



# TEACHING HUMAN DIGNITY

## *Formed by the Senses: The Impact of Pornography on the Individual, Relationships, and Society*

### CENTRAL QUESTIONS:

- ◆ What role does sense perception play in one's understanding of the world and oneself?
- ◆ How does pornography impact the individual, vulnerable persons, community members, and society?
- ◆ What does pornography portray as the meaning, purpose, and value of the human person? How does this differ from theological anthropology?



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**Dear Colleague,**

**The question of human dignity is essential for a humane and flourishing society.** That is why *Teaching Human Dignity* takes up issues across the spectrum of life and dignity, ranging from abortion to euthanasia to war to racism, and beyond. It is our hope that the resources in this series allow educators to engage complex questions about human dignity from a variety of disciplinary perspectives, inspire creative responses to contemporary threats to the sanctity of life, and instill hope in educators, students, and families.

The McGrath Institute for Church Life's *Teaching Human Dignity* series is an interdisciplinary educational resource series that provides high school teachers with units, learning sequences, and lesson plans designed to integrate life and human dignity topics into existing curriculum. The unit contained in this ebook, "We are Formed by Our Senses: The Impact of Pornography on the Individual, Relationships, and Society" was designed by Colleen Halpin, teacher at V.J. & Angela Skutt Catholic High School in Omaha, Nebraska.

In this unit, students explore the negative impact of pornography from multiple perspectives: scientific, sociological, psychological, and theological. Students learn the many ways pornography influences those who view it directly, as well as those who are associated with it indirectly (e.g., those featured in it, those in relationships with those who use it, etc.). They explore the underlying anthropology, or understanding of the human person, communicated in and through pornography, and its effect on how we understand our own and others' purpose and value. Students also compare the operative anthropology communicated in pornography to a Catholic vision of the human person as an integrated body-soul unity.

To begin the unit, students consider how human beings are shaped by their senses, often in subconscious ways. In Lesson #1, students consider the messages conveyed about the human person in popular music in three distinct ways: by reading the lyrics, by listening to the song, and by watching the video. This threefold engagement allows students to identify the messages they consume and how different senses affect their experience. In Lesson #2, students come to appreciate how a person is influenced physically, socially, emotionally, intellectually, and spiritually by what they experience through the five senses. These insights are carried over into Lessons #3 where students consider the detrimental effects of pornography given what they have come to understand about the human person. By engaging the website "Fight the New Drug," students learn about the unique and profound negative effects pornography has from the perspectives of science, sociology, and psychology. In Lesson #4, students reflect on St. Pope John Paul II's quote: "The problem with pornography is not that it shows too much, but that it shows too little," as they begin to explore Catholic anthropology. Lesson #5 allows students to work with their classmates to synthesize the material they have learned in preparation for the final assessment.

This unit is adaptable to classroom and student needs. Instructors may use the entire unit or choose to implement only one lesson. All resources for the unit can be found on the McGrath Institute for Church Life website.

We created the "Teach Human Dignity" Facebook group where teachers can share ideas, tips, lesson modifications, and best practices. We hope you'll join the conversation!

**Sincerely,**

***The Teaching Human Dignity Team***



# *Unit Overview*

## Unit-at-a-Glance

### Curriculum Area:

Health/Science, Religion/Theology

### Time Requirement:

One to two weeks of instruction, depending on student readiness and pacing

### Descriptors:

Human Anthropology, Relationships, Pornography, Mental Health, Human Sexuality, Human Flourishing

## Unit Objectives

### Students will be able to:

- ◆ Articulate how sense perception impacts our understanding of the world and ourselves.
- ◆ Conduct research on how the use of pornography affects the individual, relationships, and society.
- ◆ Describe the impacts of pornography on the individual, vulnerable persons, community (friends, future spouse, children, etc.), and society.
- ◆ Explain how pornography portrays the meaning and worth of the human person.
- ◆ Compare and contrast the operative anthropology in pornography with Catholic anthropology.
- ◆ Develop an argument using scientific research and theological insight to defend the viewpoint that pornography is harmful to the human person.

## Rationale

Participation in this unit allows students to explore the multidimensional effects of pornography. Although pornography has been identified both as a serious ethical issue and a public health crisis, many remain unaware of the negative effects it has on individuals, relationships, and society as a whole. In this unit, students begin by considering the impact that sensory experiences have on their perception, their understanding of the world, and themselves. Then students turn directly to the issue of pornography, researching the harm pornography use and its production has on individual persons, relationships, and society at large. Drawing upon sociological research and the wisdom of Catholic anthropology, students learn to articulate their own arguments about the ways that pornography harms the human person, relationships, and communities.

# USCCB Doctrinal Elements of a Curriculum Framework

## III. The Mission of Jesus Christ (The Paschal Mystery)

### V. Moral Implications for the Life of a Believer

- C. Living as a disciple of Jesus.
  1. Adherence to Jesus and acceptance of his teaching (CCC, nos. 520, 618, 767, 1693).
  2. Conversion of heart and life, and the formation of conscience (CCC, no. 1248).

## VI. Life in Jesus Christ

### II. God has Taught Us How to Live a New Life in Christ

- A. God rules the universe with wisdom and directs its divine fulfillment (CCC, no. 1719).
  1. Eternal law (CCC, nos. 1950-1951).
  2. Divine Providence (CCC, no. 1975).
  3. Natural moral law.
    - a. Reason participating in eternal law (CCC, nos. 1954-1955).
    - b. Basis for human rights and duties (CCC, no. 1956).
    - c. Found in all cultures, basis for moral rules and civil law (CCC, nos. 1958-1960).
- B. Revelation
  1. Teachings revealed by God under the Old Covenant
    - a. Ten Commandments
      - 9). Ninth Commandment: You shall not covet your neighbor's wife.
        - a. Respect the sanctity of marriage vows (CCC, nos. 2364-2365).
        - b. Practice modesty and purity of heart in thought, words, actions, and appearance (CCC, nos. 2517-2527).
        - c. Sins to avoid: lust and pornography (CCC, nos. 2351, 2354).

## Option C: Living as a Disciple of Jesus Christ in Society

### IV. Sin and its Social Dimensions

- A. Concept of social sin.
  1. Difference between “social sin” and personal sin (CCC, nos. 1868-1869).
    - a. Personal sin at the root of social sin.
    - b. Social sin stems from collective personal sins.
      1. Personal sin that contributes to social injustice.
      2. Personal choices in response to social injustice.
  2. Foundations for social sin.
    - a. Attitudes that foster unjust treatment.
    - b. Social structures which foster unjust treatment of others.
    - c. Social sin can be passed onto future generations.
- B. The social dimension of the Commandments.
  1. First three Commandments—relationship with God (CCC, nos. 2084-2195).
    - a. Duty and the right to freely worship God.
    - b. Societal authorities should ensure freedom of worship.
  2. The last seven Commandments focus on our relationship with others: the moral teaching of our faith must be brought into people's interaction with each other (N.B. [1] positive aspects of commandment, [2] failures to live it).
    - c. Sixth Commandment (CCC, nos. 2331-2400).
      1. Promote chaste life and love in society, marriage, family.
      2. Adultery, fornication, masturbation, homosexual acts, rape, prostitution, pornography (CCC, nos. 2351-2356).
    - f. Ninth Commandment (CCC, nos. 2514-2533).
      1. Create conditions for chaste life and love.
      2. Media, advertising, and exploitation of lust; “adult” bookstores, Internet pornography.

# NHES National Health Education Standards

**STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Rationale:**

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Grades 9-12

**1.12.2**

Describe the interrelationships of emotional, intellectual, physical, and social health.

**1.12.3**

Analyze how the environment and personal health are interrelated.

**STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Rationale:**

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Grades 9-12

**2.12.2**

Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

**2.12.5**

Evaluate the effect of media on personal and family health.

**2.12.6**

Evaluate the impact of technology on personal, family, and community health.



## Unit Summary

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<b>Unit Pre-assessment</b>	Prior to the unit, students complete a pre-assessment. Teacher uses gathered data to establish a safe classroom environment and modify instructional plans in response to students' existing knowledge.	
<b>Lesson #1: Popular Understandings of Love</b>  <i>One 50 minute class period</i>	Students evaluate the lyrics of popular songs in order to glean the operative understandings of romantic relationships and the roles of men and women in those relationships. This will prepare students to develop a greater awareness of what they consume through media and how it impacts their ideas about human relationships.	<p>Students will be able to reflect on how the media they consume affects them at conscious and subconscious levels.</p> <p>Students will be able to study the lyrics of popular songs and identify dominant cultural ideas about human anthropology such as the:</p> <ul style="list-style-type: none"> <li>◆ role of women</li> <li>◆ role of men</li> <li>◆ longevity of relationship</li> <li>◆ role of sex</li> <li>◆ purpose of romantic relationships</li> </ul>

## Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p><b>Lesson #2: Formed by the Senses</b></p> <p><i>Two 50 minute class periods</i></p>	<p>Building on the previous lesson and the homework assignment, students explore the role the senses play in forming who we are, how we take in the world around us, and the interpersonal nature of sensory intake. The teacher guides students through an interactive PowerPoint presentation, helping them build the capacity to analyze the effects of pornography in the following lesson.</p>	<p>Students will be able to understand that a human person is distinct among creatures because they have an integrated nature — that they are both body and soul — and, because of this, they are “formed by the senses” (i.e., what is experienced through the senses affects the whole person).</p> <p>Students will be able to explain the role of the senses in perceiving the world and give examples of how a human person is formed by the senses.</p> <p>Students will be able to recognize the transformation that occurs through reception of the Eucharist.</p> <p>Students will be able to reflect back on the songs analyzed in Lesson #1, especially in terms of how the music students listen to forms attitudes about relationships and sex.</p>

## Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p><b>Lesson #3: Impacts of Pornography</b></p> <p><i>Two 50 minute class periods</i></p>	<p>Students will explore pornography's impact on the individual, relationships, and society as a whole, considering how pornography habituates the human person towards use rather than love. This will occur mainly through a guided exploration of materials from "Fight the New Drug."</p>	<p>Students will be able to summarize the negative impacts pornography use has on individuals, relationships, and society at large.</p> <p>Students will be able to articulate the ways in which pornography consumption habituates the human person towards use rather than love.</p> <p>Students will be able to develop compassion for those struggling with the impact of pornography in their life.</p> <p>Students will be able to describe where hope might be found in the conversation surrounding pornography.</p> <p>Students will be able to recognize the power of the visual image (over written description) in forming the imagination.</p>

## Unit Summary cont.

<i>Lesson Title</i>	<i>Description</i>	<i>Learning Objectives</i>
<p><b>Lesson #4: Pornography and Catholic Anthropology</b></p> <p><i>Two-three 50 minute class periods</i></p>	<p>Students begin by considering St. John Paul II's statement: "The problem with pornography is not that it shows too much but that it shows too little." They are then introduced to three fundamental insights of Catholic anthropology: (1) Human beings are made for intimate relationship with God and others; (2) There is a unity between body and soul; and (3) Sexual intimacy represents a complete gift of self, both body and soul. This prepares students to complete the final assessment which requires them to summarize how pornography is harmful to individuals, relationships, and society using "Fight the New Drug" research and theological sources.</p>	<p>Students will be able to correctly reflect on and respond to St. John Paul II's statement: "The problem with pornography is not that it shows too much but that it shows too little."</p> <p>Students will be able to name and describe the three fundamental insights of Catholic anthropology:</p> <ul style="list-style-type: none"> <li>◆ Human beings are made for intimate relationship with God and others.</li> <li>◆ There is a unity between body and soul.</li> <li>◆ Sexual intimacy represents a complete gift of self, both body and soul.</li> </ul> <p>Students will be able to explain why pornography is harmful to the individual, relationships, and society using "Fight the New Drug" research and theological sources.</p>
<p><b>Lesson #5: The Problems of Pornography</b></p> <p><i>One 50 minute class period</i></p>	<p>Working with their teacher, the students revisit the previous lessons in the unit. Working in small groups, they identify the many problems related to pornography. As a class, they debrief and include them in an attribute chart. Once they have done this, they will consider how problems with pornography affect individuals, relationships, and society as a whole. Lastly, they will recognize that these problems are all affirmed by the Catholic Church.</p>	<p>Students will be able to identify the many and varied problems related to pornography.</p> <p>Students will be able to recognize that a Catholic anthropology takes in all the insights of science and adds to it.</p>

## Unit Instructional Guide

Pornography use is widespread, both in the United States and across the world. According to “Fight the New Drug,” an organization dedicated to exposing the dangers of pornography, one of the top three pornography sites in the world reported that users logged almost 6 billion hours consuming pornography online in 2019.<sup>1</sup> Teenagers and young adults are particularly vulnerable to pornography, and according to a 2020 survey<sup>2</sup> a majority of young people have been exposed to pornography by age 13, with some exposed as young as age 7.

Given this reality, any teacher implementing this unit should expect that at least some of their students will have been exposed to pornography or may even be active users. It is also possible that the students may also be impacted by pornography use in other ways (e.g., its effects on someone they know or even involvement in its creation). This not only underscores the importance of this unit, it also necessitates that teachers exercise great care when implementing it. Teachers will want to anticipate, monitor, and carefully respond if students react in ways that suggest additional support is needed. The unit pre-assessment includes several questions that will give teachers some information about students’ knowledge of and exposure to pornography. This will allow them to anticipate if and how extra caution may be needed during the unit’s progression.

Although the unit moves gradually into the topic of pornography (with less provocative learning experiences in Lessons #1 and #2), the material introduced by Lesson #3 has the potential to make students feel uncomfortable. Teachers may want to issue a warning so that students will be prepared for potential discomfort, know what to do if they experience it, and recognize the educational benefit they will gain from their investment in engaging in this learning. It may help students if their teacher introduces them to some coping strategies for managing discomfort, including the ways that bilateral movement may offer them some assistance in dealing with any difficult emotions (see the following section).

The teacher may also consider adjustments or setting additional ground rules for the classroom in response to students’ answers to the pre-assessment, especially the question: “What might you need from your classmates, your teacher, or your environment to be able to participate in discussions about pornography?” If students are new to the phenomena of sex trafficking, sexual assault, and non-consensual sex, they may be surprised, shocked, or saddened by what they learn. If they have a personal history with pornography, they may experience shame and despair as they learn about its potential effects on them and their future relationships. Every article they read in Lesson #3 concludes with the same information about being patient and kind with one’s self and that feelings of shame are not helpful in the process of quitting pornography. It is also important for the teacher to emphasize this point:

*The research is also clear that shame is not an effective way to motivate someone to change. According to one study of individuals trying to quit porn, researchers found that shame actually predicted increased pornography consumption while guilt predicted sustainable change. So if you’re trying to give up porn, be kind to yourself and be patient with your progress.<sup>3</sup>*

### Mental Health and Bilateral Movement

Bilateral movement can be practiced during stressful and emotional situations to help calm the nervous system such that a person can more adaptively process the experience.<sup>4</sup> When a person has a strong emotional experience it activates the limbic system in the brain, which inhibits the activity of the prefrontal cortex, the brain region primarily responsible for logical reasoning and problem solving.<sup>5</sup> This can manifest in looping, anxious thinking, or in the sensation of brain fog. Bilateral movement has been demonstrated effective for engaging both regions of the brain such that a person can process the experience more integrally and move through the emotion.<sup>6</sup> Bilateral movements may take the form of tapping alternatively right to left on the knees, tapping alternatively with the toes or heels, or walking.

<sup>1</sup> Fight the New Drug, <https://fightthenewdrug.org/get-the-facts/>.

<sup>2</sup> British Board of Film Classification. (2020). Young people, pornography & age-verification. BBFC. Retrieved from <https://www.bbfc.co.uk/about-classification/research>

<sup>3</sup> Fight the New Drug, <https://fightthenewdrug.org/get-the-facts/>.

<sup>4</sup> Hannaford, Carla. *Smart Moves: Why Learning is Not All in Your Head*. Great River Books: Salt Lake City, UT, 2007.

<sup>5</sup> Herkt, D., Tumani, V., Grön, G., Kammer, T., Hofmann, A., & Abler, B. Facilitating Access to Emotions: Neural Signature of EMDR Stimulation. *PLoS ONE* 9(8): e106350. <https://doi.org/10.1371/journal.pone.0106350> (<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0106350>)

<sup>6</sup> Ibid.

## Parent Notification

It's important for parents to know about the details of their children's education because they are ultimately responsible for it. In all learning experiences, but especially those which introduce students to potentially provocative or controversial content, parent notification is appropriate. Teachers implementing this unit are encouraged to communicate with students' parents ahead of time about the unit and its rationale and goals, in accordance with school guidelines. Teachers are welcome to use language from this unit when communicating with parents.

## The Nature of Relationships Presented

The modern teenager is exposed to many types of sexual relationships, including those between members of opposite sexes (i.e., a man and a woman) as well as those between members of the same sex (i.e., two men or two women), polyamory (i.e., relationships between three or more individuals), etc. Students are also likely to be aware of different understandings of gender identity. It is possible students may ask questions about different types of relationships across the various lessons of the unit. However, the teacher will want to strive to maintain focus on the effects of pornography rather than the diversity of possible relationships. If the teacher chooses to draw attention to this, it's important to do so in a way that does not distract from the core content of the unit, which are the impacts of pornography, as these can affect anyone regardless of sexual orientation.

## The Beauty and Goodness of Sexual Intimacy

It is important that students do not walk away from the unit thinking that all sexual activity and desire is bad or wrong. In fact, sexual desire is good when it is embraced between spouses in the context of marriage. Even within marriage, sexual desire and intimacy can be problematic if lust or violence are associated with such intimacy. For more information, see *Catechism of the Catholic Church* #2360-2363.

## Development of the Unit

Before a person can fully appreciate the detrimental effects pornography has on individuals, relationships, and society, they must first possess a working understanding of how human persons are formed by their senses. That is why this unit begins by helping students understand more fully who they are and how sensory experiences impact our physical, mental, spiritual, social, and emotional formations.

In Lesson #1, students explore the common shaping influence of popular music. They examine some of their favorite songs and what the lyrics communicate about relationships, sexual activity, and romantic relationships. As they do so, students become aware that there are particular views and values implicitly communicated in the culture through things, like songs and movies. The next step of this lesson introduces the students to the idea that they receive information through their various senses. For homework, the students consider which shaping influence of music is most powerful — the reading of song lyrics, listening to the song, or watching the music video.

This experience prepares them for Lesson #2 when the students learn about the influence of their various senses (e.g., taste, touch, smell, sound, etc.) with an emphasis on what empirical research can tell us about how sensory experiences form us. Students learn that our physical (sensory) interaction with the world transcends the purely physical. Our interactions with the world impact what we take for granted, how we live and move in the world, and how we process and integrate new information.

After this foundation has been laid, students take on the shaping influence of pornography in Lesson #3. Using the website “Fight the New Drug,” students investigate curated instructional materials that expose the negative impact pornography has on individuals, including how its powerful visual medium affects the brain and body. They consider its effects on relationships and how it habituates people to using versus loving others. Students also explore the negative societal effects of pornography, especially how it promotes the exploitation of marginalized people. Yet this lesson does not focus solely on the negative effects of pornography; it considers where hope and healing can be found.

Lesson #4 introduces students to Catholic theological anthropology. It confirms what students have already been introduced to in previous lessons, including that human beings are made for intimate relationship with God and others, that there is a unity between body and soul, and that sexual intimacy represents a complete gift of self, both body and soul. By the end of this lesson, students understand and are able to articulate the harmful effects of pornography.

Lesson #5 gives students the space to work with one another synthesizing the material they have learned. They are challenged to articulate the problems related to pornography and identify whether these impact individuals, relationships, and/or society.

