Influences on Our Self-Concept During Adolescence

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s):   6

Lesson: 1 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.5, A1.6, D1.3

Materials

- Access to a shared document (chart paper and markers or online interactive tool)

- **Teacher Resource: Anecdotal Recording chart**

Learning Goals

We are learning toapply our self-awareness skills to understand the impacts of viewing sexually explicit media, including pornography.

Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe and provide written and verbal feedback on students' understanding of the impacts of viewing sexually explicit media, including pornography.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Use the following teacher prompt to lead a group discussion to establish ground rules/agreements (consider displaying the common ground rules/agreements in the learning space for reference throughout the unit).

Teacher prompt: "What rules or agreements do we need to have, to create a safe and inclusive learning space for everyone?

Student responses:

- "We need to listen to each other and respect what others say."

- "Don't use put downs; be sensitive to others' feelings and be careful about making careless remarks."

- "We need to be respectful of each other's differences."

- "It's okay to pass if we don't want to speak."

- "We need to feel that it is ok to ask questions we have; don't ask personal questions of others."

- "We need to use correct names of body parts and terminology to show respect for our body."

- "We need to remember to discuss puberty topics responsibly outside the classroom so we have a respect for confidentiality."

- "When we refer to another person, use "Someone I know…" rather than the person's name."

- "It's okay to have fun."

Action

Divide students into groups of 4-5 and provide access to a shared document. Have groups create a list of various media they access (e.g., social media applications, online gaming platforms, music videos, television). Have groups generate and record ideas about the impact these forms of media may have on themselves and others (e.g., Positive impacts: easy access to information, ability to connect with others across the world, entertainment, skill building through games and challenges; Negative impacts: spending less time with family and friends, gaming addictions, cyberbullying, harassment). Invite groups to share their ideas with the class, using the sharing to clarify and extend student understanding of the impact of social media on themselves and others.

Use the following teacher prompts to lead a discussion about the impact of viewing sexually explicit materials on social media.

- **Teacher prompt:** "Sexually explicit material is easily accessible and can be found in a variety of media including social media, online games, music videos, movies, and pornography. It can be in the form of images, music or text. What are some of the impacts of viewing sexually explicit media?"

Student responses:

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  - "It can show people and relationships in ways that are misleading and not accurate which can promote harmful gender and racial stereotypes."

  - "It can promote an unrealistic or idealized body image."

  - "It may not show people behaving with respect for themselves or their partners."

  - "It may communicate a message about someone not respecting their partner's choices or decisions."

  - "It can impact the way someone views other individuals and may lead to bullying, harassing or violent behaviour."

  - "It is ok to be curious, but it is important to be able to know the difference between sexually explicit images that portray respectful relationships and images that don't."

  - "Some sexually explicit images do reflect reality and show positive representations of sexuality; however, we also need to remember that these are created for adults to view and not youth."

  - "Someone shouldn't feel ashamed about viewing sexually explicit media, but they should also know it is ok to speak to someone they trust if they have questions about it."

- **Teacher prompt:** "Images that include explicit descriptions or images of sexual activity that is meant to sexually arouse the viewer is called pornography. Pornography often portrays relationships in unrealistic ways. What are some other ways viewing sexually explicit media can affect healthy development?"

Student responses:

- - "In pornography, relationships are usually portrayed by actors, and they are not realistic. Unrealistic scenes are not models of healthy relationships."

    - "The unrealistic images can affect people's understanding of what respectful relationships look like or should look like."

    - "Some pornography can portray relationships in harmful ways and reduces people to sexual objects. It is important to recognize this and be aware of how it might influence our understanding of what a healthy intimate relationship looks like."

    - "It can lead individuals to have a limited or distorted understanding of relationships and reinforce harmful gender norms."

    - "It can make it seem that violence and not respecting someone's right to consent is ok."

- **Teacher prompt:** "If you have questions about something you see online, where can you get answers?"

Student responses:

- - "I can talk with an adult I trust. It really matters to me to have someone I feel safe talking with to answer my questions."

    - "Sometimes sexually explicit images pop up when I am online or someone I know might send me a sexually explicit image that they have viewed. It is important to ask for help to check my privacy settings or how to deal with situations when someone sends me images instead of worrying about getting in trouble."

Consolidation

Havegroups revisit their shared document to reflect and record what they learned about the impacts of viewing sexually explicit media, including pornography. Have groups generate and record ideas about actions they can take to respond to sexually explicit materials when they encounter them in the media (e.g., talk to someone about what they are seeing, and questions they have, revisit their privacy controls, know that they are not realistic images, safely respond to texts by reinforcing the importance of respecting others). Invite groups to share their ideas with the class.

Note to Teachers

It is natural and normal for youth to be curious about sexuality and sexually explicit media. Youth need to develop the digital literacy skills to critically evaluate the material they view, differentiate between positive and problematic representations of sexuality in media and understand that media is not always reflective of reality. Even when sexually explicit media portray positive and respectful relationships, they need to understand that these are made for adults, not youth. It is important to avoid students feeling shamed about viewing sexually explicit media and encourage them to talk to a trusted adults when they have questions.

Consider pairing this lesson with **Ophea's Grade 6 Internet Safety Lessons** to reinforce or extend student understanding of how to engage safely with communication technology.

Consult these websites for additional information:

- **Sex Information & Education Council of Canada: Sexual health in education in schools and Other Settings: Questions and Answers.**

- **Media Smarts: Pornography**