

Online pornography Lesson 3

Potential negative impacts



Before the lesson, ensure your learners understand:

- Sex, sexuality and sexual health
- Different types of relationships, including romantic relationships
- What age ratings are and why certain films, games, apps and other content are given these age ratings (See BBFC and PEGI for more information).
- What parental controls and safety settings are
- What nude images (or 'nudes') are
- The definitions of 'choice', 'reason' and 'motivation'
- What 'blocking' means online and how to do it
- It may also be helpful to discuss expectations of different genders in society (stereotypes, body image, sexism, etc.)

Key vocabulary:

Online pornography, porn, negative impact, emotions, age rating

Resources:

- Online Pornography slides
- Printed copies of Appendix 1 (optional)
- Printed copies of Appendix 2, 3, 4, 5 and 6
- Pens

Lesson Outline:

In this lesson, learners will explore the possible negative impacts of watching online pornography, and the steps that they can take to manage these impacts if they experience them. Learners will then evaluate how confident they feel about understanding these impacts and the actions they could take.

Lesson Objective:

To understand that watching online pornography can have a negative impact on young people, and that they can take steps to handle a situation that has made them feel uncomfortable.

Learning Outcomes:

Learners will know...

- the possible negative impacts of watching online pornography
- how these impacts might lead to negative experiences and feelings
- actions they can take if they watch online pornography and experience these negative feelings



➤ Starter	The emotional impact
➤ Film and Discussion	Online Pornography – Film 3
➤ Main Activity	Potential negative impacts
➤ Plenary	Confidence check
➤ Challenge	Emotion tracker

Starter:

The emotional impact (5 minutes)

Display **slide 37**. Ask learners to discuss the question in pairs or groups. Ask learners for their ideas.



Display **slide 38**. Click through some of the possible answers.

Explain to learners that some young people may want to watch online pornography because they think they will enjoy it. However, not everyone does enjoy it, and it may lead to them feeling negative emotions. Also explain that watching online pornography may have other negative impacts on young people too. Tell learners that you are going to explore some of these potential negative impacts in this lesson and what young people can do if they experience these.



Possible adaptation: Provide learners with widgit symbols found in the Educators Guidance and allow them to pick emotions from this list.



Film and Discussion:

Online Pornography – Film 3 (20 minutes)



Meet the Character

Ezra is 16 and very shy. He prefers to communicate with other people online rather than talk to people face to face.



Discussion (part one):

1. How did Ezra first end up seeing online pornography?

He spent a lot of time online, and some adverts and pop-ups appeared that he was curious about, so he clicked on them and it led him into watching more pornography online.

2. Why did Ezra watch it and why did he continue to watch it?

Some online content has been made on purpose to make people want to see more. Stumbling across content that has an age rating might make you curious to look, but if you are younger than the age rating it means it hasn't been made for your age group and is probably unsuitable.

3. Overall, why was Ezra's experience of online pornography negative?

He saw people with bodies that didn't look like his, and by comparing himself it made him feel worried. It is important to remember that people who appear in online pornography are often not a realistic representation of how most people look in real life. If online pornography is the first time a young person sees naked people and sex, then it might give them unrealistic expectations about how bodies look and what sex and relationships are.

4. Are you surprised that Ezra carried on looking for online pornography? Why do you think he did?

It might seem surprising that Ezra carried on looking for pornography, but it is important to remember that pornography is designed in a way that keeps people coming back to watch it more and more. It's also sometimes difficult to ignore your curiosity.



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5. How did Ezra feel after he got the text message from his brother, Dan?

Ezra might have felt guilty about what he had been doing and worried that he is going to be told off by his dad.

6. What should Ezra do next?

Although he is worried, Ezra should go home and speak with his dad. It may be embarrassing, but his dad will not want to embarrass him on purpose and will want to support him instead.



Discussion (part two):

1. How did Ezra's dad make him feel better about the situation?

He felt less worried and scared because his dad wasn't angry and answered his questions. He said that he understood why Ezra was curious. Talking to an adult about a sensitive situation can be embarrassing to think about but once you start the conversation it can make you feel a lot better.

2. What did Ezra's dad teach him about online pornography?

That it was important to know that online pornography is not real and the people who make it deliberately pick people with those types of bodies because they know this will get the most attention. Ezra's dad taught him that the bodies shown in pornography do not represent what everyone's bodies should look like. Everyone's bodies are different.

3. Why might speaking to a parent or carer about this kind of situation feel difficult?

Some young people might be too embarrassed to talk about some things to their parent/carer and be worried about getting in trouble. This is usually not the case and parents/carers just want to make sure you are safe, but there are always other adults you can talk to if you feel more comfortable with them, such as a teacher, youth group leader or another relative.