Finally, as a class, students discuss whether or not Catholic teaching recognizes and affirms these same problems.

Through their effort and study, students will possess an expanded understanding of themselves, including a better appreciation for how their senses shape who they are, what they care about, and the ways they interact with other people and the world around them. This richer and more nuanced self-awareness allows them to recognize the many ways that pornography threatens their happiness, the success of their future relationships, and society as a whole. These important and powerful insights are carefully and gradually integrated across the many lessons of the unit.

### **Timing of Unit Implementation**

This four-lesson unit requires a depth of trust between teacher and students, as well as among students, which suggests that the ideal time to implement this unit is after students develop a healthy classroom community, learn how to engage in dialogue on sensitive topics, and build trust. Prior to starting the unit, the teacher should carefully assess whether or not students possess the maturity to work through the content. Unless students are exceptionally mature, Lesson #3 should be modified or saved until junior or senior year.



# *Lesson #1:*

*Popular Understandings of Love*



# Lesson #1 Overview

**Subject:** Health/Science, Religion/Theology

**Time Requirement:** One 50 minute class period

**Resources Required:**

- ◆ Unit Pre-assessment (to be completed ahead of time)
- ◆ Unit Introduction PowerPoint
- ◆ Evaluating Song Lyrics Activity
- ◆ Read, Listen, Watch Activity

**Lesson Description:** In this lesson, students explore popular understandings of sex and love. They have the opportunity to evaluate the lyrics of popular songs in order to glean the operative understandings of romantic relationships and the roles of men and women in those relationships. This will prepare students to develop a greater awareness of what they consume through media and how media impacts their perception of the meaning and purpose of romantic relationships.

**Objectives:**

Students will be able to:

- ◆ reflect on how the media they consume affects them at conscious and subconscious levels.
- ◆ study the lyrics of popular songs and identify dominant cultural ideas about human anthropology such as the
  - role of women
  - role of men
  - longevity of relationship
  - role of sex
  - purpose of romantic relationships

## Lesson #1 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>n/a</i>	<i>Preparation</i>	<p>Teacher prepares the students for the unit by assigning the <b>Unit Pre-assessment</b>.</p> <p>Teacher reviews pre-assessments and assesses student readiness.</p> <p>Teacher prepares all materials for the lesson, including choosing songs and printing the lyrics for students to analyze.</p>	<ul style="list-style-type: none"> <li>◆ Complete <b>Unit Pre-assessment</b>.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns and reviews <b>Unit Pre-assessment</b>.</li> <li>◆ Teacher may also send home parent/guardian letter.</li> <li>◆ Teacher chooses enough appropriate songs for students to analyze in class.</li> <li>◆ Teacher prints copies of song lyrics for each individual student.</li> <li>◆ Teacher prints one copy of <b>Evaluating Song Lyrics Activity</b> for each student.</li> <li>◆ Teacher prints copies of <b>Read, Listen, Watch Activity</b> for each student.</li> </ul>
<i>5 minutes</i>	<i>Unit Introduction</i>	<p>Teacher introduces the unit so that students understand its goals, the progression of lessons, and the starting point.</p>	<ul style="list-style-type: none"> <li>◆ Students listen and ask any clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Using the <b>Unit Introduction PowerPoint</b>, the teacher introduces and frames the unit. The teacher should be prepared to answer clarifying questions.</li> </ul>
<i>5 minutes</i>	<i>Lesson Introduction</i>	<p>Teacher introduces the lesson and explains the <b>Evaluating Song Lyrics Activity</b>.</p>	<ul style="list-style-type: none"> <li>◆ Students ask any clarifying questions.</li> <li>◆ Students move to small groups.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains that students will consider how American culture views love and sexual relationships by analyzing some of the songs they listed in the pre-assessment.</li> <li>◆ Teacher hands out a copy of <b>Evaluating Song Lyrics Activity</b> to each student.</li> <li>◆ Teacher assigns students to small working groups.</li> <li>◆ Teacher assigns a song to each group.</li> </ul>
<i>15 minutes</i>	<i>Evaluating Song Lyric Activity</i>	<p>Students break into small groups to analyze the messages communicated in popular songs about the roles of men and women, sex, and relationships.</p>	<ul style="list-style-type: none"> <li>◆ Students work through the <b>Evaluating Song Lyrics Activity</b> worksheet to analyze the lyrics of their assigned song.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher walks around the room to answer questions.</li> </ul>

## Lesson #1 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>10 minutes</i>	<i>Sharing Findings</i>	Groups share findings across the five categories of analysis. As groups share, students should be looking for common patterns, insights, etc.	<ul style="list-style-type: none"> <li>◆ Each group shares their findings from the five major categories with the rest of the class through post-it notes, segmenting a white board and writing the answers, or a shared Google document.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher facilitates group sharing.</li> </ul>
<i>5 minutes</i>	<i>Closure</i>	Teacher leads students in a large-group discussion to summarize their findings.	<ul style="list-style-type: none"> <li>◆ Students participate in large group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher helps students synthesize the findings from the five major categories through a short discussion. Teacher might ask, “Given your analysis of the song lyrics, how would you describe the lyricist’s understanding or definition of love?”</li> </ul>
<i>10 minutes</i>	<i>Homework</i>	Students have time to begin the <b>Read, Listen, Watch Activity</b> .	<ul style="list-style-type: none"> <li>◆ Students begin working on the homework assignment with the time they have left in class. Whatever is not finished is completed for homework.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher passes out the homework assignment, explains the directions, and answers any questions. The teacher should also take this opportunity to assign particular music videos to students.</li> </ul>

# Lesson #1 Instructional Guide: Procedural Notes

## Preparation

About a week prior to beginning the unit, the teacher should conduct the Unit Pre-assessment and review the students' responses to gain an appreciation of their preparation and readiness for new learning. This gives the teacher time to interpret the students' responses and make any necessary modifications to the content, presentation, pacing, etc. Knowing students' personal experience with pornography, how they define it, and how they feel about it provides the teacher with invaluable information as the teacher refines and adapts the unit to meet students' needs.

The second question of the **Unit Pre-assessment** asks students to guess how many males and females are exposed to pornography by the age of 13. According to a 2021 study in the *Journal of Health Communications*, 84% of males and 57% of females have been exposed to pornography by the age of 13.<sup>7</sup>

Note: Depending on school procedures, the teacher may also want to send a letter home to parents and guardians that gives an overview of the unit and learning objectives, and invites parents/guardians to contact them with any questions.

In the **Unit Pre-assessment** students are asked to list their 3 favorite songs about romantic love. The first day of the unit involves students' analysis of various love songs. The teacher can review the songs suggested by students and use some of these for the first day or choose other songs. In selecting songs for the first day, the teacher should choose songs that:

- ◆ exemplify the dominant cultural understanding of romantic love (i.e., that, generally speaking, love is for the personal pleasure of individuals,

it is transient, and it is focused on physical attractiveness)

- ◆ concretely refer to at least 4 out of the 5 main categories students are supposed to analyze in the song lyrics (role of men, role of women, longevity of relationship, role of sex, purpose of romantic relationships)

Ideally, groups will analyze different songs in order to allow for a richer conversation and a wider set of class discussion notes from which to draw conclusions. The teacher should consider creating groups that are small in size (3-4) so that every student has an opportunity to actively contribute. The teacher should have all the songs pre-selected and the song lyrics printed out ahead of time for students to use in their analysis. If the songs suggested by students in the **Unit Pre-assessment** are not appropriate for the classroom, below are some additional suggestions. Some recommended songs include:

- ◆ “Baby It’s Cold Outside” by Frank Loesser (1944)
- ◆ “Summer Nights” from Grease (1978)
- ◆ “Toxic” by Britney Spears (2003)
- ◆ “Bad Romance” by Lady Gaga (2009)\*\*
- ◆ “Young Girls” by Bruno Mars (2012)
- ◆ “Blurred Lines” by Robin Thicke (2013)\*\*
- ◆ “Locked Out of Heaven” by Bruno Mars (2014)
- ◆ “Shape of You” by Ed Sheeran (2017)
- ◆ “Your Power” by Billie Eilish (2021)

The teacher may need to *exclude* parts of the song due to inappropriate language.

<sup>7</sup>Wright, P. J., Paul, B., & Herbenick, D. (2021). Preliminary insights from a U.S. probability sample on adolescents' pornography exposure, media psychology, and sexual aggression. *J.Health Commun.*, 26(1), 39-46. doi:10.1080/10810730.2021.1887980

## Introduction

To activate prior knowledge, the teacher should articulate some of the dominant trends from the pre-assessment. Using the **Unit Introduction PowerPoint**, the teacher shares an overview of the unit, its objectives, and a sneak preview of the lessons.

The teacher launches the lesson by introducing the opening activity, explaining that in order to understand the nature and impact of pornography, it is important to consider how we think about love and sexual relationships in modern American society. We can look to the lyrics of popular songs to gain a better understanding of our culture's views about love, sex, and the human person. The teacher may remind students that they were asked to list their three favorite songs on the pre-assessment and then explain that students will now have the opportunity to take a closer look at a selection of lyrics from their top songs. It is important that the lyrics students examine in this activity are appropriate for the classroom and easy for students to interpret and understand. The teacher will want to preview them in advance to ensure they will maintain a safe learning environment in the classroom and allow students to answer a minimum of 4 out of 5 categories on the **Evaluating Song Lyrics Activity**.

Next, the teacher explains that students are asked to carefully read the lyrics assigned to their group and answer the associated questions on the **Evaluating Song Lyrics Activity**. The teacher should also remind students that they should be sure to discuss each question thoroughly before recording an answer.

## Evaluating Song Lyrics Activity

Once the teacher has introduced the unit and Lesson #1, they should separate the class into small working groups to evaluate the song lyrics. Each group will ideally have only 3-4 students. This ensures that each student has the opportunity to contribute to the group conversation. Each group is assigned a different song to analyze and given the text of the song to review.

