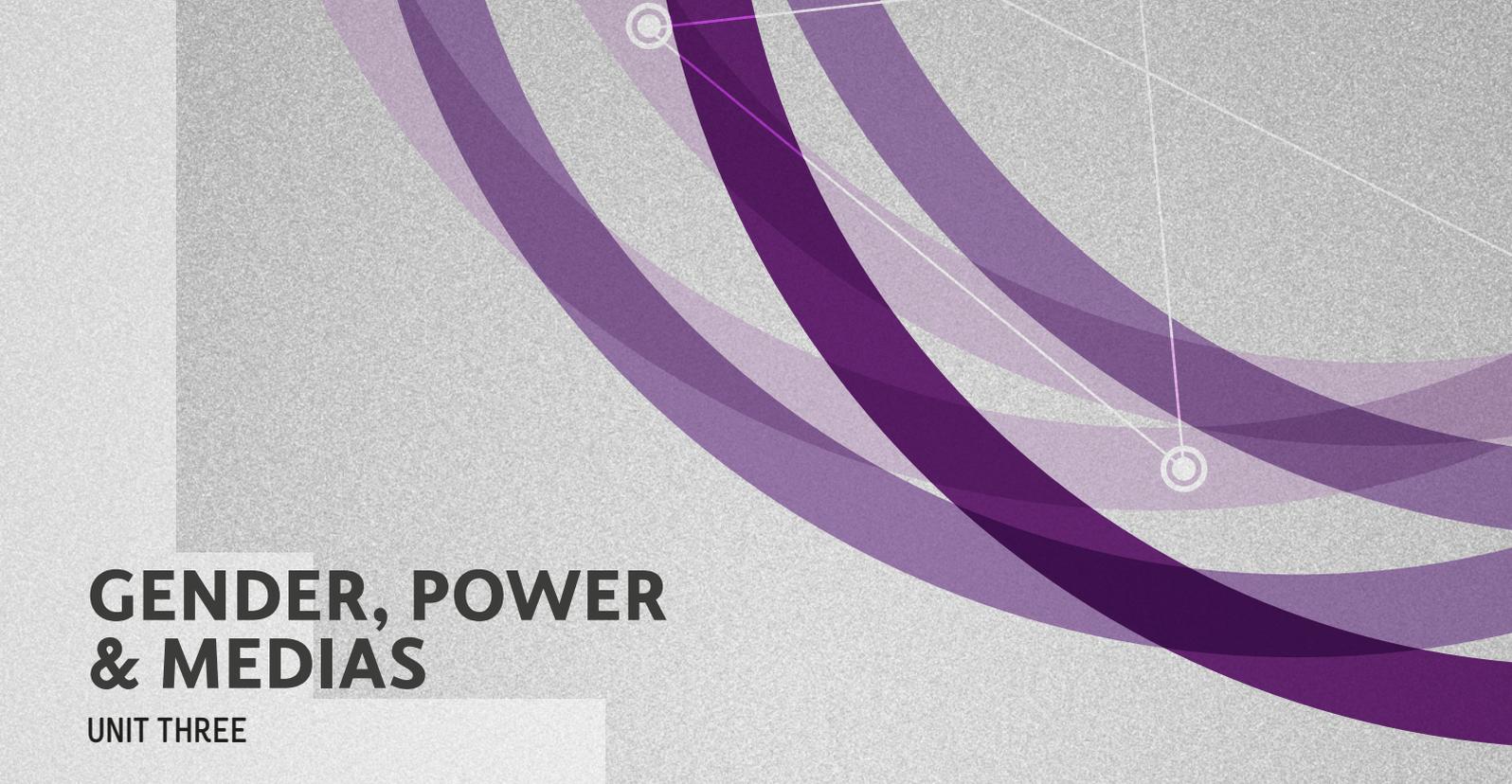




GENDER, POWER & MEDIAS

UNIT THREE



GENDER, POWER & MEDIAS

UNIT THREE

SESSION 1

Getting a picture on sexualisation

SESSION 2

Looking deeper into the culture of sexualisation

SESSION 3

Developing a common understanding of explicit sexual imagery

SESSION 4

Real-life strategies

SESSION 5

'Idealworld'

SESSION 6

Developing skills to build respectful relationships

'Gender, power and media' is a unit of work designed for Year 10 students. Although the issues of gender and media are woven throughout the Building Respectful Relationships resource, this unit is designed as an extension unit and includes activities that have been developed to examine the issues in depth. As stated in the introduction to this resource, schools will be at differing points in their readiness to cover explicit sexual imagery in their sexuality education programs. This extension unit is designed for schools that have a comprehensive sexuality curriculum. It should ideally be delivered when students have completed Units 1 and 2, and have developed an understanding of issues related to gender, power and violence.

Unit 3 is designed to address the link between sexualisation, media, gender and respectful relationships. The pace of technological change and increasing access to the internet means that, by the time students are in Years 8 and 9 it is possible that many of them have already been exposed to sexualised images, including some sexually explicit or pornographic materials. This can occur accidentally or intentionally, with little or no chance for them to make sense of the messages and content contained within these images. This unit builds on the material covered in the other two units, Unit 1: Gender, respect and relationships and Unit 2: The power connection, and assumes that students have covered key issues on gender and power and looked extensively at building respectful relationships. It has a strong emphasis on building media and health literacy in line with the recommendations of ACARA (2012).

Current research shows sexualised images and exposure to pornography is shaping young people's sexual expectations and practices in a range of sexual health areas, such as body image, sense of self and safe-sex practices¹.

School-based sexuality education, therefore, becomes a very important means of counteracting the unrealistic, sexist and sometimes violent images that young people may be observing in the media and in pornography. According to Crabbe and Corlett (2010), pornography is normalising sex acts that most women do not enjoy and may experience to be degrading, painful or violating. This raises serious implications for young people’s capacity to develop a positive sexuality that incorporates mutual pleasure, respect and the negotiation of free and full consent.

A number of the activities have been modified from activities trialled with pre-service teachers at Deakin University, developed in conjunction with Maree Crabbe and David Corlett as part of the Reality & Risk Project (Brophy Family Services 2010–12). Others have been modified from Ollis, D., Harrison, L. and Maharaj C (2013) Sexuality Education Matters: A Resource for Preparing Pre-service Teachers in Sexuality Education, Deakin University, Melbourne.

Timing

There are six sessions in Unit 3, although there are a number of additional extension, assessment and reflection tasks that could be completed in class if time permits. The timing is only a guide and will depend on your students, the level of maturity, prior learning and student interest. The issues covered in this unit can create a great deal of discussion, debate and student interest.

SETTING UP A SAFE SPACE

As with Units 1 and 2, it is assumed that students have been working together and have experience in developing classroom rules or agreements to ensure that the learning environment is safe and that respectful behaviours such as listening and no put-downs have been established. However, some classes may be coming together for the first time. For these classes, it is essential that ground rules be established, as they provide a structure that can improve classroom management, keep students and staff safe and supported, and ensure the class works effectively.

Students will be dealing with potentially sensitive issues focusing on relationships, violence and sexuality, and so a structure that allows discussion of differing opinions is essential to the success of the curriculum.

Activity 1: ‘Setting the context and boundaries’, in Unit 1, is an activity that is designed to provide a safe space for students and for the introduction of issues to be covered in the unit. This activity involves setting ground rules or agreements and providing an opportunity for students to practise using the ground rules while they gain a sense of the focus of the unit of work. Activity 1 is repeated here, with questions relevant to this unit.

Preparation and materials

- Butcher’s paper to note down ground rules that can be placed on the wall at the end of the class
- Pens
- Construct four A4 continuum cards with the following positions:
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree.

Procedure

- 1 Begin by explaining to students that this unit of work covers issues that may be sensitive for some people. It looks at issues about sexuality and relationships. This means that people are likely to hold opinions and views that not everyone may agree with. However, it is important that the class be safe for everyone and that everyone feels they can contribute freely without fear or embarrassment. A way to ensure this is to set some ground rules or agreements about how the class runs.
- 2 Ask the students what they think the class needs to make sure it is a safe space for everyone. List these suggestions on the board or a piece of butcher’s paper. You will need to transcribe these onto permanent posters or display them in an area that enables them to be a visible reminder to students. If students have difficulty coming up with ideas, you may like to start with some of the following for discussion:
 - Listen to different ideas without ‘put-downs’.
 - Everyone has the right to speak.
 - Each person is responsible for his or her own behaviour.
 - What other people say in class is confidential.

It is equally important that students are given the opportunity to withdraw if they find issues personally confronting, and to protect them from making harmful disclosures. Specifically, every person has the right not to offer an opinion.

Ask students if they are happy with the list and if there is anything they would like to add.

- 3 Place the four continuum cards on the ground using a two, three- or four-point continuum (strongly agree, agree, disagree, strongly disagree), and explain to students that you’re going to read out a list of statements and they need to move to the card that most accurately reflects their view.

