

Exposure Session Plan

Learning Intentions:

- To understand the impact of pornography exposure on ourselves and others.
- To identify appropriate and inappropriate behaviour.
- To recognise the role of bystanders and ways in which bystanders can intervene.

Key Learning Outcomes:

HWB 1/2/3/4-05a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 1/2/3/4-09a

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 2-37a

I can understand how advertising and the media are used to influence consumers.

LIT 3-02a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

UNCRC Children's Rights:

Article 29 states that children have the right to an education which encourages them to respect other people's rights and values.

Article 34 states that children have the right to be protected from sexual exploitation.

GIRFEC Wellbeing Indicators:

Safe, Healthy, Respected, Responsible, Included.

RSHP: Second level

<https://rshp.scot/third-fourth-level/#pornography>

<https://rshp.scot/third-fourth-level/#consent>

<https://rshp.scot/third-fourth-level/#abuseandrelationships>

Success Criteria:

I understand the impact of pornography exposure on myself and others

I can identify appropriate and inappropriate behaviour.

I know different ways I can safely intervene and support if I see this abuse.

Preparation:

- Prepare 5 min icebreaker activity. The example in the session plan requires you to find x5 logos of companies /organisations that people would recognise (Apple, Nike, Local Bus, School Badge...) Copy and paste them onto a sheet and print out enough for the class to work in small groups. You can also develop your own.
- PowerPoint slides or handout sheet of scenario / train of thought / options (ppt. download available)
- Slides or flipchart with Agree Disagree Unsure statement (ppt. download available)
- Agree and Disagree signs
- A link to the 'Exposure' animation. (download available) ****Optional****
- Current relevant statistics from

Resources:

- Projector & PowerPoint (if being used)
- Flipchart / whiteboard
- Marker pens
- Your Group Agreement (pin/tack this up in the room)

Other Useful resources:

[A summary of Relationships, Sexual Health and Parenthood \(RSHP\) resources | Resources | National Improvement Hub \(education.gov.scot\)](#)

[Pornography - Wakelet](#)

Introduction (2 minutes)

Welcome the group and inform them that **this session will explore how exposure to pornography affects young people.**

Refer to the Learning Intentions and Success Criteria on the slide and also the Children's Rights articles this session will cover.

Refer to group agreement and ask if pupils would like to add / change anything.

Remind the group that the issues raised in the lesson can be difficult and there might be people in the class with personal experiences. The group agreement is there so that everyone feels safe, included and supported.

If anyone needs support during the lesson they can ask a mentor or speak to the teacher who is nearby.

At the end of the lesson, mentors will put up a list of places in and out of school that can offer support if anyone needs it. They can also get these at any time from mentors or staff.

Icebreaker Activity (5 minutes)

Example: – **What You See**

Divide the group into pairs or groups of 3. Give each team a sheet prepared with the logo's that you have researched (e.g. Nike, Mercedes, Apple).

Ask each group to write the name of the company that has the logos you have shown. You can encourage them to see how fast they can complete this!

Afterwards, share with the full group the answers and ask them if they found this activity easy or difficult. Ask how they know the logos and the companies (Answers could include everyone knows, TV, online...).

Explain that today's session will focus on how everyone is exposed to messages (both positive and negative) and what effect this could have on people.

Scenario (5 minutes)

Remind the class that for this session they will be bystanders to an incident involving a friend, classmate or someone they know.

Show slide/ flipchart or share copy of scenario and ask for a volunteer to read the scenario (If, after asking twice, no one volunteers then read it yourself).

A group of boys in your class have been watching porn on their phones at the back of the classroom, and in the canteen and playground at lunchtime. They can be quite loud and shout out comments about what they are seeing. Some other pupils look uncomfortable.

After reading the scenario, you can also show the group the 'Exposure' animation. **This is optional**

Ask the group:

1. Is this realistic; is it the kind of thing that could happen?

2. What are the red flags? What are the key words or phrases in this which make you think something is wrong?

Ask pupils to discuss this for 30 seconds with the person beside them, then ask class to call them out – note the red flags down on flipchart/whiteboard as they are called out.

3. Put your hand up if you feel there is something wrong with what is happening in this scenario...

If most of the group raise their hand, before they are lowered ask them to look around the room and see how their friends/classmates have responded. If most don't put their hand up at this point – return to this question after the discussion part of the session.

Train of Thought (5 minutes)

Ask the group:

As a bystander in this situation what questions might you have? What might you be thinking?

