

# Online pornography

## Lesson 2

### Reasons and motivations



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)
- That a 'pop-up' advert is one which appears on your screen with no warning
- What parental controls and safety settings are
- What nude images (or 'nudes') are
- The definitions of 'choice', 'reason' and 'motivation'

#### Key vocabulary:

Online pornography, porn, choice, decision, pressure, curious, reasons, motivations, emotions, age rating

#### Resources:

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

#### Lesson Outline:

In this lesson, learners will explore some of the reasons why a young person might end up viewing online pornography. Learners will understand that they do not have to watch online pornography if they do not want to or do not feel ready to. Learners will explore what steps they can take instead of watching it.

#### Lesson Objective:

To understand why a young person might watch or see online pornography.

#### Learning Outcomes:

Learners will know...

- the different reasons that a young person might see or watch online pornography
- steps they can take instead of watching online pornography
- how to get help if they are worried about seeing online pornography





> Starter	Why might a young person end up watching or seeing online pornography?
> Film and Discussion	Online Pornography – Film 2
> Main Activity	Reasons and motivations
> Plenary	Too tough to tell?
> Challenge	Tell someone

## Starter:

**Why might a young person end up watching or seeing online pornography?** (10 minutes)

Display **slide 23**. Read the question to learners. Give learners time to discuss this question in pairs and then get some answers.



Display **slide 24**. Reveal the possible answers and read aloud.

**Possible adaptation:** Instead of asking learners to think of the answers to the question, have the possible answers displayed at different points throughout the room and ask learners to find them like a treasure hunt.



## Film and Discussion:

### Online Pornography – Film 2 (20 minutes)



(A script for this film can be found at the end of this lesson plan in **Appendix 1**)

1. Play Film 2 up until the pause point.
2. Work through the part one discussion questions below.
3. Play the outcome of Film 2.
4. Work through the part two discussion questions below.
5. Further advice and guidance has been provided for each question.

### Meet the Character



**Sada** is 14 and chatting to friends online is important to her. She's usually a confident person but online pressures can make her feel anxious.



#### Discussion (part one):

1. Why did the older kids come over to Sada and Leo?

*They saw that Sada and Leo had noticed they were doing something they shouldn't – using their phone in school. The older kids probably knew that what they were looking at would shock Leo and Sada.*

2. How do you think Sada and Leo felt when the older kids laughed at them and asked if they wanted to see what was on the phone?

*They felt embarrassed and worried.*

3. Why do you think Leo wanted to see what was on the phone?

*Leo gave in to peer pressure and curiosity because he wanted to fit in with the older students.*

4. How do you think Sada felt when the older kids showed her the phone without warning?

*Sada probably felt quite shocked and upset when they showed her the phone without warning – she was not expecting or ready to see what was on the screen.*

5. What should Sada do now?

*Sada should walk away from the situation and tell a trusted adult about what has happened.*



Online  
Pornography



### Discussion (part two):

1. Why did Sada think the older kids were wrong to show her the phone?

*Sada had already shown the older kids she didn't want to see what was on the phone by shaking her head. It's really important to ask if it's okay to show or share something with someone before you do it, especially if you know it could be shocking or upset them. If you don't get a 'yes' or if someone tells you 'no', you have to respect that decision.*

2. Why did Sada go and tell a teacher?

*She remembered what Mr Winter had said about always telling an adult if something or someone upsets you. So, she went and told Mr Winter because she knew what they did was wrong.*

3. What do you think will happen after Sada has told a teacher?

*A teacher will probably need to speak to the older students. They were using a phone in school when they are not allowed, so they might have their phones confiscated. The teacher might talk to them about why it is not acceptable to show younger students pornography in school, or to watch it in school either. The older students also upset Sada and Leo on purpose so they might get some kind of sanction, like a detention. Their parents or carers will also probably be contacted. A teacher might speak to Sada and Leo too to check they are okay and talk about how they are feeling.*



## Main Activity:

### Reasons and motivations (25 minutes)



Explain to learners that they are now going to explore some other ways that a young person may end up watching or seeing online pornography. Display the three different scenarios around the room (**Appendix 2, 3 and 4**). Divide learners into three groups and send each group to one of the scenarios.

Display **slide 26**. Explain to learners that they should read their scenarios and answer the following question: Why might this young person end up watching or seeing online pornography?

Learners can discuss their thoughts or write them on paper. Groups should spend 5 minutes discussing their given scenario before moving onto the next scenario. Repeat 3 times until all groups have discussed all scenarios.

Use **slides 27, 28 and 29** to talk through the different scenarios. You may wish to ask each group to discuss the scenario they currently have, then offer the chance for those in the other groups to feed in their answers too. Click to reveal the possible answers on each slide after learners have offered their own.