Once students are working in their groups, the teacher may monitor progress and be available if any groups have questions about their assigned song lyrics or the worksheet.

After students have had a chance to work through the

**Evaluating Song Lyrics Activity** worksheet as a group, the teacher may consider asking them to share their responses to the following five main categories (role of men, role of women, longevity of relationship, role of sex, purpose of romantic relationships). These responses can be shared with the class in a variety of different ways including post-it notes, segmenting a white board and writing the answers, or in a shared Google document. Depending on the particular students it may be helpful to ask them to include the specific song lyrics that support their answers. It is ideal that students are able to read all of the responses from each group so that they can more easily make connections across song lyrics and generalizations about dominant cultural trends.

Below are some possible answers students may generate. The following answers were based on an analysis of "Summer Nights."

- ◆ The role of **men** in romantic relationships:
  - Men are more interested in the sexual aspect of relationships.
  - Men describe themselves as knights in shining armor.
  - Men brag to friends about how far they were able to go with the girl physically.
  - Men are satisfied with short-term relationships.
- ◆ The role of **women** in romantic relationships:
  - Women are more focused on the emotional aspects of the relationship.
  - Women expect relationships to be long-lasting.
  - Women play the passive role in the relationship.
  - Women expect the man to be the provider.
- ◆ The **longevity** of relationships (how long they last):
  - Sexual relationships can be short-term and casual (low-commitment).
  - Women in the songs suggest that they want the relationship to last.
- ◆ The **role of sex** in romantic relationships:

- Sex is the main focus for the man, at least when he’s talking about the relationship with his friends.
- Sex is not mentioned at all from the woman’s perspective.
- ◆ The **purpose** of romantic relationships:
  - Having fun, pleasure.
  - Temporary entertainment (e.g., for the summer).

Once students have shared their responses, the teacher should lead the class in a discussion of their specific answers and ask them to make generalizations. For example, the teacher might ask students, “Given your analysis of the song lyrics, how would you describe the lyricist’s understanding or definition of love?” At this point, students should be able to begin to see a bigger picture about relationships and love. Students may provide answers such as:

- ◆ Love uses a person for pleasure.
- ◆ Love is short-term and doesn’t involve a commitment.
- ◆ Love has a strong focus on the physical attractiveness.
- ◆ Love sees only some aspects of the person and usually not the full person.

If students are unable to make generalizations on their own, the teacher can ask leading questions to help them (e.g., “Does love appear to be a long-term commitment?” “What does love seem focused on in this song?” “Does the understanding of love communicated in the song(s) overemphasize or underemphasize any particular aspect(s) of a person?”).

The teacher may also want to prime students for thinking about the ways they are formed by their senses without realizing it. The teacher might ask if they were surprised at all by what the songs were saying about love and relationships, or whether they have ever considered the lyrics and the meaning of the songs before or whether they just sang along without thinking too much about what the words meant? The teacher can encourage the students to start paying attention to what they take in through their senses.

## Closure

Once the students have had the opportunity to fully engage in a class discussion, the teacher should transition to introducing the homework. The teacher explains that our five senses allow us to take in the world around us in different ways. For example, consider the experience of walking through a forest. We might walk through that forest with a blindfold on, only able to hear the sound of the birds, leaves crunching under our feet, or a waterfall in the distance. If we took off the blindfold but inserted earplugs, we might see the trees and the path ahead of us. When we remove the blindfold and take out the earplugs, we have a much fuller picture of what’s going on in the forest. The same is true with our consumption of media. The class activity asked students to evaluate a song based simply on the content of the lyrics. The homework will give the students the chance to more fully appreciate the role of our senses in understanding our world. They will have the opportunity to engage more senses as they listen to the lyrics and watch the music videos.

Depending on the readiness of the students, the teacher may need to spend more or less time preparing the students for the homework assignment. Because the homework assignment is probably not typical of most assignments, the teacher should minimally review the instructions and ask students if they have any questions. The teacher may decide it is helpful for students to work through a mock example of the homework in class, modeling for students how to approach each of the three sections. If the teacher opts to do this, it is best to choose a song that is not about romantic love so that students are “not given the answers” ahead of time.

## Read, Listen, Watch Homework

The teacher should assign students either a specific music video for their homework or offer them a list of suggested music videos to choose from. The teacher will want to preview all music videos BEFORE giving them as options for homework. The following is a list of potential music videos students may be assigned to analyze for homework. This list is by no means exhaustive.

- ◆ “Legs” by ZZ Top
- ◆ “Addicted to Love” by Robert Palmer

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- ◆ “Man! I Feel Like a Woman!” by Shania Twain
- ◆ “Confident” by Justin Bieber

The first three song options are better in getting the point across but the fourth one is more current, which may be preferable.



# *Lesson #2:*

*Formed by the Senses*



## Lesson #2 Overview

**Subject:** Health/Science, Religion/Theology

**Time Requirement:** One 50 minute class period

**Resources Required:**

- ◆ Read, Listen, Watch Activity
- ◆ Formed by the Senses PowerPoint
- ◆ 3-2-1 Exit Ticket

**Lesson Description:** Building on the previous lesson and the homework assignment, students explore the role of the senses in forming who we are, including how we take in the world around us and the interpersonal nature of sensory intake. By guiding students through an interactive PowerPoint presentation, the teacher helps them build the capacity to analyze the interconnected effects of pornography in the following lesson.

**Objectives:**

Students will be able to:

- ◆ understand that a human person is distinct among creatures because they have an integrated nature — that they are both body and soul — and, because of this, they are “formed by the senses” (i.e., what is experienced through the senses affects the whole person).
- ◆ explain the role of the senses in perceiving the world and give examples of how a human person is formed by the senses.
- ◆ recognize the transformation that occurs through reception of the Eucharist.
- ◆ reflect back on the songs analyzed in Lesson #1, especially in terms of how the music students listen to forms attitudes about relationships and sex.

## Lesson #2 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>n/a</i>	<i>Preparation</i>	Students complete homework.  Teacher prepares materials for the lesson and thoroughly reviews instructional support materials.	<ul style="list-style-type: none"> <li>◆ Complete <b>Read, Listen, Watch Activity</b>.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher reviews all materials for Lesson #2 and makes any needed adjustments for student readiness and pacing.</li> </ul>
<i>15-20 minutes</i>	<i>Debrief Homework</i>	Teacher leads students in debriefing the homework assignment in pairs or small groups.	<ul style="list-style-type: none"> <li>◆ Students work in pairs or small groups to debrief the homework assignment.</li> <li>◆ Pairs/Groups share out their insights with classmates.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher projects debrief questions found in <b>Formed by the Senses PowerPoint</b>.</li> <li>◆ Teacher circulates through the classroom to answer any questions and to note common student insights.</li> <li>◆ Teacher leads large group discussion and debrief with an eye toward bridging the homework debrief to new content in Lesson #2.</li> </ul>
<i>20 minutes</i>	<i>Presentation of New Material</i>	Teacher guides students through a conversation about the many ways in which we are formed by our senses.	<ul style="list-style-type: none"> <li>◆ Students listen, participate, and ask any clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains that the lesson will explore how our senses are essential to our formation.</li> <li>◆ Teacher uses the <b>Formed by the Senses PowerPoint</b> to present new information about how human beings are formed by the senses and engages students in conversation about it.</li> </ul>
<i>5 minutes</i>	<i>Closure</i>	Teacher brings lesson to a close.  Students complete <b>3-2-1 Exit Ticket</b> .	<ul style="list-style-type: none"> <li>◆ Students complete <b>3-2-1- Exit Ticket</b> indicating 3 new things they learned in the lesson, 2 things reinforced in the lesson that they already knew, and 1 question they still have about the ways our environment and sense perception form us.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns the exit ticket.</li> </ul>

## Lesson #2 Instructional Guide: Procedural Notes

### Introduction

Lesson #2 begins with students debriefing their homework assignment, the **Read, Listen, Watch Activity**. Depending on the amount of time available for this lesson, the teacher may consider breaking students up into pairs or groups based on the option they chose for homework to discuss the experience of analyzing the same song in three different ways – reading the lyrics, listening to the song, and watching the music video. During the small group discussion students should reflect on the debrief questions below. (These also appear in the **Formed by the Senses PowerPoint** so the teacher can project them for students.)

Debrief Questions:

- ◆ *Based on simply reading the song lyrics, what were your reactions, impressions, thoughts, etc.?*
- ◆ *How did you experience the song when you listened to it? What NEW reactions, impressions, thoughts, etc., surfaced? How was your experience of the song different from when you simply read the lyrics?*
- ◆ *How did you experience the song when you watched the music video? What NEW reactions, impressions, thoughts, etc., did you notice? How was your experience of the song impacted by the images of the video?*
- ◆ *Based on the experience of reading, listening, and watching, what commonalities did you notice across these experiences? What differences did you notice?*
- ◆ *What generalizations can you make about the role of the senses in our experience of media (and the world around us)?*

After students have had a generous amount of time (~5-10 minutes) to reflect on these questions, there should be a moment for them to share their insights with the class. The larger class discussion moment may be structured in any number of ways depending on the size of the class, their level of maturity, their rapport with one another and the teacher, and/or their particular skills and needs.

The teacher may simply ask each group to share an insight from each question or may choose to have groups visually display their insights. One possible way of doing this is to recreate the categories **READ, LISTEN, WATCH, REFLECT** on the whiteboard and ask students to jot down words/phrases/short sentences on sticky notes while they discuss the prompts. At the end of the small group discussion time, each group could post their impressions and insights on the board.

The goal is that by the end of the small and larger group discussions, students begin to recognize that *form* (i.e., *how* we receive information) influences us mentally, physically, emotionally, and spiritually.

### Lesson #2 Presentation

After students have had the opportunity to share their impressions, the teacher should transition to the Lesson #2 presentation. If possible, use one of the insights shared during the homework debrief as an appropriate bridge from the conversation into the next phase of the lesson. If students are struggling to identify similarities and differences between their experiences of the same song in different modes and/or are having difficulty transitioning from their concrete experience with a particular song to generalizations about the way our sensory experience impacts our experience of the world, the teacher may want to make the connection explicit for them.