4 Select between three or four statements from the following list:

- Sexualised images of women are much more numerous than those of men.
- People should be able to play sport in their underwear.
- A person's value comes from their sexual appeal or behaviour.
- A person's physical attractiveness is judged narrowly by how sexy they are considered to be.
- Sexuality can be imposed on a person.
- Seeing sexually explicit material doesn't harm anyone.
- Young people should be protected from finding explicit sexual images on the internet.
- It is easy to access pornography.
- Music videos sexualise men and women equally.
- Women watch as much pornography as men.
- In a respectful relationship, pornography can play a useful role in exploring how to have sex.
- Pornography reflects what real sex is like and what most people want.
- Pornography is harmless fantasy (it doesn't affect people's reality).
- Pornography is not a good sex educator.
- Pornography will help teach you how to be a good lover.

Read out one statement at a time and ask students to physically move to the position that best reflects their view. If necessary, use a piece of rope or string, or draw a chalk line across the room and ask students to stand on that line. This can also be set up as four corners, depending on the space you have available.

- 5 Ask for volunteers from the different points on the continuum to share reasons for choosing their position. Alternatively, each student can discuss their choice of position with another student who has chosen a different position on the continuum. It is important to inform participants that there are no right or wrong answers in this exercise. The purpose of the activity is to allow students the opportunity to appreciate that people hold different views.
- 6 Inform participants that they may move at any time if they find that a reason given by another person changes the way they think about the statement. The following questions provide a useful focus to encourage students to think about the range of positions people hold towards gender and relationships. They can be used either at the end of the activity or after each statement:
- How do you think you developed your position on this statement?
 - If you asked your parents to do the same activity, which position do you think they would choose?
 - What differences do you think there would be if this activity was done with all girls or with all boys?
 - Do you think there would be any differences if all those doing the activity were gay or lesbian?
 - What else do you think might affect where we would position ourselves?

Journal Entry

As with the previous units, this unit also uses a range of assessment techniques to help students demonstrate their knowledge, understanding and skills in advocacy and media/health literacy. Many of the assessment activities involve forms of advocacy and the application of knowledge and skills to authentic situations young people are likely to face. The reflective journal has also been included in this unit to give young people some time to think about the issues raised. Teachers may like to use an online journal tool such as Evernote or Wordpress.

LEARNING OUTCOMES

Students will identify the sexist nature of sexual imagery in the media.

Students will begin to develop skills in media literacy.

Students will reflect on the impact of sexual imagery and pornography on young people's understanding of and ability to develop respectful relationships.

Students will begin to develop an understanding of the link between sexualisation and pornography and its effect on gender-based violence and power.

ACTIVITIES

1 What is it really saying?

TIME REQUIRED

100 minutes

HANDOUTS

H1 *Guess what I'm selling?*

1 What is it really saying?

GROUP: SMALL GROUP & WHOLE CLASS

TIME: 100 MINUTES

Preparation and materials

- Post-it notes
- A space for a “bus stops” activity
- **H1** *Guess what I'm selling*
- Print outs from websites required for the four activity components, as detailed below.

This activity involves four components:

- Guess what I'm selling
- Who is it aimed at?
- What do you see?
- Impacts of sexualised representations

There are a number of YouTube clips and websites that are useful for these components. As a teacher you should view the links included in the activities as they provide excellent resources to use with students and important background information. In addition, read the opinion piece at:

<http://www.change.org/en-AU/petitions/event-organiser-stop-the-promotion-and-support-of-a-lingerie-football-league-in-australia>

The following outlines the preparation required for each component.

GUESS WHAT I'M SELLING

Collect a set of advertisements or media images that use sexual imagery. One example is provided on the **H1** *Guess what I'm selling?* handout. Current magazines are a great source of material.

Remove any reference to what the ad is selling by covering it up with a Post-it note or blank piece of paper, as has been done in the example provided on **H1** *Guess what I'm selling?*

WHO IS IT AIMED AT?

Search online to collect 10 images of a range of magazine covers (for example, Dolly, Cleo, Cosmopolitan, Maxim, Menstyle, Zoo, FHM). Cut and paste them onto a Word document and print off.

WHAT DO YOU SEE?

This requires printed versions of the two images provided on the Masterkey website: <http://masterkeycoaching.com/2010/05/what-do-you-see-when-you-see/>

Cut and paste these images on to a Word document and print off to present to the class.

IMPACTS OF SEXUALISED REPRESENTATIONS

You'll need access to YouTube in order to show students the "Dove Evolution" clip:

<http://www.youtube.com/watch?v=5XF66Ku4a9U>

Background

This is the first in a sequence of activities designed to build knowledge, understanding and skills in deconstructing explicit sexual imagery and to explore the potential impact of this imagery on respectful relationships. The activity begins with students exploring the types of gendered messages the media portrays in relation to bodies and sexualisation. The trailer 'Killing us softly 4' examines the media's portrayal of women in a more visual and interactive way. If you can access YouTube this is an excellent resource:

http://www.youtube.com/watch?v=PTImho_RovY

Alternatively, music videos are also a relevant source of material. The Media Education Foundation (2007) has a compelling critique of the music video industry in their documentary film 'Dreamworlds 3: Desire, Sex & Power in Music Video' by Sut Jhally. A modified version is available for use with secondary school students: <http://www.mediaed.org/wp> There is an extract from the film that then can also be used with students at:

<http://www.youtube.com/watch?v=JDMo5cIjN3A>

Click the link below to view a short clip that makes the connection between objectification and violence in a way that emphasises the potential harm of sexualisation and objectification.

<http://www.youtube.com/watch?v=QlZpLWgJoqs&list=PL6B2DED86929BF82B&index=2&feature=plcp>

Procedure

GUESS WHAT I'M SELLING

- 1 Set the advertisements/images up as a set of "bus stops" so that students will move between them.
- 2 Give each student enough post-it-notes so they have one to post at each stop. Ask them to post a guess at what the ad or image is designed to sell or say. Once all notes are posted, go to each bus stop and show the students the entire ad as per the example on *H1 Guess what I'm selling?*
- 3 In groups discuss the following questions:
 - How were the bodies used to sell the product(s)?
 - Was the use of the body relevant to the product?
 - Was there a difference in how men and women's bodies were used?

WHO IS IT AIMED AT?

- 4 Divide the board into two columns with the following headings: Men, Women.

Ask students to think about the way men's and women's bodies are presented in the advertisements/media.

Present students with the images of magazine covers.

- List how the women are represented on the cover of the magazines for women
- How are women represented on the cover of magazines for men?
- Look at the headings about what is on the cover of the magazines. Discuss the differences and similarities.
- Do you find any of the images offensive? Why/why not?
- Think back to the activities covered on power in Unit 2; is there a difference in the power men and women seem to have?
- Would you say any of the images are sexist? Why/why not?
- Would you say any of the images are respectful? Why/why not?
- Would you say any of the images are violent? Why/why not?
- Could there be any harm associated with the representations?

WHAT DO YOU SEE?

- 5 Present the printed images from the Masterkey website: <http://www.masterkeycoaching.com/2010/05/what-do-you-see-when-you-see/>

These have two different images embedded in them. Ask students what they see. Some students will see the two faces in the first image, rather than the vases, and some will see the older women in the second image, while others will only see the young woman. Discuss – is what we see always reality? What influences what we see and how we interpret it?

IMPACTS OF SEXUALISED REPRESENTATIONS

- 6 Show students Dove Evolution YouTube clip available at: <http://www.youtube.com/watch?v=5XF66Ku4a9U>

Discuss the impacts that altered and sexualised representations of women have on young people's perceptions of women and men. In what ways could this have an impact on respectful relationships?

Journal Entry

Session 1 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

I felt that...

Sexualisation is...

Respectful relationships would be improved if the media...

LEARNING OUTCOMES

Students will identify the sexist nature of sexual imagery in the media.

Students will develop skills in media literacy.

Students will explore the impact of sexual imagery and pornography on young people's understanding of, and ability to develop, respectful relationships.

Students will increase their understanding of the link between sexualisation and pornography and its effect on gender-based violence and power.

ACTIVITIES

- 1 Finish the sentence
- 2 Killing us softly
- 3 Desire, sex and power and the music video
- 4 Developing advocacy

TIME REQUIRED

100 minutes

HANDOUTS

- H2 *The Lingerie Football League*

This session is designed to build on Session 1. It begins by using the popular medium of music videos to help students see the link between explicit sexual imagery and the gendered messages represented in relation to sexuality. It then requires students to explore a recent media example of sexualisation in sport and develop some advocacy around building gender equality. The activities are all related components, and the whole session should take approximately 100 minutes to complete.

WHAT YOU WILL NEED

- Access to the internet to show the 'Killing me softly 4' trailer.
- Access to Media Education Foundation or 'Objectification. mov' (Community Healthcare Network 2010): http://www.youtube.com/watch?v=PTImho_RovY
- Access to: <http://www.change.org/petitions/triple-m-stop-the-promotion-and-support-of-a-lingerie-football-league-in-australia>

1 Finish the sentence

GROUP: WHOLE CLASS

TIME: 20 MINUTES

Background

This is designed as an introductory activity to get students thinking about the issues covered in the previous session. It also helps the teacher to gain a sense of what the students have taken away from the previous session.