This can be briefly discussed in pairs or groups and then shared or called out individually.

Ask for a volunteer to read the following train of thought (if after asking twice no one volunteers then read it yourself).

Where do they find that stuff and why are they watching it in school? I wonder if they share clips round the group. Do they all *want* to watch it, or do they feel they have to go along with it? They will be in trouble if they're caught watching it in school, but is it even legal to watch or have on their phone? It's clearly making other people feel uncomfortable too, but no one is saying anything. Will they just laugh at me if I? Nobody else is doing anything. What should I do?

Ask the group:

What reasons might someone give for not getting involved in this situation?

Suggestions may include: fear, think it's nothing to do with me, it's only fun, don't want to get into an argument etc.

Agree Disagree Unsure (10 minutes)

AGREE/DISAGREE/UNSURE

Place your agree and disagree signs at opposite sides of the room.

Tell the group you are going to show them a statement (on ppt/flipchart) and they should decide whether they agree or disagree with the statement, then move to the relevant side of the room. If they are unsure, they can stand in the middle.

Statement

The porn industry is only interested in profit, not pleasure

Give a short amount of time for group to make their choice then ask 2-3 people in each group: **Why did you agree/disagree/Why are you unsure?**

Ask the group:

1. Do you think pornography is a business?

It is a lucrative industry, worth around 75 billion pounds. Every year the porn industry makes 13,000 films, and makes around 12 billion pounds profit. In comparison, every year Hollywood releases 600 films and makes 9 million.

They are not interested in pleasure, but about how much money they can make.

Discussion (10 minutes)

Ask group to sit down and again show the scenario.

DISCUSSION STARTERS:

Ask the group:

1. Do you think young people are under pressure to watch pornography? Why?

Suggestions may include: They think their friends are, they think it's a form of sex education, they don't want to appear naïve etc.

Why might young men feel that pressure?

Why might young women?

(If required, prompt the group to consider the Gender Box activity in core session 1)

2. Why do some young people watch porn in places where there are others around, like a school?

Responses may include: They think it's funny, they're trying to be 'cool', they are trying to embarrass people etc.

3. Is it possible that young people have seen so much of this kind of stuff that they just think it's normal now?

4. Why might others be uncomfortable if this was happening?

Suggestions might include: Maybe they don't watch it and don't want to know what's involved, maybe they are worried about getting into trouble, maybe they are embarrassed etc.

4. Does anyone know how old you should be to access pornography?

18

5. If pornography is available free online does that mean it's legal to possess or download it?

No, a lot of it is illegal to possess or download and doing so could get you into trouble.

6. Do you think everyone who takes part in porn films enjoys doing it? Why?

Suggestions might include: They don't always look happy (sometimes look vacant); It's a job and people don't always like their jobs etc. If someone suggests people often look vacant, explain that sometimes people will be under the influence of alcohol or drugs to enable them to do it.

7. Why do you think so much pornography is available free? How does the porn industry make its money?

The porn industry promotes and offers a lot of porn online for free as a deliberate way to persuade people to watch and download from their sites.

8. How comfortable do you think people would be with the idea that they are being deliberately targeted?

9. In the train of thought, the bystander wonders whether the group are sharing porn clips ... is this something which happens? What problems could arise in sharing clips?

Sending indecent images / videos to anyone under 18 is illegal.

10. There is research which shows pornography can be addictive and harmful. What do you think about that?

Take some ideas from the group. There may be mixed reactions, but reinforce that research is evidence-based so there must be evidence of this.

Ask the group to break into groups of 3 or 4, and ask them to discuss and note on flipchart what they think the potential risks are of exposure to pornography under the age of 18. Give them 5 minutes to discuss and note down their thoughts.

Feedback and discuss in the wider group.

If at the beginning, most of the class didn't see any problem with the scenario, this would be a good point to revisit it. Again, show the scenario and ask the class, 'Given what we've now discussed, can you raise your hand if you think there's something wrong with what is going on here.'

Responsibility

Refer to scenario, and ask group:

1. Do we have a responsibility to do something here?

2. Who do we have a responsibility to?

You may need to prompt group:

3. Do we have a responsibility to the boys who are viewing the pornography? Why?

Yes, they might not be aware of the potential impact or associated risks.

4. Do we have a responsibility to others who look uncomfortable? Why?

No one should be forcibly exposed to something they don't wish to see or hear.

