically depict sex that is physically pleasurable for both/all? How do you know this?
- If physical pleasure is (actually) only experienced by one person depicted in a pornographic video, what might people 'learn' about the place or importance of physical sexual pleasure from pornography?
- What does pornography tend to depict in terms of physical endurance, stamina, number of orgasms, etc. Does pornography paint a realistic picture of sexual performance and what most people are physically capable of when having sex? What are the implications of this for wellbeing if people believe this is what is expected or normal?

### PHYSICAL APPEARANCE

- (If you know ....) Does pornography depict people of diverse body sizes and shapes, physical abilities, skin colour etc? What are the implications of this for the wellbeing of the diversity of people who live in the world? *There are different ways to view this Q ....*
- If people compare their own body with those of the people in pornographic videos (especially in relation to things like penis or breast size, the appearance of the vagina and labia, or the appearance of the penis, and the presence/absence of pubic hair and other body hair) and feel dissatisfied with their own appearance, what might some people think they need to do to change their physical appearance to meet the expectations of others, and/or how might this impact their overall wellbeing?

### Spiritual wellbeing

**Overarching Q.** Given the understanding of spiritual wellbeing below, and thinking about the responses to all of the other dimensions, how might a person's spiritual wellbeing be impacted if they viewed (a lot) of pornography and 'learned' about sex and relationships from pornography, and thought this is what they had to do?

*If we take spirituality as being about our values and beliefs, what gives our lives purpose and meaning, our identity and sense of ourselves (including self-worth, self-esteem etc), that sense of who we are, where we've come from, where we're going in life, what gives us a sense of belonging and connectedness.*

Other questions:

- What picture does pornography paint about the role and place (importance) of sex in people's lives? Is this fair and reasonable? Why or why not?
- For people who are 'addicted' to pornography or 'can't stop watching it', what might this indicate about their spiritual wellbeing?



## Out of this investigation into pornography and wellbeing, develop understanding of the ways pornography could influence sexuality and gender identity

Influences on sexual identity ( <i>as in all aspects of sexuality not just the aspects of identity associated with sexual attraction and orientation</i> )	Influences on gender identity
<p>Sexual identity as it relates to sexual attraction and sexual orientation:</p> <ul style="list-style-type: none"> <li>What sexual orientation(s) dominate pornographic videos? How might this information influence what people think is 'normal'?</li> </ul> <p>Sexual identity as it relates to sexual behaviour:</p> <ul style="list-style-type: none"> <li>How might the ways sex acts are depicted in pornography influence the way some people think about what is (supposed to be) 'pleasurable' sex and how they are expected to perform when having sex?</li> </ul> <p>Sexual identity as it relates to satisfaction about the appearance of the body:</p> <ul style="list-style-type: none"> <li>How might the ways the body is depicted in pornography influence the way some people think about themselves as sexual people and what people are 'expected' to look like to have an active sex life/be sexually attractive to others?</li> </ul>	<p>Gender identity as it relates to gender roles:</p> <ul style="list-style-type: none"> <li>What gender roles dominate pornographic videos? How might this information influence what people think is 'normal'? Who has the power? Who takes control of the situation? Who decides what happens? Who experiences the pleasure (and who doesn't)? How might this influence gender identity – as it relates to gender roles and gender expectations?</li> <li>(If you know...) Are diverse gender identities (other than gender binary, cisgender identities) a feature of pornographic videos? How do you know this? Whatever the answer, how might this influence gender identity?</li> </ul>

## Strategies: what does social justice mean in context of pornography?

Then strategies for social justice .....bearing in mind social justice is .....	<b>So what is <u>unfair</u> about pornography?</b>	<b>Actions that show fairness</b> , inclusiveness and respect, which in combination contribute to social justice. With all of these actions think about the actions needed <u>to reduce the negative impacts</u> of pornography AND AT THE SAME TIME, what alternative attitudes, values and behaviours are needed to <u>promote wellbeing</u> and positive sexual and gender identities?
<p><b>What is social justice?</b> Social justice <b>is found</b> when a society enables all its members to participate in and have access to the social, cultural, political and economic resources that define a normative way of life for that society.</p>	<ul style="list-style-type: none"> <li>In most pornography women are positioned as sex objects – that they are to be dominated, controlled, told what to do/have decisions made for them, and</li> </ul>	<p><b>Personal actions</b> that would contribute to a fairer society - what can individual people take personal responsibility for in relation to:</p> <ul style="list-style-type: none"> <li>Own viewing of pornography? (<i>e.g. self-control, rejecting it, don't do it!; valuing self (and family and culture) and having a moral code/personal values/ set or personal standards that</i></li> </ul>



<p>Social justice <b>is absent</b> when groups of people within a society are excluded from or have very limited access to social, cultural, political and economic resources, compared to the majority of that society.</p> <p>Social justice is related to, but is wider than, human rights. People may have their human rights respected and upheld, but still be excluded from participating in or accessing the resources of their society.</p> <p><b>Social justice is about fairness:</b></p> <ul style="list-style-type: none"> <li>• in our dealings <u>with other people</u>.</li> <li>• in the way <u>responsibilities are shared</u>.</li> <li>• in the <u>distribution</u> of income, wealth and power in society.</li> <li>• in the <u>social, economic and political structures</u> we have created.</li> <li>• in the <u>operation of those structures</u> so that all members of society are able to be active and productive participants.</li> </ul> <p>Source <a href="https://www.salvationarmy.org.nz/research-policy/positional-statements/social-justice">https://www.salvationarmy.org.nz/research-policy/positional-statements/social-justice</a></p>	<p>expected to pleasure men based on what the men want (etc)....</p> <ul style="list-style-type: none"> <li>• And it is normalising expectations about sexual behaviour in relationships resulting in significant power imbalances in relationships and the mental health issues that are a consequence of this.</li> <li>• It often positions men as the ones who know what to do and how to give women pleasure – and to ‘know what women want’.</li> <li>• That heterosexuality is the dominant/acceptable form of sexuality and that same-sex acts are usually between women - for the pleasure of men. <i>Noting there is same-sex pornography made for same-sex audiences.</i></li> <li>• It shows unrealistic accounts of what is ‘pleasurable’ sex for all people involved and assumes that women like rough sex, anal sex, giving blow jobs, etc</li> <li>• It depicts sex acts in ways that sets unrealistic expectations of performance (duration, repetition, endurance etc).</li> </ul>	<p><i>make viewing violent pornography unnecessary and undesirable – and avoid using porn for entertainment; have other hobbies to relieve boredom, and techniques to relieve stress and anxiety; learning knowledge to be internet safe and a critical thinking and informed digital citizen - to avoid accidental viewing, etc)</i></p> <ul style="list-style-type: none"> <li>• Others viewing that upsets, disturbs, worries or disgusts them? (<i>e.g. learn to be assertive and challenge the behaviour of others and stand up for self, knowing where to seek help when needed</i>)</li> </ul> <p>... which overlaps with ....</p> <p><b>Interpersonal actions</b> (ie when in relationships with others) what can both/all people in a relationship take responsibility for in relation to:</p> <ul style="list-style-type: none"> <li>• Sexual relationships - what could people in relationships do to reduce the negative impacts of pornography on their relationships – now and in the future?</li> <li>• Friendships and other relationships - what could peers and friends do to reduce the negative impact of pornography on each other?</li> <li>• Family relationships - what could parents do to reduce the negative impact of pornography on their children?</li> </ul> <p><i>How do these personal and interpersonal actions contribute to an overall fairer and more just society?</i></p> <p><b>Societal actions</b> that contribute to a ‘greater good’ and all members of society are able to be active and productive participants. This is a two-way thing whereby social and political structures are needed to promote and support actions (and provide resources where needed) but individuals and groups of people need to take personal and collective responsibility for acting in ways that reflect the direction</p>
<p>‘Social’ justice is something we all contribute to as individual, groups, communities, as part of organisations, and as a society overall. ‘Social’ justice is not what about what we do for ourselves.</p> <p>In health education speak:</p> <ul style="list-style-type: none"> <li>• We may ‘personally’ contribute to a fair and just society in our personal choice of actions;</li> <li>• ‘Interpersonally’ when the way we interact with others (communicate, support) is fair and respectful, and is inclusive of the</li> </ul>		