Procedure

- 1 Ask students to reflect on what was covered in the last session. Think about what they learnt about the way the media represents sexuality and gender.
- 2 Tell students they are going to play a game of finish the sentence. To do this the teacher will start by saying 'when something is sexualised, it ...' In turn each student continues the dialogue until everyone has had a turn.
- 3 Talk about the themes and issues raised by students.

2 Killing us softly

GROUP: WHOLE CLASS
TIME: 30 MINUTES

Procedure

- 1 View 'Killing us softly: Advertising's image of women' trailer (5 minutes): <http://www.youtube.com/watch?v=PTImhoRovY> by Media Education Foundation.
- 2 Ask students to think about the key messages about women and men that Jean Kilbourne is exploring in the film.
- 3 Discuss the themes:
 - What was Jean Kilbourne trying to say?
 - What messages did she argue were being given about women and men?
 - Why did she argue there was a link between gender and violence?
 - Can you think of examples you have seen?

3 Desire, sex & power & the music video

GROUP: WHOLE CLASS
TIME: 30 MINUTES

Procedure

- 1 View 'Dreamworlds 3: Trailer' by Sut Jhally, Media Education Foundation, at <http://www.youtube.com/watch?v=JDMo5cIJN3A> (5 minutes)
- 2 Ask students to think about the key messages about women and men that Sut Jhally is exploring in the film.
Discuss the following themes:
 - What was Sut Jhally trying to say?
 - What messages did he argue were being given about women and men?
 - Why did he argue there was a link between music videos, pornography and gender-based violence?
 - What was similar about the two film clips?

Alternatively, students could analyse music videos they currently watch. If you have a set of computers, students could do this in groups. However, this may present a risk, as you are not able to control what is selected and you may need to decide what is appropriate for use.

4 Developing advocacy

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 20 MINUTES

Procedure

- 1 Divide students into groups of four and set them the task of developing an advocacy strategy designed to try to change the representation of women in social life. Students present their strategy to the class with a rationale for the approach taken.
- 2 As a means of introducing the task, ask students if they have heard of the Lingerie Football League, which played in Australia in 2012. Canvas opinions on whether they think this league should be allowed to play. Why/why not?

Student and teachers from the Southern Teaching Unit in Melbourne set up a petition against Triple M radio station in response to the introduction of the Lingerie Football League. They received 2067 signatures.

Explore the link with students and explain that this began from classroom activities that resulted in the students writing to the then prime minister, Julia Gillard. **H2 Lingerie Football League** provides an example of letters sent by the students to Julia Gillard.

<http://www.change.org/p/stop-the-lingerie-football-league-in-australia>

The second page of the handout has an opinion piece published in the Age on May 8 2012 on this topic, which will also be a useful resource.

Journal Entry

Session 1 journal questions

Write a paragraph in response to the following:

'If I could change anything about the way the media represents young people and sexuality it would be... because...'

LEARNING OUTCOMES

Students will reflect on their understanding of sexualisation.

Students will develop some common understanding of what is generally referred to as sexually explicit media, including pornography.

Students will continue to develop skills in media/health literacy to critique the ways in which gender and sex are portrayed in the media.

Students explore the impact of sexual imagery and pornography on young people's understanding of, and ability to develop, respectful relationships.

Students continue to build an understanding of the link between sexualisation and pornography and its effect on gender-based violence and power.

ACTIVITIES

- 1 Developing a common understanding
- 2 Making a judgment
- 3 'Mediaworld' vs. 'Realworld'

TIME REQUIRED

100 minutes

HANDOUTS

- H1** *Guess what I'm selling?*
H3 *Developing a common understanding*
H4 *'Mediaworld' v. 'Realworld' cards*

This session is designed to develop some common understanding of what is generally referred to as sexually explicit media, including pornography. It is also designed to continue to build students' media literacy skills so they can make sense of what they are exposed to. The previous activities were designed to develop a sense of what is meant by sexualised imagery. In this activity, students explore the implications of sexualised and sexually explicit images on respectful relationships. In doing this, the issue of pornography is likely to be raised and can be categorised under the umbrella of 'sexually explicit imagery'. This will help students to know what is commonly understood as pornography without accessing pornography. You want to avoid spending too much time defining pornography. You just need to make sure students have a common understanding. The important aspect of these activities is to provide students with the opportunity to deconstruct the gendered nature of sexualisation and explicit sexual imagery.

Some useful definitions and background information are included in **H3 Developing a common understanding**. Using the definition of the term 'explicit' provides a simple way to assist students to understand what is classified sexually explicit. Although many young people have encountered this material, there will be students who have not.

It is not appropriate to show explicit sexual images under any circumstances.

1 Developing a common understanding

GROUP: SMALL GROUP

TIME: 50 MINUTES

Preparation and materials

- Large Post-it notes and butcher's paper for graffiti sheets (alternatively, a whiteboard with the headings 'Sexualised images can...' and 'Sexually explicit imagery is often...' written on it)
- One copy of **H3 Developing a common understanding** per student.

Procedure

1 Give each student four large Post-it notes. Ask them to write two words (one on each note) that represent their understanding of 'sexualised images' and two words that represent their understanding of 'explicit sexual imagery'. Instruct them to post these on graffiti sheets or on a whiteboard with the headings shown below. It might be worth reminding students about the ground rules about respect.

'Sexualised images can...'

'Sexually explicit imagery is often...'

2 Analyse the notes. Identify themes (practices, attitudes, affects), differences and similarities.

3 In groups of four, students select three words from the lists to develop a description of sexualisation, sexual imagery and their impact. This can be in the form of a:

- written statement
- rap
- poem
- role play
- song

4 Each group performs their description to the class. Follow this with a discussion of the commonly accepted definitions provided on **H3 Developing a common understanding**. Compare the key elements with their own descriptions. Discuss:

- Why it is important to analyse sexually explicit imagery and sexualisation?
- How does it relate to respectful relationships?

2 Making a judgement

GROUP: PAIRS & WHOLE CLASS
TIME: 20 MINUTES*

*Please note: The time required for this activity is 20 minutes if the collection of images is carried out for homework. Otherwise, the activity will take 40 minutes.

Preparation and materials

- Read the background in the handout **H3 Developing a common understanding**
- Copies of **H1 Guess what I'm selling?** from Session 1, Unit 3, for each student
- A copy of **H3 Developing a common understanding** for each student
- Space to display images

Procedure

1 Inform students that there has been a great deal of community debate and discussion about sexualisation, particularly as it relates to children and the media. Recently the Australian Medical Association (AMA) called for another Senate inquiry. Refer to the handout **H3 Developing a common understanding**. Ask students to read (individually or as a group) the call by the AMA.

Discuss the following:

- Why is the AMA concerned?
- Why are they calling for another inquiry?
- Do you think these are realistic calls?

2 Inform students that they are going to complete a whole-class media analysis task, making judgments about whether images or advertisements in the media are sexualised. This will be done using the criteria set by the AMA. This is outlined in the handout **H3 Developing a common understanding**. To assist students, you could use the image from **H1 Guess what I'm selling?** to clarify what the American Psychological Association (APA) criteria means and how you would use it.

3 Ask students to form pairs. Each pair is to select a media image. It will need to be downloaded, photocopied or displayed from a magazine. This could be done for homework if time is limited.

4 Display the images so students can move about the room. Each pair is to assess which of the APA criteria was most often achieved. Each pair must present this information in a graphical way and share the information with other students in the school, for example, by making a poster or creating a blog.

3 'Mediaworld' vs 'Realworld'²

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 30 MINUTES

Preparation and materials

- Enough copies of the **H4 Mediaworld vs Realworld** category cards to provide four copies to each group of 5 or 6 students.
- A wide selection of the **H4 Mediaworld vs Realworld** statements, ensuring that there are enough for each group to have a minimum of six statements covering a range of issues.

This activity is likely to elicit a range of attitudes about gender, sexuality, sexualisation and pornography. It is important that you take time to reflect on your own position and any associated concerns, fears or reactions you may have to the list of issues raised in the statements that students will use.

Background

This activity builds on knowledge, skills and understanding developed in sessions on respectful relationships, gender, power and consent and is designed to continue developing skills in critical media analysis. The activity is adapted from one that looks at the way pornography and pornographic insignia has been mainstreamed (for example, Playboy bunny ears). The issue of pornography is likely to arise during this activity, so you should be prepared to help students explore the impact that pornography has on the sexualisation and objectification of women in mainstream culture. The video short of 'Dreamworlds 3: Desire, sex & power in music video', (<http://www.youtube.com/watch?v=JDMo5cIJN3A> - Jhally 2007) used in Session 1 of this unit, presents a compelling critique of the music video industry and the way images have shaped the sexualisation of culture on billboards, fashion, music, entertainment and behaviour.