5. Do we have a responsibility to ourselves?

We have a responsibility to keep ourselves safe, and to be able to say if we don't agree with something.

Explain to the group we are now going to explore some of the things we could do in this situation.

Options (10 minutes)

If you have time you might ask the group to consider the pros and cons of these options in small groups first, before you discuss as a larger group.

Option 1: Do nothing. It's none of your business.

Ask the group:

1. Is this an option that some might consider using?

We have already identified some of the reasons people might give for not getting involved.

2. What might happen if you do nothing?

Responses may include: It could get worse, nothing changes etc.

3. What does doing nothing say to the boys watching the porn?

That you don't have a problem with it and don't mind being exposed to this in school.

4. What does doing nothing say to others around you?

That this is okay.

Option 2: Get the boys attention onto something else, to stop them watching.

Ask the group:

1. What could you say or do to get their attention onto something else?

Come up with a couple of your ideas ahead of the session in case you need to prompt the group, but allow them to be creative in how this might work for them.

2. How likely would this be to stop them viewing porn in school in the future?

Not really. You haven't challenged the behaviour or explained you're unhappy with it.

Option 3: Let the group know that others are uncomfortable being exposed to what they are watching, and ask them to stop.

Ask the group:

1. How easy would it be to directly confront the behaviour in this way? Why?

This might be easier for more confident people in the group, but can be more difficult for others.

2. What could you do to make this option safer and easier to do?

Suggestions may include: Making sure you say it at the right time and in the right way – not judging, but being clear about what is wrong; perhaps taking a friend with you or asking an adult to address it with your classmate rather than doing it on your own.

3. How might the boys react if you did this?

Suggestions might include: They might laugh at you, they might be embarrassed or angry etc.

4. Could it potentially be unsafe to challenge a group of boys on your own?

Remind the group that they have a responsibility to keep themselves safe.

Option 4: Tell the boys they could get into trouble for watching that in school.

Ask the group:

1. Would this be easier to say than Option 3? Why?

If the boys think you have their interests at heart they may respond better; Some of them may stop if they are reminded they could get into trouble.

2. Does this address the issue that they are making others uncomfortable who have not asked to see/hear what they are watching?

Option 5: Talk to some of the others, and discuss what to do together.

Ask the group:

1. Why might this be a good option?

Remind the group that as most/all have already agreed that they see something wrong in this situation (when they raised their hands earlier), chances are their friends would too, safety in numbers etc.

2. What could be the challenges to this?

Examples might include: In ensuring everyone stays calm, some people might get angry, It could end up in a big group argument / fight etc.

Option 6: Talk about this with a parent/carer, a teacher/adult you trust or an MVP mentor, and ask their advice on what to do.

Ask the group:

1. What might make this a good option?

Suggestions may include: Someone else might then address it with them so you don't need to get directly involved, you don't need to name the boys but can still get advice, the pupils might be more likely to listen to a teacher/adult or MVP mentor etc.

2. What reasons might people give for not choosing this option?

Suggestions might include: Don't want to be a tell-tale / a 'grass' (remind pupils that helping out in this situation is about being a good friend), Don't want to be targeted (remind pupils that the teacher /mentor won't need to identify them if they choose to have a wider class discussion about this).

Option 7: Personal Option

Ask the group:

1. Is there anything else you could do?

Remember to explore the possible consequences for any additional options.

Thank the group for their answers and ideas

Accessing support (1 minute)

The last slide highlights places and organisations in which they can access support if they have been impacted by the lesson in any way or are worried about a friend.

Ensure that in-schools supports are discussed, but make the mentees aware of where they can get support outside of school, so that they have a range of options.

You can add local supports to the slide ,alongside the national ones already included, that you feel are relevant to your community/area. You can also discuss this with your supports in school and also partners.

Conclusion (1 minute)

Let the group know that as leaders, they have the opportunity to make sure their school and community are supportive and inclusive, and that everyone feels comfortable and safe.

Ask the group:

What have you learnt from today's session?

You might want to note responses on flipchart.

Reinforce key messages from the discussion including:

- ✓ Exposure to pornography can be addictive and harmful.
- ✓ Pornography rarely reflects healthy, loving sexual relationships.
- ✓ Not everyone watches, nor wants to watch, pornography.
- ✓ We have a responsibility to help our friends and keep ourselves safe.
- ✓ There are a range of options we can choose from to challenge behaviour when we are uncomfortable with it.

Accessing support

Leave this slide up as the lesson finishes and the mentees leave.