

LESSON PLAN

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| YEAR | 10 | EXPLICIT MATERIAL: FACT OR FICTION? |
| BLOCK | 1 | |
| LESSON | 6 | |

LEARNING INTENTIONS

Students will learn about the laws regarding explicit material, and how such images can promote unrealistic and unhealthy perspectives on relationships.

SUCCESS CRITERIA

By the end of the lesson, students will be able to:

- understand what is meant by 'explicit material'
- discuss how viewing these images may impact their expectations of relationships
- explain what the law says about explicit materials

MATERIALS

Powerpoint slides
Handout A
Handout B & teacher guidance
Videos (embedded, and links are provided in the slide notes)

NOTES

Please warn pupils that we will be discussing explicit materials (including pornography). Please make arrangements for anyone wishing to leave the session - and remind pupils of where they can access help afterwards, should they need it.

STRUCTURE

1. Recap of last session - what do they remember?
2. Introduce the lesson by explaining that today you will be discussing explicit materials, sometimes referred to as pornography. Remind the class of the group agreements and the importance of ensuring this is a comfortable, safe session for everyone.
3. Ask the students to spend a few moments thinking about the terms explicit material/pornography. How do they define it? Students can write a few ideas down on a sheet of paper, or discuss with the person next to them.
4. After a few moments, share the slide with the definition of pornography.
5. Tell the class that you are now going to be discussing the impact that frequently viewing pornography can have. The idea is to get them thinking about the effect that pornography may have on a person's self image, their expectations of relationships, their views on gender and sexual activity, and their health.
6. Split the class into small groups and ask them to discuss the prompts on the next slide. You may wish to have groups discuss each question, or assign one question to each group (one group focusing on the effects on health, another focusing on the effects on relationships etc).
7. After sufficient time (10-15 minutes), bring the groups back for feedback to the whole class. Share copies of handout A, and read through the known effects of pornography together.
8. Explain that you will now be sharing three brief videos of young people talking about pornography (these are from Childnet and are about 2 minutes in length each). Show each video and ask the class the questions on the accompanying slide.
9. For the final activity, tell the class that you will be thinking about the difference between pornography and real life. You may wish to split the class into groups, or this can be done as an individual task. Provide students with handout B. Tell them that they are going to read a list of statements, and have to decide if the statement is describing pornography, or real life. They should put a tick in whichever box they think is correct, and there is room on the handout for any comments they may have. Handout B - teacher guidance is also included. After a few minutes, go through these statements with the class.

Note, there are 20 statements on handout B. Depending on timing and teacher preference, you may wish to omit some of these statements. The document has been left editable for you to amend as you wish.
10. Finally, review the slides explaining the new sexual offences legislation on the Isle of Man (SOOPA). Key messages are that any indecent images of a person under 18 is illegal, even if the person took the photo themselves; that pornography is legal to view except for that which depicts threats to life/serious harm, children, and non consensual acts; that it is illegal to take, distribute, or even threaten to take an intimate photo of someone without their knowledge or consent. The 'quick guide' to SOOPA legislation is included in the pack for this lesson.