The teacher may say something like: “In your experience reading song lyrics, listening to the song, and watching the music video, you’ve probably gained a deeper understanding of how the things we experience (i.e., words that we hear, images that we see) affect how we understand the world, others, and ourselves.

Next, the teacher explains that the class will spend the rest of the period reflecting more in depth about what it means to be formed by our senses. Slides and notes can be found in the **Formed by the Senses PowerPoint**. The PowerPoint also contains questions for students to pause and discuss with the teacher.

The PowerPoint presentation begins by asking students how they understand and if they agree with the common phrase, “You are what you eat.” From there students continue to think about the consumption of food and are introduced to Victor who was addicted to eating cheeseburgers. Victor’s addiction not only impacted his own health and wellbeing but also his relationships with others. Students begin to notice how the individual person is not just his or her body, but also a person in relationship to others (to use theological terms, human beings are beings in communion with others). From Victor and his consumption of cheeseburgers, students are asked to further expand their thinking in regards to the idea of consumption itself. Although normally consumption relates to eating and food, it can describe other ways one takes in the world. Next the teacher dives more deeply into the senses and how various types of consumption can impact various dimensions of the human person.

- ◆ **SMELL:** Second-hand smoke
- ◆ **TOUCH:** Skin to skin contact of baby and parent after birth
- ◆ **HEAR:** Listening to music
- ◆ **SEE:** Playing violent video games
- ◆ **TASTE:** Eucharist

The PowerPoint presentation on the senses should lead students to recognize that they are integrated, whole persons. They should also be able to articulate that one sensory input, such as touch, affects different dimensions of the person. As humans, our sensory perception and experiences affect us on multiple levels.

### Closure

To conclude the lesson and consolidate what they’ve learned, students complete the **3-2-1 Exit Ticket**.



# *Lesson #3:*

*Understanding the Impact of Pornography*

## Lesson #3 Overview

**Subject:** Health/Science, Religion/Theology

**Time Requirement:** Two 50 minute class periods

**Resources Required:**

- ◆ Fight the New Drug Website
- ◆ Fight the New Drug Videos: Individuals, Relationships, Society
- ◆ Fight the New Drug Videos: Individuals, Relationships, Society - Teacher Edition
- ◆ Pornography's Impact: Facts Organizer
- ◆ Pornography's Impact: Facts Organizer - Teacher Edition
- ◆ Tell Your Story organizer
- ◆ Tell Your Story organizer - Teacher Edition
- ◆ Drawing a Character handout (versions 1 and 2)
- ◆ 3-2-1 Exit Ticket

**Lesson Description:** Utilizing materials from “Fight the New Drug,” students explore pornography's impact on the human person, relationships, and society as a whole. Through independent and collaborative work, students assess the ways in which pornography consumption habituates the human person towards use rather than love. By considering the stories of individuals who have personally experienced the negative impacts of pornography, students will consider where hope might be found in the conversation surrounding pornography.

**Objectives:**

Students will be able to:

- ◆ summarize the negative impacts pornography use has on individuals, relationships, and society at large.
- ◆ articulate the ways in which pornography consumption habituates the human person towards use rather than love.
- ◆ develop compassion for those struggling with the impact of pornography in their life.
- ◆ describe where hope might be found in the conversation surrounding pornography.
- ◆ recognize the power of the visual image (over written description) in forming the imagination.

## Lesson #3 Overview cont.

**Instructional Model:** This lesson utilizes the “Gradual Release” model (Fisher and Frey, 2014), which gradually shifts responsibility for learning from the teacher to the students through a series of intentionally planned learning activities. Students modulate between reading and viewing informative materials and reflecting on these materials in small-groups settings.



## Lesson #3 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>n/a</i>	<i>Preparation</i>	Teacher prepares materials for the lesson and reviews instructional support materials, pre-assessment, and resources to be used on “Fight the New Drug.”		<ul style="list-style-type: none"> <li>◆ Teacher reviews again the pre-assessments and makes adjustments for any students who may need more support.</li> <li>◆ Teacher plans for a way that students may be able to report issues of abuse.</li> </ul>
Day 1				
<i>5 minutes</i>	<i>Introduction</i>	Teacher introduces the topic of pornography, including its definition, which will be discussed over the course of the next two days.	<ul style="list-style-type: none"> <li>◆ Students ask any clarifying questions about the definition of pornography.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher gives students the definition of pornography.</li> <li>◆ Teacher links to the previous lessons about consumption. Pornography is a specific type of consumption.</li> <li>◆ Teacher introduces guidelines for discussion and creating a safe space to talk about pornography and reminds students that support resources are available.</li> </ul>
<i>15 minutes</i>	<i>Individuals, Relationships, Society: Videos and Questions</i>	Students view three videos as a class and answer corresponding questions on <b>Fight the New Drug Videos: Individuals, Relationships, Society.</b>	<ul style="list-style-type: none"> <li>◆ Students view each of the three videos and answer corresponding questions on <b>Fight the New Drug Videos: Individuals, Relationships, Society.</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher provides each student with a copy of <b>Fight the New Drug Videos: Individuals, Relationships, Society.</b></li> <li>◆ Teacher shows the first video “How Pornography Affects Individuals” followed by time for students to answer accompanying questions on <b>Fight the New Drug Videos: Individuals, Relationships, Society.</b></li> <li>◆ Teacher shows the second video: “How Pornography Affects Relationships” with time to answer questions.</li> <li>◆ Teacher shows the third video: “How Pornography Affects Society” with time to answer questions.</li> </ul>



## Lesson #3 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>25 minutes</i>	<i>Pornography's Impact: Facts Organizer</i>	Students work in groups to read through three assigned articles from “Fight the New Drug” and record their answers about pornography’s negative impact on <b>Pornography’s Impact: Facts Organizer</b> . Students may share their new knowledge with the rest of the class depending on time constraints.	<ul style="list-style-type: none"> <li>◆ Students read the three assigned articles on “Fight the New Drug” and fill out their organizer: <b>Pornography’s Impact: Facts Organizer</b>.</li> <li>◆ <i>(optional)</i> Students share what they have learned about pornography with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns students to groups of approximately 3-4 students per group.</li> <li>◆ Teacher assigns each group three articles to read, one from each of the three sections from “Fight the New Drug: Get the Facts” <ul style="list-style-type: none"> <li>• Articles on Individuals</li> <li>• Articles on Relationships</li> <li>• Articles on Society.</li> </ul> <p>*It is highly recommended that the teacher NOT assign the article “How Porn Can Distort Consumers’ Understanding of Healthy Sex” in the society section of the website.</p> </li> <li>◆ While students are working, the teacher walks around the room, checking in with groups to answer questions and help students stay on track.</li> <li>◆ <i>(optional)</i> Teacher has students share their findings with the rest of the class either through a class discussion or visual display.</li> </ul>
	<i>Homework</i>	Students complete <b>3-2-1 Exit Ticket</b> .	<ul style="list-style-type: none"> <li>◆ Students complete the <b>3-2-1 Exit Ticket</b> indicating 3 new things they learned in the lesson, 2 things reinforced in the lesson that they already knew, and 1 question they have after the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns the exit ticket.</li> </ul>

## Lesson #3 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
Day 2				
<i>10 minutes</i>	<i>Introduction and Opening Activity: Drawing a Character</i>	Teacher introduces the <b>Drawing a Character</b> activity to the students. Students review their handout, turn it back in, and complete their drawing to share with the class. Teacher leads class discussion of the activity.	<ul style="list-style-type: none"> <li>◆ Students receive either version 1 or version 2 the <b>Drawing a Character</b> handout and review the handout.</li> <li>◆ Students turn the <b>Drawing a Character</b> handout back into the teacher.</li> <li>◆ Students draw a picture based on what they saw or read on their handout.</li> <li>◆ Students display drawings around the room.</li> <li>◆ Students discuss differences between drawings and their experience drawing the character.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher hands out <b>Drawing a Character</b> to each student. Half the class gets version 1 and half the class gets version 2.</li> <li>◆ Teacher collects handouts and then provides students with materials to create their own drawing.</li> <li>◆ Teacher leads students through a debrief of the difference in version 1 and version 2 drawings.</li> </ul>
<i>15 minutes</i>	<i>Tell Your Story Videos: Barbi and Dan</i>	Students watch the first set of videos and answer the corresponding questions on their organizer: <b>Tell Your Story</b> . Students then share their answers as a class.	<ul style="list-style-type: none"> <li>◆ Students watch the videos.</li> <li>◆ Students take a few minutes to fill out their <b>Tell Your Story</b> organizer on their own for the two videos.</li> <li>◆ Students share answers in a class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher provides each student with a copy of <b>Tell Your Story</b>.</li> <li>◆ Teacher explains that not only those who watch pornography are harmed by it.</li> <li>◆ Teacher shows the first two videos of Barbi and Dan.</li> <li>◆ Teacher gives the students a few minutes in silence to fill out their organizer.</li> <li>◆ Teacher facilitates class discussion of the students answers.</li> </ul>

## Lesson #3 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>15 minutes</i>	<i>Tell Your Story Videos: Ash and Andrew &amp; Eva</i>	Students watch the second “set” of videos and in small groups answer the corresponding questions on their organizer: <b>Tell Your Story</b> organizer.	<ul style="list-style-type: none"> <li>◆ Students watch the videos.</li> <li>◆ Students take a few minutes to fill out their <b>Tell Your Story</b> organizer in their small group.</li> <li>◆ Students share answers in a class discussion. <i>(optional)</i></li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains that not only men watch and are addicted to pornography.</li> <li>◆ Teacher shows the second two videos of Ash and Andrew &amp; Eva.</li> <li>◆ Teacher gives the students a few minutes in small groups to fill out their organizer.</li> <li>◆ Teacher facilitates class discussion of the students answers.</li> </ul>
<i>5 minutes</i>	<i>Tell Your Story Videos: Alia, Joshua, Greg, and Aaron</i>	Students watch the fifth and final video and in small groups answer the corresponding questions on their <b>Tell Your Story</b> organizer.	<ul style="list-style-type: none"> <li>◆ Students watch the videos.</li> <li>◆ Students take a few minutes to fill out their <b>Tell Your Story</b> organizer in their small group.</li> <li>◆ Students share answers in a class discussion. <i>(optional)</i></li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher explains that many of those working in the pornography industry are coerced into the pornography industry. They are not freely and willingly performing.</li> <li>◆ Teacher shows the fifth video of ex-pornography performers.</li> <li>◆ Teacher facilitates students answering the final section on their <b>Tell Your Story</b> organizer.</li> </ul>
<i>n/a</i>	<i>Homework</i>	Students write a short paragraph explaining if they agree or disagree with the following quote and why:  “The problem with pornography is not that it shows too much but that it shows too little.”	<ul style="list-style-type: none"> <li>◆ Students complete their writing prompt for homework.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns the homework and does NOT tell the students who said the quote.</li> </ul>

## Lesson #3 Instructional Guide: Procedural Notes

Throughout Lessons #1 and #2, students have learned to recognize what they consume and how their five senses are integral to this process, in both positive and negative ways. Lesson #3 builds on the previous lessons, as students turn their attention to the topic of pornography and explore its impact on individuals, relationships, and society.

