

Activity: 9-10.14.1

Key Messages

- Pornography does not depict body forms (including genitalia) or sexual acts in a realistic way and this can influence gendered expectations around sexual pleasure and performance.
- Pornography often communicates messages of male aggression and female sexual subservience. This is not conducive to healthy, positive relationships.

Activity Details

Victorian Curriculum

Health & PE Plan, rehearse and evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk VCHPEP144

Capabilities VCPSCSO049

Time 30 minutes

Levels 9 & 10

Equipment • a class set of *What's the harm?* handouts or a set of *What's the harm?* cards per group

What's the harm?

Purpose

To allow students to critically examine the potential impact of pornography on sexual performance and pleasure.

Teaching notes

This activity will stimulate discussion around a potentially sensitive subject. It is important to validate a range of societal values about pornography, but also to challenge any myths or stereotypes presented. The classroom should be a safe space to discuss some of the complexities around the use of pornography. Students need to understand that pornography does not usually depict sexual acts or genitalia in a realistic way. This could influence gendered expectations about sexual pleasure and performance. It is important that students recognise that pleasurable sex is usually about positive feelings of self-esteem and being able to communicate sexual needs to another person. Use the teacher notes titled *The Porn Industry: things to consider* for further information and facts on page 308.

An alternative way to run this activity is for students to fill out the *What's the harm? list sheet* individually and then share their views in small groups.

Procedure

1. Divide the class into groups of five or six students.
2. Distribute a set of *What's the harm?* cards to each group.
3. Ask each group to read the cards and categorise each under one of the heading cards (potentially harmful/ unsure/ not harmful). Allow 15-20 minutes for this.

Discussion

A class discussion could include the following points:

- Which images had the most potential for harm?
- What type of harm could they cause?
- How could young people minimise their potential harm?
- Was it easy for the group to agree on the placement of the cards? Why or why not?
- What might be some of the gendered messages young people receive from porn? (List these responses on the board.)
- How can porn affect expectations around sexual performance? Is this different for males than females?
- What role do you think communication plays in achieving pleasurable sex?
- How can people communicate their sexual needs in real life?

What's the harm? activity cards list

	Potentially harmful	Not harmful	Unsure
A guy who watches Internet porn every day in his bedroom.			
A couple who watch porn movies together and then act out the storyline.			
A guy who 'tries out' things he has seen in porn with his partner.			
A girl who watches porn with her boyfriend because he wants her to.			
A girl who enjoys watching porn movies sometimes.			
A gay guy who watches porn to work out what 'good sex' is.			
A guy who receives porn on his mobile and sends it on to his mates.			
A guy who watches porn to work out what he will do for his first sexual experience.			





A guy who watches
Internet porn every day
in his bedroom.



A couple who watch porn
movies together and then
act out the storyline.



A guy who 'tries out' things
he has seen in porn with
his partner.



A girl who watches porn with
her boyfriend because he
wants her to.



A girl who enjoys watching
porn movies sometimes.



A gay guy who watches
porn to work out what
'good sex' is.





A guy who receives porn on
his mobile and sends it on
to his mates.



A guy who watches porn to
work out what he will do for
his first sexual experience.