In this activity students are required to distinguish between the statements that are accurate in the 'real world' and those that reflect the world created by the media. Alternatively, they may decide that the statement is reflective of both worlds, or of neither. Note that media's influence on the 'real world' may make some of the responses more contested than might otherwise be expected.

This activity is not about students categorising the statements 'correctly'. Rather, it aims to create discussion about a range of issues that have potentially significant implications for young people's healthy sexual and social development.

Procedure

- 1 Divide the students into groups of approximately six and give each group a set of the **H4 category cards**.
- 2 Explain to students that they have four category cards that represent 'Mediaworld' (the world created by media, i.e. what the media portrays), 'Realworld' (the world of real life), Both and Neither. They also have a selection of statements about gender and sex.
- 3 Ask students to read through the statements in their group one at a time, after each statement discussing whether they think it belongs in 'Mediaworld', 'Realworld', 'Both' or 'Neither', and taking care to listen to different opinions within the group. When they decide where the statements belong, students should place them with the appropriate 'world' card, until they have worked their way through the statements.
- 4 When the groups have finished this task, invite one of the groups to read out one of their statements and tell the rest of the class in which world they placed it in and why.
- 5 Work your way through the statements, reading a few at a time from each group and stopping to discuss statements that were subject to disagreement or were of particular interest to the group.

This activity provides an opportunity to highlight many of the unrealistic and harmful messages that can be conveyed through mainstream media in relation to sexuality, gender, sexualisation and pornography, and to emphasise the ways in which these differ from respectful relationships and sexuality. The following questions can be useful for drawing out some of the important themes from this activity:

- When you look at the statements under 'Mediaworld', how respectful and pleasurable does 'Mediaworld' seem?
- What sorts of risks are there to young people if they are learning about sex from the media?
- Which of the statements would you put under a title of 'Idealworld'?
- Are there other statements you would want to include?

Extension task

- Ask students to write their own list of statements about gender and sex that they would include under the category of 'Idealworld'.
- Students report back to the group.
- Bring the session together by emphasising the elements of positive constructions of gender and sex (equality, mutuality, respect, free and full consent, sexual safety, non-violent relationships etc.) and encourage students to see that it is possible to develop a healthy and fulfilling

Messages you may want to reinforce:

- 1 Media portrayals of gender and sex often are not realistic.
- 2 Many of the media's messages about gender and sex can be harmful and are in conflict with respectful relationships. These may include messages about:
 - body image
 - sexual health
 - sexual pleasure
 - sexual consent
 - particular sex acts
 - gender stereotypes
 - male sexual aggression
 - female sexual availability and subservience.

Journal Entry

Session 3 journal questions

Ask students to view the 'Objectification.mov' YouTube video (Community Healthcare Network 2012) at <http://www.youtube.com/watch?v=QlZpLWgJoqs&list=PL6B2DED86929BF82B&index=2&feature=plcp> and answer the following questions and sentence stems in their reflection:

How did the film leave you feeling?

What message was it giving about how the women were portrayed?

What messages was it giving about the way men are portrayed?

I was surprised that I...

I learnt that others...

I felt that...

LEARNING OUTCOMES

Students will continue to develop an understanding of the link between sexualisation, pornography, genderbased violence and power.

Students will develop skills in analysing issues related to porn-related scenarios.

Students will practise making respectful and reasoned choices.

Students will continue to develop skills in media/health literacy.

Students will continue to reflect on the impact of sexual imagery and pornography on young people's understanding of, and ability to develop, respectful relationships.

ACTIVITIES

- 1 Finish the story
- 2 My regret

TIME REQUIRED

100 minutes

HANDOUTS

- H5** *Finish the story scenarios*
H6 *My regret*

1 Finish the story³

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 80 MINUTES

Preparation and materials

- Two copies each of the three **H5** *Finish the story scenarios*
- Butcher's paper for taking notes in the group discussions
- Pens

Although we have provided some relevant scenarios, you may like to develop your own in line with the experience and needs of your students and the cultural context in which you will be teaching. You may even give them the task of developing scenarios.

Procedure

- 1 Divide the class into six groups and give each group a copy of one of the three scenarios in the 'Finish the story scenarios' worksheet.
- 2 Ask the groups to read the scenario together and then discuss the possible endings to the story. Ask the students to answer the questions provided and inform them that they will then be asked to share their answers with the rest of the group.
- 3 Ask each group to read their scenario to the class and report back on their discussions, describing the possible endings to the story, and the risks and benefits for each.
- 4 Depending on the level of comfort and the students' skill in role play, students could role play the endings for each other. The audience can participate by providing advice on what could be said.

Discuss:

- Do these scenarios seem realistic for the young people you know?
- Which options do you think the characters would choose? Why?
- What gendered assumptions are being made in the chosen endings?
- How do power relations have an impact on the endings?

Background

Access to technology means that young people are very likely to be exposed to pornography, accidentally or deliberately, by the age of 16. (Flood 2009; Fleming et al. 2006).

According to researchers, pornography is having a negative impact on sexual interactions and expectations among young people (Flood et al. 2009; Crabbe and Corlett 2010). This session is designed to explore common situations that young people find themselves in and gives them the chance to explore and practise decision-making. The activity is also designed to create an opportunity for students to consider alternative actions that can enhance respectful relationships in the context of social pressure to do otherwise.

- How easy would it be for the characters to make choices other than what their partner/peers/cultural context expect?
- How might young people feel if they don't feel free to make the choice they really want to make?
- Can you think of anything that could make it easier for the character to freely choose what they would like to do (e.g. positive sense of self, supportive friends/family, being prepared to lose the relationships to stand up for what they want)?

Bring the activity together by discussing the role of gender and power in situations like this. It can be very difficult to voice an objection that sits outside gendered expectations and gives young people social power. Discuss how different people might be comfortable with different responses, yet may still be using their personal power. For example, if Jack didn't want to challenge his friends, but didn't want to watch porn, he could say he didn't feel well and go home. He is still exercising some personal power. If he was feeling in a position to challenge his friends, he may choose to tell them that he doesn't want to watch it and explain his reasons. Emphasise that it is appropriate for people to respond in the ways that seem best for them.

2 My regret⁴

**GROUP: INDIVIDUAL, SMALL GROUP
& WHOLE CLASS**
TIME: 20 MINUTES

Preparation and materials

- Copies for each student of **H1 My regret**

Background

Periodically, newspapers Australia-wide feature the reality of what can happen when young people make risky decisions about their sexual activity and technology use. In 13-year-old Zoey's case she shares an intimate image of herself because she thought it would make people like her. However, it meant that she would have to deal with the consequences of people she has never met potentially seeing her image, she would also lose control over that image and it would permanently remain in cyberspace.

Zoey has also exposed her friends to potential criminal activity. If any of Zoey's friends sent on her image to anybody else, then her friend would be committing a sexting offence by distributing an intimate image of a person under 18. This is because under the law, people under 18 years of age cannot consent to having intimate images of themselves shared. In addition, if any of her friends are over 18 years old, they may be committing a child pornography offence by receiving an intimate image of a person under 18 years old.

This activity is designed to look at the role that all actors play in this situation and to explore how this relates to gender and violence and respectful relationships.

Procedure

- 1 Inform students they will be reading an article that appeared in The Age newspaper in 2011.
- 2 When students have finished reading, either place them in small groups or one large group to discuss the following questions:
 - Should Zoey have sent the image?
 - 'I just wanted to make friends and be popular and I really thought if I did this they would become my friends.' What impact do you think this has on developing friendships and respectful relationships?
 - Was the request by the boy reasonable?
 - Could it be classed as violence? Why? Why/not?
 - Is what she did illegal?
 - What impact has this had on Zoey?
 - What could be done to help Zoey?

Journal Entry

Session 4

Pick one of the characters covered in the scenarios in this session – Jack, Dania, Sam or Zoey – and outline what you would do in this situation and why.

LEARNING OUTCOMES

Students will demonstrate an understanding of community attitudes to pornography.

Students will discuss the impact of pornography on young people.

Students will demonstrate skills in debating.

Students will continue to develop an understanding of the link between sexualisation, pornography, genderbased violence, power and respectful relationships.

ACTIVITIES

- 1 Community attitudes to pornography
- 2 Debating the issues

TIME REQUIRED

100 minutes

1 Community attitudes to pornography

GROUP: WHOLE CLASS

TIME: 80 MINUTES

Preparation and materials

- Access to the SBS 'Insight' website, with details of the program on young people and pornography, aired on 8 May 2012: <http://www.sbs.com.au/insight/episode/watchonline/473/Generation-XXX>

Read the program transcript in advance of delivering this activity to class. Think about your own position regarding pornography and the key issues raised in the program.

- A space for students to participate in a line debate.

Background

There is a great deal of debate about pornography. If we reflect on the basic definition of pornography as 'sexually explicit images designed to sexually arouse', then this is an intensely personal thing that can involve positive aspects of intimacy, desire and arousal. What the activities in this unit have been exploring is not personal sexual preferences and desires, but rather the negative impact of increasingly violent and aggressive pornography that shows an inequitable view of consent, gender and power.