Main Activity:

Potential negative impacts (20 minutes)



Explain to your learners that you have just explored how the character Ezra was negatively impacted by watching online pornography. Explain to learners they are now going to explore some other possible negative impacts of watching online pornography.

Display **slide 41**. Read out the explanation of what it means if something has a negative impact.

Display **slide 42**. Read out the summary of how Ezra was negatively impacted by watching online pornography.

Divide learners into four groups and give each group a scenario (**Appendix 2, 3, 4, and 5**). Ask learners to spend 10 minutes reading through their scenario and discussing and/or writing their answers to the questions.

Display the scenarios in **slides 43, 44, 45 and 46**. Go around each group of learners asking them to share their answers to the questions. Use **Appendix 6**, which has possible answers to these questions, to help facilitate the conversation with your learners.

Explain to learners that they should try not to panic if they do find themselves in a situation like this. Explain that there are things that they can do to help make the situation better, to make themselves feel better, and to help stop the situation from happening again.

Possible adaptations:

- Highlight key words and phrases in the scenarios before giving them to learners to make it easier for them to locate the answers to the questions.
- The last two scenarios (**Appendix 4 and 5**) require more reading than the first two scenarios (**Appendix 2 and 3**), so you may wish to differentiate for your learners accordingly.
- Read through the scenarios as a whole class instead of dividing your learners into groups.

Display **slide 47**. Ask learners what advice they have for the young people in the scenarios.

Display **slide 48**.
Read possible answers.

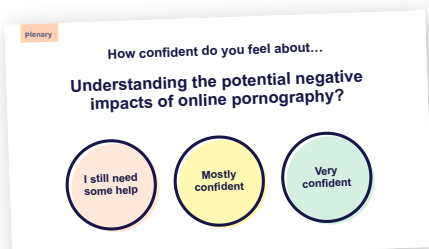


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Plenary:

Confidence check (5 minutes)



Display **slide 49**. Ask learners how confident they feel about understanding the potential negative impacts of online pornography. Gather responses by asking learners to vote based on the traffic light system.

Display **slides 50**. Ask learners how confident they feel knowing what to do if they find themselves in a situation that has made them feel bad and has impacted them negatively. Gather responses by asking learners to vote based on the traffic light system.

Emphasise to your learners that, if there is anything that they are still unsure of, or if anything upsets or worries them, they can always talk to one of the many trusted adults in their lives. You may wish to ask them again which adults they know they can talk to.

If you noticed any of your learners showing a lack of confidence in this plenary, you may wish to talk to them privately to see if you can support them further.





Challenge:

Emotion tracker

Ask learners to choose a negative emotion, such as worried, upset, confused, or scared. Ask them to pay particular attention to their own emotions over the next few days and to make a note of when they feel the negative emotion they chose.

Ask them to think about:

- What made you feel that way?
- What thoughts did you have?
- How did it make you feel physically?
- How did you make yourself feel better?



Encourage them to record their answers, using any method they prefer. This could be a voice note, a memo on their phone or writing in a diary. Encourage learners to talk to their teachers, parents or carers about what they find.

Possible extensions:

- Set learners the task of creating a 'mood boost' image album. This should be made up of a collection of images, screenshots or online accounts that make them happy or cheer them up. It could be photos, videos, particular accounts, memes, chats or activities they know they enjoy and make them feel better if they are feeling a bit low. You may need to have a conversation about choosing appropriate images if you feel your learners might select things that are not suitable.
- Ask learners to reflect on who they can go to if they find themselves in a situation that is worrying, upsetting or confusing. They could create a list of people in their lives they feel they can speak to and why.
- Ask learners to summarise their overall opinions and perspectives of online pornography. What have they learned or understood better since having sessions about the topic?



Appendix 1: Online Pornography – Film Script 3



Online Pornography Film 3 (Ezra)



I would say that I spend most of my free time online. The main problem with spending so much time online is that I can get distracted by things I see, like adverts or pop-ups. Sometimes, one search can lead to another, and another, and you can end up seeing things you might not be expecting to see. That's how I first saw porn online. This advert popped up and I was curious to see what it was. It said that it wasn't suitable for people under the age of 18, and although I knew it was wrong because I was younger than that, I looked. Then I wanted to see more. But the more I saw, the

more I started to think about the way I look. I didn't look anything like the people I was looking at in porn. Everyone had these amazing bodies. It got me thinking, is that how people are *supposed* to look? I started feeling rubbish about myself and the way I look, because I don't look like anything like that and *never* will look anything like that. But even though watching it was making me feel bad about myself, I kept on looking at it. Then one day, on my way home from school, my brother messaged me to tell me that dad had found my search history and knew I had been watching porn. I felt so ashamed and scared. Dad was going to be disappointed and cross with me. I didn't want to go home.

