



## **LEARNING ACTIVITIES**

### **'DEVELOPING PERSONAL FILTERS'**

#### **Key Learning Objectives:**

#### **PSHE and Citizenship:**

- To research, discuss and debate topical issues, problems and events (2a)
- To know what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices (3a)
- To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong (3f)

#### **Other subjects:**

- To gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects] (En1 1a)
- To choose material that is relevant to the topic and to the (En1 1c)

#### **Key Vocabulary:**

filter

pornography

offensive

abusive  
addictive  
sexting

### **Before the lesson:**

This lesson may raise sensitive and controversial issues and there is the potential for children to disclose private or confidential information which may raise issues of child protection. It is therefore very important to establish a safe learning environment where ground rules are agreed. See:

[http://www.gogivers.org/niftygear/ground\\_rules.pdf](http://www.gogivers.org/niftygear/ground_rules.pdf)

Once ground rules have been established, children should be reminded regularly of their importance in handling personal and sensitive issues appropriately during whole-class and group discussion.

### **Introduction:**

A report published in May 2013 by the Office of the Children's Commissioner calls for urgent action to develop children's resilience to pornography following a research report it commissioned which found that: a significant number of children access pornography; it influences their attitudes towards relationships and sex; it is linked to risky behaviour such as having sex at a younger age; and there is a correlation between holding violent attitudes and accessing more violent media.

A recent Netmums survey, which quizzed 825 children aged seven to 16 and 1,127 parents, found that more than half (57 per cent) of all kids had stumbled on inappropriate content, with one in 11 looking for it deliberately.

In a recent survey by the National Association of Head Teachers more than eight out of ten parents said that they were in favour of pornography being covered as part of children's sex/sex and relationships education.

This is probably because virtually all children will have been exposed to pornography by the time they leave secondary school. Indeed, most children have been exposed by the age of nine.

Some adults may be worried about creating curiosity by talking about pornography. However we wouldn't want children to hear just enough information to create curiosity without giving them all the knowledge they need to be safe. If we want parents and teachers to be their first source for this information we need to start early.

### **A definition of Pornography:**

Pornography is material that is sexually orientated and intended primarily to arouse the reader, viewer or listener. It may depict nudity or sexual behaviour, and includes written materials such as romance novels, photographs, videos, electronic images, video games, internet chat rooms, erotic telephone conversations and texts, music, or other media.

#### Teachers:

You can report criminal internet content here:

<https://www.iwf.org.uk/>

### **Discussion 1.**

#### Personal Information

Ask the children what they think personal information is?

*Their real name, age, school, address, telephone numbers, photograph, passwords and any other information that could identify them.*

*They should never reveal any personal details that they wouldn't want everyone at school to know. Neither should they reveal family information such as brothers and sisters and their ages, or the parents' occupations.*

Ask them why it is important for us to keep personal information private?

*Unfortunately there are bad people online who might want to hurt them.*

## **Discussion 2.**

### Keeping safe online

Ask the children for their ideas on how to keep safe.

Introduce the following 'rules' into the discussion:

- Don't post personal information on-line.
- If you see pictures of naked people online, shut down the computer and then tell a parent/responsible adult.
- Don't use your computer or other internet enabled devices in your bedroom at night.
- Let someone know if an online 'friend' you've never met wants to meet with you. Never agree to meet anyone unless they agree to a parent coming with you.
- Never open an email from anyone you don't know.

## **Activity 1.**

### Sharing experiences of pornography

Ask the children whether they have you ever seen anything online that made them uncomfortable or curious? Have they ever accidentally seen sexual pictures online?

Discuss how it happened, how it made them feel and what they did. Tell them that most adults will have seen these types of pictures at one time or another. If this has ever happened to you (the teacher), it would be helpful to reveal how you felt. Children will then realise that this can happen to anyone.

Talking about their experiences will eliminate any shame and denial.

When children learn to tell, they can 'let it go', whereas harbouring a secret can lure them into revisiting the experience. It will make it easier for children to talk with an appropriate adult about any unsuitable pictures, or on-line videos, that they might come across in the future.

Discuss the values of respect and decency, and the right to privacy for our bodies.

In pairs, ask the children to role play. Explain that this is a time to practise what they would do if confronted by pornography.

Ask the children to pretend to invite their partners to take a look at pornographic pictures on their mobile phone or in a magazine. How does the other respond?

*Hopefully, they will close their eyes and say 'I don't want to see that'.*

Ask them: 'What will you do now?'

*Tell a trusted adult about the experience.*

Note the 'best' role play, and ask the relevant children to share their performance with the class.

## **Activity 2.**

### Happy Relationships

Ask the children to think about 3 happy relationships that they have. These could be with parents, friends – even their teacher!

Ask them to complete the sheet 'My Happiest Relationships' below (keeping the names of the people anonymous).

Ask the children to share their content, and write any commonalities on the whiteboard.

This should provide a good description of feelings resulting from healthy relationships, and the behaviour that brings these about.

Discuss how pornography provides a poor model for relationship building, as it is usually based on abuse, violence and lack of care, as opposed to kindness and respect.

### **Activity 3.**

Should the government filter the internet?

Divide the class into prosecution and defence in a mock court trial. Give each side time to develop their arguments for and against filtering the internet.

*Some arguments **for** have been made above and on the PPT.*

*Arguments **against** filtering might include:*

- *It would go against the principle of free speech.*
- *It could filter out **useful** information on 'violence', 'drugs' and 'pornography'.*
- *It would set up barriers and taboos rather than educating young people about media literacy and sexual values.*
- *Filters might reflect political bias*
- *Could filters ever be 100% effective? Parents might become over-complacent, if they believe the internet to be safe for their children.*

# My Happiest Relationships

How you they make me feel	What the person does to make me feel that way