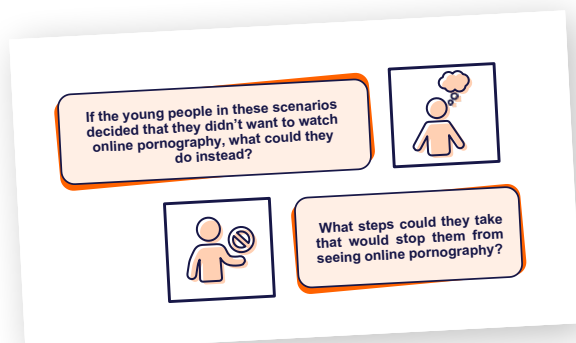
Explain to learners that there are many reasons that may lead to a young person seeing online pornography, but that they do not have to watch online pornography if they do not want to or do not feel ready to. Remind them that online pornography has an age rating of 18+ for a reason – it is made for adults and shows pictures and videos that someone under this age may find upsetting or confusing.

Explain to learners that, if:

- they come across online pornography while browsing online,
- they get sent a link to online pornography,
- a friend wants to show it to them, or
- they think they might want to watch it but then change their mind,

there are things they can do to stop looking at it.





Display **slide 30**. Read the questions on the slide. Allow learners time to discuss and then ask for their ideas.

Display **slide 31** followed by **slide 32**. Read the possible actions which can be taken if someone didn't want to view pornography.



### Possible adaptations:

- Instead of a carousel, groups could remain in one place and be given all three scenarios. Alternatively, each group could just have one of the three scenarios, and only give feedback on their given scenario.
- Instead of asking learners what actions a young person could take instead of watching online pornography, you could have the possible answers on cards in a box for a learner to pick out and discuss as a group.





### Plenary:

#### Too tough to tell? (5 minutes)

Display **slide 33**. Ask learners: Why might some young people find it hard to talk to a trusted adult about pornography? Allow time for discussion then take some answers. Click to reveal possible answers.

Explain to learners that talking to a trusted adult is always a good idea if they are facing a difficult situation or decision. It may feel scary to talk to an adult about online pornography, but it is important that they don't keep it to themselves, as it may make them feel more stressed and upset. Remind them that they have lots of adults in their lives who care about them and want to help them. You could suggest that practising what you want to say before actually telling them can make you feel more confident and comfortable.

Ask learners to think about which trusted adult they would feel most comfortable telling about a situation like this. They do not need to say this aloud.



### Challenge:

#### Tell someone

Ask learners to make a list of people in their life over the next week who they would go to if something online upset them. This could be a written list or a mental list. Ask them to think about why they feel confident going to those people for advice.

It might be:

- Because they are good at listening
- They stay calm
- They always have good ideas on how to fix problems

Ask learners to choose some of the people on their list and tell them why they would go to them with a problem. This could be a note or in person.

### Possible extensions:

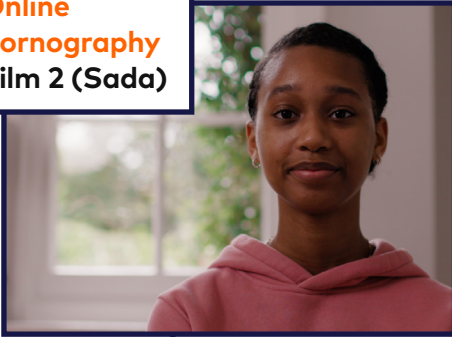
- Learners could write some instructions to adults on how they would like them to react if a young person asks them for help with an online problem, such as getting worried about seeing online pornography.
- Ask learners to act out or say aloud as many ways of saying 'no' as they can think of. These could be verbal or non-verbal.



## Appendix 1: Online Pornography – Film Script 2



### Online Pornography Film 2 (Sada)



I was sitting with Leo after lunch when we overheard some older kids at school talking about something called 'porn'. Then we noticed they were secretly looking at something on a phone and laughing. (They're not supposed to use a phone at school). When we asked them what they were looking at, what was so funny, they came over and asked us if we had ever seen any porn, and when we said no, they laughed at us. Like we were stupid because we didn't know what it was. Then they asked if we wanted to have a look. I shook my head, but they kept saying 'go on, have a look. You know you want to see it. Go on, have a look.' I could tell that Leo wanted to see it, but I wasn't sure. If I said 'no' I was worried they would make fun of me again. I didn't know what to do, so I just sat there. Then before I had time to say no, they showed it to us. They just shoved the phone in front of us.

### What happened next...

I didn't understand why they did it. I was really confused and didn't understand why they pressured us like that. We hadn't said that we wanted to see it. I was so upset, I didn't know what to do. Then I remembered what Mr Winter said. That we should always tell an adult if something or someone upsets us. So, I decided that was what I was going to do. I was going to go and tell Mr Winter what had happened because I knew what they did was wrong. They laughed at me again, but I didn't care because I'm not going to let someone make me see something I don't want to see.

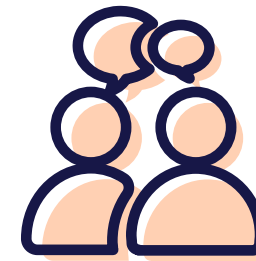






**A young person is being told by their friends to watch online pornography.**

**Their friends keep saying things like, “Everyone watches porn,” and, “If you’re not watching it, you’re stupid.”**





**A young person has overheard some of their friends talking about online pornography. They have heard that it's photos and videos of people doing something 'sexual'.**





**A young person is looking on the internet and a pop-up advert unexpectedly appears on the screen.**

**It seems to show two people doing sexual things.**