What happened next...

I found out Dad wasn't angry and that I didn't have to feel worried or scared about going home. Talking to Dad wasn't as bad as I had thought, especially when he said that he understood why I was curious. I told dad about how watching porn had made me not like the way I look. I asked him whether that was how people's bodies are supposed to look. He explained that it was important to know that what I was watching was not real and the people who make porn deliberately pick people with those types of bodies because they know this will get the most attention. He said I shouldn't compare myself to the actors who appear in porn, because this is not how most people are in real life. The chat with dad made me feel better about myself and if I want to watch it when I'm old enough, I now know it's not real.



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“Is this what you’re supposed to do when you have sex?”

Freya recently watched some online pornography, and she was really shocked and disgusted at what she saw.

She had some understanding of what sex was before watching it, but what she saw was not how she imagined it at all.

Questions

1. What **emotions** is this young person feeling?
2. What **negative impact** has watching online pornography had on them?





“The girl’s not being treated very nicely at all in my opinion! Is that how girls really want to be treated?”

Chima has overheard some friends at school talking about pornography and wants to look at it himself.

When he watches it, he is really confused and surprised by what he sees, particularly how the girl is being treated in the video.

Questions

1. What **emotions** is this young person feeling?
2. What **negative impact** has watching online pornography had on them?





“Why can’t I stop looking at it? I feel like I’m watching it far too much, and some of it hasn’t been very nice at all!”

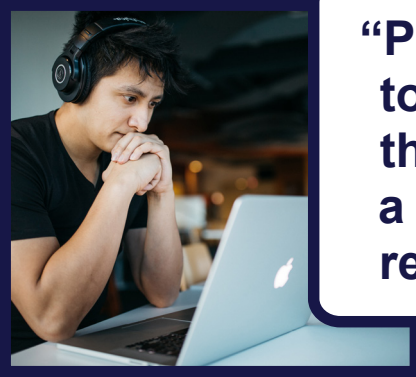
At first, Robert would only watch online pornography every now and then, but now he watches it quite a few times a week.

Robert has found some videos that make him feel really uncomfortable. Although these videos have put him off searching for porn for a bit, he always ends up searching for it again, and he is feeling frustrated.

Questions

1. What **emotions** is this young person feeling?
2. What **negative impact** has watching online pornography had on them?





“Pornography just shows sex. It doesn’t seem to show how to act in a relationship. Does that mean sex is the most important part of a relationship? Is that just what being in a relationship with someone is like?”

Arjun wants to be in a relationship but isn’t really sure what you’re supposed to do to make a relationship work, and he’s feeling anxious about it.

His friend Harris tells him that he should watch some pornography, as it would help him understand how to be a better boyfriend when the time comes. Arjun decides to watch some pornography but is confused by what he sees.

Questions

1. What **emotions** is this young person feeling?
2. What **negative impact** has watching online pornography had on them?



Appendix 6: Educator's notes



Appendix 2 notes

- Freya feels shocked and disgusted at what she has seen.
 - The negative impact is that Freya now thinks that this is what all sex is like.
 - She doesn't realise that the sex shown in porn is not always realistic and often shows behaviour that many people wouldn't enjoy.
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Appendix 3 notes

- Chima feels confused and surprised by what he has seen.
 - The negative impact is that Chima might begin to think that all women want to be treated the way the women in porn are sometimes treated.
 - He doesn't understand that women are sometimes treated in a cruel way in online pornography, and that it is behaviour that many women would not actually enjoy.
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Appendix 4 notes

- Robert feels uncomfortable and frustrated.
 - The negative impact is that he has seen some things that don't make him feel good.
 - He also can't seem to stop watching it; he feels like he's 'addicted' to watching it. He doesn't realise that pornography is made in a way that it keeps people coming back to watch more and more.
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Appendix 5 notes

- Arjun feels anxious about making a relationship work, but is confused by what he's seen in porn.
- The negative impact is that, because Harris told him watching porn would help, Arjun might begin to think that the most important part of a relationship is sex. He might begin to forget about the love, care and respect that you need for a successful relationship.
- He doesn't realise that porn will only ever show sex, and will never show you anything about happy and healthy relationships.