The activities have also been designed and selected to examine the cultural context of an increasing acceptance of the aspect of pornography that Crabbe and Corlett (2010) maintain are shaping unrealistic sexual tastes of some young people, particularly young men, and having an impact on sexual experiences in a negative way.

This activity is designed to explore some of the debates surrounding pornography to assist students to make sense of the images they are bombarded with on a daily basis. As with the other sessions, students will be engaged in activities designed to build their skills in media and health literacy in line with the recommendations of ACARA (2012).

Procedure

- 1 Ask students to read the SBS 'Insight' program transcript on young people and pornography: <http://www.sbs.com.au/insight/episode/watchonline/473/Generation-XXX>

Discuss the range of positions presented in the program:

- What positions are expressed in relation to pornography? Are they for or against porn? Why? Why not?
- Did any of the arguments make you think differently about pornography?
- Was there any difference in how the young men and young women positioned pornography?

- Did issues of equity, violence and respect emerge?
- Could any of the arguments be used to build more respectful relationships and prevent gender-based violence?
- Do you think pornography is a good sex education tool?

2 Debating the issues

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 20 MINUTES

Finish Session 5 with one of the following debates, depending on the depth and focus of your program.

LINE DEBATE – IS THE USE OF PORN EVER GOOD?

Procedure

- 1 Ask students to line up in alphabetical order and then split the line down the middle to form two teams. Pose the question – *Is the use of porn ever good?* Write it on the board.
- 2 One team will be asked to form arguments to support the statement and the other team will be asked to form arguments against this statement. Give students a few minutes to reflect on what they could say and argue, based on the previous presentations. Remind students about the ground rules and inform them if they break them, they will need to cross to the other team and think of a new argument.
- 3 The debate begins by a volunteer from one side going first. If they give a response they can choose someone from the other team to cross the floor and join their team; this challenges the students to rethink their already formed argument, leading them to a higher level of thinking. In addition, institute the rule of ‘no put-downs and no mocking another response’. Once a student breaks this rule they will need to cross to the other team and form a new argument in their head.
- 4 The team that wins is the team with the most players left after a certain amount of time, or if there is to be no winner, the activity can continue until arguments have been exhausted. The aim of this activity is to challenge students’ preconceived ideas about porn and formulate the ideas and arguments that have been presented to them in throughout this program.

TEAM DEBATE: SEXUALISED IMAGES IN POPULAR MEDIA⁵

Procedure

- 1 Divide students into teams of three. Give each team either an affirmative or negative position on one of the following debate topics. Ensure there are one affirmative and one negative position for each debate topic that is chosen.
 - ‘Hot’, super-thin, sexy images of women in the popular media do no harm.
 - Movies that focus on relationships and sex encourage young people to be sexually active earlier?
 - Sexting (sending naked photos and/or texting) is just a bit of fun. It is not harmful.
 - Young people’s access to sexualised and violent material online should be controlled. (What is inappropriate? Students may determine this for themselves or the teacher may discuss. Pornography and violence are the often-debated categories of material that many consider should be censored.)
 - The images a person posts on their Facebook page helps shape their identity.
 - Establishing a relationship online is safe if you know what you are doing.
- 2 Give students 15 minutes for discussion in their teams to form an argument. Suggest that they come up with four good points to support their position. The team will need to allocate each person a role in the debate: one person to introduce the topic and argument in brief, the second person to present clearly the four points for the argument, and then the final person to respond to the opposition’s argument and sum up.
- 3 For the team debates, the two teams need to be positioned at the front of the class, with the rest of the students as the audience. Determine how long you have for each speaker. Select a timekeeper who will notify teams when their time is up.
- 4 The other groups can decide by a show of hands who they believe won the debate.

Journal Entry

Session 5 journal questions

Finish the following stems with at least three lines for each stem:

I was surprised that I...

I learnt that others...

I felt that...

Pornography is....

Respectful relationships would be improved by...

LEARNING OUTCOMES

Students develop understandings of the potential impact of technology on young people's relationships.

Students build skills in understanding and developing respectful relationships.

Students continue to build critical media analysis skills.

Students will understand what is an appropriate or what is an inappropriate image to forward using ICT.

Students develop an understanding of the benefits, but also appreciate the risks, of information/communication/entertainment technology available to them.

ACTIVITIES

- 1 Finding your position
- 2 'Sexting' – Real-life scenarios
- 3 Real-life technology scenarios

TIME REQUIRED

60 minutes

HANDOUTS

- H7 Positioning statements
- H8 'Sexting' scenarios
- H9 'Sexting' scenarios – considerations
- H10 So how do we deal with it?
- H11 Discussion points for teachers
(to assist teachers in the feedback session)

Background

Technology plays an important part in the lives of young people. For Generation Y (those born in or after 1982), technology has become the medium through which young people perform much of their social life. According to Powell (2010), it is also 'a forum for the exploration and presentation of their identities, including their sexual identity' (p. 1). Research suggests that young people aged 14 to 34 use technologies such as mobile phones, social networking websites (e.g. Facebook), personal blogs and video-posting websites (e.g. YouTube) more than any other cohort, spending more time using social network sites than doing homework (ACMA, cited in Powell 2010).

The use of technology brings with it both potential benefits and harms to developing respectful relationships. Primary prevention is one of the keys to keeping young people safe, as is building their skills and understanding of the normalised use of behaviours, such as posting images of themselves and others. Some argue that young people need to become 'critical consumers' of images (Powell 2010, p. 120), and 'proactive and ethical' bystanders (Carmody 2009, p. 124) if change is to occur.

This session examines these issues and explores the role of technology on respectful relationships. Using a range of real-life situations, students develop strategies to minimise harm, help others and use technology to build respectful relationships. It begins by providing students with an opportunity to explore the way images are transferred digitally, and the different perspectives students and the community hold on what is considered offensive.

1 Finding your position⁶

GROUP: WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials

- Print out a copy of the **H7 Positioning statements** pages. These statements describe a diverse range of images/videos that may be sent via digital media (phone, email, instant messaging and social networking).
- Position points. Make two position points, one end being Most offensive, the other Least offensive.
- Large space to run the activity

Procedure

- 1 Students work in pairs. Each pair is given one card statement describing a diverse range of images/videos that may be sent via digital media (phone, email, instant messaging and social networking).

- 2 Students are required to place their card on the continuum from Least offensive to Most offensive if the image/video was sent digitally.
- 3 The group is to come up with a shared view about the placement of the images. Individuals will have differing opinions; for some it may be offensive to send all of these images/videos using digital media.
- 4 Discuss:
 - What card positions did the group(s) agree upon?
 - What card positions did they disagree about?
 - Was it easy for the group to come to a shared position?
 - Were there any other factors that seemed to affect where people placed the cards?

Discuss as a class the factors that can affect how people position the cards. If students have difficulty identifying these, suggest and discuss various influences, such as age, gender, culture and the experience of using social network sites, privacy, public spaces, consent, consequences, risks, bullying and so on.

2 'Sexting' – real life scenarios

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials

- **H8 'Sexting' scenarios**
- **H9 'Sexting' scenarios – considerations**

You may want to familiarise yourself with the scenarios in **H8 'Sexting' scenarios** to ensure they are culturally appropriate.

If relevant, develop additional scenarios and photocopy handouts so that there is one for each group.

Background

In this activity students are presented with real-life scenarios that demonstrate the pressures, risks, consequences and implications associated with 'sexting' situations. In groups, they explore and discuss these situations, looking at the information and skills they need to promote to make reasoned decisions and healthy choices. Students will reflect on what should be done in each case.

Once they have discussed the scenarios, **H9 Sexting scenarios – considerations** provides some advice on the possible consequences and issues arising in the situation.

Procedure

- 1 Divide students into groups of four to six. Appoint a person to report back on the discussion. Inform students they will be discussing some real-life 'Sexting' scenarios that demonstrate the pressures, risks and consequences associated with common 'sexting' situations.
- 2 Allocate scenarios to the groups. It is good to have more than one group doing each scenario. This allows for a range of opinions. Allow 5 minutes (or longer if required) to discuss the scenario. Ask students to focus on the following:
 - What should the person/s do in each case?
 - What are the possible consequences of each case of 'sexting'?
- 3 As a whole group, debrief after each of the scenarios. **H9 'Sexting scenarios' – considerations** can either be given to the students for discussion or you can use the information during the debrief with students.

3 Real-life technology scenarios⁷

GROUP: SMALL GROUP & WHOLE CLASS
TIME: 20 MINUTES

Preparation and materials

- Copies of **H10 So how do we deal with it?**
- Copies of **H11 Discussion points for teachers** (to assist teachers in the feedback session)

Be familiar with the scenarios in **H10 So how do we deal with it?** to ensure they are culturally appropriate.

If relevant, develop additional scenarios and photocopy handouts so that there is one for each group.