<p>diversity of others, it contribute to an overall sense of social justice;</p> <ul style="list-style-type: none"> <li>• At a societal' level social justice is achieved when all of the social political, and economic structures/organisations/systems within our society are fair and inclusive for all – and that these provide guidance and support for our personal and interpersonal actions.</li> </ul>	<ul style="list-style-type: none"> <li>• That people (especially women) do not need to be asked for their consent before having sex.</li> <li>• That protection against STIs and unplanned pregnancy is not a consideration/not important when having sex.</li> <li>• It shows an unrepresentative selection of bodies - penis and breast size for example. (Noting some fetishist pornography may cater to a more diverse audience.)</li> <li>• That the viewing of pornography causing some young people to feel uncomfortable or troubled by what they see. That is, it's a mental health issue.</li> </ul> <p>And so on ....</p>	<p>provided by these societal structures <i>e.g upholding the law, implementing policy.</i></p> <ul style="list-style-type: none"> <li>• Education about pornography (what would this education need to include? What year levels/age groups?) What range of organisations need to be involved, as well as schools? And what education needs to be provided about alternatives – ie high quality healthy relationships, power sharing, effective communication rights and responsibilities, consent, etc</li> <li>• Community level health promotion – raising awareness and mobilising young people (with adult support where needed) to take action for themselves.</li> <li>• Regulation/policing/control/restriction of access to pornography (How? Who does this when the internet can't be easily policed?)</li> </ul> <p>For ideas see the Office of Film &amp; Literature Classification (OFLC) <b>NZ Youth and Pornography</b> report, December 2018  <a href="https://www.classificationoffice.govt.nz/news/latest-news/nzyouthandporn/">https://www.classificationoffice.govt.nz/news/latest-news/nzyouthandporn/</a></p>
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# Year 13 teaching and learning activities

Possible NCEA links	
<b>AS91461 Health 3.1</b> 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
<b>AS91462 Health 3.2</b> 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
<b>AS91464 Health 3.4</b> 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.
<b>AS91465 Health 3.5</b> 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?	<p>After a class brainstorm of possible issues to investigate, and discussing recent media reports about:</p> <ul style="list-style-type: none"> <li>students at another school getting into trouble for taking naked photos of their peers and posting them on a fake Facebook page, and</li> <li>students at their own school being caught watching porn on their smartphones,</li> </ul> <p>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.</p>
Learning intention(s)	<p>Students will:</p> <ul style="list-style-type: none"> <li>Investigate why teenagers are watching porn and what effect teens think this is having on their well-being;</li> <li>Analyse data and information to decide which factors are influencing teenage viewing of pornography;</li> <li>Make recommendations about what could be done to reduce the problems associated with teenage viewing or pornography.</li> </ul>
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	<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. See Section 7 of this resource.</p> <p>The <i>Health Education Level 3 Learning Workbook</i> by J. Robertson &amp; 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.</p>

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	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.  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.
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><b>For each group, explain:</b></p> <ul style="list-style-type: none"> <li>• Who they are.</li> <li>• What they believe and value, what their attitudes are towards the issue.</li> <li>• why they believe and value this, and hold these attitudes</li> <li>• links to at least one relevant ethical approach or normative principle (and if a medical position, links to medical codes of ethics)</li> <li>• Who is advantaged and disadvantaged by this viewpoint or perspective (and how).</li> </ul> <p><b>For the investigation consider impacts on personal, interpersonal and societal well-being, for example:</b></p> <ul style="list-style-type: none"> <li>• How does current practice (regulation of and access to pornography) impact on the well-being of individual people viewing pornography?</li> <li>• 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?)</li> <li>• 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?</li> </ul>	

## Activities using the *New Zealand Youth and Porn* survey report

*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 resource contains some ideas for teaching and learning using information from this research report. All activities need to be amended to suit the needs of learners. The resource material is intended to 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 for curriculum level 5&6 (years 10&11) but could be adapted to suit other levels of learning.

