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

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| **Year 9&10 teaching and learning activities** |

Learning context: Pornography - definition

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| **Health Education definition of 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.* | **Family Planning definition of pornography:**  *Pornography is a form of sexually explicit material that is intended primarily for the purpose of sexual arousal.* |

Leaning context: Challenging attitudes and changing the talk

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| **Scenario 1.**  Scene: school playground  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) ….. | **Scenario 2.**  Scene: classroom  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) … |
| **Scenario 3.**  Scene: changing room  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) …. | **Scenario 4.**  Scene: party at a private house  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. |

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

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| 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? | *Don’t wish to answer* | **Yes** | **No never** – *this is the end of the survey for you. Fold your paper over and return to the teacher when everyone else does.* | | |
| 1. If yes how many times have you viewed a pornographic video? | *Don’t wish to answer* | Just once | Just a few times  (2-4) | Several times  (5-10) | Lots - more than 10 times |
| 1. If yes, how recently have you viewed a pornographic video? | *Don’t wish to answer* | Ages ago – last year or earlier | Earlier this year | Last month | This week |
| 1. If yes, on what sort of technology did you (mostly) view the pornographic video? | *Don’t wish to answer* | Video on TV | On a computer | On a tablet | On a smart phone or similar hand held device |
| 1. How old were you when you first viewed a pornographic video? | *Don’t wish to answer* | 10 years or younger | 11-12 | 13 | 14 |
| 1. How did it make you think and/or feel?   Tick **up to 3** thoughts or feelings that apply to you. | *Don’t wish to answer* | 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 |
| 1. Do you identify as … | *Don’t wish to answer* | Male | Female |  |  |

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| **Year 11 teaching and learning activities** |

Learning context: Rights and responsibilities in romantic and sexual relationships

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| **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’. |

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

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| **Year 12 teaching and learning activities** |

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

**Additional ideas for Year 12 continuum statements and debates**

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| 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 |

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| 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 21st 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) |  |  |

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

Quotations

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| “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 |

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| “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 |

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| “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

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| 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

**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.*

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| **Pornography-focused scenarios to include with other sexuality education activities** |

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| Consent | 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.   * *Did Anthony ask for Angie’s consent in this situation?* * *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?* * *If consent was given, what would each of Angie and Antony be saying as they negotiated having sex?* |
| Rights and responsibilities | 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 …’*   * *Does Maria have the right to say NO in this situation?* * *Does Max have the right to ask?* * *What are Max’s responsibilities in this situation?* * *What are Maria’s responsibilities to herself and Max?* * *How could Max and Maria resolve this situation in a way that maintains a healthy relationship?* |
| Respect for others | 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.   * *In what ways are the group of young people showing disrespect for others around them?* * *How are they being disrespectful of themselves and each other?* * *If you were sitting at the table next to these young people, what would you do OR what could you do in this situation? What are the barriers to taking action in a situation like this? How could these barriers be overcome?* |
| Respect for self | 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.   * *What could you infer about Carla’s self-esteem or sense of self-worth from this situation?* * *Where do you think these thoughts and feelings of Carla’s come from and what sustains them?* * *Is Carla showing respect for herself here? Why or why not?* * *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?* |
| Managing stress | 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.   * *Why do you think watching pornography is relaxing/relieves stress for some people?* * *Do you think this is a ‘healthy’ way to relieve stress? Why or why not?* * *What are some alternatives Duncan could use to relax and reduce the stress in his life?* |
| Body image | 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.  OR  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.   * *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?* * *Is it fair to judge a person’s likely sexual performance and attractiveness on size and appearance this way? Why do you say this?* * *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?* |
| Sexual expectations in relationships | 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.  OR  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.   * *How does pornography come to ‘normalise’ some sexual behaviours?* * *What can people say or do to challenge these assumptions about ‘normal’ sexual behaviour?* * *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?* * *Why do you think most pornography shows heterosexual sex?* * *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.)* |
| Respectful communication | 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.   * *Why is Hank’s way of communicating disrespectful? Who is it disrespectful to?* * *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?* |
| Power imbalances in relationships | 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.   * *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?* * *In what ways might the pornographic videos be reinforcing Ian’s behaviour?* * *What different types of abuse are happening in this relationship?* * *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?* |
| Cyberbullying | 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.   * *Is this situation considered to be an example of cyberbullying? Why or why not?* * *What are the legal implications of behaviour like this?* * *Why can this sort of behaviour have a substantial negative impact on people’s wellbeing?* * *What can Janice do in this situation? Think about her relationships with other people, as well as any legal action she can take.* * *Breaking up can be hard to deal with whatever the circumstances. What are some more respectful ways Jack and Janice could have broken up?* |
| Intimidation (as part of bullying or harassment) | 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.   * *What does the law have to say about situations like this?* * *What action can Kim take to do something about the situation – now, before Kirk shares the images, and if he does share the images?* * *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?* |
| Help seeking | 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.   * *What help is available for Leo and Lara – and their parents - in this situation?* * *Whose responsibility is it to help Leo? Why do you say this?* * *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?* * *What other guidelines would you include about the viewing of pornography in general in these guidelines?* |
| Being an upstander | 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.   * *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?* * *What interpersonal skills does Martin possess that he was able to stand up to his mates like this?* * *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?* |