Read **H11 Discussion points for teachers**.

Background

The way technology is used has changed enormously over the past 10 years. This activity is designed to explore this change and the impact it is having on respectful relationships. As with the other activities in these final sessions, it is also designed to help students develop an understanding of the benefits but also appreciate the risks of information/communication/entertainment technology available to them. The assessment task provided can be used to assess student knowledge, understanding and skills of the entire unit.

Procedure

- 1 Inform students that technological use has changed enormously over the past decade. Ask students to brainstorm the forms of information, entertainment and communication technology readily available to people in Australia today. Record these on the board (e.g. mobile phones, social networking sites, internet, computers, television, iPods, radio, PlayStations).
- 2 Explain to students that these forms of technology have many benefits and have positively changed the way in which many people live their lives but that they can also cause harm if used inappropriately. Against each of these forms of technology, ask students to identify an advantage and a possible disadvantage.
- 3 Ask students to work in small groups. Give each group a copy of **H10 So how do we deal with it?** Ask students to discuss the scenarios and the advice they would give about how to deal with the situation.
- 4 Ask students to report back to the group and share any additional forms of popular technology they are aware of that have the potential to cause harm.
- 5 Using **H11 Discussion points for teachers**, debrief with students covering the points raised.

Assessment: bringing it all together

In groups of three, students develop a guide to help other young people understand and deal with issues of sexualisation, explicit imagery and pornography. The focus must be on some aspect of media and/or technology use and access. The guide can take any form, including written piece, online presentation, performance, song, poster, photographic, comic, T-shirt logo and so on.

It must include the following:

- key issues facing young people
- relationship to gender and gender-based violence
- implications for relationships and wellbeing
- potential harms
- what needs to be done
- where to go for help.

HANDOUTS

UNIT THREE

THIS DOCUMENT COMPRISES EACH OF THE HANDOUTS REFERRED TO IN UNIT THREE. PLEASE READ THE ACTIVITY INSTRUCTIONS CAREFULLY AND PRINT THE HANDOUTS ONE-SIDED WHERE REQUIRED.

SESSION 1

H1 What am I selling? 180

SESSION 2

H2 Lingerie Football League 181

SESSION 3

H3 Developing a common understanding – some definitions 183

H4 ‘Media World’ vs ‘Real World’ 184

SESSION 4

H5 Finish the story 190

H6 My regret 191

SESSION 6

H7 Finding your position 192

H8 Sexting scenarios 200

H9 Sexting scenarios – considerations 201

H10 So how do we deal with it? 202

H11 Discussion points for teachers 203



Southern Teaching Unit response to the introduction of the Lingerie Football League into Australia

Inspired by a passionate and intelligent 14-year-old male student and his letter (originally to Julia Gillard), my Southern Teaching Unit colleagues, students and I have started a petition. We would be very appreciative if you could support this and share it with your friends and colleagues if you agree with us. We're really keen to do our best to stop the introduction of Lingerie Football into Australia because of the messages it sends to young men and women. The petition will explain it to you.

Here is the link:

<http://www.change.org/p/stop-the-lingerie-football-league-in-australia>

Vincent*
PO Box 2073
Moorabbin 3189
17 April 2012

Dear Right Honourable Gillard,

I am writing this letter to protest the Lingerie Football League coming to Australia.

I beg you, I plead to you, please do not let this horrible, pornographic, dehumanising non-sport come to our country. I am a heterosexual adolescent male and I am appalled that this should even be considered. The entire life of every child born in modern day is bombarded with pornography in every media form seen or heard. Because of this their whole view on life is being sexualised. But this is going too far. Speaking personally for a moment, as you are a woman I cannot imagine that you are actually in favour of this. Of all the pornographic things flooding life, this is the most objectifying, dehumanising and foul representation of women that I have seen. As our Prime Minister, you cannot allow this to happen. This will represent our country in perhaps the worst way possible. I am 14 years old and I have only barely managed not succumb to the crude and sexist thinking towards women but with this in the world the next generation will not be able to steer their thoughts otherwise.

PLEASE PLEASE PLEASE!!! Reconsider your decision on this. For our children, for our society and for our country.

Yours sincerely,

Vincent (formerly proud Australian.)

Lewis*
c/o Southern Teaching Unit
PO Box 2073
Moorabbin 3189
17 April 2012

Dear Prime Minister Gillard,

I would think that you would have put your foot down by now and said, 'I don't want Lingerie Football League (LFL) brought to Australia'.

I think it is a disgrace that people are thinking of starting LFL in Australia because of the following reasons:

- LFL is a bad influence on children as they might think that is how they should act and how they should dress.
- I truly believe that LFL is so disrespectful and dehumanising towards women that by having a league in Australia it will encourage more sexualisation and exploitation of women. This in turn could see a rise in sexual harassment and violence towards females.
- Exploitation of women in this way encourages men to treat women like objects and even toys.
- Not only are they wearing inappropriate underwear whilst they are playing sport they also have garters and suspender ribbons that promote the sexualisation of these women.
- It feels to me like LFL comes straight from the pornographic imagination.

Can you please make sure that this 'sport' does not come to Australia, because I think it will make more trouble for our community? We already have unhealthy issues surrounding body image, femininity and masculinity and this kind of league would further blur the lines.

Yours sincerely,

Lewis

*Names have been changed

LETTER TO THE AGE

by Jan Dunlop (teacher) 8 May 2012

The American grid-ion Lingerie Football League (LFL), as promoted by Triple M, is showcasing games in Brisbane and Sydney in June, aiming to introduce it permanently across Australia in 2013. The LFL players must be lingerie clad, to better explore and titillate – the objectification, the obvious attraction of the game.

LFL relies on the pornified image of big breasted, scantily clad women, replete with suspender belts and garters, doing battle. Promos highlight the voyeurism and violence. For us to argue that the League values women's sexuality above athleticism, is a poor role model for our girls and that it undermines existing female athletes, is superfluous as, cynically, those bringing this travesty to an arena near you, already know this. And they care not! They nevertheless will mouth platitudes about it being a real sport.

This mockery will compound the negative impact of the overwhelming sexualisation of women and girls that is already rampant in our popular culture. Emphasising women's sexual attributes rather than any of the other dimensions of personhood, such as intelligence and creativity, has implications for the escalating depression, anxiety and eating disorder statistics among young women.

Ask yourself, who will be harmed and who will profit from this introduction?

AMA calls for new inquiry into the sexualisation of children in advertising

3 April 2012

The AMA is calling for a new Inquiry into the premature sexualisation of children in marketing and advertising.

AMA President, Dr Steve Hambleton, said today that self-regulation by the advertising industry is clearly not working. Dr Hambleton said that there had recently been renewed debate in the media and in the community sparked by advertising that features young children in images and with messages that were disturbing and sexually exploitative.

‘These are highly sexualised ads that target children, and the advertising industry is getting away with it,’ Dr Hambleton said. ‘There is strong evidence that premature sexualisation is likely to be detrimental to child health and development, particularly in the areas of body image and sexual health,’ Dr Hambleton said.

‘The current self regulatory approach through the Advertising Standards Bureau is failing to protect children from sexualised advertising. Stronger action is needed to stop this practice of pushing adult themes to young children, especially pre-teen girls. We urge the Government to start a new Inquiry with the view to introducing tougher measures, including legislation, to protect the health and development of our children by shielding them from sexualised and other inappropriate advertising.’

BACKGROUND:

- In 2008, the Senate Standing Committee on Environment, Communication and the Arts undertook an Inquiry into the Sexualisation of Children in the Contemporary Media Environment. The Committee recommended another Inquiry 18 months later. That recommendation has not been acted upon.
- In 2009, a Private Members Motion was moved in the House of Representatives highlighting concerns about the premature sexualisation of children in the media. The motion had the support of Members from the major Parties.
- There were complaints last year about an ad for Oh, Lola! Perfume, which references the novel Lolita. The ad was banned in Britain but deemed suitable for Australian audiences by the advertising watchdog.

SEXUALISATION

The *American Psychological Association* (APA) defines sexualisation as occurring when one of four conditions is present. It argues that sexualisation occurs when:

- a person’s value comes from his or her sexual appeal or behaviour, to the exclusion of other characteristics
- a person is held to a standard that equates physical attractiveness (narrowly defined) as being sexy
- a person is sexually objectified (made into a thing for others’ sexual use, rather than seen as a person with the capacity for independent action and decision making), and/or
- sexuality is inappropriately imposed on a person.

(APA 2010)

EXPLICIT

- Definition:
 1. Clearly expressed and leaving nothing to implication;
 2. Sexually graphic, open, and direct
- ‘Explicit’ describes things that are clear and need no explanation or implication. Explicit has come to be most commonly used to describe profane or sexual content, probably as a shortened version of ‘sexually explicit’. When something is done explicitly, it is done clearly, specifically and openly.