### 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.

#### 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).



“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 GIRL
“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

## 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]

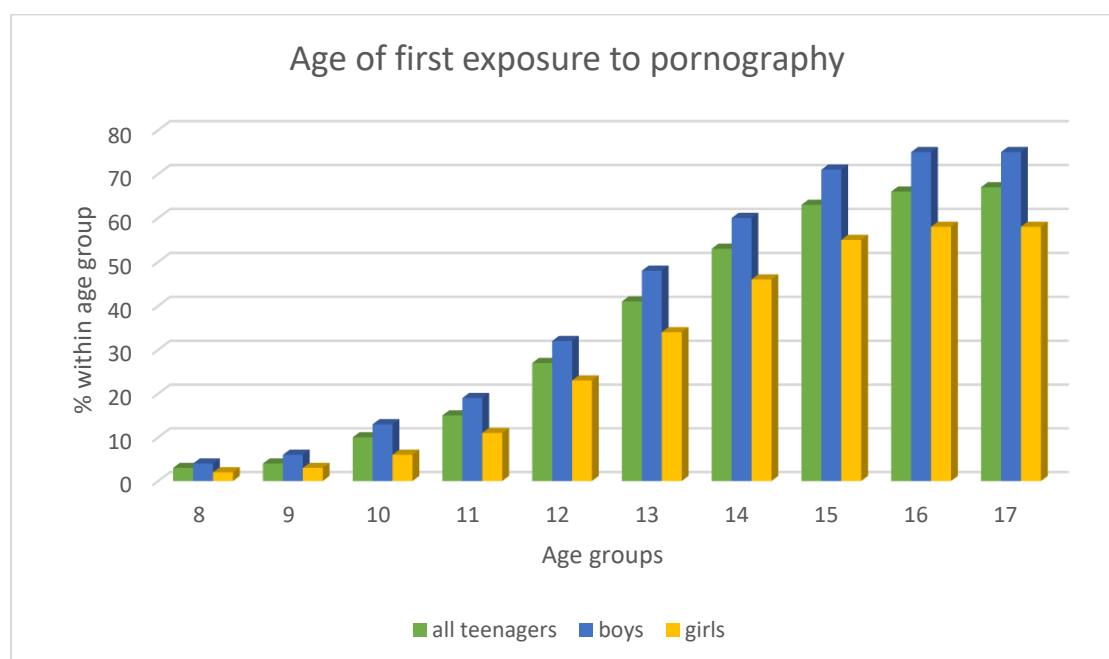
## Interpreting statistical information

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

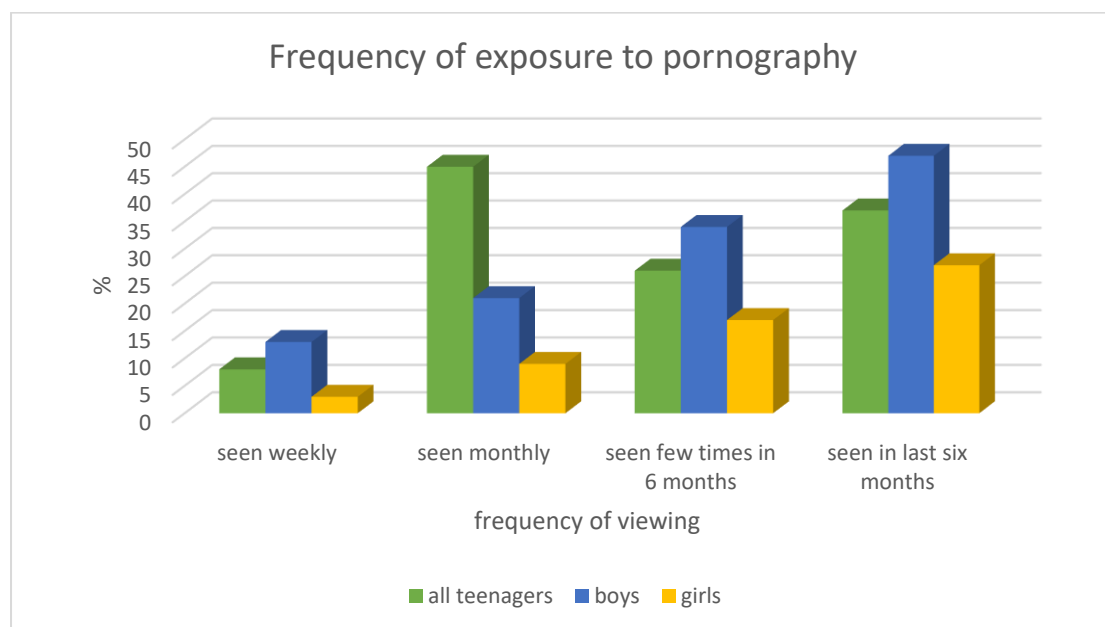
**Suggested approach:** Assign each group a table of data and ask the following questions:

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.*

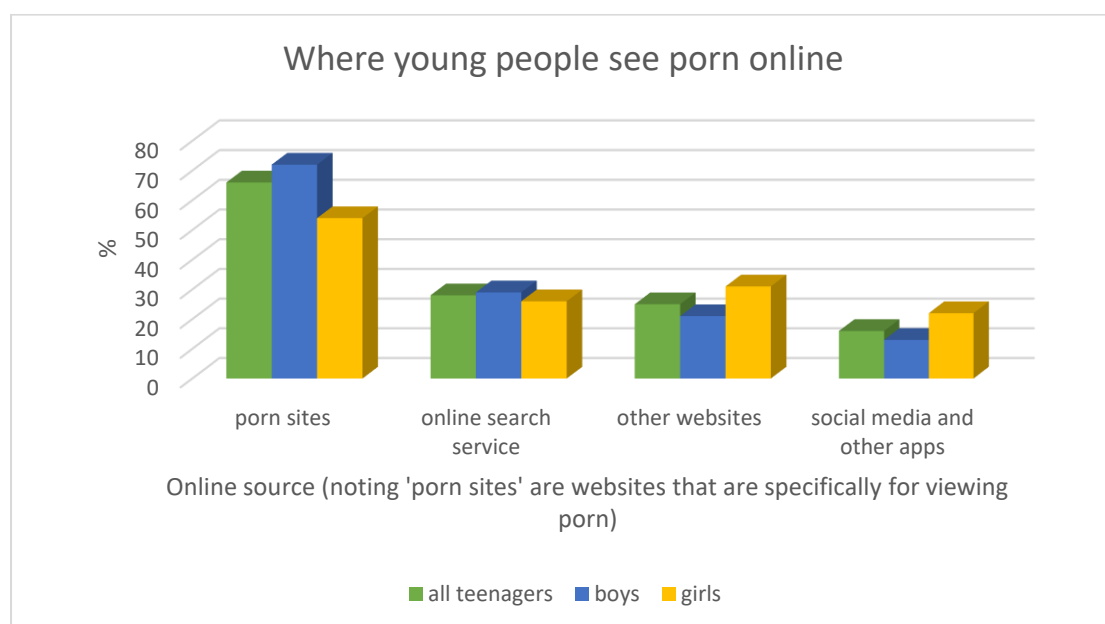
**Graph 1. Age of first exposure to pornography** (see page 22 of the report for further information)