Lesson #3 utilizes the resource “Fight the New Drug.” This website provides age-appropriate information about the science of pornography and its impact on the brain. Specific pages, articles, and videos have been reviewed and suggested for students. It is important to note that “Fight the New Drug” is a non-religious site, so some articles and videos found on other parts of the website may not align directly with Catholic teaching. It includes several videos about the impact of pornography on individuals, both on those involved in the production of pornography and on those who consume pornography.

Particular videos about the impact of pornography on individuals, both those involved in the production of pornography and those who consume pornography, are suggested for students to watch, but the teacher may choose other similarly appropriate videos. Either way, it is important for students to understand the full scope of pornography’s effects. Thus, it is highly recommended to focus on both the impact of pornography on the consumer as well as the impact on others, including individuals who are involved in the production of pornography and individuals who are in relationship with porn users.

Lesson #3 spans roughly two days, and is adjustable based on student needs and engagement. Some classes will be more engaged in discussions, and the teacher may want to extend this lesson to a third day.

The song lyric activities from Lesson #1 not only primed students to think about what they consume but also asked students to think about relationships and how individuals (males and females) are portrayed in the context of romantic relationships. The teacher may or may not want to bring some of the students’ insights from Lesson #1 back into conversation during this lesson.

### DAY 1

#### Introduction

The teacher may want to begin class by explaining that the students have been learning about the importance of consumption and the reality that any kind of consumption has an impact on the consumer. The teacher may ask students to provide one or two positive examples of consumption and one or two negative examples of consumption. The teacher may then explain that for the next day or two, students will be discussing a very particular type of consumption - the consumption of pornography. Pornography is an especially intense consumption of images that often has a strong and lasting impact. Before diving into the lesson, the teacher should make sure all students are on the same page by defining pornography as “printed or visual material containing the explicit description or display of sexual organs or activity” (Oxford Languages).

#### Pornography

*Pornography is “printed or visual material containing the explicit description or display of sexual organs or activity.”*

#### Creating a Space for Discussion

Once the general topic of pornography has been introduced, the teacher will also want to provide some general guidelines for the students to follow when engaging in conversation around this topic. The following are some suggested guidelines that can be amended as the teacher sees fit:

#### General Guidelines for Student Discussion:

- 1 Be respectful of those who are negatively impacted by pornography by speaking respectfully and appropriately.
- 2 Be respectful of your classmates in your conversations.

- 3** Use appropriate language at all times.
- 4** Follow-up with the teacher or a counselor if you feel that you need additional support.

It is important for the teacher to be aware of student wellbeing throughout this unit, but especially during Lesson #3. The teacher should remind students of the support that is available.

The teacher may address the class by saying: *The materials we will be studying today discuss many difficult topics including substance abuse, rape, depression and suicide. For some, this material might be triggering or particularly difficult to learn about. If you need to take a break or step out of the room at any point, please feel free to do that. If you need additional support, please let me or one of the counselors know. We will support you in any way you need.*

The teacher may also want to reference any helpful points from the pre-assessment questions, especially those regarding what students need in order to feel safe when talking about difficult issues.

### Individuals, Relationships, Society: Videos and Questions

The teacher then introduces the website “Fight the New Drug” and explains that the students will spend the next few days exploring different areas of this website as they learn about the impact of pornography on the individual, relationships, and the world. The teacher also explains that first the class will watch three short videos together and then they will move to small groups to dig deeper into the material.

After passing out the **Fight the New Drug Videos: Individuals, Relationships, Society** handout the teacher should play the first video: “How Pornography Affects Individuals.”<sup>1</sup> The teacher should pause for a few minutes after the first video to ensure that students have the correct

answers to the questions on the handout and also to allow for any questions or discussion points the students might have about the content. Repeat this structure for the second and third videos: “How Pornography Affects Relationships”<sup>2</sup> and “How Pornography Affects Society.”<sup>3</sup>

### Pornography’s Impact: Facts Organizer

After viewing the videos and completing the questions, students should be divided into groups of between three and four. Smaller groups will help keep the students more accountable to group work and discussion. After passing out the **Pornography’s Impact: Facts Organizer**, the teacher should direct the students to go to <https://fightthenewdrug.org/get-the-facts/>. The teacher should assign each group one article title from each of the three sections on this website - individuals, relationships, and society.

Note: The teacher should take the time to read through the content prior to assigning the material to the students. It is *highly* recommended that the teacher NOT assign the article “How Porn Can Distort Consumers’ Understanding of Healthy Sex” in the society section of the website. This article mentions some potentially distracting and complicated topics including contraception, oral sex, unplanned pregnancies, sexual orientation, and gender identity. All of the other articles throughout this page on the website (as of 2022) are more narrowly focused, extremely helpful, and not potentially problematic.

While students are working in their groups, the teacher should check in with each group to answer any questions they may have. The teacher should try, as much as possible, to make sure students stay within their assigned articles. The teacher may choose to assign each group the same three articles to read or may choose to assign different articles to different groups. If groups are assigned different articles, it may be helpful to provide the students with

<sup>1</sup> <https://www.youtube.com/watch?v=zHO568U2dkU>

<sup>2</sup> <https://www.youtube.com/watch?v=W2VLYIpE8Lg>

<sup>3</sup> <https://www.youtube.com/watch?v=FfjnA1IMr6w>

an opportunity to share what they have learned. This can happen through a general class discussion after the group work, or the teacher may choose a visual method by which the students can share their answers. Visual methods could include large posters with the titles, “individual”, “relationships”, and “society” where students can write their answers in different colors, sectioning off the board or room so that students can write their answers on sticky notes to display, or using a shared google document in which to contribute notes.

### Homework

After students complete their organizer, and share what they have learned with their class, they should be directed to complete the **3-2-1 Exit Ticket**:

- ◆ What are 3 new things you learned today?
- ◆ What are 2 things you want to know more about?
- ◆ Of all that you learned today, what 1 piece of information stands out the most?

## DAY 2

### Opening Activity: Drawing a Character

This lesson begins with an activity geared to help students more fully appreciate the difference between reading text and seeing an image. It builds off of the previous lessons as students consider the impact of different types of consumption upon their ideas and imaginations (i.e., in reading a textual description of something, there is still room for the imagination to fill in details, whereas a visual representation leaves a lot less room for the imagination.) In addition, this activity helps to reinforce the reality of some of the harmful effects of pornography. Pornography habituates a person to a certain type of encounter between two individuals and sets expectations for real-life to approximate what is visualized. However, students may argue that although this happens to others who might view pornography, they are able to separate what they view online from what happens in real life. This activity helps to reinforce the connections between what is visualized and what is expected. Finally, this activity provides a lighter introduction into the lesson’s more difficult content.

The teacher may want to provide some introduction to this activity (as it builds on and reinforces the previous Read, Listen, and Watch activity and the **Formed by the Senses PowerPoint**) but not so much that students don’t have a chance to experience the “a-ha” moment themselves. The teacher will have two sets of handouts. One set just provides a description of the unknown person. The second set of handouts includes both a description and an image. The teacher should tell the students they will have a few minutes to look at their sheet before the teacher collects them again. Then the students will be asked to draw the person on their own based on what they remember on their handout.

The teacher should give the students a few minutes to draw their character and then have the students display their drawings around the room so the rest of the class can see them. It would be helpful to have the students with the same version of the handout put their drawings all together to more clearly illustrate the differences between the two sets. Once the images are displayed and the students have had a chance to see their classmates’ drawings, the teacher can ask the students a few questions about what they notice. The point of this exercise is to get students to see that if they have a visual representation of something, they are more likely to lean on the visual rather than the text or their own experience. In a similar manner, if someone is exposed to pornographic images and videos, these images and videos will stick as a reference point. Those images become a point of comparison between the pornography and, for example, someone’s spouse. The person may come to expect that their spouse should look like or act like what they see in highly photoshopped images and graphically enhanced videos. The teacher can go so far as to explain that the images constrain one’s imagination and perception of others and the world. The teacher may help to illustrate this point by asking the class how they incorporated the following line or lines into their drawing: “I would describe myself as good-natured and goofy. I have a slight lisp when I talk that I hope will get better as I get older.” Presumably, the students with the image were more likely to recreate the image they saw on the paper rather than focus too heavily on the words. The students with just text were more free to imagine the possibilities and consider all the sentences

available to them. They may have thought about what someone who is good-natured and goofy looks like. It may even be fun to keep a few drawings back until the class has had some time for this discussion. Then the teacher can show the class the other drawings and ask the students to guess which handout the artist had - the one with just text or text and the image.