Usage examples:

- The radio wouldn’t play the song as it contained explicit lyrics. (*Profane*)
- She was not explicit about when she needed it done by. (*Specific, clear*)
- The issues were explicitly explained in my email. (*Clearly, specifically*)
- Our coach was quite explicit about his expectations of the team, and we all know what we need to do to win today. (*Direct, specific, clear*)

PORNOGRAPHY

- A commonly accepted definition of pornography is ‘sexually explicit media that are primarily intended to sexually arouse the viewer’ (Malamuth et al. 2000).
- ‘Mainstream’ pornography refers to the sort of material that is widely available on the internet and easily accessible via other mediums such as DVDs (Dines 2010).

HOMEWORK/WHOLE-CLASS TASK

Using the APA definition of ‘sexualisation’ listed above, find a public image that meets at least two of these criteria. Bring the image to class for analysis. As a class you must decide how you will share this data with others (e.g. in a poster, blog or graph). Do not source these images from explicit media. They should be sourced from mainstream and public media.

MEDIA WORLD

The world we see in places such as films, television, advertising, pornography, music videos and gaming ...

REAL WORLD

The world we see around us in real life in places such as homes, schools and neighbourhoods ...

BOTH

NEITHER

**MOST PEOPLE
ARE WHITE.**

**MOST PEOPLE
ARE HAPPY.**

**MOST PEOPLE ARE
BEAUTIFUL.**

**THINGS GO WRONG BUT
IT ALL ENDS UP GOOD
IN THE END.**

**GOOD PEOPLE GET WHAT
THEY WANT. BAD PEOPLE
GET PUNISHED.**

**PEOPLE USUALLY HAVE
SEX WITH A PARTNER
THEY HAVE JUST MET.**

**PEOPLE'S COMPLEXIONS
APPEAR TO BE PERFECT.**

**IT'S QUITE COMMON FOR
WOMEN TO HAVE COSMETIC
SURGERY ON THEIR FACES,
BREASTS &/OR GENITALS.**

**MEN ARE ENTITLED
TO GET SEX WHEN
THEY WANT IT.**

**ALL MEN HAVE
VERY LARGE PENISES.**

**ALL MEN WANT SEX
ALL THE TIME.**

**WOMEN'S VALUES ARE
BASED ON THEIR LOOKS
AND SEXUALITY.**

**WOMEN ARE FOR MEN'S
SEXUAL GRATIFICATION.**

**SEXUAL DECISION-
MAKING IS NOT COMPLEX
OR DIFFICULT.**

**HETEROSEXUAL SEX
ALMOST ALWAYS
INCLUDES ANAL SEX.**

**WOMEN DON'T HAVE
BODY HAIR.**

MOST WOMEN ARE THIN.

**SEX OFTEN OCCURS
BETWEEN MORE THAN
TWO PEOPLE AT ONCE.**

**VIOLENCE SEEMS TO
BE SEXY.**

**SEX IS FOR MALE AROUSAL
AND PLEASURE.**

THERE IS NO NEED TO BE CONCERNED ABOUT ENGAGING IN UNPROTECTED SEX WITH MULTIPLE PARTNERS.

WOMEN ALWAYS WANT SEX, EVEN IF IT DOESN'T SEEM THIS WAY INITIALLY.

WOMEN ORGASM EASILY FROM WHATEVER MEN DO TO THEM.

WOMEN LOVE TO BE CALLED ABUSIVE NAMES.

MEN ARE CONTROLLING AND DOMINATING.

SEX NEEDS TO BE NEGOTIATED WITH FREELY GIVEN CONSENT.

IF SEX OCCURS WITHOUT THE CONSENT OF ONE PARTY IT IS SEXUAL ASSAULT, WHICH IS A SERIOUS CRIME & VIOLATION OF HUMAN RIGHTS.

MOST WOMEN ENJOY TOUCHING AND KISSING IN THE LEAD UP TO SEX.

WOMEN AND MEN COME IN MANY SHAPES, SIZES AND COLOURS.

MOST WOMEN WANT TO PLEASE THEIR PARTNERS.

**WOMEN WANT SEX
TO BE PLEASURABLE
FOR THEM.**

**MOST MEN WANT TO
PLEASE THEIR PARTNERS.**

**MEN WANT SEX
TO BE PLEASURABLE
FOR THEM.**

**MOST WOMEN WANT
SEX TO BE MUTUAL
AND RESPECTFUL.**

**MEN DO NOT ALWAYS
WANT TO HAVE SEX.**

**WOMEN DO NOT ALWAYS
WANT TO HAVE SEX.**

**SEX CAN BE CREATIVE,
TENDER, LOVING AND
GENUINELY PLEASURABLE
FOR EVERYONE INVOLVED.**

**MOST HETEROSEXUAL
SEX DOES NOT INCLUDE
ANAL SEX.**

**UNPROTECTED SEX IS A
HEALTH RISK.**

**SEX USUALLY OCCURS
BETWEEN TWO PEOPLE.**

WOMEN AND MEN LIKE TO BE – AND ARE ENTITLED TO BE – SPOKEN TO RESPECTFULLY.

SEX OFTEN OCCURS IN THE CONTEXT OF A RELATIONSHIP.

SEX CAN BE DIFFICULT TO NEGOTIATE.

FREE AND FULL CONSENT IS CRUCIAL TO GOOD SEX.

WOMEN AND MEN ARE MULTIDIMENSIONAL HUMAN BEINGS WITH DIVERSE SKILLS AND INTERESTS. WHILE THEY ARE ALL SEXUAL BEINGS, THEY ARE MUCH MORE THAN THAT, TOO.

JACK

Jack and several of his friends were invited to Rafael's house for the afternoon on Saturday. Not long after he arrived Jack noticed that Rafael was putting on a pornographic DVD. Most of the other young men there laughed and cheered as he put it on and settled in to watch it. Jack felt uncomfortable as his friends laughed at what was being done to the women.

Jack didn't find it funny at all; to Jack it looked painful and awful and although he could feel himself getting aroused, it's not what he wanted to find sexy. Jack didn't want his sexual imagination to be shaped by the kinds of things portrayed in porn.

FINISH THE STORY

Option A: Jack stays at Rafael's house

Option B: Jack leaves Rafael's house

1. Discuss what each of these options could look like. What kinds of things might Jack do or say in each scenario? Write your own ending to the story for each option.
2. What would be the risks and benefits for each of the endings you describe?

DANIA

Dania is asked by her partner to send him a sexual image. He says he will keep it to himself but he would love to be able to have a sexy picture of her to look at. Dania doesn't like this idea and tells her partner she doesn't want to, but he is persistent, asking her often and saying how much it would mean to him. He tells her other girls do it and it's no big deal. He suggests if she loved him she wouldn't hesitate and would see it as a compliment.

FINISH THE STORY

Option A: Dania sends her partner a picture.

Option B: Dania doesn't send her partner a picture.

1. Discuss what each of these options could look like. What kinds of things might Dania and her partner do or say in each scenario? Write your own ending to the story for each option.
2. What would be the risks and benefits for each of the endings you describe?

SAM

Sam's partner wants to do the kind of sex that is common in porn. To Sam, this sex looks like it would be painful, and certainly not enjoyable. Sam thinks sex should be pleasurable for both partners and doesn't want to try this kind of sex. Sam's partner asks often, regularly shows Sam more porn, and encourages Sam to 'loosen up' about it.

FINISH THE STORY

Option A: Sam does the kind of sex shown in the porn.

Option B: Sam doesn't do the kind of sex shown in the porn.

1. Discuss what each of these options could look like. What kinds of things might Sam and Sam's partner do or say in each scenario? Write your own ending to the story for each option.
2. What would be the risks and benefits for each of the endings you describe?

Starting secondary school was a big deal for Zoey. Pretty, smart and sporty, she was one of her small primary school's high achievers, so perhaps felt the transition to a large high school more than others. Keen to fit in, her new mobile phone came in handy as she made her first tentative forays into adolescent flirtation.

Just 13, she began texting a boy she had met over summer who was a year older and regarded as one of the school's coolest kids. Then one night came an unexpected request: 'send me a photo'. Confused, Zoey sent back: 'What of?' He replied, 'Take your clothes off'. She didn't respond. But the boy did not let up and pestered her via text for several weeks – 'everyone's doing it', 'don't be frigid' – until one night, heart thumping, she took her phone into the family bathroom, took off her clothes, aimed the phone's camera at the mirror and took a picture of herself from the neck down.

Seconds later she pressed 'send' and the picture was his. She told no one but was sure the boy had shared the photo around because as she and her friends walked down to the school canteen at lunchtime they would pass the boy and his friends 'and they would all sit there giving me these smirky looks'.

Zoey, by this stage halfway through year seven, started to receive texts from other boys asking for a photo. 'So I went through the whole process again with two other guys,' recalls Zoey, now 15. 'I just wanted to make friends and be popular and I really thought if I did this they would become my friends'

(Brady 2011, cited in Ollis, Harrison and Maharaj, 2013).



Should Zoey have sent the image?

'I just wanted to make friends and be popular and I really thought if I did this they would become my friends.' What impact do you think this has on developing friendships and respectful relationships?