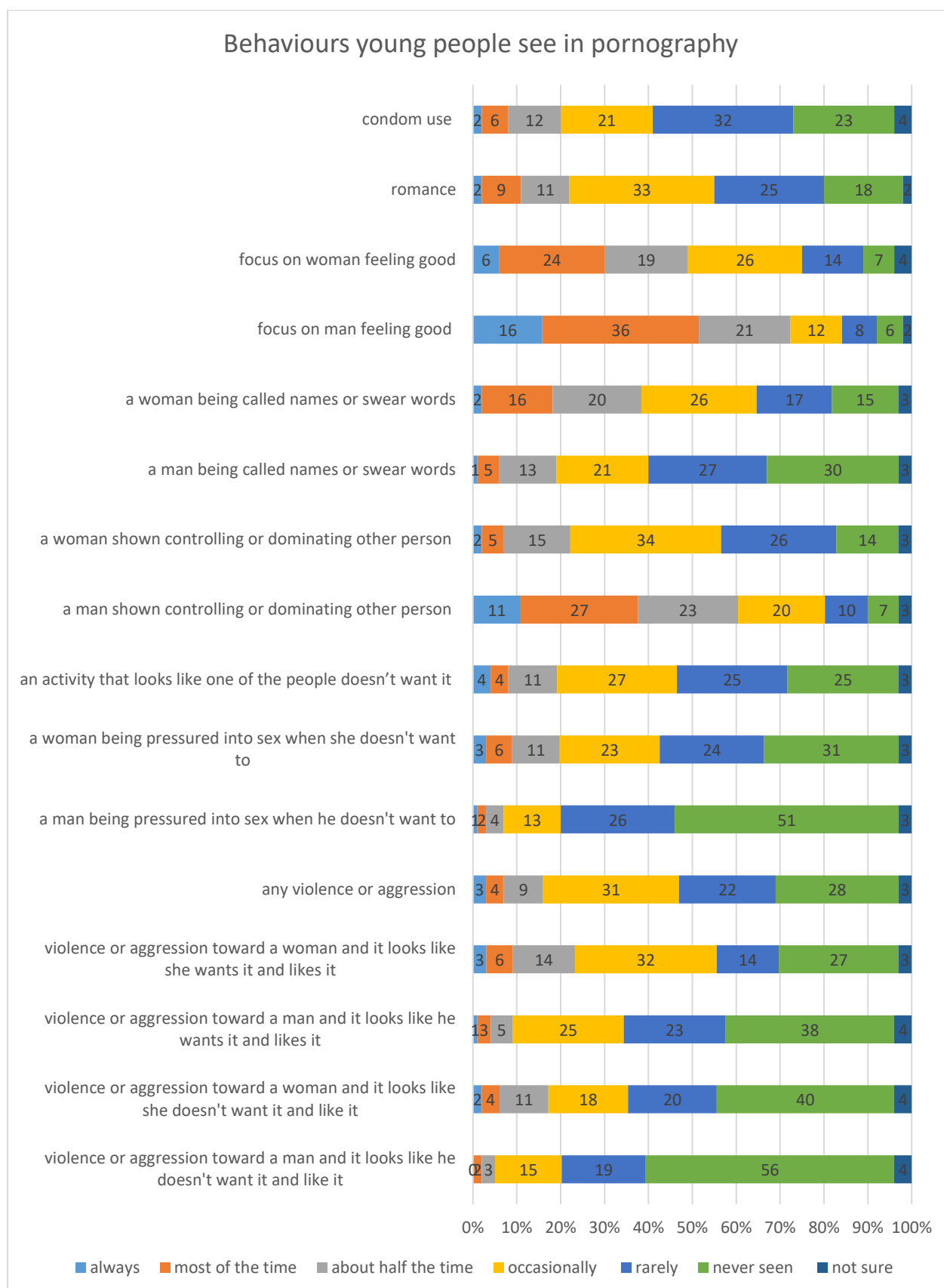
**Graph 2. Frequency of exposure to pornography** (see page 23 of the report for further information)



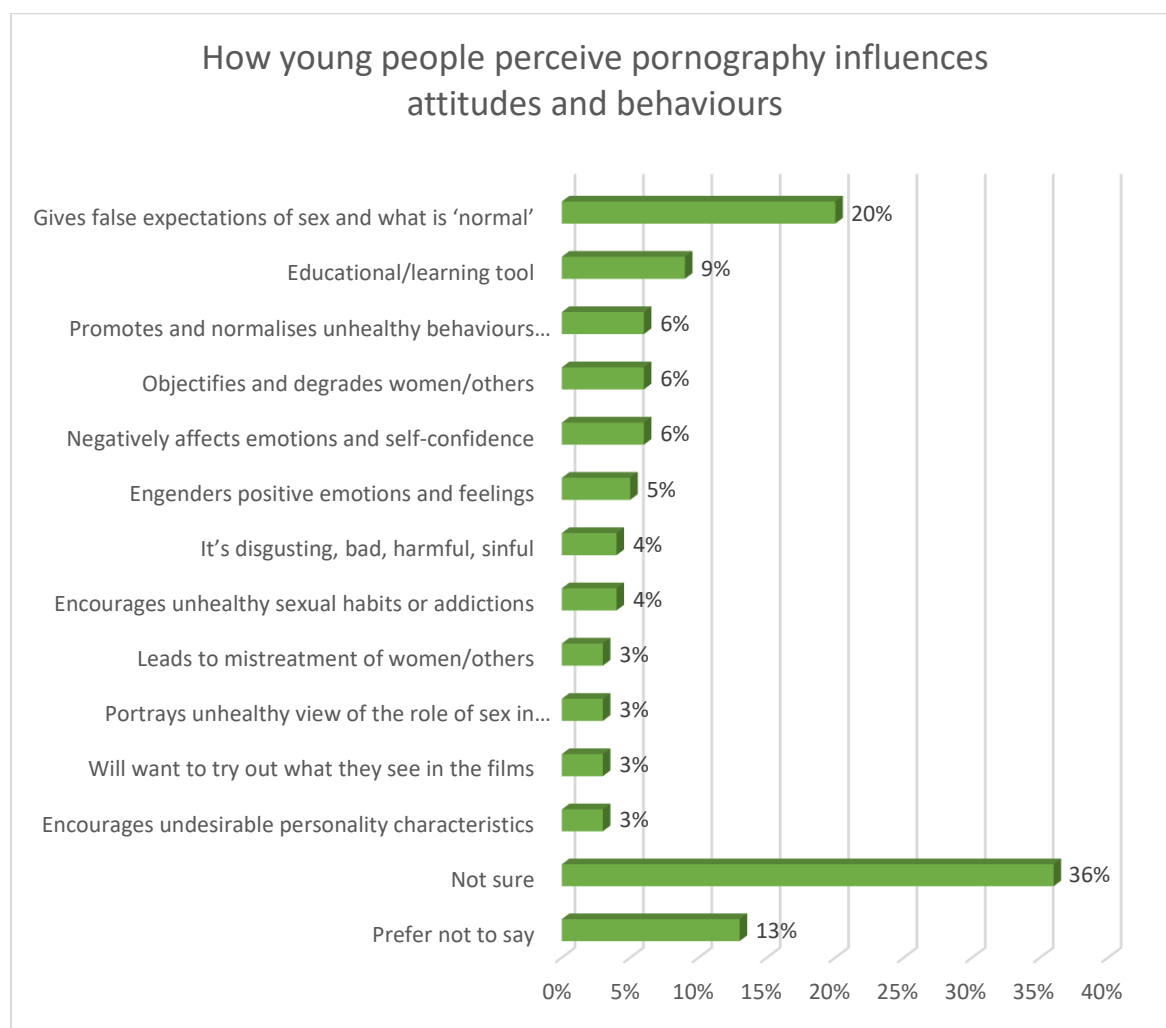
**Graph 3. Where young people see porn online** (see page 28 of the report for further information)