### Tell Your Story: Videos

The teacher should explain to the class that while yesterday they discussed the impact of pornography on the individual, relationships, and society generally, today they will have the opportunity to watch videos of real people explaining how pornography impacted them. The teacher should pass out the **Tell Your Story** organizer and let the students know they will use the handout to help organize their notes from the videos.

The teacher should make sure to highlight that pornography not only harms those who consume it but also others around them. (The teacher may also remind the students of this throughout the class at different points.) In the first set of videos, the students will hear not only from Dan<sup>4</sup> who was addicted to pornography but also from Barbi<sup>5</sup> who tells about the role that pornography played in her sexual abuse as a child. Depending on the results of the unit pre-assessment, and specifically if a student has a past experience of abuse, the teacher may choose to let students skip this portion of the class.

#### Warning

Barbi's video especially may trigger a student if she or he is experiencing or has experienced sexual abuse. The teacher should consider the very real possibility that someone in the class will need an opportunity to bring forward an experience of abuse and plan accordingly.

The teacher should begin with “Barbi’s Story” followed by “Dan’s Story.” After watching the two videos, students should be given five to ten minutes to complete the first two boxes of their **Tell Your Story** organizer.

The teacher may want to provide an opportunity for the students to debrief and process the first two videos by asking them to answer the questions from the **Tell Your Story** organizer for the whole class. Once the students have had some time to work through the first two videos, the teacher can introduce the next set of videos about Ash<sup>6</sup> and Andrew & Eva.<sup>7</sup>

In this set of videos, the students will hear how Ash’s viewing of pornography almost led to a potentially dangerous encounter. Andrew and Eva explain how pornography harmed their marriage and how they were able to overcome pornography addiction. It is important for students to realize that anyone can struggle and/or become addicted to pornography. It is not just a male problem as Ash illustrates. After viewing the videos, students should have time to complete their **Tell Your Story** organizer and debrief the videos with the class. Depending on class structure and dynamics, it may be helpful to let students debrief the videos in small groups rather than as a whole class.

The final video tells the stories of former pornography performers: Alia, Joshua, Greg, and Aaron.<sup>8</sup> The stories highlight how those working in the pornography industry are coerced into much of their work and have suicidal thoughts because of the degradation they experience. They are not freely and willingly performing in pornography in the way that a consumer may assume. Again, the teacher should be aware of potential triggers for students who may be depressed or suicidal in the class. It is important for the teacher to emphasize that each and every person in these videos has inherent dignity, worth, and value. Their treatment due to the pornography industry is a violation of their dignity. Further, each of these individuals has been able to find a voice and share their story.

<sup>4</sup> <https://fightthenewdrug.org/dans-story-i-feel-human-again-after-quitting-porn/>

<sup>5</sup> <https://fightthenewdrug.org/barbis-story-porn-played-a-role-in-my-abuse-vidoe/>

<sup>6</sup> <https://fightthenewdrug.org/ashs-story-how-an-online-porn-habit-nearly-led-to-a-risky-in-person-encounter-video/>

<sup>7</sup> <https://fightthenewdrug.org/andrew-evas-story-how-porn-impacted-our-marriage-video/>

<sup>8</sup> <https://fightthenewdrug.org/ex-porn-performers-share-what-happens-in-the-porn-industry-video/>

Generally, the teacher should be aware that the videos throughout this lesson can elicit different emotional responses from students. The teacher should use his or her best judgment to attend to these responses which might range from disinterest to sorrow to anger. Students who seem to be having a particularly hard time might be invited to take a break outside of the classroom, view the videos independently, or have a follow-up conversation with the teacher or counselor after class.

### **Homework**

Students are given the quote for the start of Lesson #4: “The problem with pornography is not that it shows too much but that it shows far too little,” and asked to write a short paragraph explaining if they agree or disagree, and why. Although students may try to find out who said the quote, at this point the teacher doesn’t need to tell to whom the quote is attributed.





# *Lesson #4:*

*Pornography and Catholic Anthropology*

## Lesson #4 Overview

**Subject:** Health/Science, Religion/Theology

**Time Requirement:** Two to three 50 minute class periods (depending on class length)

**Resources Required:**

- ◆ Catholic Anthropology PowerPoint

**Lesson Description:** Students consider Catholic theological anthropology as it relates to human sexuality and pornography. They begin by considering the provocative statement attributed to St. Pope John Paul II: “The problem with pornography is not that it shows too much but that it shows far too little.” Then they are introduced to three fundamental insights of Catholic anthropology, including that: (1) Human beings are made for intimate relationship with God and others; (2) There is a unity between body and soul; and (3) Sexual intimacy represents a complete gift of self, both body and soul.

**Objectives:**

Students will be able to:

- ◆ reflect on and respond to St. Pope John Paul II’s statement: “The problem with pornography is not that it shows too much but that it shows far too little.”
- ◆ name and describe the three fundamental insights of Catholic anthropology:
  - Human beings are made for intimate relationship with God and others.
  - There is a unity between body and soul.
  - Sexual intimacy represents a complete gift of self, both body and soul.
- ◆ explain why pornography is harmful to the individual, relationships, and society using “Fight the New Drug” research and theological sources.

## Lesson #4 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
Day 1				
<i>n/a</i>	<i>Preparation</i>		<ul style="list-style-type: none"> <li>◆ Students complete Lesson #3 homework.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher reviews lesson materials, including <b>Catholic Anthropology PowerPoint</b>.</li> </ul>
<i>10 minutes</i>	<i>Opening Discussion and Journaling</i>	Teacher leads students in a discussion about whether they agree with St. John Paul II's quote. Students will then have the opportunity to discuss what they think the meaning of the quote might be.	<ul style="list-style-type: none"> <li>◆ Students discuss whether they agree with St. John Paul II's quote, then write about the meaning of the quote.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher starts by asking if students agree or disagree with the quote, and facilitate the discussion that will follow.</li> <li>◆ Teacher then invites students to journal with the following prompt: "Whether or not you agree with his statement, why do you think Pope St. John Paul II makes this claim? What beliefs about the nature of the human person led him to make this statement?"</li> </ul>
<i>40 minutes</i>	<i>Presentation of New Material</i>	Teacher guides students through a conversation about Catholic anthropology.	<ul style="list-style-type: none"> <li>◆ Students listen, participate, and ask any clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher uses the <b>Catholic Anthropology PowerPoint</b> to present the fundamental principles of Catholic anthropology. Aim to complete slides #1-12 on day 1.</li> </ul>
Day 2				
<i>40 minutes</i>	<i>Presentation of New Material</i>	Teacher guides students through a conversation about Catholic anthropology.	<ul style="list-style-type: none"> <li>◆ Students listen, participate, and ask any clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher uses the <b>Catholic Anthropology PowerPoint</b> to continue discussion of Catholic anthropology.</li> </ul>
<i>10 minutes</i>	<i>Closing Discussion</i>	Students and teacher revisit the St. John Paul II quote with which the lesson began.	<ul style="list-style-type: none"> <li>◆ Students articulate their thoughts on the quote after learning more about Catholic anthropology.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher asks students, "What do you think about this quote now? Given what we've learned, what do you think St. John Paul II meant by this?" This discussion will prepare students for their final assessment.</li> </ul>

# Lesson #4 Instructional Guide: Procedural Notes

## DAY 1

### Introduction

In preparation for Lesson #4, the teacher may find it helpful to read the *Teaching Human Dignity* series expert guide: “What is Human Dignity?” by Melissa Moschella to gain a fuller understanding of Catholic anthropology, as well as the pastoral letter by Bishop Paul Loverde, “Bought With a Price: Pornography and the Attack on the Living Temple of God.”

At this point, students have studied the harmful effects of pornography on the individual, on relationships, and on society at large from both scientific and sociological perspectives. In Lesson #4, students explore the fundamental principles of how Catholic theological anthropology understands the human person and what we are made for. They are challenged to integrate what they have learned about the scientific and sociological impacts of pornography with a theological understanding of the human person.

Lesson #4 begins with students discussing their homework assignment. The teacher will want to project the quote from St. Pope St. John Paul II (found in the **Lesson #4: Catholic Anthropology PowerPoint**) that students responded to the evening before: “The problem with pornography is not that it shows too much of the person, but that it shows far too little.”

Depending on time constraints, students may initially discuss in partners or small groups, but the teacher will want to have a moment where some students share their answers and rationale with the class.

Once students have had the opportunity to share from their homework, the teacher may ask them who they think said this statement. After confirming that the quote was expressed by St. Pope St. John Paul II, the teacher can ask the students:

- ◆ Whether or not you agree with his statement, why do you think St. Pope St. John Paul II makes this claim?

Depending on the student discussion thus far, the teacher may want to give the students a few more minutes to wrestle with the meaning of the quote before sharing their thoughts with the class.

### Lesson #4 Presentation

After students have had the opportunity to share their thoughts, the teacher should transition to the Catholic Anthropology presentation. All slides and notes can be found in the **Catholic Anthropology PowerPoint**. The PowerPoint also contains questions for students to pause and discuss with the teacher and/or small groups or pairs. The teacher should aim to complete slides #1-12 on Day 1 of this lesson.

### Understanding Scripture

The following provides background information that may be helpful for the teacher in preparing to present slide #8.

Before using the Genesis narrative to explain that human beings are made in the image of God, the teacher should refresh students on the Catholic understanding of how to read and interpret Scripture. Particular emphasis should be placed on how to interpret the Book of Genesis. Students will likely have learned this in previous theology classes, but may still have lingering questions on the topic. The teacher should feel free to expand on or omit any of the following points based on student needs. The teacher should also try to keep students on topic as much as possible. Significant tangential questions that may arise should be covered at another time.

- ◆ The Bible conveys nothing but the truth as it relates to faith and our salvation. But this does not mean that everything conveyed in the Bible is scientific fact. After all, the Bible was not intended to be a science textbook.