Was the request by the boy reasonable?

Could it be classed as violence? Why? Why not?

Is what Zoey did illegal?

What impact has this situation had on Zoey?

What could be done to help Zoey?

**A PHOTO OF SOMEBODY
BLOWING OUT CANDLES
ON A CAKE AT THEIR BIRTHDAY**

**A PHOTO OF A WOMAN
DRESSED IN A BURQA**

**A PHOTO OF A GROUP OF
FRIENDS SWIMMING
AT THE BEACH**

**A PHOTO OF A YOUNG MAN
IN HIS UNDERWEAR IN
HIS BEDROOM, TAKEN
WITHOUT HIS CONSENT**

**A PERSONAL AND PRIVATE
PHOTO OF A GIRL
THAT SHE SHARED
WITH HER BOYFRIEND**

**A VIDEO OF SOMEBODY
BEING BULLIED**

A PHOTO OF PEOPLE IN A RACE AT A SWIMMING CARNIVAL

SCHOOL PHOTOS

**A PRIVATE VIDEO OF A
GIRL DANCING TO HER
FAVOURITE SONG AT HOME,
WHICH WAS STOLEN FROM
HER MOBILE PHONE**

**A PHOTO TAKEN OF A
BOY AND A GIRL KISSING
AT A PARTY WITHOUT
THEIR KNOWLEDGE**

A PHOTO OF GIRLS GETTING CHANGED FOR PE

**A PHOTO OF A
GIRL CLIMBING SOME
STAIRS, WHICH SHOWS
HER UNDERWEAR**

**A PHOTO OF A YEAR 8
BOY CRYING, WHICH IS
BEING TEXTED AROUND
THE SCHOOLYARD**

**A PHOTO OF
SOME PUPPIES**

A PHOTO OF AN INDIGENOUS AUSTRALIAN IN CEREMONIAL DRESS (I.E. BODY PAINT)

INSTRUCTIONS

Read the scenario and decide:

1. What the person/people should do
2. What the consequences are likely to be if they send the image.

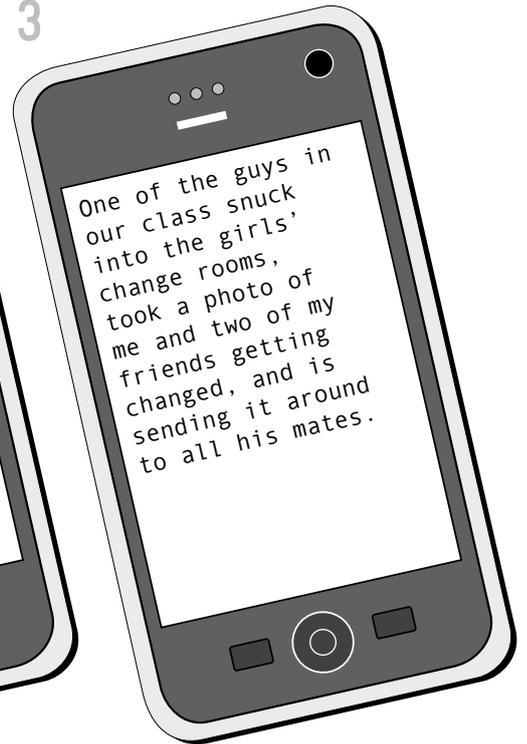
1



2



3



4



5



6



1 It is not fair – or legal – for your boyfriend to request a naked photo of you. He is asking you to take risks that could have big consequences. And the costs of sexting are often experienced more by girls than boys. Even though he says he won't, your boyfriend may send it to other friends, who in turn may also forward it on – if not now, then in the future. It is not uncommon for this to occur when a relationship ends. This may lead to humiliation, embarrassment, bullying, harassment – all of which could lead to self-harm by the person in the photo. It may have ramifications in the future if you begin to date someone else, join a new club/sports team or apply for a job at any stage in the future.

Taking, sending or receiving sexual images of a minor is illegal. If you're found to have a naked or semi-naked photo of someone under 18 on your phone or your computer, you can be charged with a criminal offence. If you forward the photo to someone else you can be charged with a criminal offence even if you delete it from your own phone. You can be charged even if it is a photo of yourself and you agree to the photo being sent. In 2007, 32 Victorian teenagers were charged with child pornography offences.

(Kids Helpline, 2011)

2 Peer pressure can be extremely difficult to resist, but there are many other ways you can demonstrate your masculinity to your mates without having to conform to this pressure. By standing up to them and continuing to refuse to conform, you will in fact gain respect from your wider community in the long term... although this is difficult for you to assume in the short term.

Your role as an active bystander in challenging these so-called social norms that promote and condone sexual violence against females is courageous and demonstrates far greater values and ethics, which society needs.

3 This is an invasion of privacy. No consent has been given to take the photos. Furthermore taking, sending or receiving sexual images of a minor is illegal (as outlined in point 1 above).

4 It is not your fault; your friend has invaded your privacy. No consent has been given. However, it is vital that you have a password on your phone and this should not be shared with anyone.

5 If you know who it is, consider asking them to delete it from Facebook. If you think it is now out of your control, talk to a trusted adult or contact a Kids Helpline counsellor to work out what you can do. Speak to a counsellor/trusted adult to ensure you are getting support to deal with the situation.

Kids Helpline: 1800 55 1800

6 Be an ethical friend and alert her to the risks and consequences of her actions. Your intervention may influence her into making a different decision or, at least, a more informed one. You could also speak with her boyfriend about the legal and ethical implications of his request. As citizens of the community it is important that we encourage and model speaking out against or challenging social norms that may be related to gender violence against women. As a friend who cares, it is good for you to offer your advice.

INSTRUCTIONS

In small groups use the following questions to discuss the scenarios.

- Is there harm in this situation? If so, what is the harm?
- Are the people involved acting responsibly and respectfully?
- What support or advice could you offer a student in this situation?
Is anyone breaking the law?

1 The bullying began after Sara used her phone to send a photo of herself topless, to a boy she liked. However, another student was using the boy's mobile phone at the time and forwarded it to other students.

2 You meet a guy at a party and you really like him. He asks for your mobile number and you give it to him. Several days later you start receiving explicit sexual messages from this guy. You text him back and ask him to stop. He passes your number on to his mates and they start harassing you, too.

3 When you log in to Facebook you find that your friends have been sharing information with each other about someone's sexual activity without mentioning names. You are pretty sure they are talking about you but you can't be sure. You know this is being seen by everyone at school.

4 James took his friend Ben's phone. As a joke, he sent a sexually explicit picture to Ben's girlfriend Sophia, saying that this is the sort of activity he would like to do with her. Very distressed, Sophia rang Ben's phone to talk to Ben about it. When James answered he laughed and told her to lighten up – it was just a joke.

5 You are on Facebook chatting to a few friends and you get a message from a new person. You start chatting and find you have lots in common. The next day you go back online and they start chatting with you again. This time, however, they make inappropriate sexual comments. They also ask what school you go to.

6 Every afternoon when Sam gets home from school she turns on her Xbox and plays R-rated combat games with her mates until her dad drags her away for dinner. As soon as dinner is over she goes back to the game and is often still playing at 2am. Sam's dad hates her spending so much time on it. Lately Sam seems to be angry and aggressive most of the time.

7 Dan is addicted to the internet. He spends huge amounts of time on the internet, surfing sites and looking at pornography in the privacy of his bedroom.

What is your moral responsibility in protecting (not harming) others in the use of technologies? (This is a very important question. Until the potential harms have been explored, students may not really understand what they need to protect others from. It is important for students to take some responsibility for the impact their behaviour may have on others.)

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What laws are there about pornography, such as creating, distributing and having it in your possession? At what age are you allowed to purchase and view pornography?
For laws and information on pornography see <http://www.legalaid.vic.gov.au/find-legal-answers/sex-and-law/sexting-and-child-pornography>

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Harms of pornography – pornography often objectifies women, and sometimes men, too. It may present fake (or be devoid of) emotion and connection between actors. It often uses unreal, enhanced/abnormal bodies and body parts. It is often lacking in respectful communication and consent within sexual relationships.

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Any images you send via your phone to others or put on Facebook or YouTube may be lost to you forever; if they are put up on YouTube you will no longer own them.

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Any images you send, you cannot delete. You lose any control over how they may be used, and it is therefore unwise to send certain images to someone you don't totally trust. If your phone is very important to you as a means of communication, the loss of control and privacy can have a significant impact on your mental and social health.

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There is great potential for mobile phones and Facebook to be used against you. Be ethical in how you use them, and don't become totally reliant on them for connecting with friends and family. They can become contaminated by people you would not want invading your personal space.

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Trust – what is trust? How important is it to you to trust your friends and family? Can you really trust everyone you contact through Facebook and your mobile? Do you need to connect and develop trust with friends and family apart from these means of communication?

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Addiction to any of these technologies and forms of entertainment take large amounts of time away from face-to-face relationships, where important skills are developed and refined.

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