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

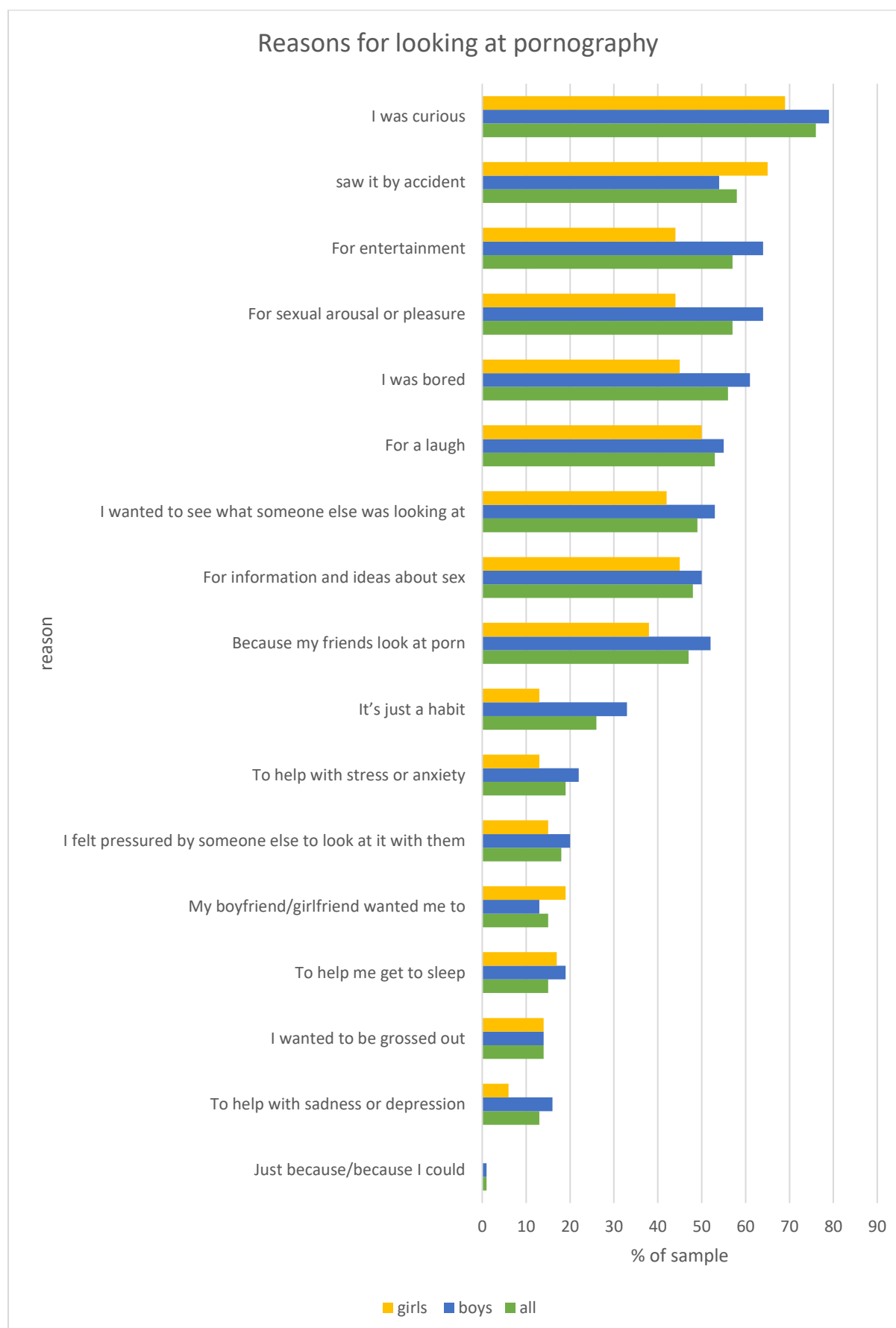


**Graph 5. How young people perceive pornography influences attitudes and behaviours**  
(see page 39 of the report for further information)