According to YouCat (the Youth Catechism), “The Bible is not meant to convey precise historical information or scientific findings to us. Moreover, the authors were children of their time. They shared the ideas of their cultural environment and sometimes were also held back by its errors. Nevertheless, everything that man must know about God and the way of his salvation is found with infallible certainty in Sacred Scripture” (quoted in Baglow, *Faith, Science, and Reason*, 74).

- ◆ While science helps us answer the “how” questions related to human origins, Scripture helps us answer the “why” questions: Why did God choose to create? Why do human beings exist?, etc. Another way of explaining this is that Genesis helps us understand the meaning behind human life and the world’s creation, while science can explain the mechanics of how the world came to exist.
- ◆ When trying to understand different books of the Bible, it is important to remember that different books have different genres. For example, the Gospels are historical narratives while the Psalms are works of poetry. Genesis falls under the genre of literature<sup>1</sup>.
- ◆ “The Bible itself speaks to us of the origin of the universe and its make-up, not in order to provide us with a scientific treatise, but in order to state the correct relationships of man with God and with the universe. Any other teaching about the origin and make-up of the universe is alien to the intentions of the Bible, which does not wish to teach us how heaven was made but how one goes to heaven” (St. John Paul II, “Speech to Scientists,” October 3, 1981).

## DAY 2

The teacher will begin Day 2 by asking students to answer the review questions on slide #13, then continue with the rest of the slides. There may or may not be time to complete the remainder of the slides on Day 2. If the teacher is running out of time on Day 2, a natural break point to end the day would be after slide #19 or after slide #24.

<sup>1</sup>Genesis was “written in order to correct the myths of pagan peoples by reorienting their myths toward the one true God” (Baglow, *Faith, Science, and Reason*, 79). The human authors of Genesis would likely have been living subject to the authority of the Babylonians, who proposed a creation myth called the Enuma Elish. This myth portrays creation as a violent act, and proposes that human beings were created “to be slaves to all the gods” (Baglow, *Faith, Science, and Reason*, 80). In the book of Genesis, the Jewish authors present a very different understanding of God, the creation of the world, and human nature - one that is rooted in one, loving, all-powerful God who creates human beings in His image and likeness.



# *Lesson #5:*

*The Problems of Pornography*

## Lesson #5 Overview

**Subject:** Health/Science, Religion/Theology

**Time Requirement:** One 50 minute class period

**Resources Required:**

- ◆ Problems of Pornography Matrix
- ◆ Problems of Pornography Matrix - Teacher Edition
- ◆ Pornography Recovery Resources
- ◆ Problems of Pornography Activity Worksheet

**Lesson Description:** Working with their teacher, the students revisit the previous lessons in the unit. Working in small groups, they identify the many problems related to pornography. As a class, they debrief and combine their ideas in an attribute chart. Analyzing the content of the chart as a whole, they consider how pornography affects individuals, relationships, and society as a whole. They will also recognize that these problems are all recognized and affirmed by the teachings of the Catholic Church.

**Objectives:**

Students will be able to:

- ◆ identify the many and varied problems related to pornography as they relate to individuals, relationships, and society.
- ◆ recognize that the teachings of the Catholic Church affirm all of these problems and offer a holistic vision of the human person.

## Lesson #5 Summary

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>n/a</i>	<i>Preparation</i>	<p>Teacher prepares the materials for the lesson including the <b>Problems of Pornography Activity Worksheet</b>.</p> <p>Teacher reviews the <b>Problems of Pornography Matrix - Teacher Edition</b> to understand what the class will create.</p>		<ul style="list-style-type: none"> <li>◆ Teacher prints copies of the <b>Problems of Pornography Activity Worksheet</b>.</li> </ul>
<i>5 minutes</i>	<i>Lesson Introduction</i>	<p>Teacher introduces the lesson so that students understand the activity they will complete and the lesson's goal and progression.</p> <p>Teacher distributes the student worksheet and asks students to work in groups that coordinate with students' seating proximity.</p>	<ul style="list-style-type: none"> <li>◆ Students listen and ask any clarifying questions.</li> <li>◆ Students move to small groups.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The teacher explains that the class will break into groups and complete the <b>Problems of Pornography Activity Worksheet</b> that will help them list the many different problems with pornography. The teacher should be prepared to answer clarifying questions.</li> <li>◆ Teacher assigns students to small working groups.</li> </ul>
<i>15 minutes</i>	<i>Groups Identify the Problems of Pornography</i>	<p>The teacher circulates in the classroom to assist students who may have questions or difficulty remembering what they have learned.</p>	<ul style="list-style-type: none"> <li>◆ Students ask any clarifying questions.</li> <li>◆ Students work together to list the effects of pornography on individuals, relationships, and society completing the <b>Problems of Pornography Activity Worksheet</b>.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher may need to help students remember what they have explored and learned in the unit.</li> </ul>



## Lesson #5 Summary cont.

<i>Time</i>	<i>Phase</i>	<i>Summary</i>	<i>Student Work</i>	<i>Teacher Notes</i>
<i>15 minutes</i>	<i>Sharing Findings</i>	Displaying the <b>Problems of Pornography Matrix</b> on a projected computer screen, the teacher facilitates students' sharing of their list of problems and inserts them into the chart, discussing whether they primarily have an effect on individuals, relationships, or society, noting when they have an effect on all three.	<ul style="list-style-type: none"> <li>◆ Students share their list of problems identified in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher may need to help students summarize the problems they have identified or phrase the ideas in statements.</li> <li>◆ Teacher will need to type problems into the <b>Problems of Pornography Matrix</b>.</li> <li>◆ Teacher will help the students categorize the various problems identified with pornography into those that affect individuals, relationships, and society or some combination.</li> </ul>
<i>10 minutes</i>	<i>Completing the Attribute Chart</i>	Teacher reviews all the problems listed and indicates which are affirmed by teachings of the Catholic Church.	<ul style="list-style-type: none"> <li>◆ Students listen and ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher facilitates group sharing and points out how Church teachings are consistent with recognizing the problems by putting an "x" in the chart where applicable.</li> </ul>
<i>5 minutes</i>	<i>Closure</i>	Teacher asks students to write a statement explaining three good reasons to avoid pornography use.	<ul style="list-style-type: none"> <li>◆ Students complete an exit ticket.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher assigns and collects exit tickets.</li> </ul>

## Lesson #5 Instructional Guide: Procedural Notes

### Preparation

Before this lesson, the teacher will want to make enough hard copies of the **Problems of Pornography Activity Worksheet** so that each group will have one to use in the activity. They will also want to review the **Problems of Pornography Matrix - Teacher Edition** to get an idea of what students will ultimately create as a class after they have done their group brainstorming. Ideally, this lesson will help students remember the many different negative effects of pornography they have learned about and also understand how the teachings of the Church affirm these same problems and offer a hopeful holistic version of the human person.

### Introduction

The teacher explains the purpose of the activity to the class, namely to pull together everything they have learned about pornography before wrapping up the unit. If desired, they may want to display the objectives of the lesson on the board. The teacher explains that students will work in groups to brainstorm the negative effects of pornography and then come back together to combine them into an attribute matrix. The teacher will want to group students with 2-3 others whose seats are nearby and give each group a copy of the **Problems of Pornography Activity Worksheet** and ask one member of each group to record notes. The teacher may want to tell the students that they may consult their notes from past lessons if that is helpful.

### Problems of Pornography Activity

Working in groups, the students will brainstorm the negative effects of pornography. Some groups may need help remembering what they learned from the “Formed by the Senses PowerPoint,” the “Fight the New Drug” website, and other learning experiences. It may be helpful to give students an example of a negative effect of pornography (e.g., It causes physical changes in the brain that cause an addiction). Some groups will find this task easy and can be encouraged to consider whether the main effect of the problem they are listing is on individuals, relationships, or society.

The teacher will also want to monitor conversations to make sure that appropriate language and conversations are being had.

### Sharing Findings

Next, the teacher should pull up the **Problems of Pornography Matrix** on a computer with a video projector as the students are working in groups. When the allotted time has ended, the teacher will ask the students to return to their seats and will draw their attention to the screen. The teacher asks each group to share the problems they have identified in turn. As the problems are shared, they can be typed into the Attribute Chart. When necessary, the teacher may rephrase students’ ideas so they are brief enough to fit in the chart. In cases where more than one group has listed an idea, they can be combined in the chart.

Once all the problems identified by the groups have been added to the chart, the teacher will facilitate the class discussion of each problem one-by-one to indicate whether the effect is primarily on individuals, relationships, or society as a whole. An “X” should be placed in the chart cell to indicate where the effects are experienced. This step is not in need of great precision and should not take a great amount of time. The goal for this step is to enrich students’ consideration and re-emphasize that there are many negative effects of pornography AND that it affects individuals, relationships, and society. Ideally, the students will appreciate the amount of evidence suggesting that pornography is harmful.

### Completing the Attribute Chart

Once the class has explored all the problems of pornography, the teacher will read each one again and place an “X” in the cell under the column “Affirmed by Teachings of the Catholic Church” where applicable. This will allow students to see that Church teachings affirm all of the negative effects of pornography, including those that have been identified by science and other methods of discovery. The teacher may also want to allow time to discuss the positive and hopeful vision of the human anthropology that guides the Church’s teaching.

### Closure

As the unit wraps up, the teacher should ask if students have any remaining questions. Before students are dismissed, they should submit an exit ticket giving three good reasons to avoid using pornography.

It is important to give students who may be struggling with pornography use a place to look for help. The teacher is encouraged to share the **Pornography Recovery Resources** with their students. This resource should be shared in such a way that students are able to access it without self-identifying as needing the resource (i. e. the teacher gives each and every student a copy either in class or online).

### Final Assessment

For the final assessment students are asked to answer the question: *Why is pornography harmful to the human person?* Students should develop an argument using BOTH academic research from “Fight the New Drug” AND theological insights. A full description of the final assessment can be found in the **Final Assessment** handout. This handout also includes a grading rubric.



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