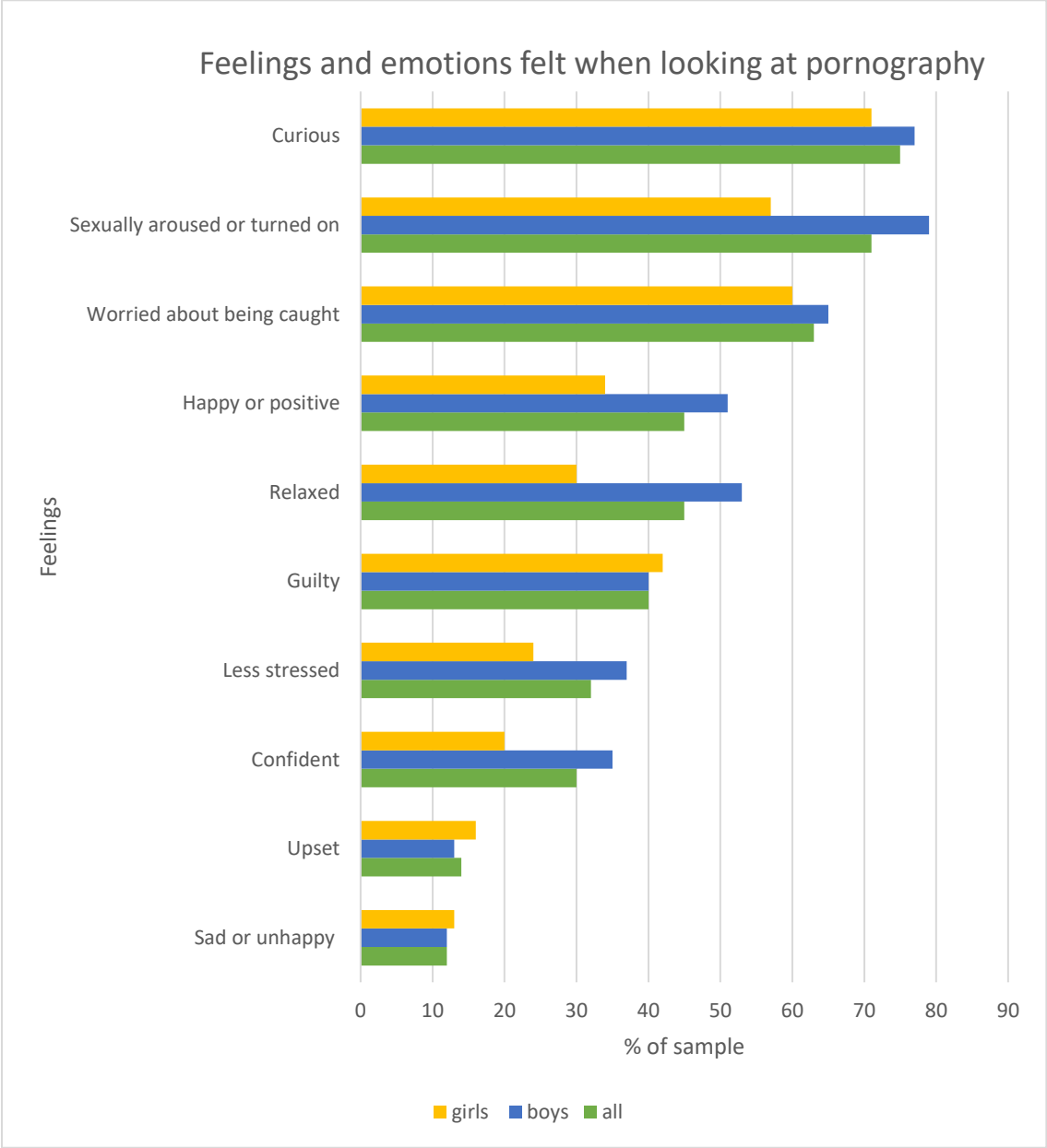




**Graph 6. Reasons for looking at pornography** (see page 47 of the report for further information). *Note this is from the sample who viewed pornography in the past 6 months.*



**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 the past 6 months.*



## Activity using The Light Project website

**Suitable for all levels.**

Explain to students that **The Light Project** is a New Zealand response to research and the concerns this has raised about the viewing of pornographic material by young people.

1. Provide the class with the link <https://thelightproject.co.nz/> and ask them take a few minutes to navigate around and familiarise themselves with the site.
2. Before looking in detail at the 'Youth' section, ask students, working in pairs, to write down 3 questions they would want answered by a website that was designed to answer their questions, and provide support on matters to do with pornography.
3. Allow time to look around and read/view the various parts of the Youth resources and information, and seek answers to the prepared questions.
4. **Discussion and debrief:**
  - Were your questions answered? Share some examples of Q&A with the class.
  - Which questions were not answered? Where could we go to for that information?
  - What else did you find was interesting, important to know, or surprising, as you were seeking answers to your questions? Why was this?
  - What other issues were raised for you as you explored this site?
5. Thinking about possible **parent concerns**:
  - How would you explain to your parents what you are learning at school to do with effects of viewing pornography on wellbeing and relationships?
  - What sorts of concerns do you think parents have about what young people are viewing?
  - What concerns might they have about what you are learning in health education?
  - Have a look at what is provided in the whānau section of the website. What would you suggest a parent looks at on this website and how would you encourage them to do that?
6. From your perspective, do you think anything is missing from this website? If so what? What (if anything) would you recommend by way of improvement?

## Pornography-focused scenarios to include with other sexuality education activities

Themes related to pornography may feature in a wide range of sexuality and mental health activities which do not focus specifically on pornography. The following list of scenarios could be used in addition to others included with existing activities in a range of health education resources. Teachers are encouraged to adapt the scenario and questions to reflect the learning context and the situations that are being analysed.

**As presented, some of these scenarios will likely be more suitable for juniors, with others more suitable for senior students.** The questions can be mixed and matched across scenarios as many of the ideas in the left hand column relate to each other, meaning the suggested questions will also apply to other scenarios.

Consent	<p>Angie and Anthony have been going out for some time. Although they have been sexually intimate with each other they haven't had sexual intercourse or 'gone all the way'. Anthony would like to have sex with Angie but doesn't know how to go that extra step – what to ask or say, or what to do. After recently seeing a pornographic video that showed a man forcing himself onto a woman and she seemed to enjoy it, he decided he would try that approach. When he did this Angie got really angry and said they have to break up if he's going to treat her like that.</p> <ul style="list-style-type: none"> <li><i>Did Anthony ask for Angie's consent in this situation?</i></li> <li><i>If Angie did not stand up to Anthony in this situation like she did, and he went ahead and had sex with her on his terms, what would this behaviour be called? What would Angie's rights be if this happened?</i></li> <li><i>If consent was given, what would each of Angie and Antony be saying as they negotiated having sex?</i></li> </ul>
Rights and responsibilities	<p>Max and Maria have been dating and have a sexual relationship for some time. After recently seeing a pornographic video with his mates, Max decides he would like to try 'something new' next time they have sex - like he saw in the video. He tells Maria what he would like her to do. She is disgusted by the idea and doesn't want to do it. Max starts to pressure her saying... 'come on, it's just a bit a fun ... how do you know you won't like it until you try it ...'</p> <ul style="list-style-type: none"> <li><i>Does Maria have the right to say NO in this situation?</i></li> <li><i>Does Max have the right to ask?</i></li> <li><i>What are Max's responsibilities in this situation?</i></li> <li><i>What are Maria's responsibilities to herself and Max?</i></li> <li><i>How could Max and Maria resolve this situation in a way that maintains a healthy relationship?</i></li> </ul>
Respect for others	<p>A group of young people are watching pornography on their phones while sitting in a fast food café. They are talking loudly and commenting on what they are watching using rude and derogatory language. Parents with young children are sitting at neighbouring tables, as are people from different cultural backgrounds.</p> <ul style="list-style-type: none"> <li><i>In what ways are the group of young people showing disrespect for others around them?</i></li> <li><i>How are they being disrespectful of themselves and each other?</i></li> </ul>

	<ul style="list-style-type: none"> <li><i>If you were sitting at the table next to these young people, what <u>would</u> you do OR what <u>could</u> you do in this situation? What are the barriers to taking action in a situation like this? How could these barriers be overcome?</i></li> </ul>
Respect for self	<p>Carla believes that as the female in the relationship she needs to do what her boyfriend Craig wants her to do when they are being sexually intimate with each other. This often involves having sex in ways that Craig has seen when watching porn – which he also makes her watch so ‘she knows what to do’. She thinks that if she doesn’t do these things he won’t love her anymore and he will dump her. As a result she does some sexual things that she doesn’t enjoy, and at times finds painful or revolting.</p> <ul style="list-style-type: none"> <li><i>What could you infer about Carla’s self-esteem or sense of self-worth from this situation?</i></li> <li><i>Where do you think these thoughts and feelings of Carla’s come from and what sustains them?</i></li> <li><i>Is Carla showing respect for herself here? Why or why not?</i></li> <li><i>What would it take to change this situation so that Carla felt better about herself, and for Carla and Craig to have a healthy relationship? Do you think she can do this by herself or will she need support from others?</i></li> </ul>
Managing stress	<p>Duncan finds watching porn relaxes him because it arouses him and takes his mind off his troubles. However, he spends so much time watching it that he faces another lot of problems when he doesn’t get his work done, he doesn’t bother going out with his friends and doing what he says he will, and he just hides in his room at home and not communicating with his family.</p> <ul style="list-style-type: none"> <li><i>Why do you think watching pornography is relaxing/relieves stress for some people?</i></li> <li><i>Do you think this is a ‘healthy’ way to relieve stress? Why or why not?</i></li> <li><i>What are some alternatives Duncan could use to relax and reduce the stress in his life?</i></li> </ul>
Body image	<p>Evelyn’s boyfriend Eddie got her to watch a pornographic video as a way to show her how exciting having sex was and how ‘sexy’ it looked when people were naked and having sex. All Evelyn saw was a very curvaceous woman with large breasts, long legs, and no body hair, who was prepared to pose in all sorts of positions that showed off all of her genitals. Evelyn knows her body looks nothing like that - and Eddie has never seen her naked.</p> <p>OR</p> <p>Eddie and his mates often watch pornography. The boys often joke about the size of the men’s penises and tease each other about how big or small they (think) each other’s penises are, and go on about needing to have a big penis to pleasure a woman. Based on some information he read Eddie knows (or thinks he knows) he is ‘a bit smaller than average’. He would like to be more sexually intimate with his new girlfriend Evelyn (they have never done anything sexually intimate) but he is anxious that Evelyn might not think he’s ‘enough of a man’ for her given his penis size.</p> <ul style="list-style-type: none"> <li><i>How realistic and typical of all humans are the bodies of people (and the size and appearance of their sexual parts) who ‘act’ in pornographic videos? Why do you think this?</i></li> <li><i>Is it fair to judge a person’s likely sexual performance and attractiveness on size and appearance this way? Why do you say this?</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>How could either Evelyn or Eddie respond in these situations? What could they say to provide an alternative understanding of the situation, and feel confident about their own bodies and sexual attractiveness?</i></li> </ul>
Sexual expectations in relationships	<p>Francie and Fred have been having sex for most of their relationship. Fred has been pressuring Francie to have anal sex instead of vaginal sex because (apparently) ‘everyone is doing it’. According to one of Fred’s mates, ‘if a woman won’t do anal she isn’t worth it’. It’s a message his mate seems to have picked up from watching pornography. Fred doesn’t actually believe this but because he likes to ‘look good’ to his mates, he does things to try and fit in with them. Francie is getting tired of being asked and pressured, and although she keeps saying no she’s thinking if she just gives in, it might shut Fred up for a bit and keep him happy.</p> <p>OR</p> <p>Greta and Gary have been having sex for most of their relationship. Gary want to ‘spice things up a bit’ and suggests and Greta’s friend Georgia (who Gary thinks is ‘into him’) could join them in a threesome – just like in a pornographic video they recently watched. Greta said no she wasn’t into having sex with other women and that it seemed to be all about Gary’s pleasure – not her. Making a ‘smart comment’ back to him asked how he would feel if the threesome was with Gary’s mate Gerald – she might be more into that. Gary got the point Greta was making when she turned the situation around the other way.</p> <ul style="list-style-type: none"> <li>• <i>How does pornography come to ‘normalise’ some sexual behaviours?</i></li> <li>• <i>What can people say or do to challenge these assumptions about ‘normal’ sexual behaviour?</i></li> <li>• <i>Do you think that all of the acts of sex in pornographic videos are ‘normal’ (usual, common, typical) behaviours for most sexually active people? Why or why not? How do we (think we) know this?</i></li> <li>• <i>Why do you think most pornography shows heterosexual sex?</i></li> <li>• <i>Based on what you know/have heard, when pornography shows people of the same sex having sex, what’s often the difference when its: Two (or more) women? Two (or more) men? (Think of the intended audience for this type of pornography.)</i></li> </ul>
Respectful communication	<p>A group of boys at Hettie’s school always use very sexualised and ‘rude’ language when they talk. Seldom do they talk to each other without using sexual terms or referring to sexual acts. Hank, the ring leader of the group, is known to watch a lot of pornography - he makes thing of it and tries to get others to watch with him. It is apparent that a lot of the language he uses he has learned from watching porn. Some of the students in Hettie’s social circle find the language offensive to their cultural and personal beliefs, and its often upsetting.</p> <ul style="list-style-type: none"> <li>• <i>Why is Hank’s way of communicating disrespectful? Who is it disrespectful to?</i></li> <li>• <i>What action could Hettie and her friends take to do something about this situation? What support would they likely need to seek, especially if they think that their own attempts to change the way Hank communicates will fall on deaf ears, and if anything he will just make fun of them?</i></li> </ul>
Power imbalances in relationships	<p>Ian always decides what he and Irene will do, what they will eat, where they go, what she will wear, what she can spend her money on, and so on. This controlling behaviour also extends to when they are sexually intimate. The pornographic videos Ian watches typically show men dominating women, where the women have no say and do as they are told. Irene has ‘learned’ to do as she’s told or be threatened in some way.</p>

	<ul style="list-style-type: none"> <li>• <i>Where do you think some men like Ian 'learn' to control women like this? What sustains this behaviour? Why can it be hard to stop it?</i></li> <li>• <i>In what ways might the pornographic videos be reinforcing Ian's behaviour?</i></li> <li>• <i>What different types of abuse are happening in this relationship?</i></li> <li>• <i>In Irene's case, where could support come from (support she could seek herself or support a friend could help her to seek) to remove herself from this abusive relationship?</i></li> </ul>
Cyberbullying	<p>Jack decided to get back at his ex-girlfriend Janice (who dumped him for someone else) by sharing a naked photo in a rather sexual pose that he took of her while they were still dating. The photo has now been shared around a large and unknown number of people with a caption 'here guys, she's all yours'. All of their friends have now seen it, Janice's new relationship has broken up over it, and she's is feeling humiliated and devastated and doesn't want to socialise or talk with anyone.</p> <ul style="list-style-type: none"> <li>• <i>Is this situation considered to be an example of cyberbullying? Why or why not?</i></li> <li>• <i>What are the legal implications of behaviour like this?</i></li> <li>• <i>Why can this sort of behaviour have a substantial negative impact on people's wellbeing?</i></li> <li>• <i>What can Janice do in this situation? Think about her relationships with other people, as well as any legal action she can take.</i></li> <li>• <i>Breaking up can be hard to deal with whatever the circumstances. What are some more respectful ways Jack and Janice could have broken up?</i></li> </ul>
Intimidation (as part of bullying or harassment)	<p>Kirk is repeatedly threatening Kim, a girl in his class that he fancies, but unfortunately for Kirk, Kim isn't interested in him. To try and manipulate her to go out with him, Kirk has taken some pornographic images he has found online and put a photo of Kim's face on them. He's shown these images to Kim and has threatened to send them out to everyone if she doesn't go out with him.</p> <ul style="list-style-type: none"> <li>• <i>What does the law have to say about situations like this?</i></li> <li>• <i>What action can Kim take to do something about the situation – now, before Kirk shares the images, and if he does share the images?</i></li> <li>• <i>Where do you think Kirk has 'learned' to treat other people like this? How can people like Kirk be supported to change their attitude and behaviour?</i></li> </ul>
Help seeking	<p>Lara is concerned about her brother Leo's viewing of pornography. She knows he's watching porn as she's caught him doing so, and she recently had the chance to check his web browser to see what he was watching. Their parents have also commented on the amount of internet data they are using – and paying for. He spends long hours in his bedroom with the door shut and he won't communicate with her or anyone else at home – or if he does, it's always an argument. Lara knows he's getting behind in his school work and his friends have said they are worried about him as he doesn't want to spend time with them any more – and he had quit the sports team.</p> <ul style="list-style-type: none"> <li>• <i>What help is available for Leo and Lara – and their parents - in this situation?</i></li> <li>• <i>Whose responsibility is it to help Leo? Why do you say this?</i></li> <li>• <i>If you/ your class were to develop a set of guidelines about how to be a good friend on matters to do with cyber safety, and being a responsible digital citizen, what guideline(s) would you include for a situation like this ie when you suspect someone is being negatively affected by excessive viewing or pornography?</i></li> <li>• <i>What other guidelines would you include about the viewing of pornography in general in these guidelines?</i></li> </ul>

<p>Being an upstander</p>	<p>Martin is getting sick and tired of his mates and their behaviour. His mates watch a lot of pornography (he doesn't) and he has noticed how some of what they watch influences how they treat girls and women, how they talk to them, the language they use, and what they expect, especially sexually. Martin is pretty confident and can stand up to his mates and after what he thought was an embarrassing incident (his mates didn't think so) when they were being loud and obnoxious at the local mall, he had it out with them and told them what he thought of their irresponsible and antisocial behaviour, and that he wanted it to stop. His mates just told him to 'grow a pair' and f*** off'. Deciding he had had enough, Martin has chosen not to socialise with any of them for the foreseeable future. However things got even worse after he defended a group of girls when his mates were making lewd suggestions about the sexual acts they wanted the girls to perform. It turned into a physical fight at school and now all of the boys are in trouble.</p> <ul style="list-style-type: none"> <li>• <i>What can we deduce about Martin's values and beliefs from this scenario – especially in the way these differ from his mates? Where do you think he learned these values and beliefs? What do you think helps people like Martin stick to their values and beliefs?</i></li> <li>• <i>What interpersonal skills does Martin possess that he was able to stand up to his mates like this?</i></li> <li>• <i>What systems should schools have in place to prevent this sort of behaviour, and systems to manage situations like this should they arise at school?</i></li> </ul>
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## Links to resources and references

### New Zealand sexuality education guides and reports:

*Sexuality education: a guide for principals, boards of trustees, and teachers* (Ministry of Education, 2015)

<http://health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers>

*Promoting wellbeing through sexuality education* (Education Review Office, 2018)

<http://www.ero.govt.nz/publications/promoting-wellbeing-through-sexuality-education/> (see also the accompanying 2-3 page flyers).

### New Zealand teaching and learning resources:

*Social and Ethical issues in Sexuality Education* (2000 and reprinted 2004, edited by Gillian Tasker, Christchurch College of Education) Print copy only – see SEISE p168-188 for the pornography activities for senior students.

Family Planning “What’s in a Story?” <http://shop.familyplanning.org.nz/whats-in-a-story>

### Programmes and courses:

Australia – “It’s time we talked” – supports the ‘Reality and Risk’ programme developed from work by Maree Crabbe <http://www.itstimewetalked.com.au/> (workshops facilitated by Maree Crabbe are periodically available in New Zealand).

Family Planning courses on teaching about pornography – check these out at

<http://www.familyplanning.org.nz/courses>

### New Zealand organisations:

The Light Project <https://thelightproject.co.nz/>

Netsafe

- Common questions about pornography <https://www.netsafe.org.nz/common-questions-about-pornography/>
- What is the difference between legal pornography and illegal content? <https://www.netsafe.org.nz/legal-pornography-and-illegal-content/>

Te Tari Taiwhenua, Department of Internal Affairs

- Censorship Policy [https://www.dia.govt.nz/diawebsite.nsf/wpg\\_URL/Resource-material-Our-Policy-Advice-Areas-Censorship-Policy?OpenDocument](https://www.dia.govt.nz/diawebsite.nsf/wpg_URL/Resource-material-Our-Policy-Advice-Areas-Censorship-Policy?OpenDocument)
- Objectionable and restricted material <https://www.dia.govt.nz/Censorship-Objectionable-and-Restricted-Material>

Ministry of Social Development

- Censorship In New Zealand: The Policy Challenges Of New Technology <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj19/censorship-new-zealand-challenges19-pages1-13.html>

### New Zealand research

*NZ Youth and Porn*, Office of Film & Literature Classification (2018)

<https://www.classificationoffice.govt.nz/news/latest-news/nzyouthandporn/>